

YEAR ONE BLUE
NEWS GROUPS - 2018

NEWSTIME ROUTINE

Children must only bring something to share on their nominated group news day. Items of interest, nature or self-made constructions are most appropriate. **NO GUNS, ACTION FIGURES OR SIMILAR STYLE TOYS.** The only exception is Birthday News when children may bring in a present to show on their birthday.

RED GROUP - Monday

1. Christian Petersen
2. Cruz O'Brien
3. Lacey Bilick
4. Lily Smith
5. Mason Farrant
6. Victoria Sletten

ORANGE GROUP - Tuesday

1. Aiden McMullen
2. Djiva Martinez
3. Faith Tooby
4. Lily Dawson
5. Lotoata Simeti
6. Oliver O'Grady

YELLOW GROUP - Wednesday

1. Bradley Smith
2. Delilah Thomas
3. Mitchell McMullen
4. Narae Han
5. Oliver Evans
6. Stella Stone

GREEN GROUP - Thursday

1. Gabriel Barrie-Hoogenboom
2. Jafar Hassoun
3. Lily Short
4. Luciana Reid
5. Paige de Brouwer
6. Sibylla Clifton

BLUE GROUP - Friday

1. Abbey Burrows
2. Alex Gibson
3. Harminah Woodhams
4. Harry Touzel
5. James Davies
6. Marcus Ferraro
7. Scarlet Plastine-Simpson



*Heavenly Father you have given us the
gift of children.*

*We welcome such a responsibility with
faith and love.*

*For children may be likened to seeds from
many flowers.*

*At first they may seem more similar than
different.*

*As they grow and mature their differences
become marked.*

*Some may remain small and delicate while
others are large and brilliant.*

Some bloom early and some late.

*One thing they have in common:
under good conditions they all bloom and
have their own beauty.*

*Dear Lord, help us as parents and
teachers to provide the best conditions for
our children.*

So they may blossom forth in all their glory.

Amen

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BEHAVIOUR MANAGEMENT Cont.

Consequences - If students do not abide by the classroom or school rules, they go through the following steps:

Warning

Reminder

Responsible Thinking Area - Time out in class

Responsible Thinking Area – Time out in another class

Referral to Assistant Principal – Parents notified

HATS

The school has a 'no hat, no play' policy. Please ensure that children have a hat on Tuesdays for PE so that they are able to participate.

SUN CREAM

As young children often have very sensitive skin they can easily have an allergic reaction to unfamiliar chemical products. For this reason we would prefer it if you would provide them with their own sunscreen product. It would also be helpful if it was supplied in the roll on type container, so that children can apply it themselves more effectively.

CANTEEN LUNCHES

Please place your orders in the basket provided. Paper bags can be bought from the canteen and parents are asked to please supply the correct money. Canteen operates Wednesdays, Thursdays and Fridays for recess and lunch.

NUTS

St. Bernadette's is a nut friendly school and your cooperation in protecting those students with severe allergies is appreciated.

PARENT HELPERS

Thank you to those parents who have already offered to help out in the classroom with reading. Anyone else who can spare an hour or so on Mondays, Tuesdays, Thursdays and Fridays mornings is welcome to put their name down on one the roster displayed on the notice board outside our class room.

CLASSROOM ORGANISATION

Time, space and opportunity is provided for:

- Explicit Direct Instruction – skills & concepts
- Skills groups & individual work tasks (Phonics, Oral Language, Mathematics etc)
- Integrated units of Study (Themes)
- Learning Centres (Inside and Out)
- Physical Activity (Fitness & Sport Program)
- Development of self-management skills
- Development of Metacognitive skills (learning how to learn)

REPORTS

Written reports are sent home at the end of Terms 2 and 4. At the end of Terms 1 and 3 the school conducts Parent Teacher Interviews for a first hand catch up on student progress. Interviews in Term 1 are mandatory and in Term 3 they are optional.

I am very happy to have your child in my Year One class this year and look forward to a great year of learning and working together side by side. Please do not hesitate to come to see me if you have any questions or concerns. I am looking forward to an extremely happy and rewarding association with you this year.

Claire Bennett



*St. Bernadette's
Catholic
Primary School*

*Year One Blue
2018
Parent
Information
Night*

Claire Bennett

*Classroom Routines
Curriculum
Information*

Thank you for taking the time to join me for our Parent Information Night. Please introduce yourself if we haven't met yet. Please also introduce yourself to the other parents and welcome any new families.

TEACHERS

Your Year One teachers this year are Miss Teresa Arfuso Year One Red and Ms. Claire Bennett Year One Blue.

