A Community of Faith; Learning for Life.

**Faith**
A vibrant faith community living like Jesus, in the spirit of the Good News.

**Learning**
Confident life-long learners who embrace challenges and experience success.

**Life**
Active, informed and courageous members of a global community.

**TEACHERS:**

**ALISON DICKSON**
**CHRISTIAN DER KINDEREN**
**CLARE HICKS**
**ANDREA SMITH**
Dear Parents,

We are very enthusiastic about the year ahead. A new school year is always an exciting time, filled with new experiences, learning and growth. We welcome back our familiar faces and extend a warm welcome to our new students and their families.

We have spent these past two weeks getting to know the children in our class, setting up our class expectations and building our classroom culture. Last Friday a Student Personal Information Exchange Proforma was sent home with all students. We ask if you could please take the time to fill in this sheet and send it back to your child’s class teacher. We will use this information to help your child on their learning journey and it gives us further insight into the little personalities of your children.

A strong partnership between home and school is essential and consistent communication is necessary. We encourage all families to become involved in Level Three. Throughout the year there will be many opportunities for families to participate such as liturgical celebrations, sporting events, school assemblies, excursions and learning celebrations.

Each term you will receive a Level Three newsletter that contains information about the curriculum undertaken during the term. Useful dates for your diary and specialist timetables for each class will also be included.

We look forward to working with you during 2017, and hope that this year will be a rewarding and enjoyable year for all. Please do not hesitate to contact your child’s teacher to discuss any aspect of your child’s learning or wellbeing.

Yours Sincerely,

Alison Dickson, Christian der Kinderen, Clare Hicks and Andrea Smith.

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**CURRICULUM OVERVIEW**

**RELGIOUS EDUCATION**

The school program follows the liturgical calendar and is based on the Religious Education Curriculum Framework of the Archdiocese of Melbourne. To support this framework we use the program *To Know Worship and Love*. In Level 3 Scripture and Tradition are made more explicit in terms of knowledge while through knowing Jesus, his life, work and teaching, children are called to worship and love as Catholic Christians. The children attend Parish Mass several times during the term. Throughout the year, we gather within the school to participate in liturgies during Lent, Advent and significant calendar dates such as ANZAC and Remembrance Days. We will continue with the implementation of Christian Meditation with Monday and Friday being our whole school meditation sessions.

**Important Dates for Sacraments:**

The Sacraments of Reconciliation and Eucharist are celebrated in this prayerful context. This year the children in Year Three will celebrate the Sacrament of Reconciliation and the children in Year 4 the Sacrament of Eucharist. The Sacrament of Reconciliation will be on Tuesday 21st March. Families will be given an individual time for their child’s Reconciliation. The Sacrament of Eucharist will be celebrated on Saturday 17th June at the 6pm Mass or Sunday 18th June at the 10.30am Mass. Families with children making their Eucharist will be asked for their preference of day later in the year. Please put these important dates on your calendar.
Our Religion Inquiry unit that will be explored throughout Term One nicely complements our Inquiry unit – ‘What Makes a Successful Community?’

When exploring the question ‘What Makes a Successful Community?’ students will reflect on how our school community come together in prayer and liturgy. They will closely examine our school vision and school prayer, and how these encourage us to contribute to our school community. They will be encouraged to make connections to the Catholic Social Teaching Principles of Human Dignity (Everyone is Special), Common Good (What’s best for Everyone) and Preferential Option for the Poor (Some people need some extra help).

In this unit students will explore how the concepts of forgiving and healing through the Sacrament of Reconciliation. They will investigate the different Rites of Reconciliation celebrated in the Catholic Church. Students will examine the four stages of reconciling a friendship. Students are invited to write their own prayer of forgiveness and healing.

Throughout this RE Inquiry unit students will explore the following understandings:

- That church teachings, Catholic Social Teaching Principles and scripture guide us to be successful members of a community.
- That we all make an impact within our community through our choices and actions. Within a community we encounter and should respect alternative viewpoints and values.
- The choices we make can help us to grow in our relationships with God and others.
- Forgiving and being forgiven bring peace to self and others.
- Forgiveness and healing are celebrated in the Sacraments of Penance and Anointing.
- Healing involves reflecting on what has happened, saying sorry and giving someone a second chance.
- Through the Sacrament of Penance Christians rebuild their relationship with God and others.

After exploring; our school prayer, vision statement, expectations, Sacrament of Reconciliation, Easter and teachings of the church through the Catholic Social Teaching Principles, we hope to draw conclusions regarding how all these elements work together to create a successful community!

