



Braeside Primary School

Honour, Pride and Achievement

Information Booklet

Room 4 2024

Miss Emilie Dufall – Year 3/4 Classroom Teacher

My Aims

My aims as a primary school teacher are to treat each child as a unique and individual person, with their own specific needs for growth and development. I endeavour to help children grow and develop through a warm and caring classroom environment. I pride myself on building a positive rapport with each student in my class.

I will assist each child to achieve his or her potential academically, socially, emotionally, creatively and physically. I want every child to know that they matter, belong, are accepted and can be their true selves. This will occur in a warm, accepting environment where the family plays an integral role in each educative process.

My Beliefs About Learning and Teaching

I believe that children learn by being personally involved in activities that are hands on and concrete. "They learn by doing". All activities that they are involved in should be worthwhile to them, as well as gaining knowledge that is valuable and acquired from personal experience. I believe that children have the greatest potential for learning when:

1. They are offered opportunities to interact with other children and adults.
2. Given freedom to choose, discover and problem solve.
3. Exposed to first hand experiences through play.
4. They are involved in learning which is developmentally appropriate to their needs.
5. They are happy and clearly motivated.
6. They are in charge of their own learning.
7. Given strategies that emphasise and encourage self-discipline and personal responsibility.
8. Children also need to be given opportunities to develop an awareness and acceptance of self and others, and a caring attitude towards their physical and social development.

To enhance the child's learning I will provide an environment, which is non-threatening, warm, challenging and supportive to all children's needs. I believe that while encouraging children to become inquirer's, problem solvers, question askers and independent learners, I am equipping them for continuing discovery and learning.

Catering for Individual's Differences

All children are individuals with individual needs requiring curriculum content presented in a relevant context, so that the children can participate at their own developmental and interest level. Children should develop as whole beings and should have the time and opportunity to cope with and master aspects of physical, social, emotional and intellectual growth as well as being exposed to a challenging environment. They should have the time to practise until they achieve success and self-confidence.

A wide variety of multicultural, non-stereotype materials and activities will be provided to help ensure the individual appropriateness of the curriculum and also:

1. Enhances each child's self-concept and self-esteem.
2. Supports the integrity of the child's family.
3. Enhances the child's learning processes in both the home and the early childhood program by strengthening ties.
4. Extends experiences of children and their families to include knowledge of the ways of others, especially those who share the community and
5. Enriches the lives of all participants with respectful acceptance and appreciation of difference and similarities among them.

Children who may have individual special needs will be integrated into the programme and their needs will be provided for appropriately. Students who require an Individual Education Plan (IEP) will work towards differing goals suited to them. Students who require additional reading and spelling support will be assessed and undergo MiniLit sessions as intervention.

Classroom Management

The classroom will have set rules that have been decided on by all students. I believe that students need to know their boundaries and the consequences for not following these agreed upon rules inside the classroom and whole school rules. By providing an enriching and stimulating classroom, I believe that children will be motivated to learn and this will then result in positive attitudes from the students and eradicate any behaviour problems which may occur. I endeavour to build a good rapport with each individual student to support positive behaviour. Individual Behaviour Plans (IBP) will be created for students who need additional strategies to support them.

Assessment

My belief is that assessments should be appropriate and achievable for each child. That is, it should be valid, fair, educative, comprehensive and explicit. I will assess my students development in all areas through keeping anecdotal records, checklists, work samples and informal individual conferences with students.

The information collected will be used as a basis for planning, evaluating and improving the curriculum and learning outcomes. I will self-evaluate my programme and teaching methods regularly to ensure that the goals, activities and strategies through reflective practises to ensure they are appropriate to all children and their learning.

I do not believe that the outcomes and results of assessments should be a focus point for children. I wish not to create any stress or anxiety surrounding administered assessments throughout the year. I do not encourage an environment where a positive result is all that matters and where students are fully aware of all assessments being undertaken to minimise stress. The purpose of assessment is for tracking progress through data collection and constructing purposeful lessons targeted towards student needs. Student data and assessment results will not be shared amongst the class or with other parents as this is confidential.