Mr. Michael O'Dwyer will be taking Sport and Miss Cath Flynn will be taking Library Studies and ICT on Mondays. Mr. Isaac Hilton will be taking Science, Mr. Allan Stock will be taking Music odd weeks and Mrs Kristy Watson will be taking LOTE (Indonesian) on Tuesday's even weeks.

ARRIVAL AND DEPARTURES

Children are asked to arrive between 8:30 and 8:40 a.m. They have a checklist to complete before school begins and they are expected to be sitting on the mat ready for lessons at 8:40. Children who are not in the classroom by 8:45 will be marked as late on the roll and need to collect a late note from the office. Children are dismissed from their classrooms at 3:05 p.m. Early release - slips must be signed at the office and given to the class teacher.

ABSENCES

If your child is not able to attend school, please ring the office before 8:45a.m. A note explaining their absenteeism will be required on their first day back to school. If your child becomes sick during the day, they will be sent to the sick room and you will be asked to collect them.

MASS

There is a Mass each Wednesday morning at 8:45 am, led by Fr Arnel Taracina. Parents are most welcome to attend these celebrations.

ASSEMBLIES

We will be having whole school assemblies each Friday afternoon from 2:15pm. Parents can see this roster of class items on the school calendar available on our website.

COMMUNICATION

The Communication Books are for us to keep in touch. If you write a message please ask your child to hand it to their teacher straight away in the mornings because I will not be able to check each book every day. In addition, I have left a communication diary on a table just inside the front door and any last minute messages / changes can be written there for quick reference. E.g, if someone else is collecting your child that day or, you will be collecting your child early for some reason etc.

CLASS CARER

I am seeking a volunteer to kindly accept the position of class carer for this year. This is a social roll only. Please see me if you are interested!

WATER AND CRUNCH & SIP

Each child needs to have a bottle of water to put in the water trolley so that they can drink throughout the day. **Fruit juice or cordial is not appropriate** in the classroom. Pre-cut fruit in a disposable clearly labelled bag would be appreciated.

LIBRARY

Mondays with Cath Flynn, will be our Library borrowing day. Students will need a library bag in order to borrow.

SPORT

Children need their sport uniform and shoes on Mondays.

RECESS AND LUNCH

Please make healthy choices when packing children's lunches. Children will be told to bring home what they did not finish each day for your information and action.

SCHOOL SUPPLIES

Supplies have been bulk stored and will be distributed throughout the year. Many thanks for the prompt covering of exercise books.

Please ensure that your child's name is clearly labelled on everything else e.g. bags, lunch boxes, drink bottles, clothes, hats etc., that comes to school to help us keep track of student's belongings. It is a good idea to put a 'zipper toy' on their school bags to help with quick identification.

HOMEWORK

The children will have homework from Monday to Thursday. Homework expectation note will be given out on Mondays. Students should spend approximately 15mins a night on homework at this stage Term 1 Homework will consist of

1. Reading / Phonics 3/5 minutes
2. Sight Words 3/5 minutes
3. Maths Activity 3/5 minutes

HOME FOLDERS

Each child has two plastic document wallets
1) for taking their Home Reader books to and from school safely
2) and the News Folder for notes to and from school. Please encourage children to keep them in good order. Parents need to view and empty News Folders each night and returned the next day. Reader Folders are to be sent to school Mondays and kept at home until exchange day the following Monday (this may change but notice will be sent home).

BEHAVIOUR MANAGEMENT

The children have discussed our classroom rules and have agreed to abide by them. Their good behaviour will be rewarded with individual raffle tickets which will put them into the draw for a lucky dip from the class treasure box each term. Two draws in Term 1 only.

- draw one week 5 Term1
- draw two last week Term 1
- draw three last week Term 2
- draw four last week Term 3
- draw five last week Term 4.

Magic Words

- Increase fluency
- Develop comprehension
- Help improve reading

The first word that a child generally learns to read is their own name. Since early childhood children can have seen their name hundreds of times on their back-packs, clothes, books, bedroom door, pre-school paintings, locker, hook and lunch boxes. Children can often begin school recognising other family member's names, Mum, Dad and words in their environment such as stop, walk and school.

Children who are beginning to read may, for example, recognise their own name, Mum, Dad, I, can, like, is, it, look & at. At this stage enhancing their awareness and giving them opportunities to recognise high frequency words can enhance fluency, comprehension and improve reading for enjoyment and fun.

Magic Words are about children recognising the words (they do not have to know how to write or spell them).

Remember to always allow children ample opportunity to learn their words in a fun way by playing games with the Magic Words. Simply write the words out on scrap squares of paper to make playing cards, making two sets for games like match and sort pairs, snap, memory. You can also make up word bingo games with their words and don't forget to praise children when they identify the words in the books you are reading with them.

