

Term Three 2019

Junior Community Learning Newsletter

*Creating a learning community, nurturing and integrating faith and life,
in a spirit of openness.*

Dear Parents and Carers,

Welcome back to Term Three

We have had a very productive start to the term and thank you for your continued support. We are looking forward to working with you and your family. By working together we will be 'living' the Gospel Values of 'Commitment, Enthusiasm, Integrity and Creativity'.



Dates for your diary

Week 3 31st July- Three Way Learning Conversations

2nd August- Junior Community Mass

Week 5 16th August - Student Free Day

Week 7 30th August -Father's Day Breakfast, Liturgy and Stall

Week 9 13th September- Junior Community Mass

Week 10 17th September -Stella Maris Art Show - Red and Blue House

18th September - Stella Maris Art Show - Green and Gold House

10th September-

Whole School Liturgy

End of Term 3 - 1pm finish

Brain Snacks & Nude Food

As part of our sustainability and stewardship of our environment and planet, we are encouraging the use of 'nude' food or, in other words, snacks without wrappers and lots of packaging. Your children eat their Brain Snacks around 10 am every morning.



Attendance, holidays and lateness

As you may be aware, our attendance roll is taken after prayer each morning and it is a legal requirement for us to report attendance.

Children and parents can enter the building at **8:30 am** and school officially starts at **8:50 am**. Please ensure that your children are on time and ready to sit quietly for prayer by 8:50.

If you come later than this time, please sign in at the office. If you are going on holiday, please let Rose in the office know so that they can adjust the Attendance Roll. Thank you for your support in this matter, if you have any questions, please see your child's teacher or pop into the office for a chat.

Parents/guardians are responsible for contacting the school on that day of an expected absence to inform them and to provide an explanation for their absence. This must be done prior to 8:50am of the school day. This may be done via the school's preferred method: SkoolBag App

(email may be used if there are any issues) info@stellamaris.catholic.edu.au

When submitting by SkoolBag: Go to Home on the SkoolBag App, click on eForms, choose Absentee Form, fill in the details and submit.

Junior Community Teacher Emails

Michele Thring [JCM,TeamCoach]:

mthring@stellamaris.catholic.edu.au

Pat Torpy (JCT): ptorpy@stellamaris.catholic.edu.au

Danielle Nash (JCN):

dnash@stellamaris.catholic.edu.au

Karina Risk (JCR): krisk@stellamaris.catholic.edu.au

Alex Doran (JCA):

adoran@stellamaris.catholic.edu.au

Alison D'costa

(JCD):adcosta@stellamaris.catholic.edu.au

TeRina Chase (JCC):

tchase@stellamaris.catholic.edu.au

Nadia Conway (JCK Tue/Wed/Th)

nconway@stellamaris.catholic.edu.au

Kate Macleod (JCK Mon/Fri)

kmacleod@stellamaris.catholic.edu.au

Olivia Nicola [Wellbeing Leader]:

onicola@stellamaris.catholic.edu.au

Susan [Reading Recovery]:

sgregory@stellamaris.catholic.edu.au

BUILDING HOME & SCHOOL PARTNERSHIPS!

If you would like to volunteer, or make a time to talk about your child's learning or to simply give some feedback, please don't hesitate to email your child's teacher.

*If you have a current **Working with Children Check**, you might like to consider helping out in the Junior Community:*

- *Preparing resources*
- *Reading with children*
- *Setting up displays*



Wellbeing Leader - Olivia Nicola

For those of you who don't know I am expecting my third baby boy at the end of October and so will be going on Maternity Leave at the end of this term. I have already begun a thorough handover with Joanne Panetta who will be taking on the role as Wellbeing Adjustments Coach for the Junior Community in Term 4.

My working days continue to be **Monday to Wednesday**.

Please do not hesitate to email me onicola@stellamaris.catholic.edu.au or pop into the Wellbeing Office next to the staff room area if needed.



Reading Recovery - Susan Gregory

Welcome to the Junior Community. I am the Reading Recovery/Literacy Intervention Teacher for Year 1 and 2 students at Stella Maris. A new Semester begins with students commencing the Reading Recovery program. I am committed to developing students into confident and proficient readers and writers. An essential part of this close partnership is with parents and caregivers. My work includes intervention with individuals and small groups in phonics, word work, reading, writing and literacy tasks. I work every day and my email is sgregory@stellamaris.catholic.edu.au My office is in the Junior community.



Our Learning Support Officers are an integral and important part of the Junior Team - the work they do with our children is invaluable! Tanya Provis and Mel Portelli are both experienced and highly trained and they work with a wide range of children across the Junior Community.

Their work includes but is not limited to:

Maths intervention and workshops, EAL and Speech with individual and small groups of children to enhance their knowledge of the English language. They also work with emerging readers, Social Groups and Emotional and Behavioural intervention groups.



Lost Property

Junior students lost property is stored in between the Junior Community and Foundation Community. Please check it if you notice your child has mislaid any items.

To ensure hats, jumpers, drink bottles, lunch boxes and even shoes are returned to their rightful owner, please name all items clearly.



Religious Education

Our Key Understanding, 'Our actions impact self and others'

In Term 3, we will be exploring 'Healthy Friendship'. The students will be reflecting on how our actions impact on ourselves and others. They will use scriptures and images to understand God's relationship with people and explore what a relationship is in their lives.

