

ST PATRICK'S SCHOOL

NEWSLETTER

Making a Difference

Newsletter 1, Term 3

27th July 2017

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DATES TO REMEMBER

JULY

27th	Year 6 Canberra Excursion
28th	Year 6 Canberra Excursion
31st	Infants Swimming commences. 2.15pm Whole School Assembly in Hall Open Rugby League Carnival

AUGUST

1st	9.00am Yr 6 Voice of Youth—Parents welcome 2pm Parent Group Meeting
2nd	Yr 3 Mass Talent Quest Sign Up
7th	Infants Swimming Continues this week Voice of Youth Cluster Final
8th	Cumberland Zone Athletics
9th	Year 2 Mass

FROM THE PRINCIPAL

Dear Parents

Welcome back to Term 3. At the end of last term we held the Parent/Teacher Interviews. You should have a clear indication of your child's achievements and the areas that they need to focus on for the next term. It was great to see that the majority of the parents attended this meetings and support to school in your child's learning.

The next Parent Group Meeting will be held next Tuesday 1st August at 2pm in the Hall. All parents are welcome and hopefully we can share the progress of the planned building program.

Last week the Curriculum Overviews were sent out via the Skoolbag App. They are also attached at the back of this newsletter.

At the moment our Year 6 students are in Canberra enjoying their Educational Tour around our National Capital. On Monday our Open Boys Rugby League team represent the Parramatta District in the State Knockout.

The Infants Swimming Program commences next, Monday 31st July and runs for 2 weeks. The children can wear their sports uniform everyday to make it easier to get changed back at school.

Yours sincerely

Philip Mahony
Principal

ANNOUNCEMENT

Miss Megan Owens has been appointed Assistant Principal of Sacred Heart Primary School, Westmead. She commences her new role later this year. I know you join with me in congratulating Miss Owens on her new appointment and thank her for her outstanding contribution to the student's learning here at St. Patrick's.

WEEKLY VALUE

Be Grateful

TAKEBT QUEST

The year 6 leaders will be organising the St. Patrick's Talent quest for later this term. Children can Sign-up from Wednesday 2nd August.

FROM THE OFFICE

We would like to remind parents who have children starting in Kindergarten 2018 to return their Acceptance Form to the office asap. We can now accept the \$120 Acceptance Fee as our new Finance System is up and running.

Parents, all fees for Terms 1 and 2 should now have been paid. **If you still have these fees outstanding, please pay promptly now as Term 3 fees will be due and payable by the end of August.**

GRANDPARENTS DAY

Thank you to the many grandparents who came to join their grandchildren for our Grandparents Day yesterday.

Grandparents play a special role in our children's lives so it is wonderful to welcome them to our school.



FROM THE RELIGIOUS EDUCATION CO-ORDINATOR

SCREENING OF THE SULTAN AND THE SAINT: 29TH JULY

The Australian premiere of a new film about the historic meeting between St Francis of Assisi and the Sultan of Egypt, Malik Al-Kamil, in the midst of the conflict of the Fifth Crusade, will take place on 29 July at Western Sydney University's Parramatta South Campus. More information and a trailer for the film can be found at: www.sultanandthesaintfilm.com
Tickets are \$10. Book at <https://sultansaintsydney.eventbrite.com.au>
The screening is being co-hosted by Diocese of Parramatta.



HOLY HOUR FOR VOCATIONS: 28TH JULY

Everyone is welcome to join the Holy Hour for Vocations from 6:30pm Friday (please note new day) for an hour of adoration, prayer, music and quiet time in the Blessed Sacrament Chapel in St Patrick's Cathedral, 1 Marist Place, Parramatta. For information about priesthood in the Diocese of Parramatta and Holy Spirit Seminary, please contact Fr John Paul Escarlan, Director of Priestly Vocations, vocations@parra.catholic.org.au

Grace & Silence Retreat day: 5th August

A Silent Retreat day at Mt Schoenstatt for vocation discernment to Marriage & Family life, Single Life or Consecrated Life. Commences with an input on love followed by silent prayer and reflection and concludes with group prayer. Cost \$30 includes morning tea, lunch, afternoon tea and materials. Registrations: Sr M Julie Brerar ISSM, tel 0408 738 334, juliebrerar@gmail.com
Visit: <https://goo.gl/R5ApCo>

SCRIPTURE REFLECTION

The Parable of the Sower Matthew 13:1-9

The Parable of the Sower explains the reception of the word of God in different audiences. Not all who hear listen; not all who listen follow.



