

Year 1, 2023

Term 3



Welcome to Term 3. We hope you have all enjoyed your break and, like us, are looking forward to another busy term of teaching and learning

We are happy to answer any of your questions before or after school. If you need to have a longer discussion, please make an appointment to see us by sending a note or contacting the office.



Save the Date...

August

Week 4 - Book Week

Mon 7th - *Book week celebration*

Tues 8th - *Feast of St. Mary MacKillop*

Wed 9th - *Author visit: Gus Gordon*

August cont.

Week 5

Tues 15th - *Feast of the Assumption*
Mass @ 10:15am

September

Week 7

Fri 1st - *Father's Day Celebration*
Mass @ 10:15am

Subject Overview

The Subject Overview will give you a sense of what your children will be focusing on in class. These could be the things you talk to your child about through the term.

Religious Education

This term will begin with a two week focus on the OLMC Feast Day and our focus will be the Carmelite Mercy Cross. We will be unpacking the components of the cross including the mountain and the three stars and what they symbolise.

Our second focus of the term is 'God'. We will be focusing on God as our loving Father and creator, God's love for us, how God is always present in our lives and how God's love is experienced in other people's love for us.



English

In reading, students will be developing their skills and strategies in reading and comprehending persuasive texts. We will emphasise the skills of fluency, good expression and self-correcting when reading aloud.

In writing, students will focus on what a persuasive text is. They will investigate the different types of persuasive texts found and explore the elements needed to convince their audience to take on their point of view.

Mathematics

During Mathematics this term students will focus on applying their counting strategies to count forwards and backwards from various starting points. We will be learning about the place value of three-digit numbers and trading ten ones for one ten and ten tens for one hundred. We will also continue focusing on addition and subtraction, multiplication and division, as well as other areas such as volume and capacity and chance and mass.

Subject Overview cont.

Geography

Our Geography unit will commence with students developing an understanding of the spiritual relationship the Aboriginal people have with the land. We will be looking at the features of Natural, Managed and Constructed places within Australia, and how they can be adapted for different purposes. Students will investigate how people care for different places and how weather patterns affect when we visit these places. Students will be using Google Earth and Google Maps to explore landscapes, features of suburbs, cities and places around the world.



Science and Technology

Science and Technology will not be taught in Term 3 to allow thorough exploration of our Geography unit. Science and Technology will be taught in Term 4.

Creative Arts

During our Creative Arts lessons the children will be creating a variety of artworks based on the Aboriginal Dreamtime stories that integrate with English and Geography studies. The children will also continue to have Creative Arts lessons with Mrs Laus on Thursdays.



Personal Development, Health and Physical Education

During Personal Development and Health lessons we will focus on how we grow and change as well as making good health choices. Students will learn about a healthy balanced lifestyle that includes recreational activities, food choices and how rest is important for their body.

The children will participate in PE lessons with Ms McMullen on Thursdays.

We will also have sport sessions on Friday in which we will focus on developing gross motor, catching and throwing skills.

General Information

Sport & Creative Arts Day

Sport with Ms McMullen on **Thursdays** and class sport on **Fridays**

Creative arts with Mrs Laus on **Thursdays**.



Library Day

Our library borrowing sessions will be on **Wednesday**. Please remind your child to return their library books by **Tuesday** so they can borrow again.

Homework

Homework booklets will be sent home on **Fridays**, giving families the flexibility to work with their child over the weekend. Please ensure your child's booklet is returned by **Friday morning**, ready to be handed back for the weekend.

Home reader folders need to be returned daily. Please ensure **Guided Reading books** are promptly returned to your child's bag after reading. These books belong to a pack. Missing books means we can no longer use them in our **Guided Reading sessions** during instructional reading time.

Tissues and Wet Wipes

Kindly send a box of tissues and a packet of wet wipes to your child's classroom.

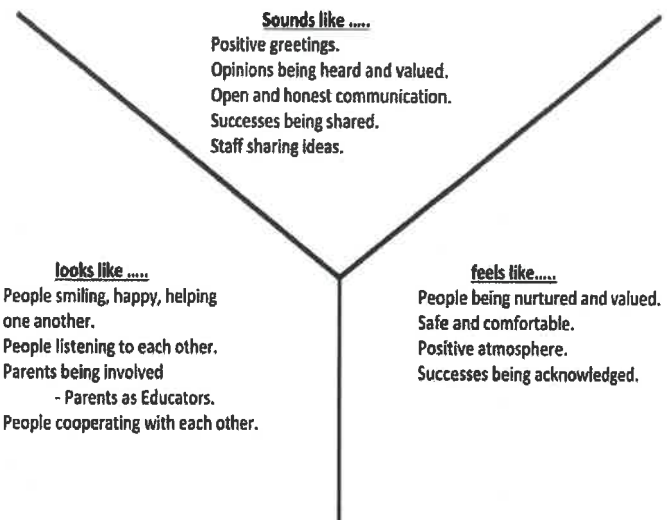


OLMC PASTORAL CARE

OUR COMMITMENT

Our shared commitment:

