



**2022** YEAR THREE  
PARENT HANDBOOK



# Leaders of Learning

## Welcome to Year 3C

### Mrs Melissa Crittenden

I spent my primary school years in Nymboida before moving to Narrabri to complete high school. I moved to Moree in 2006. I have a Certificate 3 in Early Childhood Services and worked at Goodstart Early Learning Moree for several years before undertaking a Bachelor of Education - Primary with the University of New England.

I began teaching at St Philomena's in 2019 across K-6. This year I have joined the stage 2 team and I am looking forward to a fun filled year of learning with our year 3 students. I have two children who both attend St Philomena's.



## Welcome to Year 3R



### Miss Georgina Russ

I grew up in the Nevertire and Dubbo regions with my family before going to boarding school in Armidale. After school I lived in London and worked as an Au Pair for 2 young children. This is where my passion and love for travel began. I graduated from Charles Sturt University in Bathurst with a Bachelor of Education (Early Childhood & Primary).

I have been a Leader of Learning at St Philomena's for 6 years, working on Stage 1 (Years 1 & 2) during this time. I am so excited to be teaching this group of students again after Year 1 2020 and am looking forward to another fun and successful year.

## The Year 3 Learning Team:

**Year 3C:** Mrs Melissa Crittenden

**Year 3R:** Miss Georgina Russ

**Professional Release:** Mrs Lousie Alchin, Mrs Pamela O'Neill and Mrs Belinda Bremner

**Educational Assistant:** Miss Demi Thorburn

# Class Timetable & General Routines

## Year 3 Timetable: Georgie Russ & Melissa Crittenden

Wk A	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 to 10:00	Reading			Religion 9:00 - 9:30 Reading 9:30 - 10:00	Writing 9:00 - 10:00
9:30 to 10:30	Writing			Library 10:00 - 10:30	10 - 10:30 Assembly Non-KLA Specific (Handwriting)
10:30 - 11:00 RECESS					
11:00 to 11:30	Writing			Writing 11:00 - 12:00	Religion 11:00 - 12:00
11:30 to 12:30	Mathematics			Mathematics 12:00 - 1:00	Mathematics 12:00 - 1:00
12:30 to 1:00	Religion				
1:00 - 1:10 Eating time					
1:10 - 1:40 Lunch					
1:40 to 3:10	Science HSIE Creative Arts	Science HSIE Creative Arts	MEG Language 1:40 - 2:25  Digital Tech 2:25 - 3:10	PDH/PE	Science HSIE Creative Arts

### Sports Uniform

Students wear their sports uniform on Thursday and Friday. Students have a timetabled PE lesson on Thursday afternoon, and there are, at times, opportunities for further physical activity or short games on a Friday.

### Fruit Break (Crunch & Sip)

Please pack a piece of fresh fruit or vegetable in a separate container.

### Paint Shirts

Please send in an old shirt to use as a paint shirt.

### Library

Students will visit the library on Thursday. Please remind your child to pack their Library bag to ensure they are able to borrow.

K-6 will have access to the library from Tuesday to Friday, both in the morning and at lunch-time. Students also have access to SORA, the platform used by the diocese to borrow e-books and audiobooks.

## **Assembly**

K - 6 gather each alternate Friday for announcements and the distribution of weekly awards.

## **Grade Assemblies K - 6**

Throughout Terms 2 - 4, (COVID-19 Restrictions Permitting) class groups of K-6 students each take a turn to host an assembly where they get the opportunity to showcase and present their new knowledge and skills. Parents and friends are most welcome to attend. These assemblies will be noted on the parent calendar and invitations are extended by the host class prior to the event.

## **Mass**

Our K-10 school community gathers together for whole school masses to celebrate our Opening School Mass, Catholic Schools Week, the Feast day of St Mary of the Cross MacKillop, the Feast of the Assumption and All Saints Feast Day. Parents are always invited to attend our whole school Mass Celebrations.

Mass is celebrated in the Church for students in K-10, in cohort groups on a rotating basis. Each year group plans and organises Mass once a year, and parents are invited to attend this Mass.

This year we will introduce House Masses where students attend Mass in their house groups. In addition, students in Year 2 and above who have made the Sacrament of Reconciliation, visit the church once per term for Reconciliation.

## **Homework routines**

Students are encouraged to read daily. A Reading Log will be sent home with your child to record their daily reading habits.