That same day Jesus went out of the house and sat beside the sea. 2 Such great crowds gathered around him that he got into a boat and sat there, while the whole crowd stood on the beach. 3 And he told them many things in parables, saying: "Listen! A sower went out to sow. 4 And as he sowed, some seeds fell on the path, and the birds came and ate them up. 5 Other seeds fell on rocky ground, where they did not have much soil, and they sprang up quickly, since they had no depth of soil. 6 But when the sun rose, they were scorched; and since they had no root, they withered away. 7 Other seeds fell among thorns, and the thorns grew up and choked them. 8 Other seeds fell on good soil and brought forth grain, some a hundredfold, some sixty, some thirty. 9 Let anyone with ears listen!"

Jesus' explanation of the Parable of the Sower highlights four different responses to the gospel. The seed is "the word of the kingdom." The hard ground represents someone who is hardened by sin; he hears but does not understand the Word, and Satan plucks the message away, keeping the heart dull and preventing the Word from making an impression. The stony ground pictures a man who professes delight with the Word; however, his heart is not changed, and when trouble arises, his so-called faith quickly disappears. The thorny ground depicts one who seems to receive the Word, but whose heart is full of riches, pleasures, and lusts; the things of this world take his time and attention away from the Word, and he ends up having no time for it. The good ground portrays the one who hears, understands, and receives the Word—and then allows the Word to accomplish its result in his life. The man represented by the "good ground" is the only one of the four who is truly saved, because salvation's proof is fruit.

Where do you see yourself in this parable? Can you identify your strengths and weaknesses? Are you ready to hear and respond to God's call? Are you the soil that allows Jesus to penetrate your life and inspire your living?



FIRST HOLY COMMUNION

Please keep in your prayers the students of our school and parish as they prepare to receive the Body and Blood of Jesus for the first time in August.



CONFIRMATION

Parents who have children in Yr 5 or 6 who are eligible to receive the Sacrament of Confirmation are invited to attend a compulsory Parent Meeting on 23rd August at 6pm in the Hall.

MASSES

Parents and Friends are welcome to attend Mass with the Parish and school this term:

Term 3

Week 3

Wednesday 2nd August

9am Yr 3 Mass

Ordinary Time 17

Week 4

Wednesday 9th August

9am Year 2 Mass

Ordinary Time 18

FEAST DAYS

25th July - St James

26th July - Sts Joachim and Anne

29th July - St Martha

31st July - St Ignatius of Loyola

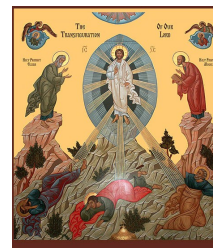
1st August - St Alphonsus Liguori

3rd August - St Dominic

4th August - St John Vianney

6th August - Transfiguration of the Lord

8th August - St Mary of the Cross Mackillop



Yours in Christ
Wardeh Khoury



St Patrick's School Choir
attended Wolf and Peter
Concert at the Sydney Opera
House.



FREE MULCH

We have a lot of mulch from trees that were cut down at St Patrick's.
If you would like this mulch for your garden, please ring the school office.

COMPLAINT FORM

If you would like to raise any concerns regarding an incident that has involved your child, the school has a Complaint Form that can now be completed. This will allow the school to keep records of any ongoing incidents and will free up the time that is taken on the phone with calls throughout the day.

It is our aim to work with all members of our school community to ensure that we do the best to provide a productive, safe and enjoyable experience for our students and professionally fulfilling experience for our staff.

The form will be attached to the newsletter, will be put on the skool bag app and can also be collected from the school office.

Each incident will be treated with the upmost privacy.

INTRODUCING OUR PEER SUPPORT PROGRAM

Dear Parents

Last Monday of week 2 our students commenced our Peer Support Program with Session 1 **Feeling safe - Being me!** For the next 7 weeks they will be involved in groups of approximately 12-15 students to work with one or two year 6 student Peer Leaders and a supervising teacher on Stronger Together - a module that aims to support positive relationships amongst students.

Last Monday, students about their strengths and their resilience. We discussed positive relationships or friendships and what to do if they experience harmful and hurtful behaviours. Our Peer Leaders have been trained and have planned their sessions using the materials we have from Peer Support Australia that are specially designed for student led sessions. Our Supervising/Class Teachers will prepare students, supervise sessions and check understanding at the end of the session.