INQUIRY
Throughout Term 1 we will be exploring the concepts of Community, Relationships, Rights and Responsibilities. Our Term 1 Inquiry unit will involve students investigating the following questions and understandings:

Essential Question

- What makes a Successful Community?

Major Understandings

- A school, classroom and Parish community have specific characteristics that help promote learning and wellbeing.
- Everyone in a community has a role, rights and responsibilities.
- We all make an impact within our community through our choices and actions. Within a community we encounter and should respect alternative viewpoints and values.

Major Questions

- What is a community?
- What are some of the roles, rights and responsibilities of people in our community?
- How do our choices affect ourselves, our communities, and the world?
- How can you contribute to your community?
LITERACY – READING:

In Literacy this term the students will engage with a variety of texts for enjoyment and will be participating in various strategies to improve their ability to decode and comprehend the texts that they read.

The students will be involved in reading sequences which will focus on analysing visual texts, building vocabulary, examining grammatical features of texts and applying the comprehension strategies of predicting, questioning, clarifying and summarising.

It is an expectation that students read for 15 -20 minutes each school night. Students can choose their reading material from home, library books or online texts. Reading is to be recorded in their diaries daily. The four comprehension strategies of predicting, questioning, clarifying and summarising can also be useful at home when children are reading. Below is a guide for questions which may be asked when focusing on each of the four strategies.

Predicting:
- Look at the title of the book and all the visual clues on the page. What do I think we will be reading about?
- Think about what has already happened in the story. What do I think might happen next?
- Use words such as I think, I bet, I wonder if ,, ,, I imagine, I predict

Questioning:
- One question I had about what I was reading was ………
- What were you thinking about as you were reading?
- What question(s) can you ask about what you read?
- I am curious about ………

Clarifying:
- One of the words I wasn’t sure about was ………
- I didn’t understand the part where ………
- This (sentence, paragraph, page, chapter) is not clear
- This does not make sense
- I can’t figure out ………
- This is a tricky word because ………

Summarising:
- What does the author want me to remember / learn from this passage?
- What is the most important information in this passage?
- In my own words, this is about ………
- The main point was ………
LITERACY – WRITING:
In writing, the students will be involved in writing recounts, and narratives. A recount is a framework which retells events as they happened in time order. A recount may be written in the form of a newspaper report, diary, letter, journal, eyewitness account, biography or history. A Narrative is a framework which tells a story. A Narrative may be written in the form of a poem, story, play, imaginative story, fairytale, novel, myth, legend, ballad, science fiction story or modern fantasy. There are many different types of narratives but all have the same structure – orientation (setting, time, characters), complication (involving the main characters and a sequence of events), resolution (to the complication) and ending (often showing what has changed and what the characters have learnt).

Students will use research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose.

In writing we explore with the students the 6 traits of writing – Voice, Organisation, Ideas, Conventions, and excellent Word Choice. There are different strategies under each of the 6 traits which work together to enhance and improve our writing.

The trait of Ideas deals with the heart of the piece of writing. Ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.

The trait of Organisation looks at the structure of a piece of writing. Whether you’re writing a poem, an essay, or a business letter, the structure of writing should contribute to its overall theme. That means that a piece of writing should begin with a solid introduction, that ideas should be presented in a logical order with appropriate pacing, and that it should end with a satisfying conclusion that ties up all the loose ends.

The trait of Voice is probably the most difficult to define. Voice is the magic and the wit, along with the feeling and conviction of the individual writer coming out through the words. Voice in a piece of writing gives readers a sense of a real person, with a real personality, behind the written words. The voice you use in your writing will vary according to your audience and purpose, but it should sound like you.

The trait of Word Choice deals with choosing the right word at the right time to make your writing sparkle. Word choice is the difference between writing that paints pictures in the reader’s mind and writing that sits flat on a page. Great writers choose words that are colourful and precise. They use strong verbs, adjectives, and figurative language to describe things in a way that is fresh and vivid.

The trait of Sentence Fluency means writing sentences of varied lengths and structures that are a pleasure to read. Sentence Fluency means beginning sentences in different ways and writing with
a rhythm that makes sentences flow together smoothly, adding to the meaning of the piece.

The trait of Conventions refer to the mechanical correctness of the piece—spelling, paragraphing, grammar and usage, punctuation, and use of capitals. While conventions are important, they’re not the most important part of writing. You might compare the other five traits of writing to the building of a house – laying the foundation, putting up the walls, installing plumbing and electricity, and putting up drywall. The conventions are the finishing touch – the paint that makes the final product look good. As a result, students should focus on conventions at the end of the writing process. Editing for conventions is a final but important step in preparing a text for the reader.