Students will complete "Talk Homework" weekly prior to the Big Write. We encourage you to "talk" with your child about the stimulus that has been sent home to build their confidence and enthusiasm for writing the next day. As stated, it is simply a conversation - students are not required to write anything for "Talk Homework".

## **Headphones for Learning (3-6)**

Students are required to have headphones available for use with class Chromebooks. Due to COVID-19, students are required to provide their own headphones for learning.

## **Birthdays**

If parents would like to provide cupcakes to celebrate your child's birthday, you must make contact with your child's teacher THE DAY BEFORE. We ask that you be mindful of allergies.

## **Travel, absences and contacting Leaders of Learning**

If your child's travel arrangements change, telephone the office to notify.

If your child is sick or absent, complete an online form in the Compass App or email the office.

If you need to speak to your child's Leader of Learning, email the office to arrange an appointment.

# Our Contemporary Learning Environments

## **Uninterrupted Literacy Block K - 6**

As part of a diocesan and school commitment we seek to have an interruption free dedicated literacy block as per each grade's timetable.

We ask for your support by ensuring your child is at school by not making medical appointments etc between the mentioned times and scheduling birthday celebrations for 1:00 pm.

## **Language of Contemporary Learning Spaces**

Each learning space facilitates the learning through both physical and cultural contemporary design. This is research based and best practice in order for students to learn from the expert (campfire), discuss collaboratively with peers to challenge and consolidate their learning (watering hole) and finally embed the learning into something they understand and can apply (Cave). In our learning spaces these learning experiences can be facilitated in specific physical spaces, but they can also refer to a phase of learning that the student is in.

In addition to this contemporary learning design, we facilitate the learning through the Gradual Release of Responsibility Model. This is once again a research based "best practice" form of learning where the control of the learning moves slowly from the teacher to the student through a strategic process of modelling, then sharing together, guiding and finally independent practice by the learner. This is a K-10 approach to learning.

## **Campfire**

- The campfire is a space where people gather to learn from an expert.
- Teacher models a new skill or explains a new concept.
- Expertise can be shared in person or via technology.

## **Watering Hole**

- The watering hole is the place for social learning among peers (conversations, not lectures).
- Peers act as both the learner and the teacher simultaneously.
- It is vocal - although accountable to the learning.

## **Cave**

- A private space/time where an individual can think, reflect and transform learning from external knowledge to internal belief.

# Living Well, Learning Well

## Promoting a Positive Culture for Learning at St Philomena's

### Catholic Context

The Catholic school sets out to be a school for the human person and of human persons, "the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school". (Congregation for Catholic Education, 1998, para 9)

At St Philomena's Catholic School we strive to promote a positive culture for learning that ensures a universal and unconditional positive regard for children and young people, and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity for children and young people.

At St Philomena's Catholic School, this is achieved through:

- Student centred pedagogy
- Working in and developing strong learning teams
- Early and ongoing intervention through a collaborative case management approach
- Promoting high levels of connection and participation
- Maximising access and opportunity for all students
- A multi-tiered system of support for academic, positive behaviour and wellbeing domains

At St Philomena's Catholic School, we have identified a number of goals necessary to promote and educate our students of our high standards of responsible behaviour while at school:

- [K-2 Plan for Living Well, Learning Well](#)
- [3-6 Plan for Living Well, Learning Well](#)

Of particular importance is the inclusion of the Uniform and Appearance expectations in our goal of "Being Responsible"

<b>Uniform and Appearance</b>	Wear the full school or sports uniform in the correct manner, including school hat Have their hair groomed neatly - hair that is longer than collar length at the back and eyebrow length at the front will be required to be tied back Not wear make-up and coloured nail polish Not wear jewellery - with the exception of a signet ring, simple chained necklace with religious cross attached, watch and maximum of 2 sets of sleepers or sleeper sized ear-rings or small studs per ear (gold, silver, pearl) Not have any nose, facial or tongue piercing
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**A guide to Primary Uniform expectations:**

<u>Primary Girls Uniform Options</u>	<u>Primary Sports Uniform</u>	<u>Primary Boys Uniform</u>
		
Dress	Sports shirt and Sports CCC shorts	Blue school shirt and navy shorts
Blouse and navy shorts	<b>*CCC shorts are for sports days only</b>	
<small>A St Philomena's School V-Neck Fleece Jumper, Zip Fleece Jacket or Soft Shell Jacket can be added to the summer uniform. All these items can be purchased from the School Uniform Shop via Qkr!</small>		
<b>St Philomena's Catholic School, Moree NSW</b> 		

## Learning Awards that Acknowledges and Promotes A Positive Culture for Student Learning

Each fortnight, students' efforts and achievements will be acknowledged and celebrated in our Kindergarten to Year 6 Assembly. Our fortnightly class awards include:

### Recognition of Learning

This award recognises student growth and achievement and is presented to encourage continued efforts towards achieving academic success. The recipient is a positive role model.