Our session on Monday included activities for the members of the group to get to know each other by using a range of social skill interactions that promote diversity and engagement in a sensitive yet productive manner. It also established a safe learning environment where the peer group feel able to join in, share and contribute to developing a sense of belonging, to better protect themselves from the effects of bullying. Find your safe place.

Our session 2 week 3- **Strong Me!** encouraged students to identify their personal strengths as a key protective factor to address bullying and looked at ways of utilising these positive attributes to support themselves and others to build resilience. Parents of participating students might like to ask what they said or thought their strengths might be and suggest some more.

Peer Support Australia provides reading and resources specifically for parents.

Visit **www.peersupport.edu.au** and use the parent tab

Kind Regards
Miss Deanna Russo
Peer Support Coordinator

Religious Education

My Family Loves Me (Wk 1-5)

This unit explores family and the love and support students experience at home. They learn to know and love God through family relationships.

A Community That Celebrates God's Love (Wk 6-10)

In this unit students will learn about the parish as being a special community that is part of God's family.



Year Kindergarten

Term 3 2017

Curriculum Overview

English

Reading/Viewing: Sight words, alphabet 1-26, Understanding and using reading strategies to read unfamiliar and familiar text.

Writing/Representing:

Use handwriting features to write simple and compound sentences which includes a capital letter and full stop. Develop ideas to create an imaginative text.

Speaking/ Listening Speaking/ Listening:

Develop listening skills and learning to communicate effectively with peers and teachers.

Mathematics

Whole number - Counting forwards, backwards and represent numbers to 100.

Multiplication & Division- grouping and sharing, collections of objects and noticing the correlation between both processes

Addition and Subtraction - combine, separate and compare collections of objects, describe collections using everyday language, and record the findings

2D Shapes and 3D Objects, Identify, name, describe and represent 2D shapes and 3D objects. Explore curved and straight lines and surfaces.

Physical Education

Intensive Swimming Program - Weeks 3 & 4
Dance- to develop the students' movement skills (non-locomotor and locomotor skills), dynamics, time and rhythm.

Further Information:

Class Teachers:

KOS - Mrs Otazu & Mrs Simai

KD - Miss D'bais

KKG - Mrs Khoury & Mrs Gladwell

(Tuesday/Wednesday)

Routines

Sports Uniform - Fridays

Sports Uniform worn Monday to Friday during swimming in weeks 3 and 4

Music, PDH and Art Lesson - Tuesdays

Library Borrowing- school library bag required
KKG and KOS- Wednesday
KD - Thursday

Art

- Investigate the use of line and colour
- Experimenting with drawing techniques
- Art appreciation: describing and responding
- Sketching Techniques
- Symmetry in art.
- Construction techniques and materials.

Geography

My Place and My Family (Wk 1-10)

Students explore the places they live in and belong to. They examine their home as special place and develop an understanding of what makes it special and how this may differ for different people over time.

Personal Development and Health

Mrs Barber will be teaching Health.

The topic is **Safe Living**- Personal and Home Protective Behaviours - Relationships

Music

Mrs Criss will be teaching kindergarten about score reading and recognition of musical elements such as dynamics, tempo and pitch using percussion charts. The children will learn simple dances including Barrn Dance and Heel and Toe Polka. Singing will continue throughout the term as well.

Geography & Science

The units for this term are:

- **Features of Places**

Children learn that places can have natural, managed and constructed environmental features. Included in these understandings are the weather and seasons of places and the ways different cultural groups, including Aboriginal peoples and Torres Strait Islander peoples, describe the season. Children develop geographical skills by observing, collecting, recording, representing and interpreting geographical data and information to answer inquiry questions.



Year 1

Term 3 2017

Curriculum Overview

English

In the study of English this will involve **Thinking Imaginatively and Creatively, Expressing Themselves and Reflecting on Learning.**

Speaking & Listening- communicating through speaking, listening, reading, writing, viewing and representing.

Reading & Writing- the skills of spelling, grammar, punctuation, vocabulary and handwriting will be explored through modelled, guided, shared and independent reading and writing of imaginative, Persuasive and Informative texts.

Religious Education

The units for this term are:

- **Baptism-** Students will learn about the symbols and the ritual of the sacrament of Baptism and understand it as a celebration of their initiation into God's family.
- **Senses: A Gift from God -** Students will understand that their senses are important in communicating, relating to others and in expressing their love for God and others. They will develop an understanding of their senses, as a gift from God that can be used to appreciate the beauty of God's creation and the wonder of themselves.

