

Parent Information Booklet




Year 3 2025

Welcome to the new year!



Galilee Regional Catholic
Primary School

2025 YEAR 3 Teaching Staff

Class	Teaching Staff	Contact details
Helen Borger 3B	 A portrait of Helen Borger, a woman with long grey hair, smiling, wearing a dark red jacket over a black top.	hborger@gsm.vic.edu.au
Adrian Webster 3W Mon, Tues, Thurs, Fri	 A portrait of Adrian Webster, a man with short dark hair, smiling, wearing a blue suit jacket, a white shirt, and a red and blue striped tie.	awebster@gsm.vic.edu.au
Julianne Price 3W Wed	 A portrait of Julianne Price, a woman with short brown hair and glasses, smiling, wearing a grey patterned scarf over a white top.	jprice@gsm.vic.edu.au

2025 Special Dates: Term 1

Thursday 30th January	First day of school for Years 1-6
Tuesday 4th February	Sacrament of Reconciliation Family Faith Night (with students)
Thursday 6th February	Welcome BBQ 4-6pm
Tuesday 11th February	School Photos
Tuesday 4th March	Sacrament of Reconciliation (St Joseph's Port Melbourne)
Monday 10th March	Labour Day public holiday
Friday 21st March	Harmony Day (Cultural Dress or a hint of Orange)
Friday 4th April	Last day of Term 1 - 1.30pm finish

Year 3 2025

Typical Daily Routine

8.35 am: School gate opens and children can come up to the classroom

8.50 am: School day begin

8.50-9.50am: Learning Session 1: Reading, Writing or Maths (followed by a short fruit break)

9.50-10.50am: Learning Session 2: Reading, Writing or Maths

(eating time - 10.35-10.50)

10.50-11.30am: Break time

11.30-12.30pm: Learning Session 3: Reading, Writing or Maths

12.30-1.30pm: Learning Session 4: Investigation time through directed play and exploration (STEM, Geography, History, Health)/ Religious Education/Personal, Social and Emotional Development

(eating time - 1:25-1:40)

1.40-2.20: Break time

2.20-3.25: Learning Session 5: Investigation time through directed play and exploration (STEM, Geography, History, Health)/ Religious Education/Personal, Social and Emotional Development/Assembly on Fridays

3.25: Dismissal

Specialist Classes

Four specialist classes will run over the week. The specialist classes are Performing Arts, Italian (LOTE), Visual Arts and Physical Education.

Weekly Timetable

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Italian	P.E.	Julianne Price in 3W		Class sport (sport uniform)
Performing Arts	Art		Library (library bag needed)	

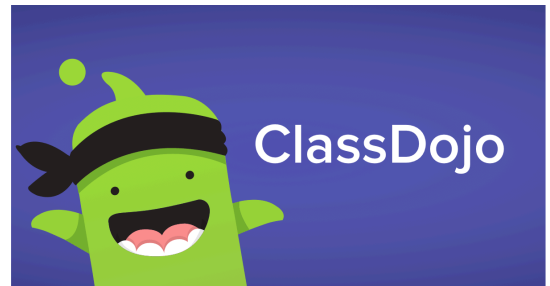
Communication

Communication must always be respectful.

We have a number of communication channels.

Please find a summary below.

In person: still the best and easiest way to get quick questions answered. Teachers are available for short periods before and after school, as are leadership and the office staff.



Dojo: teachers can instantly share messages, updates, events, homework, and photos from class. Dojo messaging can be used for short, brief queries and conversations to teachers; for your child's portfolio and for class / school updates. Dojo messaging must not be used for detailed concerns.

Email: for longer, more detailed messages and higher concern, cc'ing other staff if and when appropriate.

Operoo: permission forms will be sent this way. You just have to follow the steps to approve or decline them.

Phone: for absences (or email admin@gsm.vic.edu.au) during hours or leave a message outside of hours.

We will try to respond as quickly as possible but when we are also teaching it can be tricky.

We ask for a 48 hour window to be able to respond properly.

Curriculum Program

Religious Education

Students will explore many Religious Education units such as: The Sacrament of Reconciliation, praying to Jesus, understanding Lent, the Easter story and the resurrection, recognising the world God created, studying Catholic Social Justice teachings, and learning about the story of Christmas. These units are taught through



scripture, questioning, sharing thoughts and feelings, exploring social justice, understanding sacraments, and engaging in hands-on activities and role play.

Each student has a prayer journal where they can respond to and write prayers, as well as reflect on their classroom learnings and wonderings.

