

Year 3 Parent Information Room B1

Classroom Teachers: Mrs Chrissie Hatzon & Miss Samantha Palmer

School Vision:

Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.

Class motto:

We care for each other and we help each other learn.

At Sutherland Dianella Primary School we believe:

1. Education is a shared responsibility between home, school and community
2. Strong community partnerships lead to success for all students
3. In innovative school resourcing
4. In an inclusive school community supporting success for all students
5. In providing an environment where all staff and students feel safe, valued and supported
6. In maintaining high standards and expectations under a model of best practice
7. In respectful relationships and inclusivity
8. In supporting students to become lifelong independent learners

Classroom Focus for 2017

- High expectations of success for every student in our classroom.
- Focus on STEM, particularly in numeracy, creative problem solving and coding skills.
- Visible learning (WALT/WILF):

We believe that explicit teaching guides students through the learning process. We give clear statements about the purpose and the rationale for learning as well as clear expectations about what students need to know and do. WALT is the learning intention and what we hope they will learn. WILF is the success criteria in order to help them to make better decisions about how to tackle the set task.



- Differentiation
- explicit teaching of literacy and numeracy

Growth Mindset

We believe that **All** students are capable of growing and progressing through personal effort.

This year our teaching and classroom practice will:

- ✓ Provide feedback which describes student progress and is aimed at correcting errors.
- ✓ Withhold judgements and wait for improvements.
- ✓ Focus on ensuring the task outcome can be improved by practice and hard work.
- ✓ Communicate the importance of making constant progress in their student learning.

Sutherland Dianella Primary School

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Behaviour Management

School Core Values:

Respect

By respecting ourselves first, we are accepting and considerate, treating others with appreciation and encouragement.

Commitment

We always persevere, taking pride and responsibility to meet challenges and achieve our best.

Responsibility

We seek to be confident, responsible students and members of the greater community, by actively listening and modelling the right behaviours.

Citizenship

We promote equal voice and express any differences without fear, always demonstrating compassion, integrity and kindness within the school and the community.

Our Classroom Rules:

If the students follow these rules they will be rewarded by the use of verbal praise, stickers, stamps, merit awards and class DOJO points etc. It is hoped that the students will become responsible for their own behaviour and make the right choices.

If the students do not make appropriate choices then the steps outlined in the school 'Behaviour Management Policy' take effect. The Policy is followed throughout the school – in the classroom and in the playground. The rules and consequences have been discussed with the students.

Restorative Practices

The aim of Restorative Practices is to encourage the use of restorative approaches to manage conflict and tension, by focussing upon repairing harm and strengthening relationships. Discussions with students are based on two sets of restorative questions. Our goal in using this process is to teach students to make responsible choices and follow frameworks of responsible and acceptable behaviour within both the classroom and the playground.

Behaviour Management Process

<p>Low level behaviours resolved in classroom</p> <ul style="list-style-type: none"> • Non verbal cues • Proximity • Discrete verbal reminder of classroom rules and code of conduct/friendly warning • Reinforce positive behaviour • Restorative conversation <p>Repeated negative behaviours in classroom</p> <ul style="list-style-type: none"> • Formal verbal warning • Name on board • Time out in class and name in Tracking Book • Restorative conversation with class teacher for inclusion back in classroom activities • Time out in Buddy Room and name in Tracking Book • If behaviour continues, classroom teacher completes red slip and refers to school administration • Restorative conversation with class teacher for inclusion back in classroom • Parent informed by classroom teacher via phone call, email, SMS or face to face conversation. <p>Extreme or repeated negative behaviours in classroom</p> <ul style="list-style-type: none"> • Classroom teacher completes red slip and refers to school administration 	<p>Low level behaviours resolved in playground</p> <ul style="list-style-type: none"> • Non verbal cues • Proximity • Discrete verbal reminder of playground rules and code of conduct • Reinforce positive behaviour • Restorative conversation <p>Repeated negative behaviours in playground</p> <ul style="list-style-type: none"> • Restorative conversation <p>Possible outcome</p> <ul style="list-style-type: none"> • Walk with the teacher on duty • Time out in playground • Discussion with Duty Teacher re inclusion back into playground • Referral to class teacher and/or admin • Parent informed via phone call, email, SMS or face to face conversation <p>Extreme or repeated negative behaviours in playground</p> <ul style="list-style-type: none"> • Duty teacher completes green slip and refers to school administration
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Restorative Conversations

<p>Restorative Questions 1 <i>When Things Go Wrong</i> What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?</p>	<p>Restorative Questions 2 <i>When Someone Has Been Hurt</i> What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?</p>
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In the classroom

Phys Ed is on Tuesday. Senior sport is on Friday. Students may wear their faction shirt on Friday.

Art is on Friday.

STEM is on Thursday.

Science is on Monday.

Music is on Friday.

Italian is on Thursday.

Homework

The students will be requested to do a small amount of homework during the week, Monday to Thursday. It will consist of Reading and Spelling activities. The activities are not designed to be time consuming or to cause stress. Please speak to class teachers if you do not wish homework to be sent home.