This term students will also be setting up their Writer’s Notebook. Writers use notebooks to keep their inspirations organised. Thoughts are fleeting but if they’re written in notebooks they can be used later. For a writer, a writer’s notebook is an essential tool – sort of an extension of memory! When you have a good idea for a writing project, you need a place to write it down. The logical place, the place thousands of writers choose, is a simple writer’s notebook. This is a place where they gather the seeds (ideas) for their writing. A writer’s notebook provides the ideal place for students to brainstorm topics, play with leads and endings, tweak a new revision strategy or test out a genre for the first time. Students record their thoughts, wonderings, hopes, dreams, observations, pictures, diagrams, sketches and photos in their writer’s notebook. They will use their own ‘seeds’ to write in various styles and forms and will help them to develop and extend their thinking.

MATHEMATICS

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

During the numeracy block students are engaged in a variety of learning experiences aimed at supporting students in the process of learning mathematical skills while fostering a positive attitude towards mathematics. This Term our main focus areas will be Place Value, Addition, and Graphing & Data.

Place Value:
Students will investigate the conditions required for a number to be odd or even and identify odd and even numbers. They will recognise, model, represent and order numbers to at least 10, 000. Students will apply place value to partition, rearrange and regroup numbers to at least 10, 000 to assist calculations and solve problems. They will recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. Students will describe, continue, and create number patterns resulting from performing addition or subtraction.

Addition:
Students mentally compute simple addition calculations involving one or two-digit natural numbers, using facts such as complement to 10, doubles and near doubles. They use the commutative \((3 + 4 = 4 + 3)\) and associative \((2 + 3 + 7 = 10 + 2)\) properties.
Students will learn how to use the split strategy, jump strategy and vertical algorithm to help them solve addition problems. Below is an explanation on each of these strategies.

**Jump Strategy**
Using an empty number line to show a jump strategy for addition and subtraction

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46 + 33
\]

\[
\begin{align*}
46 & \quad 56 \\
+10 & \quad +10 \\
66 & \quad 76 \\
+1 & \quad +1 \\
77 & \quad 78 \\
+1 & \quad +1 \\
79
\end{align*}
\]

**Split Strategy**
The split strategy "splits" the numbers into decades (tens) and ones. The tens are added, the ones are added, and then the tens and ones are combined. This strategy allows the child to decompose numbers and become more proficient with place value while adding.

\[
\begin{align*}
36 + 57 & = 93 \\
30 + 50 & = 80 \\
6 + 7 & = 13 (10+3)
\end{align*}
\]

**Vertical Algorithm**

**Graphing and Data:**
Students will identify data sources and plan methods of data collection and recording. They will collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies. Students will interpret and compare data displays.

**BOUNCE BACK**
In order to empower students at this level, we are implementing the Bounce Back program across the school. In 3/4, we begin the year with teaching the ten coping statements which will continue to be a focus throughout the term. Like any other lesson, Bounce Back experiences have a focus session, small, independent or whole group work and then a summary session to finish.

Literature such as well-known picture books and poems are used to relate to the students. Within these sessions we highlight skills that are required in real life situations and assist the students to implement them when required. Therefore, Bounce Back supports students to develop a stronger sense of wellbeing and to be more resilient, confident and successful now and in the future.

Heavily linked to the personal and social capabilities in the curriculum, Bounce Back is the only Prep to Year 6 program, fully endorsed by Kids Matter.
For your information, we have included the ten coping statements below that the children are working on throughout the term.

B – Bad times don’t last. Things always get better. Stay Optimistic.
O – Other people can help if you talk to them, get a reality check!
U – Unhelpful thinking makes you feel more upset. Think again!
N – Nobody is perfect, not you and not others!
C – Concentrate on the positives, no matter how small! And use laughter!
E – Everybody experiences sadness, failure, rejection and setbacks sometimes. Not just you. They are a normal part of life – try not to personalise them.

B – Blame fairly. How much of what happened was due to you, to others and to bad luck or circumstances?
A – Accept what can’t be changed, but try to change what you can change first.
C – Catastrophizing exaggerates your worries. Don’t believe the worst possible picture.
K – Keep things in perspective. It’s only part of your life.

**HOMEWORK**
The aims of homework at Holy Family are:

- to strengthen home-school connections and reaffirm the role of parents and guardians as partners in education.
- to develop positive study habits, concentration, discipline and organizational skills
- to understand that learning takes place in different environments
- to assist the students in developing responsibility
- to reinforce and enrich the students’ learning process
- to foster an enjoyment of reading by developing a ‘reading habit’.

