ST ALOYSIUS CATHOLIC COLLEGE

KINGSTON CAMPUS

PARENT INFORMATION BOOKLET

2015

GRADE 4

Grade 4B ~ Mrs Anna Bombardieri
Grade 4W ~ Mr James Wright
Grade 4R ~ Mrs Carol Reynolds
Welcome to Grade Four. We hope that we will work together to ensure a very happy and fruitful year for your child.

We believe that our role is to create a learning climate where your child feels that he/she has positive support and direction to reach his/her full potential. We will strive to provide your child with a comfortable, safe environment that challenges him/her to take risks in learning how to think, rather than what to think.

We aspire to the co-operative learning model. This means that we will endeavour to foster teamwork, critical thinking, social skills and active learning in the classroom. We believe that co-operative learning makes learning more meaningful, motivating and encouraging your child to become an interactive learner to develop the social skills necessary in life.

RELIGIOUS EDUCATION

St Aloysius Catholic College is first and foremost a Catholic school and aims to provide a caring and supportive environment where students are encouraged to grow in faith within a Catholic community and develop their potential. At the Kingston Campus Religious Education plays an important role in the daily life of our students and the Religious Education program is central to our ethos as a faith community. The program is based on the Archdiocesan Curriculum Good News for Living that focuses on students’ growth in knowledge, skills and attitudes.

Throughout the year, we celebrate the Eucharist at our Parish Church, Christ the Priest Church. We celebrate special days such as feast days, Mothers’ and Fathers’ Day, Grandparents’ Day and a special Mass on our College feast day. These liturgical celebrations are an opportunity for children to deepen their understanding of God and to appreciate the significance of Christ in their lives. These opportunities build on the faith life fostered in families.

At the Kingston Campus a climate of prayer is encouraged and the symbols of prayer form a focal point in all classrooms. Students use a variety of prayer forms at the commencement and conclusion of the school day as well as at meal breaks. Traditional prayers are learnt and used as well as opportunities for children to create spontaneous prayers for special occasions and needs. Students also have the opportunity to participate in Christian Meditation under the guidance of their classroom teacher.

The school recognises parents as the first educators in faith. Children wishing to receive the Sacraments of Baptism, Reconciliation, First Eucharist and Confirmation, are enrolled by their family in the Parish Sacramental Program. The school supports this program by focusing on religious knowledge of the Sacraments at a time when the Parish program is in progress. Initial preparation for the Sacraments is conducted in small groups led by parents and members of the Parish. These groups are conducted outside of school hours.

Through the experiences we offer, we aim to provide a Christ-centered community, a role model of Christian behaviour, attitudes and values and a high quality balanced education.
At St Aloysius Catholic College - Kingston Campus we actively teach and reinforce desired behaviour. We have four main expectations of behaviour:

**Be a Learner**

**Be Safe**

**Be Fair**

**Be Respectful**

The 4 B’s are consistently reinforced throughout the Campus and we have a very special mascot - Betta-Bee who assists with reinforcing these expectations. During the first weeks of school each class will be working with their teachers to develop an understanding of what the 4 B’s look like in different ways in our school. Two years ago we introduced Betta-Bee cards as part of our positive behaviour support program. This was a very successful initiative. Class teachers and specialist staff will be handing out Betta-Bee cards to students exhibiting desired 4 B’s behaviour. The table below clearly explains to staff, students and parents the current reward system at the Kingston Campus. Students carry their Betta-Bee tallies from one year to the next.

**What happens if I make a good choice?**

<table>
<thead>
<tr>
<th>Betta-Bee Card</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Cards</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ten Cards (Fifteen Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td><strong>Fifteen Cards (Thirty Total)</strong></td>
<td><strong>Bronze Badge</strong></td>
</tr>
<tr>
<td>Five Cards (Thirty-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ten Cards (Forty-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td><strong>Fifteen Cards (Sixty Total)</strong></td>
<td><strong>Silver Badge</strong></td>
</tr>
<tr>
<td>Five Cards (Sixty-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ten Cards (Seventy-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td><strong>Fifteen Cards (Ninety Total)</strong></td>
<td><strong>Gold Badge</strong></td>
</tr>
<tr>
<td>Fifty Cards (One Hundred and Forty Total)</td>
<td>The Betta Bee Wall of Fame - The Honeycomb</td>
</tr>
</tbody>
</table>
The Hive Five Morning Tea
The Hive Five morning tea is a special event that occurs once a term. It involves a lot of nice food and a few jokes with Mrs Doran and Mr Gill. Each teacher chooses two students from their class who have been consistently displaying the 4 Bs. The students who are chosen have been a valuable part of the class and school community that term - regularly displaying God Moments!

**GOD MOMENT**: a moment where God’s presence is revealed.

What happens if I make a bad choice?

