

Senior Community Learning Newsletter

Term 3

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

"Teamwork makes the dream work!"

Dear Parents and Carers,

Welcome to Term 3 in the Senior Community! It's going to be an exciting term with some big events and lots of learning. We began the term with Three Way Conversations and Confirmation and end it with the 2019 Stella Arts Show!

Confirmation was put together beautifully by Nella Garassi with support from Leah Seychell and the Senior Team, but it wouldn't have been the success it was without the students and families, so thank you for all the work you do with your children, and thank you to everyone who helped make it a memorable occasion for the students.

The Senior students have been working hard on their stained glass windows in art sessions with Miss Emma, which will be on show at the arts extravaganza. You will also be able to see some of our Zoo Inquiry Projects, History in Motion Inquiries and Gospel Value Posters.

Coming up in Term Three:

Three Way Learning Conversations
Confirmation
Grandparent's Day Mass and activities
Emmanuel Transition Incursion
Father's Day Breakfast, Stall and Mass and activities
Wellbeing Week Multicultural Day
Senior Mass in week 8

Stella Art Show week 10
Whole School Feast Day Liturgy on Friday of week 10
We look forward to seeing you for all our events.

Well done Senior Sport Leaders, who have been supporting Junior and Middle students out on the yard when playing footy and soccer. You are helping make our yard a safer, more enjoyable place for all our students.



Have a fantastic term!



Save the date!

The 2019 Stella Maris Art Show
@ Stella Maris Primary School Gymnasium

Theme: Art Stories

Tuesday 17th of September: 6.00pm – 7.30pm

Blue and Red House Colour Family Groups

and

Wednesday 18th September: 6.00pm – 7.30pm

Yellow and Green House Colour Family Groups

Stay tuned for more information via the school newsletters during the term

Senior Community Teacher Emails

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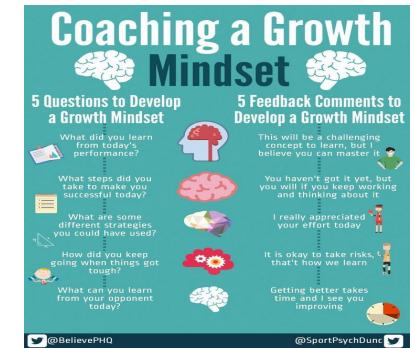
Calling all Volunteers!

If you would like to volunteer for events or donate your expertise please contact us.

If you'd like to 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 to make an appointment.

Growth Vs Fixed Mindset

Dr. Carol Dweck has spent over 30 years studying the behaviour of thousands of children. She observed that some students were able to bounce back quickly after experiencing a challenging situation while others were devastated by the tiniest of setbacks. Dweck coined the terms Growth and Fixed Mindset. She has used these terms to describe how student's underlying beliefs affect their resilience and intelligence. Dr. Dweck noted that when students change their mindset to believe they can become smarter or achieve a difficult task, they develop an understanding that it's their effort that makes them successful, therefore leading to higher achievement and resulting in a more proactive and positive outlook on challenges. We want all our students to develop a growth mindset so that they can see that it's their effort and persistence that makes them successful and that giving up will only lead to a fixed mindset. Here are a few ways to develop a growth mindset at home!



English

Our English unit for this term will be closely connected with our inquiry, 'Journey to Discovery.' Students will be creating Information Reports and Explanation texts. They will be researching a topic and identifying between fact and opinion so that they can become aware of the author's purpose and choice of language. Students will also be exploring poetry, focusing on figurative and descriptive language.

Students will embark on a deep examination into the genre of non-fiction by reading and creating non-fiction texts. Using the report writing genre, students will develop the following skills:

- *Reading: analysing text structures and features; critiquing (questions and questioning)
- *Writing: using technical language, simple present tense, generalised terms, stance explanation and sequencing ideas
- *Spelling: technical language and glossary words

BIG WRITE

Our Big Writes are moving to blue weeks on a Tuesday morning, 9-10. Big Write helps focus students on writing goals, as well as focus on developing writing across a broader range of styles, such as shaping information texts over longer periods of time.

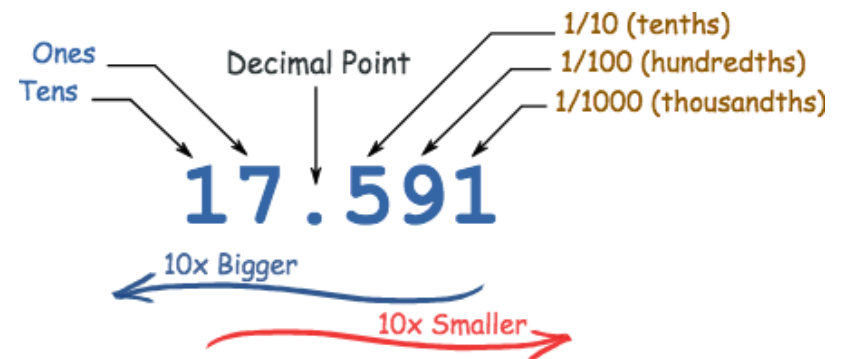
Mathematics

In Term 3 we will be exploring Volume and Capacity, Fractions, Decimals, Percentages and Money.

