

2016

TERM 1



ST IGNATIUS
CATHOLIC SCHOOL



Mind Matters

Learning Community 1

Years 0, 1-3



MIND MATTERS TERM I

TERM 1 2016

Welcome all to the beginning of our 2016 learning year.

The children and teachers are getting to know one another and establishing routines to ensure a successful start to the first term.

This year there are 2 learning spaces in Learning Community 1. Kia Hari is upstairs in the St Mary MacKillop block with Year 2 & 3 students. Downstairs in the St. Joseph block, there are the Year 1 students in Rongo.

It has been most enjoyable meeting so many parents in our Learning spaces during the Open Days and at the Shrove Tuesday Picnic evening.

Thank you for your support over these first weeks back at school. We look forward to working with you in partnership throughout the year.

COMMUNICATION

GENERAL

HEADS UP News sheets & notices are emailed to families, and available on the school website: www.stignatius.school.nz

Please also find out what's coming up by checking the

Calendar of Events: <http://www.stignatius.school.nz/node/add/event>

Our school website is our primary form of communication and is the best way you can keep informed about events and happenings at school.

WITH YOUR CHILD'S TEACHER

Email to make an appointment; include information about your query. Please be patient, teachers will communicate with you at the earliest opportunity.

Kia Hari Kaitiaki – upper floor St Mary MacKillop Block Rongo Kaitiaki – St Joseph Block

Kaitiaki Teacher Email:

1SMc; Ms Stacy McIvor: smcivor@stignatius.school.nz

Mrs Dominique Kluts (Mon): dkluts@stignatius.school.nz

1RC; Mrs Ronelle Clarke: rclarke@stignatius.school.nz

1AH; Mrs Annabel Holderness, LC1 Leader: aholderness@stignatius.school.nz

1CE; Mrs Claire Evans: cevans@stignatius.school.nz

1DW; Mrs Debra Wells: dwells@stignatius.school.nz

1CC; Mrs Charlene Chan: cchan@stignatius.school.nz

WITH YOUR CHILD'S LEARNING COMMUNITY LEAD TEACHER

For further support and/or clarification regarding learning in LC1, please contact Mrs Annabel Holderness LC1 Leader : aholderness@stignatius.school.nz

WITH THE PRINCIPAL

If there is something you would like to discuss with the Principal, Mrs Carol Sullivan, or Mrs Robyn Lee, Associate Principal, please contact the school office to make an appointment.
office@stignatius.school.nz

Routines at School

It's best if the children are dropped off between 8.30 and 8.40. This way the children arrive at school feeling relaxed and ready to learn. They also have time to socialise with other learners.

BOTH ADVENTURE PLAYGROUNDS ARE OUT OF BOUNDS TO ALL CHILDREN BEFORE SCHOOL.

- At 8.40am the children are able to come into their learning spaces and get ready for the day – official start time is 8.50am
- Children *independently* organise their brain food snack, their named water bottle (on Mondays), their Home Link bags – put their reading books in the plastic bag in their individual reading boxes, and, if they have it that day, they bring in their library bag, and their 'God Loves Me' book. They may also have their Poetry book. Year 3 will have Continuous Learning spelling words and basic facts in the rear of the book.
- We stress the importance of this being done independently as it gives the children a sense of belonging and autonomy and helps them to grow self-responsibility.
- Year One only parents: it's helpful if you encourage your children to manage their belongings and come into their learning space by themselves. It's a real achievement when children can farewell their parents outside their learning space. However it doesn't mean you're not welcome to pop in sometimes – please do!
- Please email the Kaitiaki teacher **and** the office if your child will be late or absent. Email either: <http://www.stignatius.school.nz/absences> or office@stignatius.school.nz
- Please sign your child in at the office if they arrive after 8.50am
- We do know that sometimes our youngest children especially might need a bit of extra sleep and that is fine!