- maintaining a supportive environment which is inclusive of all its members.
- promoting clear and open communication within all groups in the school community.
- developing a climate in which mutual respect is valued, acknowledged and experienced.
- providing a safe and happy learning environment in which children and staff experience success, gain respect and celebrate their talents.
- celebrating the richness and diversity of each child's and staff member's talents, gifts and achievements.



RESOLVING ISSUES

There are times that children will encounter problems during their social interactions and learning situations. We use the following script to provide children with the skills to be able to resolve their problems independently and provide support when it is required.

You may also find this useful:

Resolving Issues

1. Listen to your child - ask 'Did you tell the teacher?'
2. Come and talk to your child's teacher - Seek to understand, ask 'What happened? How was it handled?'
3. If you still have concerns arrange to meet the stage leader, then assistant principal then principal

Remember:

- There is always more than one side to the story
- School staff will make mistakes sometimes

How will teachers respond to issues raised by children?

Teacher Script For Dealing With Student Issues

When dealing with an issue on the playground or in the classroom the teachers will ask the children the following questions to help them solve the problem:

1. What is it that you need my help with?
2. What have you done to try to sort out the problem yourself?

Depending on the situation one of the following questions may be the follow up:

- a. What would you like me to do about it?
- b. Would you like me to suggest something that you could try? I will watch you while you try it?
- c. It sounds like you need my help, let's go and sort it out.

COMMUNICATION CHANNELS

The following procedures are in place to provide structures for the effective communication of issues and concerns.

1. Parents are advised to make an appointment with the class teacher through the school office or via email to discuss any issues.
2. If further assistance is required, parents are advised to make an appointment with the Stage Coordinator in the first instance, then the Assistant Principal then Principal. Parents will be asked if they have followed these communication pathways.
 - Early Stage One (Kindergarten) Coordinator: Miss Therese Coutinho
 - Stage 1 (Yr 1-2) Coordinator: Miss Therese Coutinho
 - Stage 2 (Yr 3-4) Coordinator: Mrs Abigail Diaz (Acting Religious Education Coordinator)
 - Stage 3 (Yr 5-6) Coordinator: Miss Deborah Osei-Adomako

FOSTERING VALUES OF IMPORTANCE

At Our Lady of Mount Carmel, we recognise and affirm children for their efforts and achievements in academics, school spirit, Christian attitude and behaviour. Our reward systems have been established to support our teaching and learning which assists children to become responsible for their own actions. We emphasise the development of leadership skills with a focus on each individual's strengths and interests.

WHOLE SCHOOL REWARD SYSTEM: STAR CARDS

Star Cards: Star Cards reflect our encouragement of students to be safe and respectful learners. They are an incentive and acknowledgement of positive attitudes and behaviour both inside and outside the classroom. When a child receives a Star Card it cannot be taken away from them for poor behaviour.

Star Cards are accumulated and acknowledged in the following way: Students receive

For 15 Star Cards – a Bronze Award from their class teacher.

For 30 Star Cards – a second Bronze Award from their class teacher.

For 45 Star Cards – a Silver Award from their class teacher.

For 60 Star Cards – a second Silver Award from their class teacher.

For 75 Star Cards – a Gold Award, which is presented at Monday morning assembly and a special mention in the Newsletter.

For 90 Star Cards – an Opal Award, which is presented at Monday morning assembly and a special mention in the Newsletter.

For 120 Star Cards – a Platinum Award, which is presented at Monday morning assembly and a special mention in the Newsletter.

For 150 Star Cards – a Principal's Award, morning tea with the Principal and a special mention in the School Newsletter.

For 210 Star Cards – a Diamond Award, which is presented at Monday morning assembly along with a lapel pin and a special mention in the Newsletter.

Once children attain a Diamond Award the system restarts.

Class/Stage Rewards: Classes and stages may tally the number of Star Cards achieved by the group to work towards achieving a set target. When the target is achieved the teachers grant a reward day/session. The reward is decided by the class/stage with their teacher. Rewards may include things like a mufti day, a walk to a local park for a play session, watching a movie or a fun day. Parents will be informed when rewards occur.

Please Note: that there may be a delay in when your child reaches their star card award target and the receipt of the certificate at assembly. This does not happen instantly.