Mathematics

The units for this term are:

- **Whole Number-** ordering and partitioning 2 and 3-digit numbers. .
- **Addition & Subtraction-** using concrete materials to represent solve and record number problems.
- **Multiplication and Division-** sorting and dividing concrete materials in groups and arrays to solve simple multiplication algorithms.
- **Length-** using informal units to measure different lengths.
- **Chance-** using the language of chance students will describe possibilities of different events.
- **Fractions & Decimals-** explore, model and describe parts of an object, collection and number.
- **Time-** identify and order months, seasons and dates.
- **Chance & Data -** gathers and organizes and interpret data (lists, tables and picture graphs). Use the language of chance students will describe possibilities of different events.
- **Patterns & Algebra –** recognising and continuing a variety of patterns.

Further Information:

1CF- Mrs Cassar & Mrs Frederickicks
1E – Miss Eid
1B – Mrs Bosen
Sport Uniform: Wednesday
Homework: Friday
Library borrowing days: Thursday

Physical Education

The units for this term are:

- **Fundamental movement skills**
Soccer skills: dribbling, stopping, trapping, passing and rules of the game.

Personal Development and Health

The units for this term are:

- Safe living and protective behaviours

Creative Arts

Music: Develop score reading and recognition of musical elements using percussion charts. Learn simple dances including Barn Dance and Heel and Toe Polka and singing to continue throughout term.

Visual Arts: Identifies particular qualities in artworks (subject matter, the use of particular techniques and the effects these have in the artist's work).

Geography Term 3:

Connections Between People and Places

This unit provides opportunities for students to explore places across a range of scales within Australia (locally) and Australia's location in the world (globally). Student will describe connections people, including Aboriginal and Torres Strait Islander People, have with Country/Place.

Mathematics

This term we are focusing on the following concepts:
Patterns & Algebra – Creates, represents and continues a variety of number patterns.

Addition + Subtraction – Solve simple addition and subtraction problems using a range of mental and written strategies.

Multiplication and Division – Use strategies for multiplication including arrays, equal groups & repeated addition

Chance – Recognise the element of chance in familiar daily activities. Use familiar language to describe the elements of chance.

Data – Displaying data using column and picture graphs, Interpreting results from graphs.

Fractions + Decimals – Model and describe $\frac{1}{2}$ and $\frac{1}{4}$ of a whole and of a collection of objects.

Understand and use fraction notations.
Area – measures, records, compares and estimates areas using uniform informal units

Length – describes mathematical situations and methods using everyday and some mathematical language.

actions, materials, diagrams and symbols

Time – describes, compares and orders durations of events, and reads half- and quarter-hour time

Creative Arts

In Visual Arts with Mrs Hoyle the students will create artwork based around symmetry, perspective, Gustav Klimt and visual literacy.

In music lessons with Mrs Criss the students will be developing score reading and recognition of musical elements such as dynamics, tempo and pitch using percussion charts.

Curriculum Overview Year 2 Term 3

2017



Year 2 Routines

Sport Uniform –

2F, 2M & 2Y Thursday

Music Lessons – 2F, 2M & 2Y Friday

Personal Developments + Health and

Physical Education – 2F, 2M & 2Y Friday

Friday

Library borrowing – Tuesday

Swimming Program- Week 3 and 4

Homework due- Friday

English

Spelling, Grammar, Handwriting, Speaking and Listening and Writing

The children complete activities in each of these areas, as a whole class, focusing on different areas of the New Australian English Curriculum.

Literacy groups occur daily. Students complete a variety of activities to complement the English strands. Each class will study a novel each term as well as study a variety of texts through shared, modelled and independent reading.

The types of texts taught this term are Informative and Imaginative texts.

Religion

The units for term 3 are:

Reconciliation – Students will continue to explore the sacrament of Penance. We will examine good choices which help us to reconcile with God and one another.

Eucharist – Students grow in the knowledge that in the Eucharist, the Christian community remembers and celebrates Jesus' presence.

PDHPE

Mrs Barbar will be teaching Personal Development and Health lessons, on Friday. Topics to be taught will include Growth and Development and Protective Behaviours. Physical Education will be taught on Thursday. Skills will include skipping, galloping, catching and kicking.

