



## Welcome to 2024

Welcome to F/1 EM! We have had a wonderful start to the year with the Year 1's being fabulous role models for the Foundation students and the Foundation students giving everything a go with a positive attitude.

This term we look forward to a wide range of events such as the whole school mass, welcome BBQ, Kelly Sports with Wade, Auslan with Tim, Shrove Tuesday, Ash Wednesday, R U OK? Week and much more (keep an eye out for plenty of opportunities to join in with school events).

### Art smock

In the classroom we incorporate art activities to support our learning areas as well as build foundational skills, including fine motor. As much as we try to stay tidy, it can get messy. Students are asked to bring in an art smock that will protect their uniform on these occasions that will be kept at school for the year. Please ensure this has your child's name marked clearly.

### Library/Parent Helpers

Our Library day will be on Monday's from 2:30pm. We are inviting any parents that would like to help support the students in their reading to join us. During 2:30pm and 3:15pm we will go to the library to borrow books and practise our reading skills. Parents that are interested in helping would work one to one with students for a short amount of time helping them practise their letter sounds, reading to the students or listening to the student read.

If you are interested in helping please contact me via email or Seesaw. Unfortunately younger siblings are unable to attend our library sessions at this time. Any additional support that you can provide in the classroom is always greatly appreciated.

I look forward to working together this year!

Eliza

# MEET THE TEACHER



Eliza



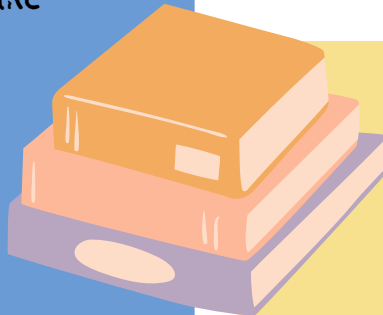
## ABOUT ME (& SULLY)...

I am the eldest of 6 with 2 younger sisters and 3 younger brothers. Along with our parents we all love going on family holidays. Last year we went to Thailand and this year we are having Christmas in Africa. On the weekends I play netball, read and take Sully for walks around the lake with friends.

Sully and I live at home with my friend and her cat. Sully tries to make friends with the cat but the cat isn't very friendly and hisses at him. Sully LOVES playing fetch and could play for hours!

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Blue
- DRINK: Vanilla Milkshake
- PLACE: Switzerland
- SOUND: Rain
- ICE CREAM: Fairy Bread
- MOVIE: 10 Things I Hate About you
- HOLIDAY: Christmas overseas (Europe & America)



**Please don't hesitate to contact me via phone 54841797 or email:**

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# MEET THE LSO



Dee



## ABOUT ME...

I am a Mum of 4 girls and my husband's name is Michael. I have lived in Rochester my whole life. I have 3 dogs, a cat and 2 goldfish as our pets. I enjoy gardening and spending time with my family and catching up with friends. I enjoy going away in our caravan on weekends and reading a book. I also love cooking and watching my girls play netball.

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: green
- DRINK: coffee
- PLACE: My home
- SOUND: wind chimes
- ICE CREAM: chocolate
- MOVIE: The Holiday
- HOLIDAY: Bali



# MEET THE LSO



Zack

## ABOUT ME...



Hello, my name is Zack. I grew up in Rochester and went to St Joes from 2012 to 2018. I love music, watching movies, playing basketball and going down to the beach. I can play guitar, base and drums.

## A FEW OF MY FAVOURITE THINGS...

- COLOUR: Yellow
- DRINK: Coffee
- PLACE: The Beach
- SOUND: Music
- ICE CREAM: Cookies & Cream
- MOVIE: Beatlejuice
- HOLIDAY: Anglsea





In Term 4 2023 staff at St Joseph's began professional learning with Jocelyn Seamer (Jocelyn Seamer Education) with a focus on a whole school approach to Structured Literacy in 2024 and beyond.

There is now a large amount of research about how to teach children to read in a way that works for the largest number of children possible. This involves:

- 1) Teaching children the relationship between the speech sounds of English and the letters that are used to represent them in writing. This is also known as phonics
- 2) Teaching children to blend sounds together to read words (blending) and pull them apart for early spelling (segmenting).

This is taught to children in explicit lessons where adults direct student attention and closely monitor progress.

When children have strong oral language skills and can read words with ease, reading comprehension can happen. Making meaning is the goal of reading instruction, but phonics knowledge and being able to read words with ease makes this possible.