Research

In English, there are 100 frequently occurring words that make up, on average, half the words found in reading and writing (Davidson and Wicking, 1994), Extensive and automatic word knowledge frees fluent readers to focus on the meaning of what they read rather than stopping to work out unfamiliar words. (Perfetti, 1985).

Magic Words Wheel

The Magic Words Playing Cards - Magic 100 Words and More Magic Words feature the 100 and 101-200 most frequently used words in reading and writing.

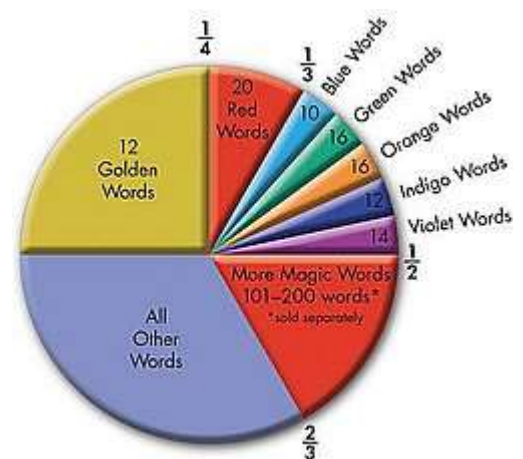
The 12 Golden Words make up one quarter of all words and together with the Red Words, these make up, on average, one third of all words, based on frequency.

Refer to the Magic Words Wheel for details of how the frequency wheel shows this progressive attainment of sight words.

Progression = Gold, Red, Blue, Green, Orange, Indigo, Violet, Pink, = $\frac{1}{2}$ of the most frequently used words in reading and writing.

Most importantly, please try to have fun and praise all efforts.

Claire Bennett Year 1B



insights

Working closely with your child's teacher this year

by Michael Grose



In my work as a presenter and educator I've visited hundreds of schools, spoken with hundreds of school leaders and worked with many educational innovators and researchers at the forefront of modern education. These people and experiences have given me valuable insights into what makes great schools tick.

Strong parent–teacher relationships are one of the hallmarks of all great schools. They're a major contributor to student success. The research into schooling across the Western world reveals that positive parent–teacher partnerships are a more significant factor in student success than parent income levels or social status.

However, parent–teacher relationships require effort and energy from both parties if they are going to really benefit children and young people.

Here are five elements to guide you as a parent in forming strong bonds with your child's teachers this year:

1. Knowing (building affinity)

Know – the first element – requires you to be both proactive and patient. *Proactive because you need to be willing to meet and work at maintaining relationships. Patient because it may take some time to build a working relationship.* For your partnership to be meaningful and successful you need to meet with your children's teacher(s) with the goal of forming a respectful professional relationship. Share your aspirations for your child and be willing to build the teacher's knowledge about your family.



Get to know your child's teachers' aspirations and gain an understanding of their approach and the focus they have for this particular year group.

Also commit to continuing to know what's going on in the life of your child's classrooms as well as the life of the school on an ongoing basis.

2. Supporting (building trust)

Children need to know that you are fully behind what their teachers are trying to achieve if they are going to commit fully to learning. The best way to support your child's teacher is to trust their knowledge, professionalism and experience. Avoid the temptation to question the expertise of teachers in front of students, particularly when the teachers use methods that you are unfamiliar with. Initiate conversations with teachers around methodology to give them the chance to explain the approach they are taking.

3. Participating (building links to student learning)

Participation – the third element – takes into account the level of parent engagement in student learning. There's a huge body of research that points to the correlation between parent engagement in student learning and their educational success. If you want your child to improve his learning, take an interest in what he is doing. Follow school and teacher guidelines about helping at home and attend as many conferences, meetings and events involving your child as possible. This simple strategy has a significant, long-term impact.



4. Communicating (building relationships)

Life's not always smooth sailing for kids of any age. Family circumstances change. Friends move away. Illness happens. Mental health challenges can hit anyone at any time. These changes affect learning. Keep teachers up to date with significant changes or difficulties that your child or young person experiences so they can accommodate your child's emotional and learning needs at school.

5. Advocating (building loyalty)

Advocacy – the last element – means that you talk teachers and your school up rather than tear them down among children and the wider community. Teachers hold very public positions and generally work hard to build good reputations both within their school and their wider education community. Consider a teacher's reputation among the community and also with children when you discuss educational matters with others.

Building parent-teacher relationships doesn't just happen. They take good will from both sides, a commitment to setting aside the time necessary to support the home-based learning tasks that are expected, and a willingness to communicate both concerns and commendations through the correct channels.

Parent-teacher relationships – long may they prosper!



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including Thriving! and the best-selling Why First Borns Rule the World and Last Borns Want to Change It, and his latest release Spoonfed Generation: How to raise independent children.