### Application to Learning

This award has been presented for outstanding attitude and commitment to learning; for taking pride in their work and for setting an exemplary standard for others to follow.

### Mary Mackillop Award

This award has been presented for commitment, attitude and consistency to school work; for displaying pride in themselves as a member of the St Philomena's school community; for displaying Christian values in all aspects of school life.

### Taking Responsibility

We acknowledge that as they grow, children are learning to act in ways that are SAFE, KIND, RESPONSIBLE AND RESPECTFUL. On occasions when they do not, we respond by helping children to

- identify what their action was
- identify why they acted the way they did
- be aware of the effects of their actions on others
- plan for more positive interactions

This may be done through discussion with members of the Leadership team at lunchtime via the completion of a [Taking Responsibility](#) sheet. These are sent home for parent signature and returned the next day.

Consequences of ongoing incidents may include:

- Loss of playground privilege
- Parent meetings
- Suspension
- Withdrawal of enrolment

# School Communication

## How will I know WHAT my child is doing at school?

- Weekly parent email
- Regular communication (Letters, notes, reminders) published in the Compass Parent Portal
- Newsletter published digitally fortnightly available in the Compass Parent Portal and link shared on St Philomena's Facebook page.
- St Philomena's Facebook Page showcasing current school and diocesan events.
- Digital sign on Gwydir Street is regularly updated.

## How will I know HOW my child is progressing/developing at school?

### Date with Data Conversation (with parents)

- Week 2, Term 2
- An opportunity for leaders of learning to share specific data regarding your child, along with goals for their learning during 2022
- An opportunity to discuss further how you can support your child's learning at home.

### Semester 1 Report

- Distributed through the Compass Parent Portal
- Week 10 Term 2

### Parent/Teacher Meetings:

- Follow up from Semester 1 Report
- Week 1 Term 3

### Semester 2 Report

- Distributed through the Compass Parent Portal
- Week 9 Term 4

### Optional Parent/Teacher meeting

- Follow up from Semester 2 Report
- Week 10 Term 4



# Supporting Learning at Home

## Why we focus on READING

Starting in kindergarten, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by 6th grade and on standardised tests, they will likely score better than 90% of their peers.

From the time your child is born, reading out loud is a positive influence. As your child grows, daily reading will help the brain make connections between the written and spoken word, widening vocabulary in the process.

Adding to that benefit, vocabulary knowledge equates to masterful spelling. In fact, reading, spelling and vocabulary are critically important to a child's lifelong achievement.

## Literacy Development Through Writing and VCOP

VCOP stands for vocabulary, connectives, openers and punctuation. These four elements quickly and easily enhance writing by creating the writer's voice. Together with GHaSP (grammar, handwriting, spelling and punctuation) - the building blocks to correct and clear writing, VCOP adds the icing on the cake - excitement, pizzazz and flow to keep the audience engaged throughout the piece.

Students take part in a variety of oral and written activities and games throughout the week to develop their skills in these areas. As a celebration of their learning, students in all classes complete a piece of extended writing once a week or fortnight. Known as 'The Big Write,' it has proven an exciting and effective way of encouraging children to think about the four key areas for developing both their spoken and written language.

Big Write and VCOP is a writing approach which aims to specifically support students in increasing their skills in uplevelling the writing elements of

- Vocabulary
- Connectives
- Openers
- Punctuation

Students participate in specially dedicated writing opportunities known as 'Big Write'.

As part of the 'Big Write' approach, students will be given 'Talk Homework'. The idea of Big Write and Talk Homework is; *'if the children can't say it, they can't write it'*.

## Talk Homework

Speaking about ideas before they can be used in writing always forms a key part of the 'Big Write' sessions. In order for children to produce their best writing they need to discuss the topic in advance. This is referred to as "Talk Homework." Your child will come home with a new stimulus prior to each Big Write. This will inform you of the topic to discuss with your child in order to help them with the content of their writing the following day.