After School/Pick Up

Please come in and collect your child; this is one of our safety routines. All teachers will bring their kaitiaki into the courtyard space after school

- Parents/caregivers please wait in the courtyard or on the library deck UNTIL the music plays so the children can focus on their end of day routines. We'd appreciate it if don't gather on the decks outside the learning spaces.
- Year 1 children in Rongo will wait on the Rongo deck with their teacher until parents come and collect them.
- A teacher on duty waits with the children and any children not collected by 3:10 go to the admin area.
- Bus children will line up between the new and old block.
- They must come quickly as the bus leaves promptly.
- The bus duty teacher records the name of the children catching the bus.
- Children who go to sKIDS After School Care in the Parish Centre wait outside Rongo on the long wooden deck for pickup.
- Children waiting for other After School Care pickup wait on the Library steps.

Parking gets congested, so we ask you **drive anti-clockwise** around the block and park on the school side of the road so children don't have to cross the road and traffic congestion is kept to a minimum.

- Parking is not available in the Parish Centre carpark.
- Please keep well clear of the bus stop area.

Bus children and children going to after school care

It's really helpful if we know about children who are:

- Catching the bus
- Going to after school care

Please contact the office with this information. Also if children will be picked up late do let us know. Any children waiting for pick-up after 3:10pm can be collected from the office area.

NB: Only Year 6 children have permission to independently i.e. without an accompanying adult, ride bikes or scooters to school. Year 6 children take home permission forms that are signed by their families before they can do this.

A Day's Routine

8.30am – 8.40am	Drop off
8.40am	Learning Activity e.g. Handwriting, Word Work activities
8.55am	Attendance Register
9.00am	Learning Time
10.00am	Fitness
10.10am	Brainsnack while listening to a story
11.15am	Buddy Reading x 3 times a week
11.30am	Lunchtime
12.15pm	'Smiling Minds' Mindfulness
12.30pm	Learning Time
1.25pm	Afternoon Play
1.50pm	Learning Time
2.50pm	Home Time

Brainfood and Hydration

For those new to our school, it is established practice to 'fuel' the children with ENERGISING food each morning about 10am.

Thank you all for being so supportive and sending the children with appropriate snacks.

Brain food is close to the way God made it!

Suitable foods include fruit and vegetables, hummus, plain popcorn, or even a wholegrain cheese or egg sandwich.

Brain snacks must come in a named container or plastic bag separate to the lunch box.

Please cut up fruit as most children can't get through a whole piece of fruit particularly apples.

Whilst we know that nuts are great brain foods, we thank you for not giving your child ANY nut products including nut spreads or muesli bars, as we have children with severe allergies to ALL nuts.

We encourage the children to drink plenty of water throughout the day, both inside and outside. Each child requires 2 named drink bottles. One named bottle remains in the learning space for the week and will be sent home every Friday for cleaning. They also need a named drink bottle of water from home to have with their lunch and afternoon tea.

'Milk for Schools' is operating again and children are offered a 200ml carton of cold milk after lunch play on Mondays, Wednesday, and Fridays. Please **opt out** if your child has allergies, intolerances, or just doesn't like milk. Children who don't have the milk are having a big drink of water at that time.

Treasures at School

Absolutely NO toys, (unless requested for a specific learning activity) balls or novelties or jewellery e.g. necklaces, bracelets, anklets, are to be brought to school.

On a child's birthday no treats/lollies are to be brought in or invitations to be given out before or during the school day.

Updated contact lists for children's year levels were sent last week and will be resent for the Year 1s in Rongo as more children enter school. Please use these contacts for organising playdates and invites.

Stationery

Each learning space has sets of pens, pencils etc, so children are not to bring their own pencil cases etc.

Growing Self Responsibility OUR WAY

Children learn best in a calm, safe environment. Our school community values have been identified as the way to help children grow self- responsibility and a sense of belonging.

Please talk about and reinforce these values at home to encourage positive learning behaviour in your children.

Our school values to be respectful 'responsible generous happy learners' underpin these 'golden rules'

I am gentle & kind
I am helpful
I listen and speak thoughtfully
I am honest
I am an active learner
I look after property

OUTDOOR Safety Rules

I play well with others
I care for our playground
I keep myself and others safe

At school it's expected that children will:

- respect their own and others' bodies
- speak respectfully to adults and each other
- look after their own and school things
- respond to adult requests e.g. to stop an activity, tidy up
- eat the food they've been given or bring it home

Thank you for reinforcing these expectations at home.

In LC1 we have been thinking about how we can learn best and have collaborated to create these Treaties...