'Friends care for each other and trust each other. With a friend you can be yourself and know that you are accepted.'

Students will explore how to form and maintain positive relationships with others, self and God and be introduced to the steps of Reconciliation:

- Admitting
- Saying sorry
- Asking for forgiveness
- Being forgiven
- Moving forward

Students will begin to develop an understanding of different people's perspective in order to help them consider others more in their day to day lives. We will be investigating the impact of actions, thoughts and ideas on relationships.



English

During Term Two, Juniors were focusing on different reading strategies to strengthen their decoding and comprehension skills. Students focussed on word work through independent reading to further develop their understanding of the THRASS chart sounds. Likewise, students were successful in using the strategy of going back and rereading the text when the word didn't make sense. Junior students also built comprehension strategies by learning to ask questions about the text to clarify what they are reading.

Reading

During Term 3, Juniors will be focusing on different reading strategies that include building their comprehension and accuracy skills.

These include:

- Learning and recognising sight words
- Skipping an unknown word and rereading the book to make meaning
- Asking questions about the characters in the book to understand the characters

Writing

Throughout Term 3 Juniors will be developing writing skills that are linked to our Inquiry Unit 'Stimulating Science'. Students will have the opportunity to develop skills and write about their Science experiences through 'Information Reports'.

Within Term 3, Juniors will be learning how to write and express their feelings, by learning about Poetry and learning how to write a variety of 'Poems'. Furthermore, students will be writing 'Personal Memoirs' about their own experiences.

As always, the Junior Community continues to use VCOP skills to uplevel our writing and develop positive writing behaviours. The VCOP characters are evident within our classrooms and are a constant discussion in our writing times. WOW words, connectives, openers and punctuation helps us to improve our writing skills and expand our vocabulary. Ask your children at home to share some WOW words they have used.



Big Write

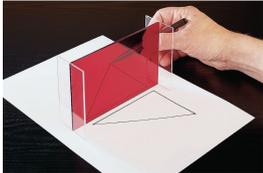
Our Big Writes will continue to be on a Wednesday during Blue week. Students are encouraged to share this work with their parents before and after school. Make sure you come in and have a look at the great writing your child is doing.

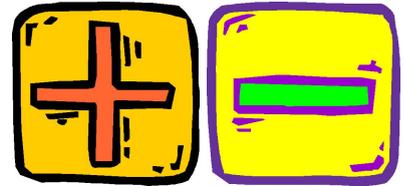
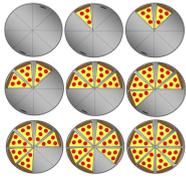
On the Friday before Big Write, your child will bring home their 'Home Talk', which gives you the Big Write Topic, and some talking prompts to enable you to participate in your child's learning by discussing what they are currently learning at school. The purpose of 'Home Talk' is to engage in conversation, ask questions and have fun talking. We do not encourage children to write their Big Writes at home, as **this takes away from the process that we go through at school**. We want to keep discussions engaging and full of fun, and celebrate everything that they are able to do independently! Keep up those great discussions!

A friendly reminder that the expectation for all Junior Students home learning is that they are reading their Take Home Book daily for ten minutes. By reading daily at home to an adult, students are consolidating the guided reading skills taught throughout the term and therefore improving their reading. Parents and guardians are encouraged to record the book read in their child's Take Home Reading Log which are checked weekly by the teacher.

Mathematics

In Term Three, we will be beginning our Mathematical learning by building on our shape knowledge, through **Transformation**, where we will slide, flip and turn different shapes. We will then expand our number knowledge by exploring **Multiplication** and repeated addition, followed by a **Division** unit. Our next unit of work will be about **Fractions**. After this, we will be revisiting **Chance and Data**. Our final unit of the term will be exploring **Addition and Subtraction** once again, with a focus on explaining working out and using efficient strategies.

Transformation 	Multiplication 	Division 
Fractions	Chance and Data	Addition and Subtraction



What you can do at home to support your child's learning:

Counting forward and backward from different points helps your child to become fluent in counting and being comfortable with numbers, including saying the number before and after a given number. Counting collections, playing Snakes and Ladders, dice and card games reinforces the idea that Mathematics is fun and stimulating. Using or being exposed to coins and paper bills is also recommended. Cooking and shopping are fun activities that get children interested in maths. Reading and writing numbers can also be a fun way of being able to identify 2, 3 and 4 digit numbers and how to say them too!

Inquiry

Key Understanding:

Science helps us understand the world around us.



Contributing Questions/Lines of Inquiry:

- What is a scientist and what do they do?
- How can we use experiments to learn about the world around us?

In Term 3 the Junior Community will be investigating how **Science** helps us understand the world around us. Students will consider changes that we experience in our lives through the lenses of biology, earth and space science, chemistry and physics. Throughout this unit students will make predictions and scientific observations, showing what they've learnt when identifying science within the classroom.

Students are encouraged to use their new knowledge about living things to help care for pets or gardens. They will be exposed to how materials can change or combined to make objects that they use. We will be investigating the seasons and weather and applying this knowledge to our everyday life, for example, "What clothes should we wear for different activities and weather?" Students will be able to identify the sources of sounds in their everyday life, and different objects that they push and pull.