Mathematics

The children will complete a number of activities from following strands of Mathematics:

- Position
- Multiplication and Division
- Area
- Length
- 3D Objects
- 2D Shapes
- Fractions and Decimals
- Addition and Subtraction

During lessons students will start with a warm up, they investigate a problem, are taught solutions and concepts and will finish with a reflection regarding the concepts taught.

Visual Arts

Year 3 will be doing Visual Arts on **Thursday**. Students will be creating artworks using a variety of mediums and techniques with a focus on texture, shape and colour.

Music

Music will be on **Thursday** every week this term. This term with Mrs Criss, the children will be focusing on continuing recorder development and working on xylophones and other percussion instruments as accompaniment to their recorder pieces. They will also sing a variety of songs.

Religious Education

- **Sacraments of Initiation** – Students examine the various sacramental rituals and symbols of Christian Initiation in preparation for their First Holy Communion.
- **Carling For God's Wondrous Creation** – Students will understand that by appreciating nature, we come to know God and recognise the Divine presence in the wonder and work of creation.
- **First Holy Communion** – 5th/6th, 12th/13th, 19th/20th, 26th/27th August. Saturday Masses at 6pm, Sunday Masses at 10am.

Year 3: Term 3, 2017



History/Geography and Science

Our Community – Students will look into the history of the local area around Guildford and the role of the local council today.

OTHER INFORMATION:

- Year 3 teachers are: **3B** Miss Colussi, **3G** Mrs. Gambino and **3M** Miss Mansour
- Students are to read every night as part of homework
- Library borrowing – **3M and 3B: Tuesday 3G: Friday**
- Dance Fever – Every Wednesday as part of grade Sport.
- Peer Support Lessons – Monday Afternoons
- Eucharist Reflection Day – (All Students) Friday 4th August
- Year 3 Mass – Wednesday 2nd August 9am
- Year 3 Assembly – Tuesday 15th August. Details TBA.

English

English will consist of the following areas of the *Australian English Curriculum*:

- Speaking and listening
- Writing and representing
- Handwriting and using digital technologies
- Reading and viewing
- Spelling
- Grammar, punctuation and vocabulary
- Thinking imaginatively, creatively and interpretively
- Expressing themselves
- Reflecting on their learning.

Literacy groups will occur over five days. Students will engage in daily *Independent Reading* in which they can bring a book of their choice.

Daily *Shared Reading*, *Guided Reading* and *Modelled Reading* will provide students with opportunities to learn and practice the skills and strategies that good readers use. Daily *Modelled and Independent Writing* will provide opportunities for students to learn about and compose informative, imaginative and persuasive texts.

PD/H/PE

All Year 3 will classes will be required to wear their sport uniform on Wednesday. The students will be taking part of the compulsory Dance Fever Program. This has already been paid for.

Health

All Year 3 will have health on Thursday with Mrs. Barber. Students will examine ways in which they can improve their relationship with others peacefully.

Year 4 Curriculum Overview Term 3, 2017



Dear Parents,
Welcome back to Term 3! This overview contains an outline of the units covered throughout Term 2, along with some general information relating to Year 4. We look forward to continuing to work with you this term.

Key Dates (dates are subject to change):

July	August	September
17/7 First Day back at School and RLA Part B Teaching Commences. 19/7 Year 4 Mass and Dance Fever Commences 24/7 Dance Fever begins 26/7 Grandparents Day 31/7 Whole School Assembly and Year 4 RLA online test trial.	1/8 Parent Group Meeting 8/8 Cumberland Zone Athletics and Year 4 Assembly 14/8 Book Week begins 15/8 Whole School Mass for the Assumption 21/8 Whole School Assembly at 2:15pm in the Hall and RLA online tests begin 25/8 Diocesan Athletics Blacktown Olympic Park 30/8 Father's Day Stall 31/8 Father's Day Liturgy	1/9 Staff Development Day (School Closed) 5/9 Book Fair ends 9/9 Whole School Assembly at 2:15pm in the Hall 14/9 Dance Fever Challenge 20/9 Year 4 Mass 22/9 Last Day of Term 3.

English

English will consist of the following areas of the *Australian English Curriculum*:

- Speaking and listening
- Writing and representing
- Handwriting and using digital technologies
- Reading and viewing
- Spelling
- Grammar, punctuation and vocabulary
- Thinking imaginatively, creatively and interpretively
- Expressing themselves
- Reflecting on their learning.