Positive Behaviour Support (PBS) School

As Braeside Primary School is a PBS school (Positive Behaviour Support school), students are rewarded on being an Achieving Astronaut, Engaged Explorer, Respectful Ranger and a Safety Sergeant. Throughout the year, we will be trialling different reward systems. Students will continue to receive Goldies based on the school's behaviour mascots.

Independence

As your child is now in their middle primary years, I wish for you to work with us in encouraging their independence. You can support us in this by encouraging them to be responsible for packing their own bags etc. at home, teaching them to tie their own shoelaces and allowing them to unpack their own bag at school. I look forward to watching their independence and confidence grow this year.

Early Close and Assemblies

Every Monday, school finishes at 2:30pm. On the odd school weeks we have a whole school assembly. All students will participate in their class sharing assembly. In preparation to your child's class assembly, you will receive notice, any notes regarding your part, and your child's speaking parts that they need to practise. Merit Certificates are awarded at these assemblies each fortnight. When your child is receiving a Merit Certificate, you will be notified prior.

Before School Routine

- Place bag on the bag bench
- Water bottle needs to be placed in the designated trolley in the classroom
- Home reading folders should be placed in the 'home reading folder' tub daily
- Fruit/veg for Crunch & Sip is to be placed on your child's desk
- Your child is encouraged to check that their lead pencils and red pencils are sharpened and their sharpener is emptied, prior to the day commencing
- Students must follow instruction of what they are required to do in the mornings, this could be home reading, mental maths fluency games, finishing off work etc.

When the siren goes, students need to ensure they have been to the toilet and packed up their activity, ready to sit on the mat for our morning meeting. Parents are required to leave when the siren goes in the morning.

Late Arrivals and Early Collections

When students arrive, they will need to go to the office first before coming to class. If your child needs to leave early, please see the office first to sign them out and bring a leave pass to me before I can allow them to leave. It is a legal requirement for me to receive this leave pass prior to releasing your child to you.

Absences

If your child is absent or planned to be absent, please call the office to let them know. Alternatively, you can send me an email, or message on Seesaw, or bring in a handwritten note explaining the absence. If there are unexplained absences, you will receive a note asking for the reasons for the absences. Please return this note as soon as possible.

Learning Areas

Learning areas taught by classroom teacher:

- *Literacy*
- *Numeracy*
- *HASS (Term 1 – History and Civics & Citizenship, Term 2 – Geography)*
- *Design & Technologies (Term 1)*
- *Digital Technologies (Term 2)*
- *Handwriting*
- *Library – Wednesday (Please ensure your child has their library book in their library bag ready for each Wednesday – they will not be allowed to borrow any books without a library bag)*

Learning areas taught or taken by specialist teachers:

- *Phys. Ed. (Miss Brie Jackson) – Thursday*
- *Health (Miss Brie Jackson) – Thursday*
- *Art (Mrs Rachelle Newman) – Friday*
- *Science (Miss Jasmine Porteous) – Tuesday*

Literacy

Literacy dedicated time takes place from when the initial siren goes in the morning until recess each day. During this time, children undertake activities to develop their skills in reading, writing, viewing, speaking and listening. Braeside Primary School is implementing SpellEx across year's 3-4 this year which provides explicit instruction in spelling concepts, terminology, rules and conventions. We use the Read, Talk, Write model for writing which scaffolds writing skills based on model texts and supports students to develop their writing skills. In order to minimise disruption during this integral part of the day, please ensure your child is punctual in arriving at school and, if possible any appointments you may need to make for your child are not scheduled during this time.