Students also attend and lead school masses, with parents encouraged to participate

English

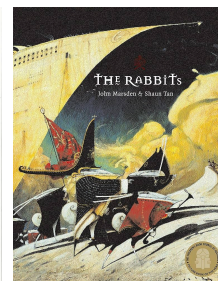
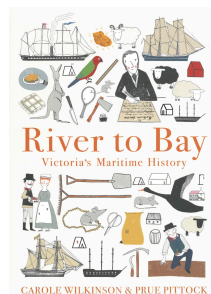
Oral Language

Oral Language is integrated into every learning experience across the curriculum. Students are given a variety of opportunities to engage with one another, practice language skills, participate in conversations, develop listening abilities, and deliver presentations. At home, before a Big Write lesson, families will be encouraged to have a Big Talk where the students can talk about their writing.



Reading

Students will use The Daily Five reading approach to enhance their comprehension, accuracy, fluency, and vocabulary. They will build reading stamina and learn to select 'Good Fit' Books. Comprehension strategies from the CAFE Reading Model will be taught, including retelling to summarize the main idea, inferring and determining meaning, and analysing the author's purpose with support from the text. Students will also focus on expanding their vocabulary and paying attention to punctuation to ensure reading with expression.



Through both fictional and nonfictional texts, students will engage in individual and group experiences. This will include the use of digital and print materials, NAPLAN preparation and practice, reading rotations with Fountas and Pinnell books, and Epic online books for

homework and class reading time. Additionally, there will be designated quiet reading periods in class and the library.

Writing

In Writing, students will study the structure and features of Recount, Narrative, Information Reports, and Exposition texts, especially during Cold and Big Write sessions. They will engage in various learning experiences with a focus on VCOP: Vocabulary, Connectives, Openers, and Punctuation, which will help them uplevel their writing by using more complex sentences and engaging language. Students will also use the SMART spelling approach to learn and revise various spelling patterns. Additionally, they will learn to write letters in cursive script. A significant emphasis will be placed on using correct punctuation, as well as re-reading and editing their writing for clarity and grammatical accuracy..

Mathematics

A wide variety of practical activities and real life contexts will be used to support students to see mathematics as part of their everyday world. Counting, problem solving, patterns and order of numbers, place value, measurement, and spatial relations will be presented through problem solving, explicit teaching, concrete materials, games, practical activities and supportive written work.



Sweaty Brain Time

Sweaty Brain time is when students explore mathematical challenges that encourage them to problem-solve and aims to challenge all students at their point of need. Students are challenged to work in new ways, with an emphasis on mathematical thinking and reasoning.

S.T.E.M. based Inquiry

Science, Technology, Engineering and Mathematics.

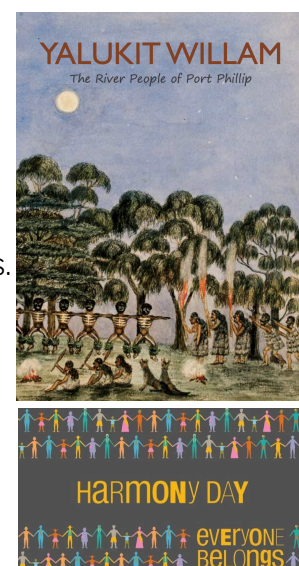
During STEM, children will be exposed to History, Civics and Citizenship, Science, Geography, Economics, Design and Technology, Engineering Victorian Curriculum with a particular focus on the S.T.E.M. subjects.



Teachers use an inquiry approach to facilitate student exploration of concepts in a hands-on manner. Students get to form their own questions about topics and then research and explore. Concepts, skills and knowledge are explicitly taught. STEM provokes students to consider how and why things work and encourages reflection on new learning. Students also learn and develop valuable skills relevant to working in groups. History, Geography, Economics and many other domains are taught through STEM and inquiry units.

Term One - Community

Term 1 will focus on community and how they have changed over time. We are learning about cultural similarities and differences in local and global communities from the past and the present. We will explore our local community of Port Phillip and significant events leading to the 1850's. Particular events explored will include the Yalakit Willam clan of the Bunurong people, Captain Cook's voyage to Australia, the First Fleet, Batman's treaty and the early colony of Victoria. History, Geography, and Civics will be the main focus that will also be incorporated in English and Maths.



Our 2025 Big Ideas

Term Two: Responsibility

Term Three: Connections

Term Four: Change

Digital Technology

Students engage with a variety of digital technology tools, including iPads, Chromebooks, green screens, and microphones. In Years 3–6, each student is assigned an individual Chromebook for use throughout the year. They are encouraged to care for their device responsibly and navigate its features safely and ethically. Through the Digital Technologies curriculum, students will develop key skills such as collecting and representing data digitally, exploring digital systems, creating digital solutions, and using technology for video production.

At Galilee, we have partnered with Inform & Empower to support our students in becoming responsible digital citizens and navigating the online world safely. Should you have any questions regarding Cyber Safety or Technology at Galilee, please reach out to Mikaila Greenan or Marcus Page on: mgreenan@gsm.vic.edu.au or mpage@gsm.vic.edu.au

Personal, Social and Emotional Development

Throughout their school life, students explore the personal, social and emotional development of themselves as others. Explicit focus is devoted to skills such as:

- Perseverance
- Resilience
- Organisation
- Getting along with others
- Understanding and following directions
- Inclusion and diversity
- Active listening
- Seeking help when needed
- Having a go and finishing tasks.