Literacy groups will occur over five days. Students will engage in daily *Independent Reading* in which they need to bring a book of their choice. Daily *Shared Reading*, *Guided Reading* and *Read Aloud* will provide students with opportunities to learn and practice the skills and strategies that good readers use. Daily *Modelled* and *Independent Writing* will provide opportunities for students to learn about and compose persuasive and imaginative texts. Writing will be linked to our Religion units this term, *A Time for Reconciliation* and *The Bible*.

Library – All Year 4 classes will have library borrowing on Friday (children must bring in their library bag's in order to borrow).


Mathematics

The children will complete a number of activities from following strands of Mathematics:

- Two-dimensional Space
- Angles
- Multiplication and Division
- Area
- Three-dimensional Space
- Mass
- Volume and Capacity
- Chance and Data

During lessons students will start with a warm up, they investigate a problem, are taught solutions and concepts explicitly and will finish with a reflection regarding the concepts taught. This terms Mathematics unit will be linked to our Inquiry unit

<p style="text-align: center;"><u>Religious Education</u></p> <p>The following units will be covered this term.</p> <p>1. Reconciliation-God's Healing and Forgiveness: In this unit students will explore the human experiences of forgiving and being forgiven. The unit introduces students to the Sacrament of Penance where we celebrate our reconciliation with God, with ourselves and with each other. Students will acknowledge that sometimes in relationships there is hurt which requires healing and forgiveness. This term student will be completing the Religious Literacy Assessment (RLA). It will involve an online quiz and a project based task. More information will be sent home explaining the RLA.</p> <p>2. The Bible: A special Book: In this unit students will investigate the inspiration, contents, structure and literary forms of the Bible.</p>	<p style="text-align: center;"><u>Inquiry</u></p> <p>This unit focuses on developing an understanding and appreciation of relationships and how they impact on our individual lives, on a national scale and across the world. Students will explore the different roles and responsibilities within relationships to develop an understanding of avenues for effective communication. The beginning of the unit will start off on an individual level and move towards a global scale where students explore the relationships between countries. By the end of the unit students will be expected to apply positive conflict resolution and problem solving skills to address a key issue on a national or international scale.</p>
<p style="text-align: center;"><u>Creative Arts</u></p> <p>Music will be on Thursday every week this term. This term with Mrs Criss, the children will be focusing on:</p> <ul style="list-style-type: none"> continuing recorder development and working on xylophones and other percussion accompaniment to their recorder pieces singing <p>Visual Arts will be on Thursday every week this term. This term with Mrs Hoyle, the children will be focusing on:</p> <ul style="list-style-type: none"> Symmetry in artworks. Perspective in artworks. Artist Study and appreciation - Vincent Van Gogh <p>Drama will be integrated across a range of Key Learning Areas this term.</p> <p>Dance: See PDHPE.</p>	<p style="text-align: center;"><u>PD/H/PE</u></p> <p>Health (Personal Development Unit): <i>Personal Health Choices</i>, which will cover nutrition, drug use and making decisions. Mrs Barber will be taking Health on Thursdays.</p> <p>Physical Education – Weekly school Dance Fever program. Dance Fever will be on Wednesdays (Times for Weeks 1-4 below).</p> <p>4I: 9:55-10:35am</p> <p>4B and 4MD: 11:05-11:45am</p> <p>Peer Support – beginning in Week 2, on Monday afternoons.</p>
<p style="text-align: center;"><u>Homework</u></p> <p>Homework will begin in Week 2 and is to be returned to school on Friday (on odd weeks-3,5,7 and 9). On Fridays students will be selected to talk about their homework and present anything they have created.</p> <p>Daily reading every night (minimum of 20 minutes). Students are to record what they read using the reading log they were given and parents/carers are to sign this each night.</p> <p>If you have any questions concerning homework, please feel free to contact your child's classroom teacher via <i>Class Dojo</i>.</p>	<p style="text-align: center;"><u>Class Dojo</u></p> <p>Year 4 will continue using <i>Class Dojo</i> to monitor positive behaviours. As Parents/Carers, you are able to access this resource to see how your child is doing in school. You can use <i>Class Dojo</i> to send us a direct message with any questions, queries or feedback and see pictures of our work in class. The app can be accessed from any smartphone or computer.</p>