Home Reading

This is not a time to “test” your child’s reading ability. It is about building your child’s confidence in their reading and practising to improve fluency. It should be an enjoyable experience, where you can assist in developing your child’s love of books. Make sure your child is familiar with their home reading book before asking them to read it, by looking at the pictures and having conversations surrounding what the book might be about. If your child makes a mistake during reading, allow time for

self-correction. Encourage your child to sound out words with the skills they have learnt in class. If the mistake makes sense, ignore it, as stopping the reading will interrupt the flow of the story and your child may lose meaning. If your child is stuck on a word, wait three seconds, and then assist with sounding it out. Children will read to the teacher or education assistant some days throughout the week, but will only change their book every three to four days. It is important that the child is reading fluently which means they are reading smoothly, with expression and utilising the punctuation to help make meaning. Re-reading their home reading book is important for the child to progress with their reading comprehension and fluency. Home reading should not be a chore, and I would encourage you to speak with me if you are experiencing difficulty. Home reading is a strong focus at Braeside Primary School and therefore if your child does not read at home they will be expected to do it before school. Children will be rewarded at assemblies for their nights of reading. Students who are on Lexile will partake in a Lexile Lunch each term, when they have achieved their nights of reading.

Homework

Additional homework may be sent home throughout the year depending on the content we are learning. It is not expected that your child completes this homework however, it will/can benefit their learning and progress.

Handwriting

Braeside Primary School uses the NSW Foundation Style letter formations. Please encourage your child to use lower case letters unless upper case letters are required, such as in names. Please encourage your child to write using the font below:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Ll Mm Nn Oo
Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Mathematics

Maths dedicated time is everyday between recess and lunch. Maths Plus is the programme being used for teacher planning. Braeside Primary School holds a strong emphasis on developing maths fluency with new programming in place to support this progress in students.

Health

The SDERA programme is being continued as the programme used to teach health this year. It allows students to identify and develop their own values and attitudes associated with leading a healthy and safer lifestyle and ensures they are better equipped to make personally and socially responsible decisions. Aussie Optimism will also be taught across the school and be made a priority. This programme promotes social and emotional wellbeing in children and teaches them lifelong skills.

SCIENCE

This year in Science we are studying the following:

Term 1 – Biological Sciences- Living things, their characteristic, lifecycles, habitats and needs.

Term 2 – Chemical Sciences- States of matter, natural and processed materials.

Term 3 – Physical Sciences- Heat and forces.

Term 4 – Earth and Space Sciences- Properties of rocks, soil and minerals, water locations and water cycle.

Crunch and Sip

Please ensure your child has a prepared piece of fruit or vegetable each day.

Therefore please peel or cut up oranges as they are hard for the children to peel themselves. If your child only eats cut up apple etc please prepare this for them in the mornings. Crunch and Sip is a set time in the middle of the literacy block each day to provide a brain break and fuel to encourage higher engagement and concentration with their learning. Students are required to place their whole piece of fruit or veg or cut up in a separate container on their desk each day or easy to access in their lunch box. It is ideal that their crunch and sip is separate from their lunch box where possible, to avoid coming into contact with other students who have allergies.

Water Bottles

Each child requires a water bottle to be in the classroom each day to ensure they remain hydrated and so it is easily accessible to minimise disruptions to learning. I would also encourage you to provide them with a separate water bottle to be kept in their bag for recess, lunch and sport, if possible.

Birthdays

You are welcome to bring in cupcakes on your child's birthday to share with the other children in the class. Please discuss this with your child's teacher beforehand to arrange a suitable time if they are not delivered in the morning. Please note that cupcakes are preferred as staff do not have time or equipment available to cut up and serve large cakes. Party bags, gifts, lolly bags, drinks and extra food are not necessary and are preferred not to be brought in to school. If you wish to give out these items for your child's birthday, please organise a birthday party outside of school hours. Birthday party invitations can be given to your child's teacher to be placed discreetly into reading folders, so as not to cause undue upset to children who are not invited.

Parent Concerns and Meetings

If you have any concerns or are wanting to check on your child's progress please do not hesitate to contact me via email, SeeSaw, or book a parent meeting with me via my link on the website or the QR code included in this booklet. If I have any concerns regarding your child I will contact you or write a note in your child's reading diary.

I hope you and your child enjoy your time in Year 3/4 as I know I am very excited about teaching and learning with them. We have many exciting things planned and I hope to see you all in the classroom at some stage throughout the year.

SCAN TO BOOK



Parent Meeting booking platform

Kind Regards,

Miss Emilie Dufall

Year 3/4 Classroom Teacher

Contact: emilie.dufall@education.wa.edu.au