Kia Hari Treaty 2016

We are Respectful learners who

- Treat other people how we like to be treated
- Look at the person who is talking
- Use our Mahaki- self control
- Keep our space including the cubby holes and toilets clean

We are Generous learners who

- Use our manners
- Think of others
- Include others and make new friends
- Share
- Help out and do jobs to keep our learning space tidy
- Listen to other's ideas
- Love one another
-

We are Happy learners who

- Show kindness
- Say "sorry"
- Smile!
- Create happiness
- Are joyful and loving

We are Responsible learners who

- Look after one another
- Are organised
- Know where we should be
- Make choices that help our learning
- Take care of our belongings

Te Tiriti Ruma Rongo

- We are responsible, respectful, generous, happy learners
- We care for our whanau and our common home, Room Rongo, at St Ignatius Catholic School
- We are peaceful, gentle and kind to each other
- We are helpful and look after each other
- We share and we take turns
- We use our manners
- We look after things
- We pick up rubbish and we tidy up
- We look after our school grounds
- We water the plants
- We listen to each other
- We are respectful and responsible when we use quiet voices and move carefully in Rongo
- We know what we should do and we do it.

Awards

- Smiley – every day a child is identified by the kaitiaki teacher for showing an attitudinal quality that models our school and community values. The Smiley award is displayed at the Office and children bring home their award so you can celebrate with them.
- Celebration of Learning Certificates– these are for academic achievement, progress, and effort, identified by the Kaitiaki teachers, and presented by the principal at assemblies.
- St Mary MacKillop Awards for demonstrating our values in a way that serves our school community are sometimes presented at Assembly
- Birthdays are regularly acknowledged at informal whole school gatherings.

OUR LEARNING

CURRICULUM FOCUS

Future

Our school-wide umbrella concept for the year and our connected learning focus this term is **Future**.

The enduring understandings and essential questions that ALL children are exploring are:

Enduring Understandings:

- God calls us to care for the **future** of our common home
- All we do affects the **future**

Essential Questions:

- What is the future?
- Why is the future important?
- How can we follow in Jesus' footsteps to choose actions that make a difference to the future?
- How does the past affect the future?
- What can we learn from the past to help us prepare for the future?

Through inquiry into these big ideas, connections across all areas of the curriculum are made.

KEY COMPETENCIES:

"Key competencies are the capabilities that people have, and need to develop, to live and learn today and in the future." (<http://keycompetencies.tki.org.nz/What-are-KCs>)

In the NZ Curriculum there are 5 Key Competencies:

- Thinking
- Using language, symbols, and text
- Managing self
- Relating to others
- Participating & Contributing

The Key Competencies this term focus on the following skills for learning:

Relating to Other Children will:

- Listen actively, negotiate and share ideas
- Recognise different points of view
- Demonstrate openness to new learning
- Work co-operatively

- Take on different roles in different situations

Managing Self *Children will:*

- Demonstrate a confident approach when engaging in learning
- Take responsible risks in learning
- Share their ideas and thinking with others
- Work constructively in small group and whole class context

RELIGIOUS EDUCATION

Through our learning in the **Jesus** strand, the **Holy Spirit** strand and **Prayer** module this term, we will explore the concept of **Future**

We will focus on the way God has called us to care for our common home.

Prayer Module: Imaginative Prayer-Karakia and Meditation

The children will learn about...

- Prayer using their imagination
- Different ways prayer leaders help us to pray
- The way people can talk with God about everyday things

Liturgical Year:

Children will learn about the Lenten Season, Holy Week and Easter

Year 1:

Jesus My Friend

We recognise:

- That Jesus is a friend to everyone.
- That Jesus is the true Son of God the Father
- That Jesus was a child just like us.

God the Holy Spirit

We recognise:

- That the Holy Spirit is God.
- The effect of the Holy Spirit in in People's lives
- That the Holy Spirit is working in our lives.

Year 2:

Jesus Showed his love in different ways

We recognise:

- That Jesus showed love and respect for people in different ways.
- The ways that Jesus showed love and the ways people show love today.
- That the Bible is the Church's special book which includes stories of Jesus.