RELIGIOUS EDUCATION		
<p>Faith Communities in my Local Area: Demonstrate an understanding and appreciation of the Church as being led by the Holy Spirit, as honouring Mary and as having a life and mission in which individuals are called to various ministries of service.</p> <p>Confirmation: A Gift of the Spirit Demonstrate an understanding and appreciation of the Church as a welcoming, caring and celebrating community, which began its mission at Pentecost, under the inspiration and guidance of the Holy Spirit.</p>	 <p>CURRICULUM OVERVIEW</p> <p>Year 5</p> <p>2017</p> <p>Term 3</p>	<p>MATHEMATICS</p> <p>Number: Whole number, Addition & Subtraction, Multiplication & Division, Fractions & Decimals</p> <p>Measurement: Length, & Area,</p> <p>Time: Analogue/digital</p> <p>Patterns & Algebra</p> <p>Chance & Data: Reading & Constructing graphs</p> <p>Working Mathematically: Questioning, Communicating, Applying, Reasoning and Reflecting.</p>
<p>ENGLISH</p> <p>Reading and Viewing</p> <ul style="list-style-type: none"> • <i>Modelled Reading</i> of a variety of Imaginative, Persuasive and Informative texts. • <i>Guiding Reading</i>- Small ability groups focusing on a specific comprehension strategy. • <i>Independent Reading</i> <p>Writing – Exploring the structure, language features and vocabulary of Informative, Imaginative and Persuasive texts.</p>	<p>CREATIVE ARTS</p> <ul style="list-style-type: none"> • <i>Symmetry/Astronaut</i> - Drawing the other half of the picture or shape so it becomes exactly like the other if you flip, slide or turn it • <i>Symmetry/Vase of Flowers</i> - Drawing the other half of the picture or shape so it becomes exactly like the other if you flip, slide or turn it ASSESSMENT • <i>Perspective/Street Scene</i>- Investigates the use of line to create distance in artworks. One point perspective. Attention given to visualization, angles, shading and colour techniques. • <i>The Great Wave/Katsushika Hokusai – Japanese Artist Study</i> - Investigation of subject matter, techniques and colour schematics using water colour paints. • <i>Japanese Koi Fish</i> – Experiments with traditional Japanese artworks, focusing on shape and colour: ASSESSMENT 	<p>HISTORY/GEOGRAPHY/SCIENCE & TECHNOLOGY</p> <p><i>Is Australia the lucky country?</i></p> <p>Australia's Neighbours</p> <p>Students explore countries of the Asia region and the connections Australia has with other countries across the world. They will learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.</p>
<p>MUSIC</p> <p>Continue recorder development and working on xylophones and other percussion as accompaniment to recorder pieces. Will also sing a variety of songs with the emphasis being on correct pitch and tempo.</p> <p>Readers' Theatre</p>	<p>PDHPE:</p> <p>Health: Personal Health Choices: Nutrition, Drug Use.</p> <p>PE: Dance Fever</p>	<p>LIBRARY BORROWING</p> <p>All three classes (5W, 5C, 5B) will attend Library on Wednesdays.</p> <p>SPORTS UNIFORMS</p> <p>Worn by all students on Wednesdays for Dance Fever</p>



