

Parent Information Booklet

Year 1 2025

Welcome to the new year!



Galilee Regional Catholic
Primary School

2025 YEAR 1 Teaching Staff

Class	Teaching Staff	Contact details
1G	Shane Gethings	sgethings@gsm.vic.edu.au
1M	Rebecca McCormack	rmccormack@gsm.vic.edu.au
1D	Ricky Daly	rdaly@gsm.vic.edu.au

2025 Special Dates: Term 1

Thursday 30th January	First day of school for Years 1-6
Thursday 6th February	Welcome BBQ 4-6pm
Tuesday 11th February	School Photos
Monday 10th March	Labour Day public holiday
Friday 21st March	Harmony Day
Friday 28th March	Galilee Cross Country
Friday 4th April	Last day of Term 1 - 1.30pm finish followed by Colour Run

Year 1 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 - 10.30-10.50)

10.50-11.30am: Break time

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

12.30-1.30pm: Learning Session 4: STEM / Religious Education/Personal, Social and Emotional Development/Digital Technology

(eating time - 1:20-1:40)

1.40-2.20: Break time

2.20-3.25: Learning Session 5: STEM / Religious Education/Personal, Social and Emotional Development/Digital Technology

3.25: Dismissal

Specialist Classes

Four specialist classes will run on Tuesdays and Thursdays. The specialist classes are Performing Arts, Italian (LOTE), Visual Arts and Physical Education. Children will need to wear their sport uniform on Tuesday for Physical Education.

Weekly Timetable

1G

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
PSEL	Sport	Library (library bag needed)	Italian	Class sport (sport uniform)
	Visual Art			
	Performing Arts			

1M

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Library (library bag needed)	Sport		Italian	Class sport (sport uniform)
PSEL	Visual Arts			
	Performing Arts			

1D

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
	Art		Library (Library bag needed)	Class sport (sport uniform)
	Italian		Performing Arts	
	Sport			

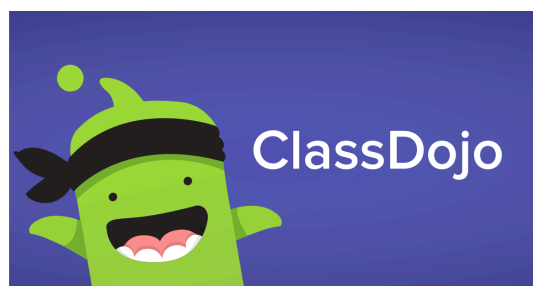
Communication

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.

Birthday Treats

As part of our efforts to maintain a healthy and inclusive environment, we kindly request that instead of bringing large treats for your child's birthday, they bring a simple treat, such as a small lolly or a non-food item like a sticker or pencil. This will help us keep things simple and ensure all children feel included.

Thank you for your understanding and support in helping us create a safe and healthy space for everyone!



Morning Drop off

As part of our efforts to encourage independence, we kindly ask that parents drop off their children and let them independently settle into the classroom. This helps our students build confidence in independently managing their own routines and transitions at school.

We understand that this may feel like a big step, but it's a wonderful opportunity for your child to develop their independence and feel proud of their ability to start their day on their own. If you need to speak with me or have any concerns, please feel free to reach out.



Thank you for your support and understanding!

Curriculum Program

Religious Education

Students explore Religious Education units such as: God's family, praying to Jesus, understanding the Easter story and the resurrection of Jesus, recognising the world that God created and the story of Christmas.

This is taught through: scripture, questioning, sharing thoughts and feelings, exploring social justice, understanding sacraments and hands on activities, art, craft and role play.



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

Students attend and lead school masses. Parents are encouraged to attend.

English

Oral Language

Oral Language is part of every learning experience and is integrated throughout the curriculum. Students are provided with a rich range of opportunities to engage with each other and practise language, conversation and listening skills.



Reading

The Reading program will take the form of listening to and discussing stories, individual and shared experiences with texts - fictional and nonfictional - and recorded class experiences.



The explicit teaching of phonics (letter-sound correspondence) occurs in sequence, supporting students to blend and segment sounds in words.

Writing

Students are encouraged to orally share and record their thoughts in short and long texts.

Students' skills will develop as they refine their writing strategies and letter and

word knowledge. Our writing experiences include:

discussion about topics and genres in small and large groups

focus on phonics, spelling using the SMART strategy and word etymology

the explicit teaching of writing genres, grammar and punctuation.



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, data 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.

Digital Technology

Students engage with a variety of digital technology tools, including iPads, Chromebooks, green screens, and microphones. In Prep -2, students have access to a range of devices. They are encouraged to care for the devices 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 form letters, use scissors, listen to instructions, manage their emotions, keep their hands and feet to themselves 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.



Supporting your child's learning at home:

Reading: Students are asked to read daily for 15 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 six 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 in class learning.

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 needs 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

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

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

Secondhand uniform shop: Fridays, 8.35-8.50, just inside the entrance to the Art room.