As reading is an essential lifelong skill, particular attention is given to reading as a major component of the homework. We also aim to encourage a love of books and reading. The habit of reading every night is vital to support students in developing their reading skills. Therefore, we expect all students to set aside the specified time of 15 – 20 minutes each night for their reading homework.

To help with this, school diaries will be used to monitor the frequency of reading, the types of books read etc. It is an expectation that students will record both the title of the book and pages read in their school diary. Texts can include books borrowed from the library, newspapers, audio books, comic books and age-appropriate reading on the Internet (where appropriate). We encourage parents to meet with Adrienne, to bring your children into the Library/Literacy Resource Centre before and after school on a Wednesday or Thursday and to tap into Adrienne’s expertise and knowledge of different authors and genres. It is also an opportunity to discuss some strategies you can use to make your child thirsty for reading.

Reading homework can be a combination of students reading aloud to their parents, reading independently, listening to reading by parents or audio books, reading to younger siblings and reading together as a family.
The Middle Level will also have Take Home Bags which will provide students with experiences in Religious Education, Numeracy and Literacy. They are intended to provide students an opportunity to interact with their family in solving problems, developing strategies, playing games and communicating their numeracy and literacy skills, thinking and understanding.

**SPECIALIST LESSONS**

**HEALTH AND PHYSICAL EDUCATION**

Health and Physical Education is taught both in the classroom and in specialist lessons. Mrs Prue Smith is our specialist Physical Education teacher who will work with the students in their skills sessions. The Level Three teachers will reinforce these skills through games and further skills sessions. Students will participate in activities that will reinforce areas such as:

- Basic motor skills such as throwing and catching
- How to change speed and direction
- The safe use of equipment and rules of games
- The relationship between physical activity and health

In Sport students will consolidate their skills and play in team sports directly related to the skills practiced in Physical Education sessions.

**ITALIAN**

Mrs Silvana Cetrola is our specialist Italian teacher. A basic knowledge of the Italian language and culture will be explored throughout the year.

**THE ARTS**

We are fortunate to have specialist lessons in Visual Arts and Music. Mrs Karen Boyle is our Visual Arts teacher and Ms Marea Mitchell is our Music teacher. The Arts provide students with the opportunity to respond to, explore and extend their ideas and understandings of the world.

**LIBRARY**

Mrs Adrienne Morris is our specialist Library teacher. The children will have a weekly library lesson with Mrs Morris with a focus on literature as well an opportunity for guidance in what books might be interesting for them to borrow.

All students need to have a library bag to borrow from the library and may borrow up to 3 books each week. These books could form the basis of your child’s nightly reading. We encourage parents to meet with Adrienne, to bring your children into the Library/Literacy Resource Centre before and after school on a Wednesday or Thursday and to tap into Adrienne’s expertise and knowledge of different authors and genres. It is also an opportunity to discuss some strategies you can use to make your child thirsty for reading.

Students need to return their books to the dump trolley outside the library before school on the day of their library lesson.
### SPECIALIST TIMETABLE

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Please Note:
- All students are required to wear their sports uniform to both Phys.Ed lessons and Sport
- Art smocks are essential for all Art lessons
- Students need to have a library bag to borrow

### ADDITIONAL INFORMATION

**PARENT / TEACHER CONTACT**
Remember we are always available to discuss any concerns that you may have about your child. The key to a successful partnership is good communication. Sometimes we are hard to catch, especially in the morning when it is hectic. It is often best to send a note so we can ring you during the day for a chat or make any appointment time. Alternatively you can make contact via email at:

Alison Dickson  
adickson@hfmw.catholic.edu.au

Christian der Kinderen  
cderkinderen@hfmw.catholic.edu.au

Clare Hicks  
chicks@hfmw.catholic.edu.au

Andrea Smith  
amsmith@hfmw.catholic.edu.au
SCHOOL ATTENDANCE AND PUNCTUALITY

Attendance patterns are formed early in life. Children who develop good attendance habits in the early years will be more likely to continue them throughout their schooling. When your child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. We cannot stress enough the importance of your child’s regular attendance at school to ensure a complete education.

Students who are frequently absent or arrive late consistently miss carefully planned sequences of instruction. They miss out on active learning experiences and class participation. They miss out on the opportunity to ask questions and are more likely to feel apprehensive and less confident in class due to the disrupted start to the day.

If your son or daughter is absent from school an absent note is required for the attendance roll. Outside each classroom is a pouch of absent slips which you can fill in and return to their class teacher. Alternatively at the back of the student diary are absent slips that can be filled in and returned to school.