Across the F/1 & Grade 2 classrooms we have grouped the students based on their specific learning needs, these groups will change as the needs of the students change. Students will work with an adult in these small groups 3 times a week (Monday, Wednesday, Thursday) and then practise the sounds in whole class settings through independent and small group activities for the remaining 2 days. While working in small groups students will be introduced to a new sound, practise phonics they are familiar with, practise writing the sound they are being introduced to and engage in phonics activities with a partner. After their small group work students will return to their classrooms to engage in writing, for the start of this term all F/1 students will be introduced to simple sentences (who & what eg: The dog is sleeping.), and the text based unit (lessons formed around a text), F/1 have started with The Hungry Caterpillar.



## Supporting children's reading development at home

Encourage children to 'sound out all through the word'. Help children practise their phonics. Include opportunities to develop oral blending in everyday life. "Can you please pass me the /f/ /or/ /k/?". Encourage children to read the books or engage in the resources they bring home multiple times. Help children develop oral language. Encourage them to speak in full sentences. Encourage children to spend time with books they enjoy, either reading them or listening to an adult read to them.

# MATHEMATICS



## Number & Algebra - Counting & Subitising/Partitioning

The progression of counting across the F/1 students will begin with 1:1 counting (making sure to count everything once) for collections up to 10, moving to counting forwards and backwards by 1s from regular starting points (0 & 20) to 20, then irregular starting points (random numbers between 0-20). Once students have a solid ability to count by 1s between 0-20 students will be extended in counting by 1s between 0-120 and skip counting (counting by 10s, 5s & 2s).

Subitising is the ability to look at a collection and identify the number without counting. Students have been playing get out of my house which involves looking at a collection of dots on a dice and recognising the number by placing a counter on that number. Students will also have opportunities to look at a collection of concrete items (eg: teddies or counters) and identify how many there are.

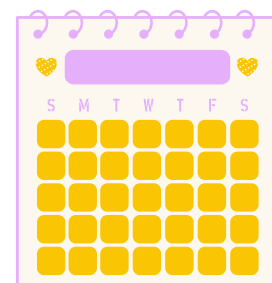
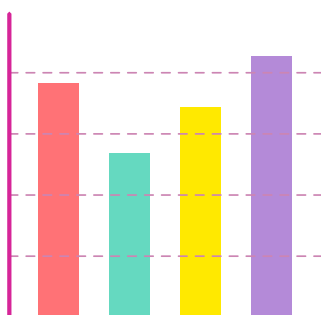
Partitioning is the ability to break numbers into parts, this can involve breaking 2-digit numbers into tens & ones, 3-digit numbers into hundreds, tens & ones and so on. Students have been exploring 2-digit numbers through playing mastermind and making numbers using bundling sticks.

## Measurement - Time

As we learn our routines students learn about the days of the week through identifying which days we are at school and connect and sequence these days to familiar events (eg: specialists, library, sport, Kelly Sports, assembly, Auslan, etc.).

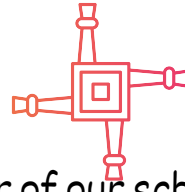
## Statistics - Data

Students are getting to know each other through collecting data, such as favourite fruits, how they get to school, and how many letters in their name. This includes finding out our interests and answering questions while learning how to record peers' responses using tally marks, representing the data using bar graphs and interpreting data through answering questions.



# RELIGION

## The Story



We begin the year learning about the foundation order of our school, St Brigid and the Brigidine Sisters. We will explore locations and symbols within our school, understanding their significance (eg: Brigidine Cross). Students will learn about St Brigid, her personal attributes and spiritual gifts, leading in to recognising their own attributes and gifts and how we can share these with our community.

## Lent & Easter



In this unit the students will be introduced to Lent and Easter as part of the liturgical year. They will explore the significance of Lent and Easter and will develop an awareness of the signs and symbols associated with Lent and Easter. By the end of this unit the students will identify Lent as a special time in the Church, connect their own experiences and traditions of Easter and retell the story of Palm Sunday.



## INQUIRY



## In Our Community

In our first inquiry unit for the year students will be learning how to show respect, listen to and care for each other which will link with our school expectations of being safe, respectful and responsible. Students will investigate members of their family and how other families might be similar or different, learn about members of their school community and their roles, how we can have healthy and positive friendships, learn about community groups and the local indigenous group, and how to be safe and seek help. The aim at the end of this unit is for students to understand and appreciate the importance of being a good member of their community. Students will have the opportunity to do an oral presentation about their family. More information will be shared so students can prepare.



# RRRR

*with Mrs Bennett*

My name is Fran Bennett. This year I will be teaching the Specialist subject RRRR. Students will be participating in the subject Resilience, Rights and Responsible Relationships (RRRR) as part of their Specialist rotation. The aim of this program is to develop each students' social, emotional and positive relationship skills. Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability.

In Term One, we will be learning all about emotions. Students will take part in learning experiences that teach them to recognise and identify their own emotions. They will also discuss situations that may evoke these emotions. The second part of the term will focus on the students identify and and describing their personal strengths. Activities will help students draw out how their strengths can help them contribute to family and school life as well as identify ways of making and keeping friends.