Reading

The students are encouraged to choose their own books for reading. The reading material can be a book from the class collection, a library book or a book from home. The students are encouraged to choose books that are challenging, fiction or nonfiction – variety in their reading material is important. They are asked to spend 5 – 10 minutes reading aloud each night. *Quality of reading is more important than quantity of reading.* The children are reading to develop word recognition skills, their understanding of the reading material and fluency. It would be helpful if parents could talk about the book or text and ask questions to ensure that the children are reading with meaning and understanding.

Spelling

The students will have a weekly list of words to learn. They are encouraged to use the 'look, cover, write, and check' method to learn their words.

Maths

The students will be able to continue to access Mathletics at home.

Other homework activities may be sent home at times. The students may be asked to complete unfinished work or do an activity to reinforce class work.

Homework Hints

- Arrange a time and place for homework
- Help your child get started by asking about the task
- Always be positive and encouraging – recognise your child's successes and offer praise
- Wait until your child asks for help – give them a chance to try to do it on their own
- Help your child to solve problems – rather than giving the answer straight away
- Show an interest in your child's work
- Try to make it enjoyable
- Leave it if you or your child becomes frustrated

Where difficulties are apparent, or the task is causing stress please discuss the problem with us.

The students are encouraged to do any written work neatly and carefully, using pencils – just as they would do their work in the classroom.

The students need to become responsible for their own homework. They need to bring it to school each day, even if the homework has not been completed or the book has not been finished..

By all means help your child with their homework, but please do not do it for them.

Talk4Writing

Talk for Writing enables students to imitate the key language they need for a particular topic orally before they try reading and analysing it.

Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, students are helped to write in the same style.

ORIGO Maths

ORIGO *Stepping Stones* is an award winning core mathematics program developed by specialists for primary schools.

Formal Reporting

A formal report is issued at the conclusion of Semester One and Semester Two, with the date of distribution being announced in the newsletter.

Class meetings and three way interviews are other ways that may be used to report on your child's progress.

Naplan Testing

Year 3 students will be involved in NAPLAN testing in Week 3 of Term 2, 2017.

Reminders:

• **School Times** - School begins at 8.40am. The classroom will be open by 8.25am to allow the students to prepare and get organised for the day.

Recess 10.55am – 11.15am

Lunch 12.15pm – 1.00pm

School finishes at 3.00pm on Mon, Tues, Thurs and Fri and at 2.35pm every Wed.

• **Being Prepared** - Encourage your child to become responsible for their own belongings. The students need to remember to put their homework books into their bag, bring their library books on Library day, put their lunch order in the box on Tuesday morning etc.

• **Crunch and Sip - Brain Food** - The students are encouraged to bring a drink bottle into the classroom. However, only water will be allowed in the classroom. Healthy 'no fuss' fruit and vegetable snacks can also be brought into the classroom but they must be ready to eat, no mess snacks. As we are an 'allergy aware' school, foods containing nuts will not be allowed at school.

Canteen- The canteen is open on Tuesdays.

Birthdays- Your child will be given a Birthday Certificate. **No cakes, lolly bags, chocolates or soft drinks** in line with our Healthy Eating Guidelines.

• **Belongings** - Please ensure that all belongings are clearly named - clothing, lunch boxes and classroom equipment.

• **Uniforms** – The students are expected to wear their school uniform daily. Broad brimmed hats are to be worn throughout the whole year, Term 1 - Term 4. The school follows a 'no hat – no play' policy.

• If your child arrives late to school, after the morning siren, they are to enter the school through the office to sign in. The students must have a pass from the office to enter the classroom.

• **Absences** – The school must be informed if your child is absent from school at any time. To advise the school of an absence you can call the school on 9375 1133, SMS on 0437 484 342 or email on info@sdps.wa.edu.au. A note can also be given to the teacher as soon as your child returns to school.

• **Leaving the School Grounds** – If you are picking up your child during the day, you will need to leave and return via the office to sign out and in your child.

Library-As books are very expensive, all students **must have a library bag** (at least 30cm x 50cm) to protect books from food and drinks before they may take a book out of the library. Students are permitted to borrow TWO (2) books on a weekly basis. Library borrowing is on Wednesday.

Assemblies -Student orientated and conducted assemblies will be held regularly, on Wednesdays, once a fortnight. Parents/carers will be notified of which class is running the assembly in the fortnightly newsletter.

• **Medical Problems** - Please let us know of any medical problems or conditions that may affect your child at school.

• **Parent Helpers** - Please let us know if you have any special talents or areas of expertise that you feel may be used in the classroom. At a later time, parent helpers may be needed in the classroom. Please let us know if you would like to be a parent helper and in which areas you would like to help.

• **Meetings** - Interviews with teachers regarding a student's progress may be arranged at any time, but preferably with a minimum of 24 hours' notice, so that teachers can be prepared to discuss specific areas of work and at a time which does not interfere with the hours of instruction. If you wish to discuss any aspect of your child's work or progress, issues or concerns please make an appointment to see us. We are available before school or most afternoons after school. Remember, we cannot solve a problem if we are not aware of it.

Miss Palmer: (Mon-Wed), Mrs Hatzon: (Thurs and Fri)

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We look forward to your support and cooperation in working together for the benefit of your child's education. We hope that we will all have an enjoyable year and the students will achieve 'only their best'.

Miss Palmer & Mrs Hatzon