Volume and Capacity: Students will estimate, measure and compare mass (what's the difference between mass and weight?) using grams and kilograms. They will read scales to the nearest graduation (e.g. tape measure, measuring jug, thermometer). They will read formal scales with increasing accuracy as well as converting measurements between metric units e.g. recognise that 1.25 litres is the same as $1\frac{1}{4}$ litres

Fractions: Students will compare and order common unit fractions and locate and represent them on a number line. They will also investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator. Students will find equivalent fractions with the use of a fraction wall. They will compare the different sizes of fractions to one another.

Decimals and Percentages: Students will be able to recognise, make connections, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. They will also be able to recognise that the place value system goes beyond the hundredths and that each place has a value that is 10 times greater than the place to its right and one tenth of the value to its left. As well as being able to compare, order and represent decimals, students will investigate and calculate percentage discounts by 10%, 25% and 50%. Students who are able to do this will investigate other percentages with further activities.



Money: Students will be able to use their knowledge of rounding money to the nearest 5 cents. Using efficient written and mental strategies. They will divide and multiply decimal numbers by 10, 100 and 1 000. Students will also be covering percentages using money such as 10%, 25% and 50%, and connecting that to fractions of $\frac{1}{10}$, $\frac{1}{4}$ and $\frac{1}{2}$. Some will extend that to more complex money investigations.

Inquiry

Our inquiry topic for Term Three is looking exciting: it's called '**The Journey to Discovery**'.

During the unit, students will learn about light refraction, electrical circuits, states of matter, and the scale of the solar system through hands-on experiments and experiences. They will build a thermoscope, a paper circuit and a balloon powered rocket. This unit will highlight to the students that they will continue to develop science, engineering and programming skills as they move through their lives and how different scientists came upon their discoveries in their lifetimes.

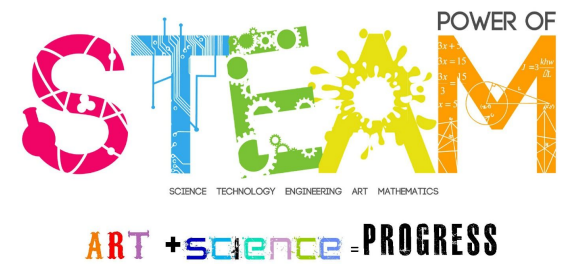
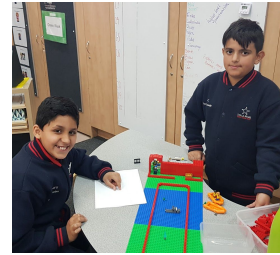
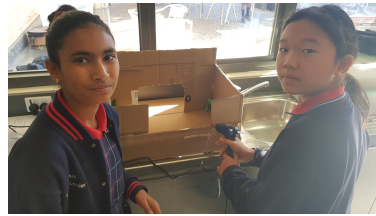
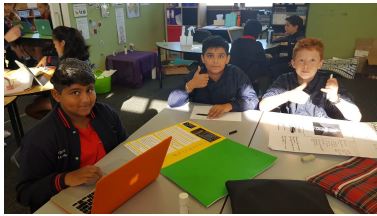
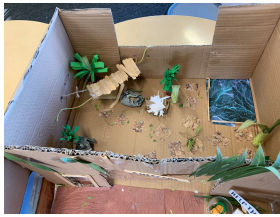
The Senior Community students will work towards creating a presentation and a quiz to highlight the wondrous facts (on inventions and discoveries) that they have learnt during the unit. Using this knowledge students will plan an inquiry into a journey of discovery, either about a topic they have been exposed to or an area of interest. They will have the opportunity to do so collaboratively or independently. Through learning about discoveries and the journeys that people go on to achieve them, the students will learn to value the process rather than the destination.

We hope that the Senior students will appreciate the scale and complexity of the world around them and understand that scientific knowledge and scientific methods are important skills to discuss and investigate those complexities.



*Get exploring and
creating, on:
<https://scratch.mit.edu/>*

Our Zoo Inquiry unit in Term Two was lots of fun with a culminating task of presenting the completed prototypes to the senior community. On the next page, you can see photos of the seniors hard at work, researching and creating their prototypes.



Digital Technology

During Term 2 we spent time working on implementing technology into our everyday learning. This included learning to create budgets and representing data through graphs and tables, and developing their word processing skills on the Google Suite. Students also continued to work through Digital Licence online modules, as well as beginning their ePortfolios which they will continue to develop in Term 3. This term we will see students increase their digital literacies (specifically coding) through the Inquiry unit, with students creating a game in Scratch (a computer program).

Please continue to support your children at home with positive online behaviours. Here are some questions you may wish to discuss as a family:

- Why is it important to tell a trusted adult when you see online bullying?
- Why is it important to be careful when 'joking' around with a friend online?
- How can pretending to be someone else, online or offline, be lying?
- Having secrets can seem fun or exciting but if you hurt the people around you, is it worth it?
- How do you stand up to a friend who isn't treating you well?

Happy and safe cyber using!

Religious Education

This term, through the Pedagogy of Encounter, students will be encouraged to raise questions about their own Faith as they inquire into, and make connections with, the Catholic Faith, Science and other worldviews. Students will explore the Catholic Social Teaching of Care for our Common Home (Stewardship of Creation) and plan their weekly prayers making links to scientific discoveries and issues. Students will also discuss and explore Catholic perspectives of specific ethical issues such as animal testing for research and products.. They will then share their thinking at the end through a visual, audio or written response. Some of these will make it into the Stella Art Exhibition!

In the beginning, when God created the universe, the earth was formless and desolate... Then God commanded, "Let there be light" and light appeared.

Genesis 1-3