We ask that children discuss the topic with an adult at home in preparation for their writing. This homework involves discussion only. It is clear that those children who complete their 'Talk Homework' feel more confident leading into their written tasks and produce more engaging pieces.



## Talk Homework

For Big Write this week I am writing a \_\_\_\_\_ Insert Text Type in Bold and remove

Our (insert text type) will be about \_\_\_\_\_

I need to talk about my ideas and opinions with as many family members as possible. A great time to do this is while we are all sitting at the table for dinner. Can we please not have the television on so that I can concentrate.

I would love to hear your ideas and opinions on the topic to help me shape my ideas. Please remember to use the "because" word and remind me to do the same. That way when I write tomorrow I will have so many ideas and will be able to use a connective like "because" to make my ideas really valuable.

I would love it if you could offer me some up-levelled V.C.O.P. suggestions/ideas for my writing.

**V** = Vocabulary, wow words (for example, *fearful, marvellous, glimmering*)

**C** = Connective, words that join ideas together (for example, *although, besides, because, however*)

**O** = Openers, amazing ways to start a sentence. (*Eventually..., Another thing..., Before too long...*)

**P** = Punctuation. (*capital letter . ? , ! " "*)

### Suggestions Promoting for a Talking Homework Conversation

- Encourage as many family members as possible to be involved in the Talking Homework
- Make it an enjoyable activity
- Switch off the television to try to ensure that this is dedicated talking and listening time
- Begin a conversation by modelling... "I think that... because ..."
- Ask other family members to give their ideas, opinions and reasons why
- Encourage thinking about exciting words to use to make their writing more interesting.
- Encourage students to talk to whoever is available. Nothing needs to be physically produced for this task. However, if students do happen to bring a list of words etc. as a result of talk homework, welcome it. Remember, Big Write is supported writing.

### Supporting the Development of Numeracy

Maths is everywhere! When learners see, hear and use maths in real life, it gives their learning purpose. Use maths whenever you see the chance. Play maths games in the car. Involve the kids when you're cooking, shopping or budgeting. Add up the footy and cricket scores together. Talk about fractions as you serve food. Any numeracy work you do at home with your child will help them in their learning. These NSW Dept Education 2018 booklets also provide useful tips for helping support numeracy development at home.

- [Kindergarten Parent Support Numeracy](#)
- [Year 1 Parent Support Numeracy](#)
- [Year 2 Parent Support Numeracy](#)
- [Year 3 Parent Support Numeracy](#)
- [Year 4 Parent Support Numeracy](#)
- [Year 5 Parent Support Numeracy](#)
- [Year 6 Parent Support Numeracy](#)

# Stage Two Religious Education Learning Statements

**Profession of Faith ■ The Celebration of the Christian Mystery ■ Life in Christ ■ Prayer**

- Year 6 Parent Support Numeracy

Students recognise that God is Father, Son and Holy Spirit. They explore the wonder and beauty of God's creation and investigate ways they can live in harmony with the world. They identify and explore beliefs and traditions which are founded on Scripture and expressed in the story of the Catholic Church. They examine the role of Mary in the life of Jesus.

Students explain the importance of signs, symbol, rites and rituals within the celebration of the Eucharist. They communicate an understanding of ways of belonging and relating in a Catholic celebrating community. They recognise that these elements are used in sacramental celebrations within the Catholic community. They explore and describe the role and place of Sacraments and the Mass in their lives.

Students identify that they are part of the Church which continues the mission of Jesus to reach out in justice to others. They explain that being Christian is living according to the message of the Scriptures, the Church's teaching and Tradition. They investigate the qualities of and response to God's call of Mary and the saints. . They explore the personal challenges of responding to God.

Students explore ways of praying in both formal and informal settings. They examine ways in which the liturgical life of the Church nourishes and challenges them to respond to the presence of God. They display an understanding of liturgical celebrations.

# Stage 2 (Year 3 & 4) NSW Syllabus Learning Statements

## English

By the end of Stage 2 students communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes. They explore a variety of roles when interacting in pairs and groups, attending to different views and responding appropriately. Students use various listening behaviours to gather general ideas and key points from conversations, reports or spoken presentations. They identify the effect of purpose, audience and culture on spoken texts and shape and present ideas accordingly. Students identify common organisational patterns and language features of predictable spoken texts.

Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.

Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.