A reminder the school gates are opened at 8.30am. Classroom doors are open at 8.45am when the first bell rings. Students enter the classroom and get ready for the day. Students are not to enter the room if a teacher is not present. At 8.55am a second bell rings which indicates the start of the day.

BRAIN FOOD

At Holy Family we encourage healthy eating habits for the students. Each class in Level Three will have a Brain Food daily. The time of the Brain Food will be at the discretion of the classroom teacher. Students are allowed to bring any fresh fruit or vegetables, as well as cheese. No Muesli bars or nuts allowed. Please note that the fruit and vegetables must not be processed as the emphasis is on fresh, healthy produce. It is beneficial to your child to have the fruit or vegetables prepared (cut up) to enable them to finish eating in the short time available for Brain Food. Please ensure brain food is in a small container or snap lock bag as it makes it easier to manage on their tables while they are working.

We encourage students to have a water bottle in class so they can maintain hydration (important for optimum brain function). Bottles may only contain water – no cordial or juices.
## DATES TO REMEMBER

### FEBRUARY
- **Friday 17th**
  - Year 3/4H, 5/6BW and 1/2M Class Mass 9.10am
  - Twilight Sports at Bill Sewart
- **Friday 24th**
  - Year 4 – 6 Athletics Trials
  - Year 3s and 1/2A Class Mass 9.10am

### MARCH
- **Wednesday 1st**
  - Year 3 – 6 Ash Wednesday Mass 9.10am
- **Friday 3rd**
  - Year 3/4S, 5/6BB and 1/2H Class Mass 9.10am
  - School Clean Up Australia Day (Wear house team coloured shirt)
- **Thursday 9th**
  - Reconciliation Family Night 7pm
- **Friday 10th**
  - School Closure Day
- **Monday 13th**
  - Labour Day Public Holiday
- **Tuesday 14th**
  - School Closure Day
- **Wednesday 15th**
  - School Photos
- **Friday 17th**
  - Year 3/4DK, 5/6GA, 1/2D and Prep KW Class Mass 9.10am
- **Monday 20th**
  - Scholastic Book Fair commences
- **Tuesday 21st**
  - Sacrament of Reconciliation
- **Friday 24th**
  - District Athletics for students in Year 4 - 6
    - Year 3/4D, 1/2M and Prep J Class Mass 9.10am
- **Wednesday 29th**
  - Parent / Child / Teacher Interviews 2.30 – 7.30pm
- **Thursday 30th**
  - Parent / Child / Teacher Interviews 3.45 – 6.45pm
- **Friday 31st**
  - Year 3/4H, 5/6DH and 1/2A Class Mass 9.10am
  - Last day of term 1 - School concludes at 1.30pm
**Reminders**

- Sport uniform is to be worn only on the designated sports day

- We have a number of children in our level with low immune systems due to medical conditions. A common cold or cough can lead to something quite serious for these students. Please consider them and keep your child home if they are sick.

- Should students be absent through illness, or for any other reason, a brief note must be forwarded to the class teacher explaining the reason for non-attendance.

- At Holy Family School we have a non-sharing of food policy. The children are not permitted to share any foods brought from home with other children. This includes bringing in treats to celebrate your child’s birthday.

- We are allergy aware! Anaphylaxis is a severe and potentially life threatening allergic reaction. We have a number of students enrolled at the school who are allergic to nuts and legumes (beans). We ask that you refrain from sending any nuts, nuts products such as: peanut butter, nutella, bean products such as chickpeas, hommus dip, lentil burgers, baked beans. We want to do our best to keep those at risk, as safe as possible! Please help keep EVERYONE safe!

- It is compulsory for students to wear the school hat when outdoors in first and fourth terms. A **no-hat-no-play** policy is our practice during these terms.

- We would appreciate it if you could limit the amount of stationery students bring to school and at regular intervals help them sort the contents of their pencil case. One pencil case should be sufficient. Anymore and it clutters their work space and does not fit in their tubs.

- Toys and electronic equipment (iPads / iPods) should not be brought to school.

- Please ensure your child’s clothing and belongings are clearly labeled. Our lost property box is currently located in the quadrangle outside 3/4BB and 3/4D’s classrooms.

We are going to have fun in Level Three while encouraging resilience and independence. Every time we do something for a child that they can do for themselves we rob them of an opportunity to grow and learn (a hard one to remember when they are running late for school in the morning etc....) However we will work together and keep the lines of communication open to ensure a happy and successful year for all.

Many Thanks,

Alison Dickson 3/4D and Middle School Level Leader  
Christian der Kinderen 3/4DK  
Clare Hicks 3/4H  
Andrea Smith 3/4S