We use books, songs, images, video clips, activities, role play, Circle Time, group activities and oral language to discover more about ourselves and our peers.

5 Step Behaviour Response System

To support students with classroom expectations, we are introducing a five-step behaviour response system across the school. This system aligns with our current policies, reinforcing positive behaviour while using restorative practices to guide students struggling with expectations. This will provide predictability and consistency across the school for all students.

The steps 'reset' at the end of each block. So a student getting to step 2 before recess, does not progress to step 3 after recess if the same behaviour is repeated; they would go to step 1.

Please see the attached table for details:

Step		Explanation
1	Non verbal redirection	Students are given a non-verbal redirect. Examples include pointing to work, finger over the lips or a head shake or nod.
2	Verbal redirection	Students receive a verbal reminder of the classroom expectation and are reminded that the next step will result in being moved to a new learning area in the classroom.
3	Relocation within learning area	Students are moved to a different area of the classroom and reminded that the next step will result in moving to another classroom and have adults at home notified.
4	Relocation to new learning area and adults at home notified	Students are relocated to an appropriate learning area. Parents are informed that their child was moved out of their learning area.
5	Re-entry to classroom	Students are discreetly and warmly welcomed back into the learning area, ensuring they are feeling included and are ready to re-engage with their learning.

Things to remember

All children learn differently and develop at different rates.

This is important to remember!

Throughout the school year there will be children who are still learning to articulate their opinions, follow instructions, manage their emotions, use a chromebook, keep their hands and feet to themselves, take responsibility for their own belongings and everything else in between.

It is important to not compare your child to others and to not judge the learning journey of other students.

It is vital that we are encouraging, patient and understanding of all children.



3-6 Sport

In Grade 3-6 students have the opportunity to try out for Galilee Sport Teams, go off site and play against schools in our Dendy District. It is an honour to be selected and have this opportunity.

We provide opportunities in Cross Country, Basketball, AFL, Netball, Soccer, Cricket, Swimming, Athletics, Cross Country and Rugby.

Sports such as Cross Country, Swimming and Athletics are based on results from our schools Carnivals whilst AFL, Netball, Cricket, Rugby and Basketball are all tryout based selections. When an upcoming Dendy Sport Carnival is approaching there will be multiple opportunities to try out and multiple selectors picking the teams.

The age groups that are selected for the Sports are the same age groups that the Dendy District do compete in. The age group that your child(ren) competes in is the age that they **are/ have turning as of December 31, 2025**, e.g. If they are turning 10 in August, they will compete in the 9/10 age group or if they have turned 11 in January, they are competing in the 11 year old age group.

Grade 5/6 students will participate in Weekly Sport in Term 2. This is for AFL and Netball. Every Friday we go off site and play against another school and compete but these results have no

bearing on anything. Later in the Term we will have Gala Days where the results give the opportunity to advance to a further stage.

All information will be communicated via Operoo, so please read those thoroughly because all the information will be in those.

Supporting your child's learning at home:

Reading: Students are asked to read daily for 20 minutes. Students will have a variety of texts that they can read at home, these include take home readers, library books, online texts and books from their home collection.

Spelling: Students will have 6 to 8 spelling words to practise each week. These will consist of words related to our sound of the week.

Homework Tasks: Homework instructions will be uploaded to Dojo on a Monday. Homework will be a variety of tasks connected to class learning as per the school's Homework policy.

Let's work together

We would appreciate your help by supporting your child in the following ways:

- Arrive at school by 8.50 a.m. so your child starts the school day with the whole class and avoids missing out on important information.
- Ensure belongings are clearly named (please check regularly).
- Reinforce independent hygiene practices, for example flushing the toilet then washing hands and washing hands prior to eating.
- Keep up to date with school communication from Dojo, newsletters and the parent calendar.
- Reply promptly to notices and requests.
- Carefully monitor your child's health so we can prevent the spread of sickness.
- If you are late to school please, take your child to the school office to collect a late pass.
- Our policy is No Hat, No Play in Terms 1 and 4. Your child has a clearly named school hat to wear each day

- If you need to collect your child from school early, pick up times are 10.50am and 1.40pm.
- Notify the office of changes of address, phone numbers, emails and emergency contacts.

*** ALLERGIES and ANAPHYLAXIS ***

- As there are students with **SERIOUS** allergies, it is important that students **do not swap or share food**.
- We ask that you are mindful of these allergies and if possible **avoid sending nuts or nut products (peanut butter, nutella, nut bars)** to school.

Uniform

<https://www.psw.com.au/schools/galilee-regional-catholic-primary-school.html>

Please see information about the school uniform by following the link.

The second hand uniform shop is open Tuesday 3.25-3.40 and Friday 8.35-8.50.