## DIGITAL TECHNOLOGIES

*with Mr Davison*

Welcome to an exciting term of Digital Technologies for our Prep and Year 1 students! This term, our focus is on "Staying Safe Online," cultivating responsible digital citizens. Here is a glimpse of what they will explore:

- We will unravel the importance of passwords—why they matter, who uses them, and how to keep them safe. Students will practice creating strong passwords to protect their information.
- Revisiting online behaviour rules, we aim to reinforce kindness and respect in both physical and digital realms. We'll tackle cyberbullying, discussing strategies to respond with empathy.
- Digital threats like pop-up files will be demystified, teaching students to identify and avoid potential harm. Opportunities for collaborative online sharing will encourage creativity in a safe environment.
- Your support in reinforcing these concepts at home is invaluable. Feel free to reach out with questions. Let's make this term of digital exploration safe and enriching!



# PHYSICAL EDUCATION

*with Ms McEvoy*

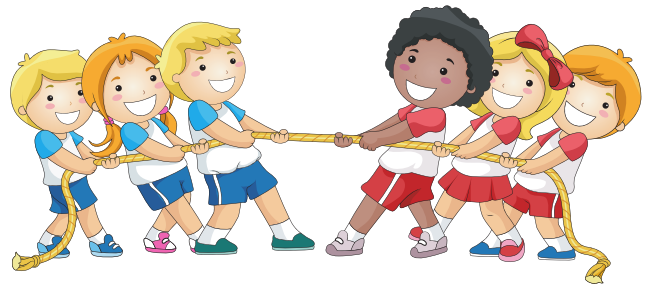
Welcome back to all students and families on what plans to be a fun and fulfilling school year in Physical Education. My name is Olivia McEvoy and I am delighted to be returning in 2024 to undertake the role of the Physical Education educator across all grades. I look forward to developing your child's fundamental motor skills and promoting healthy lifestyles among all students.

At the start of the term, we will discuss how to work cooperatively, how to accept winning and losing and how to keep safe in our Physical Education classes as well as participate in a number of get to know you games. Following this, students will participate in a cricket modified program where students will develop their skills of striking and throwing. These lessons are based on the 'Change It' approach which centers around ensuring activities are engaging and adaptable for students of all abilities. The 'Change It' approach stands for Coaching, How to score, Area, Number of students, Games rules, Equipment, Inclusion and Time. Students will conclude the program with a number of modified throwing and striking games.

The following 4 weeks, students will continue to develop the skill of 'striking' through a tennis program which is similar to that of the tennis 'Hot Shots' program. The program modifies courts, racquets and balls to cater for varying skills and abilities.

## KELLY SPORTS

*with Wade*



We're dedicated to promoting physical literacy and a lifelong love of sports



### Supporting kids

Physical activity is so important for our children. At Kelly Sports, we're committed to helping kids learn the fundamentals of sport, improving their motor skills and coordination through multi-sport programmes. Not only does this boost their skills and fitness levels, but it also gives them the confidence to join local clubs or teams, embarking on a lifelong relationship with sport.



### Supporting parents

Life is busy, and it can be hard to fit everything into each day. That's why our programmes run before, during and after school, as well as in the holidays, making it easy for parents to give their kids quality sports coaching, even if they're stuck at work.



### Supporting schools

With pressures to increase numeracy, literacy and reporting, teachers have become more stretched than ever before. Kelly Sports' expert coaches offer in-school programmes to help principals and teachers, giving young learners a love for sports. We also provide professional development sessions for teachers, aiding with sports skills, lesson planning, materials and activities, and fundamental movement skills programmes at preschools or kindergartens.



### Qualified coaches

All our coaches complete comprehensive training to ensure that they have the knowledge and the skills to deliver top-quality training sessions.



### Peace of mind

Providing a safe and secure environment for the children we teach is paramount. All paid Kelly Sports staff who work with children enrolled in our sporting programmes are police vetted and have a Working With Children Check, and these safety checks are repeated every year. This regulation applies to all staff who deliver in schools or within the organisation to school groups.

# KELLY SPORTS

This term students will participate in a 9 week Kelly sports program with a "sports" focus. Students will have a 40 minute session each Friday which will be facilitated by Coach Wade.

They will have the opportunity to focus on the following sports - basketball, netball, T ball, hockey, AFL and soccer. Each week, through a focus on a particular sport, students will use the basic skills associated with each sport eg; dribbling, passing, shooting, handballing, marking and kicking. The skills will be taught and practiced through a range of fun skill based games and activities. Students will also participate in a Mini Olympics circuit with a range of events to test their athletics abilities. They will be invited to create team banners and choose a country to support for the session. In the final session of the term students will participate in team building activities where they will need to work in teams throughout a variety of challenges to promote working together as a team. It will be an action packed term with lots of fun and learning to be had by all.