- **ONE**: Warning from teacher
- **TWO**: Relocation in the classroom
  - Teacher notifies parent
- **THREE**: Relocation with Senior Staff to administration block
  - Senior staff notifies parents
- **FOUR**: Restore relationships
  - + Consistency
  - + Consequence
LEARNING AND TEACHING

Religious Education
Grade Four Units from ‘Good News For Living’, covering strands of God, Jesus, Church, Sacraments, Scripture, Prayer, Christian life, Mission and the Seasons of the Church year will be taught throughout the year.

Australian Curriculum
The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students at each grade level.

The general capabilities (or twenty first century skills) include literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social capability and intercultural understanding.

We continue to use the Australian Curriculum in our planning for English, Maths, History, Science and Geography. Throughout 2015, The Arts and Health and Physical Education are being developed as part of the Australian Curriculum and will inform teacher planning.

Parents wishing to view this information can do so by visiting the Australian Curriculum website. www.australiancurriculum.edu.au

The Australian Curriculum Shaping Paper suggests the following as a guide for how much time should be given to the teaching of each learning area:

<table>
<thead>
<tr>
<th>Subject</th>
<th>% Allocation Prep-Gr 2</th>
<th>% Allocation Grade 3 - 4</th>
<th>Subject</th>
<th>% Allocation Prep-Gr 2</th>
<th>% Allocation Grade 3 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>27%</td>
<td>22%</td>
<td>The Arts</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Maths</td>
<td>18%</td>
<td>18%</td>
<td>Health &amp; PE</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Science</td>
<td>4%</td>
<td>7%</td>
<td>Technologies</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>History</td>
<td>2%</td>
<td>4%</td>
<td>Religion</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Geography</td>
<td>2%</td>
<td>4%</td>
<td>% of total time allocated</td>
<td>80%</td>
<td>87%</td>
</tr>
</tbody>
</table>

English
In the Australian Curriculum, English is grouped into 3 strands of Language, Literature and Literacy.
- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.
Students in the **primary years (3 - 6):**
- develop an increasingly sophisticated understanding about grammar and language features.
- learn to classify words, sentence structures, and texts.

To consolidate both 'learning to read' and 'reading to learn', students explore the language features of different types of texts, including visual texts, advertising, digital/online and media texts. They learn to produce texts for a greater range of audiences and analyse the differences between types of texts, purpose and audience (narrative texts including, poetry, prose, plays, films; expository texts and persuasive texts).

**Writing:** Recounts, Reports, Narratives, Procedures, Expositions and Poetry.

**Reading:** Daily 5, Guided and Independent Reading, Comprehension and Reading Response.

**Spelling:** *Sound Waves* is used as the basis of our Spelling Program.

**Speaking & Listening:** Oral Reading, Speeches and Interviews.

**Mathematics**
In the Australian Curriculum, Maths is grouped into the 3 strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. There are also proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Students in the **primary years (3 - 6)** still require active experiences that allow them to construct key mathematical ideas, but there is a trend to move to using models, pictures and symbols to represent these ideas. The curriculum will develop key understandings by:
- extending the number, measurement, geometric and statistical learning from the early years
- building foundations for future learning by emphasising patterns that lead to generalisations and describing
- relationships from data collected and represented, to make predictions
- introducing topics such as fractions and decimals
- develop deep understanding of whole numbers to build reasoning in fractions and decimals and develop their conceptual understanding of place value.

**History**
- First Contacts / Aboriginal History
- Explorers/ First Fleet

**Geography**
- Students will examine how the earth's environment sustains all life.
- Students will begin to explore the world beyond Australia.

**Science**
- Biological Sciences - Living things and their environment
- Earth Sciences - Earth changes and the impact of humans
- Chemical Sciences - Natural and processed materials
- Physical Sciences - Forces
Information and Communication Technology
Each student is allocated an individual iPad for the duration of the year. Each iPad is preloaded with appropriate educational apps and software. The iPads are used to support and enhance student learning across the curriculum.

Physical Education
Mrs Nicole White

Visual Arts
Design, colour, texture, sketching, construction, textiles. (Often integrated with other curriculum areas).

Music
Ms Marla Leitch

Drama
Movement, speech, improvisation related to Literacy, History and R.E.

Library
Mrs Sarah Godwin

French
Ms Jill Britton

Literacy Intervention
At St Aloysius Catholic College we are committed to providing a three tiered approach to the early identification and support of students with learning and behaviour needs. Students are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The first tier of intervention involves high quality instruction, screening and assessment and differentiated instruction within the classroom environment e.g. Daily 5 Literacy Block (Grades Prep-4), Letters and Sounds (Grades K-2) and Sound Waves (Gr 3-4). The second tier involves more intense targeted Intervention in small group settings e.g. Literacy Intervention Program (Grades 2-4). The third tier focuses upon individualised and extensive intervention for those students who are eligible for funding through our Special Learning Needs Program.