The Holy Spirit in Peoples Lives

We recognise:

- That people who believe in God can respond to the Holy Spirit in their lives in many ways.
- That the Holy Spirit is present in the Church in special ways

Year 3:

Jesus Gives Himself in the Eucharist

We:

- Can make links between sharing food and Jesus' gift of the Eucharist as a special meal, a remembrance and presence, which helps people to grow in holiness
- Know that Christ is really in the Eucharist in special ways and most significantly through the changing of the bread and wine, ' into his body and blood
- We recognise the best way of giving thanks to God the Father is through, with and in Jesus in the unity of the Holy Spirit in the Celebration of the Eucharist

The Fruits of the Holy Spirit

We:

- Can recognise the Fruits of the Holy Spirit and identify how they are expressed in the community of the Church
- Develop an understand of the Holy Spirit as God's self-giving love enabling people to bear the Fruits of the Spirit.
- Know that the presence of sin is against the life of the Spirit.

School Masses

Everyone is invited to join in the weekly masses **9am** on **Thursdays** at St Ignatius Church.

Children attend mass with their Hapu group every third week (approximately)

Mass and Assembly Prayer Share Dates

For kaitiaki Mass and Assembly Prayer Share dates please check the events calendar.

<http://www.stignatius.school.nz/event>

MATHEMATICS

Numeracy: Number and Algebra:

Developing Number Knowledge

- number identification
- Number Sequence and Order
- Grouping and Place Value
- Basic Facts
-

Addition and Subtraction

Multiplication and Division (stages 4 and 5 only)

Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions

Statistics:

The children will:

- Interpret statements made by others from statistical investigations and probability activities.
- Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.

LITERACY

Making Meaning when...

- Reading a variety of texts with a special focus on information reports and instructions
- Listening; responding to instructions and directions
- Viewing; cards and posters

Creating Meaning when ...

- Writing; about personal experiences with a special focus on information reports and instructions
- Speaking; giving instructions and directions
- Presenting; cards and posters

Literacy Daily 5 – For Year 2 and 3 only

This consists of 5 parts - Read to Self, Read to Someone, Listen to Reading, Work on Words and Work on Writing. Children work on these while the teachers are explicitly teaching small group workshops of readers and writers, according to the learner's identified needs.

Oral Language: In Term 2 children will have the opportunity to plan and share prepared news.

Exploring Language/Spelling

- Bright as a Button (Year 1)
- Essential words (Year 2/3)

The Arts:

VISUAL ART

Students will:

- Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

MUSIC

- Music in our communities: Singing - Rongo and Kia Hari will meet together every alternate Friday afternoon for singing in Kia Hari's space.

Students will:

- *Understanding music – Sound arts in context*

Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

SOCIAL SCIENCES

Children learnt about the Treaty of Waitangi and how two groups of people came together to make an agreement to bring unity to New Zealand. They then applied this knowledge to create their own treaties.

The children have contributed their own ideas and thinking about how they can cooperate and learn together respectfully, responsibly, generously and happily in the learning spaces.

The children will:

Understand how belonging to groups is important for people

Understand that people have different roles and responsibilities as part of their participation in groups

SCIENCE:

Planet Earth and beyond

The children will:

Explore and describe natural features and resources.

Describe how natural features are changed and resources affected by natural events and human actions.

PHYSICAL EDUCATION

Through the context of **Te Ao Kori** (activities and games that develop ways to sharpen mental and physical agility, hand-eye coordination, and a sense of well-being):

We are learning Athletic Run, Jump, Throw skills. This will culminate in participation at our **Future Games** at Mt Smart Stadium on Thursday 31st March 2016.

Run, Jump, Throw (*building endurance and stamina*) and **Skipping** during daily fitness and PE the children will:

- develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development
- develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity

HEALTH

- Kia Kaha with Constable Taina Karaka – Week 10 and 11
- Life Education- Week 11

CONTINUOUS (Home) LEARNING

Responsible learners are self-managing and independent.