## Mathematics

By the end of Stage 2, students ask questions and use efficient mental and written strategies with increasing fluency to solve problems. They use technology to investigate mathematical concepts and check their solutions. Students use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain their reasoning.

Students count, order, read and record numbers of up to five digits. They use informal and formal mental and written strategies to solve addition and subtraction problems. Students use mental strategies to recall multiplication facts up to  $10 \times 10$  and related division facts. They use informal written strategies for multiplication and division of two-digit numbers by one-digit numbers. Students represent, model and compare commonly used fractions, and model, compare and represent decimals of up to two decimal places. Students perform simple calculations with money and solve simple purchasing problems. They record, describe and complete number patterns and determine missing numbers in number sentences. Students recognise the properties of odd and even numbers.

Students estimate, measure, compare, convert and record length, area, volume, capacity and mass using formal units. They read and record time in hours and minutes, convert between units of time, and solve simple problems involving the duration of time. Students name, describe and sketch particular three-dimensional objects and two-dimensional shapes. They combine and split two-dimensional shapes to create other shapes. They compare angles using informal means and classify angles according to their size. Students use a grid-reference system to describe position, and compass points to give and follow directions. They make simple calculations using scales on maps and plans.

Students collect and organise data, and create and interpret tables and picture and column graphs. They list all possible outcomes of everyday events, and describe and compare chance events in social and experimental contexts.

## **Science & Technology**

By the end of Stage 2, students engage in the processes of Working Scientifically, and Design and Production by asking questions, predicting outcomes and undertaking guided investigations with increasing independence. Students make and record observations, using formal units where appropriate, and compare results with predictions. They reflect on whether methods undertaken are fair and identify ways to improve subsequent investigations. Students organise and identify patterns in data and create tables to organise and represent information.

Students develop solutions that address specific criteria. They generate and develop ideas, using research to inform their design ideas, which are represented using sketches, brainstorming and where appropriate, digital technologies. Students select materials appropriate for their purposes, with consideration of sustainability and constraints to produce designed solutions. They are guided to develop specific criteria to critically evaluate designed solutions.

Students compare living things and identify the life cycles which support the survival of plant and animal species. They describe how agricultural processes are used to grow plants and raise animals for food, clothing and shelter. Students identify the physical properties of materials and how heat can alter their state. They investigate the suitability of natural and manufactured materials for specific purposes. They explain how energy is transferred from one place to another, and how forces affect objects and the behaviour of a product or system. Students describe the regular changes caused by interactions between the Earth and the Sun, and the changes to the Earth's surface that are caused over time by natural processes and human activity. They describe how digital systems transmit data, explore different types of data and how data patterns can be represented and interpreted.

## **Geography**

By the end of Stage 2, students examine the characteristics of places in different locations from the local to the national scale. They describe interconnections between people and the environment. They identify simple patterns in the distribution of the features of places. Students recognise the importance of the environment and examine how different perceptions influence people's responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record relevant data and information to answer these questions. They represent data by constructing tables and graphs and maps featuring cartographic conventions. They read maps to determine location, direction and distance. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of communication forms. They reflect on their learning and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

## **History**

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their

significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia.

Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

## **Personal Development, Health & Physical Education (PDHPE)**

By the end of Stage 2, students recognise physical and social changes and personal management strategies. They recognise individual strengths and apply these to a wide range of contexts. Students investigate the skills and qualities that build caring and respectful relationships and ways to improve their health, safety and wellbeing. They identify the rights and feelings of others and devise strategies to support themselves and others. Students explore health messages and describe the influences on healthy and safe choices. They recognise their responsibility to contribute to a healthy, safe and physically active environment. Students perform physical activities designed to enhance fitness and discuss the relationships between physical activity, health and fitness. They propose strategies that increase opportunities to develop and maintain healthy, safe and active lifestyles.

Students apply and refine movement skills and movement concepts in a range of physical activity contexts. They create and perform sequences using movement skills and concepts with consistency and control. Students demonstrate cooperation and collaboration in movement and physical activity. They select and demonstrate strategies that help them to solve movement challenges.

## **Creative Arts**

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these. Students listen to a range of music, identifying key features and they make some informed judgements about musical preference.

Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.

Students perform dances demonstrating a range of performance qualities and increasingly complex movement skills. They explore the elements of dance in their own works and how these can be selected and combined to convey meaning. Students discuss the meaning and purpose of dance works and the roles of the creator and performer.





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