Enrichment
Opportunities are provided to students in our College for General Enrichment and Maths Enrichment sessions. Students are referred to Maths Enrichment classes by their classroom teachers and are involved in weekly lessons that encourage thinking, problem solving and reasoning. General Enrichment classes are held weekly and students are included in the classes based on specific assessment criteria. If you have any queries concerning your child in regard to Enrichment please contact your child’s teacher.
**Homework**

Homework is designed essentially as a means of developing conscientious study habits in preparation for the years to come. The tasks set are aimed at scaffolding and deepening the learning undertaken in the classroom. The work may be in the form of the completion of classroom tasks or the continuation of project or contract work. It is important that you reinforce homework as a valuable activity, which is both relevant and enjoyable.

The recommended time to be spent on homework each night is between 20-30 minutes. This is a maximum time and if children are still working on a task it may indicate that they have not fully grasped the concept in class and need some further assistance.

In this time frame it is expected that your child complete a minimum of 10 minutes of individual or parent assisted reading.

All children will do a pretest to determine their individual spelling list for the week. Students are asked to learn their Spelling words at home to reinforce what is happening during the school day. We ask that Monday - Thursday children Look at their words, Say their words, Cover their words, Write their words then Check whether they are correct. This is referred to as Look Say Cover Write Check (LSCWCh). Their LSCWCh is recorded in their green Spelling Homework Booklets. This process should take no more than a few minutes.

Other activities may include Maths Number challenges, Mathletics, or Writing activities. Any unfinished classroom work could be included as homework.

Each week, homework will be given on a Monday and expected to be back on the Friday of the same week. Homework will be written in the child’s diary on Monday and must be signed by an adult and brought back to school the next day.

If for any reason homework cannot be completed, a brief note to the teacher in the diary would be appreciated.

**Diaries**

Homework and important notices are recorded daily by your child in their school diary. The school diary acts as an important means of communication between school and home. The diary should be checked regularly and signed Monday night to indicate awareness of the set homework. Please feel free to communicate with the teacher via the diary and if a personal interview is requested please use the diary to arrange a mutually agreeable time.

**It is vitally important that your child brings their diary to school daily.**
Grade 4 Camp 2014
The Grade Four students will be going to Woodfield Lodge in Dysart for 2 days and an overnight stay. Children will depart school at 9:15am and will return in time for normal dismissal at 2:55pm the following day.

Camp Dates:
4R: 27th -28th March
4B: 23rd -24th April
4W: 30th April- 1st May

We will be travelling directly to Woodfield Lodge and staying onsite for the duration of the camp. Camp will be a chance for the children to bond and learn how to work as a member of a small or large team. There will be a variety of activities and shared experiences to develop team skills.

We understand that camp can be a daunting experience for some children and they will be provided with the necessary support, comfort and guidance to assure an enjoyable camp experience. If you have any information regarding your child that may assist us please don’t hesitate to let us know before the Monday of camp.

Uniform
Hats are to be worn in Terms 1 and 4. Please ensure that all your children’s items including hats, jumpers, water bottles and lunch boxes are clearly labelled. Due to safety, only silver or gold stud or sleeper earrings can be worn at school.

Grade 4 Leadership
All students in Grade Four have the opportunity to participate in one of the following leadership roles:

Faith and Mission Leaders – Assist Mrs Polly Marriot, Kingston Campus Liturgy Coordinator and represent the campus at Huntingfield Masses.

Student Representative Council – Students meet with the Campus Director, Mr Brendan Gill to discuss how to improve the campus and fundraising ideas.

ICT Leaders - Assist Mr Matt Gardiner and support all grades with ICT requirements at assemblies and setting up lunchtime ICT help desks.

Sports Leaders – Assist Mrs Nicole White with Early Childhood Athletics, running lunchtime games with younger students, maintaining sports equipment and modelling appropriate sporting behaviour.

Green Team- Assist Ms Georgie Fleming to promote sustainable and environmental practices at our campus. This includes encouraging recycling in the classrooms and playgrounds and assisting in developing gardens within the grounds.

Busy Bees – Students work with Mrs Leanne Prichard and are rostered onto assist the duty teachers in the Kinder Prep playground during lunchtime. The Busy Bees help establish positive playground interactions and relationships between the younger students.

In addition to the above roles which students applied for at the end of 2014, Grade Fours are also responsible for the raising and lowering of the flags each day, assisting the Kinder classes with outdoor play equipment and folding the Parish newsletters each Friday.
Move Well Eat Well

We are an Award school!

Our school has achieved a *Move Well Eat Well* Award! This means we...

- Make water available as the preferred drink
- Enjoy fruit and vegetables everyday
- Make ‘everyday’ foods available at school
- Provide equipment and space for active play every day
- Make time for regular physical activity
- Enjoy walking or riding activities each term
- Have positive school policies about healthy eating and physical activity for everyone

For more information and for family ideas on healthy eating and physical activity visit

www.movewelleatwell.tas.gov.au

Department of Health and Human Services

The Tasmanian *Move Well Eat Well* Award Program is adapted from the Kids - ‘Go for your life’ Program. © State of Victoria, Australia. It is a joint Australian and State Government initiative under the National Partnership Agreement on Preventive Health.