Year 6 2017

Term 3 Curriculum Overview

Religion	Geography/History & Science	Creative Arts/Music
<p>Weeks 1-6</p> <p>The Story of the Catholic Church in Australia Students will demonstrate an understanding and appreciation of the church as being led by the holy spirit, as honoring Mary and having a life and mission in which individuals are called to various ministries of service.</p> <p>Incorporated Heroes for God. Students will demonstrate an understanding and appreciation of Jesus, present in our lives in many ways, offering hope to the world.</p> <p>Weeks 7-10</p> <p>Eucharist Nourishes us for the Journey (Preparation for Graduation) Students will examine the celebration of the Eucharist as both a memorial sacrifice and memorial meal. Their study will focus on how Christ nourishes us through the celebration of the Eucharist through the gift of himself present in the assembly, celebrant, Word and Holy Communion</p> <p>Mathematics</p> <p>The children will complete a number of activities from the Mathematics strands. Some of the strands that we will be covering this term include:</p> <ul style="list-style-type: none"> Length and Perimeter Multiplication and Division Fractions and decimals Patterns and Algebra Addition and Subtraction Multiplication and division Area 2D and 3D Angles <p>During Mathematics lessons students will start with a warm up. They will have time to investigate a problem based on an open ended task, be taught solutions and concepts explicitly and will finish with a reflection regarding the concepts taught.</p>	<p>Geography/History</p> <p>Australia as a Nation Students learn about the development of Australia as a nation. They explore the factors that led to Federation and experiences of democracy and citizenship over time. Identify the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.</p> <p>English</p> <p>English will consist of the following areas of the New Australian English curriculum:</p> <ul style="list-style-type: none"> Speaking and Listening Writing and Responding Reading and Viewing Spelling Responding and Composing <p>Literacy groups will occur daily. Students will engage in daily <i>Independent Reading</i> in which they need to find a book of their choice from home or the library. They will also participate in <i>Shared Reading, Guided Reading and Modelled Reading</i> on a weekly basis.</p> <p>In <i>Writing and Responding</i>, we will be focusing on <i>imaginative texts</i>. Students will engage in daily <i>Modelled and Independent Writing</i> sessions. Spelling and grammatical features will be focused on during independent literacy groups that will run in conjunction with the guided reading program. Students will also be encouraged to use the writing process to produce their writing.</p>	<p>Creative Arts/Music</p> <p>Creative Arts- Mrs Hoyle</p> <ul style="list-style-type: none"> Symmetry/Allen - Drawing the other half of the picture or shape so it becomes exactly like the other if you flip, slide or turn it. ASSESSMENT - Symmetry/Robots - Drawing the other half of the picture or shape so it becomes exactly like the other if you flip, slide or turn it Perspective/Forest and Toning Techniques- Investigates the use of line to create distance in artworks. One point perspective. Attention given to visualization, angles, tone and colour techniques. Pop Art - Artist Study/Andy Warhol - Investigation of subject matter, altered colour and repetition of images with influence artist impression and Pop Art style. ASSESSMENT-Pop Art - Artist Study/Romeo Britto - Investigation of subject matter, colour schematics and the use of line and pattern within artworks. <p>Music- Mrs Criss</p> <p>Year 6 will be continuing recorder development and working on xylophones and other percussion as accompaniment to their recorder pieces. They will also sing a variety of songs with the emphasis being on correct pitch and tempo.</p> <p>Personal Development/Health/Phys Ed</p> <p>P.E will be Dance Fever. Through dance students will develop an awareness of Space, Relationships and Dynamics. Instructors from Dance Fever will take the classes with Year 6 Teachers assisting. Dance Fever will take place every Wednesday.</p> <p>P.D/Religion- Growing and Changing Year 6 Teachers this unit will cover the following subjects, growth and development, interpersonal relationships, personal health choices and safe living. This unit will not commence until a parent meeting has taken place.</p> <p>Health- Mrs Barber</p> <p>Personal Health Choices</p> <p>This unit will focus on nutrition, drug and alcohol abuse.</p> <p>Admin</p> <ul style="list-style-type: none"> Peer Support will be on Monday Dance Fever will take the place of Sport which will be on Wednesday for all classes Library will be on Friday for all classes Music, Art and Health will be on Friday for all classes

Complaint Form

1. YOUR DETAILS

Family name: _____ Given name(s) _____
 Contact details: _____

2. YOU ARE: (PLEASE TICK)

Student ☐
 Parent/caregiver ☐
 Staff ☐
 Other (please specify) ☐

3. THE COMPLAINT IS ABOUT EVENTS AT: (PLEASE TICK AND GIVE DETAILS)

A school ☐
 CEO office ☐
 Specify location and address: ☐

4. PLEASE GIVE DETAILS OF THE COMPLAINT

(Please attach additional page if space is insufficient. You may also attach further documentation if you wish.)

5. PLEASE GIVE DETAILS OF THE OUTCOME YOU ARE SEEKING

(Please attach additional page if space is insufficient.)

6. HAVE YOU PREVIOUSLY RAISED THIS CONCERN WITH A STAFF MEMBER? (PLEASE TICK)

No ☐ Yes ☐

If yes, when: _____

Who dealt with the matter? _____

What was the result? _____

7. DO YOU PROVIDE CONSENT FOR DETAILS OF THE COMPLAINT TO BE FORWARDED TO THE RESPONDENT?

Yes ☐ No ☐

Signature: _____

Date: _____

For complaint handler use (see assessing and referring complaints)

Office use

For matters which are resolved at intake:

Advice/Action:

Options: ☐ Self-resolution ☐ Assisted resolution ☐ Mediation ☐ Intervention ☐ Investigation
☐ Systems improvement

Outcome: _____

Date matter is finalised: _____

Name of complaint handler: _____ Signature: _____

For matters which need further action:

Referred for: Further assessment to ☐ Director System Performance ☐ Team Leader Employment Relations
☐ other

Referred to: Name: _____

Referred by: Name: _____ Signature: _____

Date: _____