- Reading- easy and independent reading to build fluency
- Sailor Sam- high frequency words, please focus on a few at a time only
- BAAB letters (Year 0/1 only)
- Essential Word lists (Year 3 only)
- Maths Basic Facts (Year 3 only)
- Once a week, children will bring home their poetry book containing a poem they've been learning about.
Please return this the next day.
- 'My God Loves Me' Books will come home regularly for the children to share with you. **Please return this the next day**
- Each child has a Mathletics username and password so they can practise their numeracy knowledge and problem solving at home if there's an opportunity.
- Sharing News: The children will be regularly asked to bring a News Report to school. This will begin in Term 2.

OUR PLACE

LIBRARY

- Library days advised below
- All children are expected to borrow when we visit the library so do ensure they bring their blue fabric library bag to school on our library day. The new bags have arrived so children who don't yet have one or have just started school will get one on their borrowing day.
- Children can have three books issued and keep them for a week.

Kaitiaki Group	Library Sessions
1 SM/ 1RC	Thursday 1.50 pm
1CE / 1AH	Wednesday 1.50 pm
1CC /1DW	Tuesday 1.50pm

We appreciate having parents to help at library time and at lunchtimes so the children can come and enjoy this special place. Please email Debra Wells if you'd be available to come sometimes.

dwells@stignatius.school.nz

Having two parent helpers is fine as teaching children how to use the library, choose books, talk about their choices, read to them, is very valuable.

OUR PEOPLE

Leader of Learning Community 1 - Mrs Annabel Holderness

Year 2 and 3 students are in Kaitiaki groups in Kia Hari with Mrs Annabel Holderness, Mrs Charlene Chan, Mrs Debra Wells and Mrs Claire Evans.

Ms Stacy McIvor/Mrs Dominique Kluts and Mrs Ronelle Clarke will teach the Year one students in two Kaitiaki groups in Rongo space in the St Joseph Block.

(Mrs Kluts Monday; Ms McIvor Tuesday – Friday)

Learning Assistants: Mrs Jill Hickey, Mrs Lian De Charmoy, Mrs Melanie Jackett, Mrs Sam Lynch will provide learning support for LC1 children.

REPORTING TO PARENTS

Years 0, 1 and 2 children's assessments are scheduled according to their birthdate and time at school. Our practice is to assess close to School Entry, After 6 months, 1 year, 18 months, 2 years at school.

School Entry Assessment

A two-hour check is administered during the child's first weeks at school. The first priority is for new children to settle into routines and to develop social awareness in their new environment. You will be invited to a parent teacher meeting to discuss the outcomes and will receive your child's report.

After One Year at School

Children are assessed within a month or so of being at school for one year. Parents are invited to a 30 minute CaPT (Child and Parent Teacher) conference where children and teachers share learning and progress with parents. The child's next learning steps are confirmed during this CaPT. The Learning Journey will then be sent home following this so parents can write a reflection on the child's learning. After the Learning Journey has been returned to school with the completed parent reflection, a report will be sent home.

After Two Years at School

Children are assessed after they have attended school for two years. Parents are invited to a 15 minute CaPT (Child and Parent Teacher) conference where children and teachers share learning and progress. The child's next learning steps are confirmed during this CaPT. The Learning Journey will then be sent home following this for parents to write a reflection on the child's learning. After the Learning Journey has been returned to school with the completed parent reflection, a report will be sent home.

Mid Point Assessments i.e. for children who have been at school for 6 months, 18 months, 30 months. Children will have the opportunity to share their Learning Journey with you at a Child and Parent Teacher Conference (CaPT) and to take their Learning Journey home after their next learning steps have been completed. Parents receive a report after the Learning Journey has been returned to school.

Year 3

Parents and Teachers Meetings on Wednesday 2 March from 3.10 to 6pm.

The intention is to provide opportunities to:

- enhance parent/teacher partnership
- share information
- discuss your goals for your child with their kaitiaki teacher without your child present

Assessments will be twice yearly followed by CaPT (Child and Parent Teacher) conferences for all Year 3 children. These will be held in early Term 2 and in Early Term 4

COMING UP

- Parent Information Evening Tuesday 23rd February
- Rongo (Year 1): 5.15pm - 6pm Kia Hari (Year 2/3) : 6.15pm – 7pm
- Wednesday 2nd March :Year 3 Parent/Teacher 10 minute Meetings
- Thursday 31st March : Future Games at Mt Smart Stadium

Learning Community One (LC1) teachers look forward to working with you in partnership.