# AUSLAN

*with Tim*

Students at St Joseph's learn Auslan with a deaf teaching assistant, Tim. Auslan emphasises that for Deaf individuals, sign language (like Auslan) serves as their primary mode of communication, similar to how spoken language functions for hearing individuals. In Auslan the children learn the significance of non-manual signals, such as eye contact and facial expressions. Eye contact in Auslan serves a similar purpose by signalling who the signer is addressing. This helps clarify the communication and ensures that the message is directed appropriately. Facial expressions in Auslan are likened to the tone of voice and body language in spoken language communication. They convey a wide range of emotions, attitudes, and subtle nuances of meaning, enriching the overall communication experience.

# VISUAL ART

*with Mrs Carmichael*

Welcome to another year of Visual Art! We are thrilled to be in a dedicated art room with all our supplies at our fingertips and vinyl on the floor ready to get creative! For some students visual art is their favourite place to be and for others inspiration doesn't come as easily.

While working together students will be reminded that everyone can be an artist –

EVERY  
CHILD  
IS AN  
ARTIST  
~PICASSO

## BE AN ARTIST

**A**

Art materials stay in our art making space

**R**

Respect the materials, your work and everyone's ideas

**T**

Talk about your ideas, they are important!

**I**

Imagine, experiment, don't be afraid to make mistakes

**S**

Share and be kind - everyone is trying their best

**T**

Tidy up your art making space once you're done

This term, students will be spending the beginning weeks exploring and using colour; primary colours and work by Piet Mondrian, secondary colours, tones and shades. The focus will then shift to the Rochester Mural Festival and exploring their theme of "I have a dream...". Students will be given the opportunity use a range of mediums such as paint, oil pastel and watercolours to produce their art work.

# SCHOOL DATES

<p><b>Week 2</b></p>	<p><u>Tuesday 6th February:</u> Safer Internet Day</p> <p><u>Wednesday 8th February:</u> Foundation students rest day</p> <p><u>Friday 9th February:</u> 9.30am: Beginning of Year Mass or Liturgy (venue to be confirmed) Kelly Sports &amp; Auslan</p>
<p><b>Week 3</b></p>	<p><u>Tuesday 13th February:</u> Boys to the Bush (students will be notified of this opportunity)</p> <p><u>Wednesday 14th February:</u> Foundation students rest day</p> <p><u>Thursday 15th February:</u> Welcome Night (5.30pm – 7.00pm) BYO Picnic Tea On the grass at St Joseph's Classrooms open between 5.30pm – 6.00pm Friday 16th February: Kelly Sports &amp; Auslan</p>
<p><b>Week 4</b> <i>Wellness Week</i></p>	<p><u>Tuesday 20th February:</u> Boys to the Bush</p> <p><u>Wednesday 21st February:</u> Courage &amp; Crowns – day 1 Foundation students rest day</p> <p><u>Friday 23rd February:</u> Kelly Sports &amp; Auslan</p>
<p><b>Week 5</b></p>	<p><u>Tuesday 27th February:</u> Boys to the Bush</p> <p><u>Tuesday 27th February:</u> Foundation students rest day</p> <p><u>Friday 1st March:</u> Kelly Sports &amp; Auslan</p>



# SCHOOL DATES

<b>Week 6</b>	<p><u>Tuesday 5th March:</u> Boys to the Bush</p> <p><u>Friday 8th March:</u> Pupil Free Day</p> <p><u>Saturday 9th March:</u> Elmore Charity Ball (a fundraiser for our school)</p>
<b>Week 7</b>	<p><u>Monday 11th March:</u> Public Holiday</p> <p><u>Tuesday 12th March:</u> Boys to the Bush</p> <p><u>Wednesday 13th March – Friday 15th March:</u> Grade 5/6 Camp Cave Hill Camp, Beaufort</p> <p><u>Friday 15th March:</u> Kelly Sports &amp; Auslan</p> <p><u>Saturday 16th March:</u> Elmore Tractor Pull (a major fundraiser for our school)</p>
<b>Week 8</b>	<p><u>Tuesday 19th &amp; Wednesday 20th March:</u> Learning Conversations</p> <p><u>Wednesday 20th March:</u> Courage &amp; Crowns – day 2</p> <p><u>Friday 22nd March:</u> Golden Hammer Day</p>
<b>Week 9</b>	<p><u>Monday 25th March:</u> Community Learning Day – Holy Week</p> <p><u>Tuesday 26th March:</u> Chrism Mass – Grade 6 students</p> <p><u>Thursday 28th March:</u> End of Term</p>



# SCHOOL INFORMATION

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)

