

Senior Community Learning Newsletter

Term 4

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 the most exciting Term of the Year! This is a great time to be in Year 5s or Year 6s. It's a chance for the Year 5s to look ahead to the footprints they will be making as they step into leadership roles for Year 6. It's also an exciting time for Year 6s who get to reflect on the footsteps they've made, and also look forward to their next adventure as Year 7s.

We have a lot to celebrate about Term 3. The art show was a huge success for everyone involved.. We thank every student who participated by displaying their artwork. Well done everyone on your talents and creativity.

We also had athletics successes from a number of students; a team who developed their public speaking roles by presenting their Werribee Zoo projects back at the zoo; wonderful singing and participation from everyone at Mass, particularly with the moves for 'My Lighthouse'.

Coming up in Term Four:

Twilight Sports

Student Led Conversations

Year 6 Transition

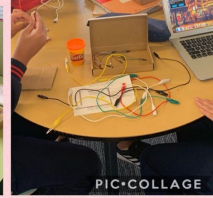
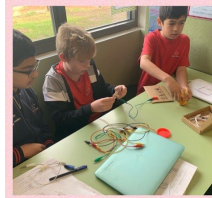
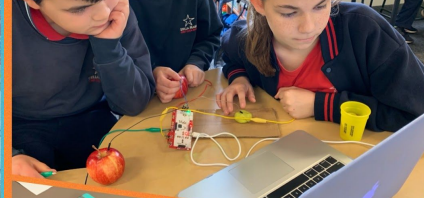
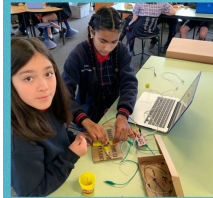
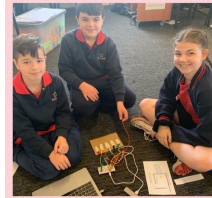
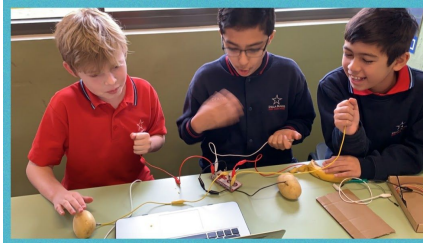
Year 5 Leadership Speeches

Senior Celebrations [watch this space for details!]

Christmas Market

We look forward to seeing you for all our events. Have a fantastic term!





Save the date!

The 2019 Stella Maris Christmas Market: Friday 13th December!

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.

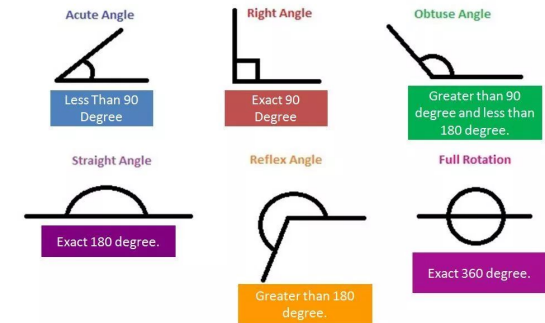
If you'd like to make a time to talk about your child's learning or to simply give some feedback, please don't hesitate to email your child's teacher to make an appointment.

Mathematics

In Mathematics this term we will be focusing on the following topics:

3D and 2D Objects: The students will connect three-dimensional objects with their nets and other two-dimensional representations. They will also be constructing simple prisms and pyramids. The students will be encouraged to expand their vocabulary when describing the properties of 3D objects.

Angles: The Seniors will estimate, measure and compare angles using degrees. The students will create and label acute, obtuse, reflex, straight and right angles accurately to the closest 5° using a protractor. Using their new knowledge Seniors will manipulate, identify and name isosceles, equilateral and scalene triangles. The students will explore shapes and identify, name and use geometrical language to describe features of simple shapes and objects e.g. regular polygons (including hexagon, pentagon, octagon), quadrilaterals and polyhedra.



Algebra: The students will continue and create sequences involving whole numbers, fractions and decimals and describe the rule to create each sequence. They will also explore the use of brackets and order of operations to write number sentences.

Multiplicative Thinking: To be able to work flexibly and efficiently with an extended range of numbers as well as strategies using multiplication and division.

Transformation: The students will describe translations, reflections and rotations of two dimensional shapes. They will also create tessellations using regular shapes with and without the use of technology.

Time: The Seniors will investigate how to read and write analogue and digital time accurately. They will show digital time on an analogue clock and vice versa, as well as interpret and use 24-hour time. They will interpret and create simple timetables and schedules, using timetables to plan a journey, locate dates on a calendar and calculate days elapsed between two dates within the same year.

English

With leadership around the corner, our Year 5 students are eager to capture their skills and talents to encourage the future 2020 Senior Community to vote for them as their change leader. With this momentous event in mind, we will be teaching our students some writing skills, in particular persuasive and discussion writing in order to develop their speeches. Our Year 6 students will be acting as experts to help support their peers in developing their oral language and public speaking skills.

Following on from persuasive and discussion writing, we will be focusing on advertisements during the lead up to our Christmas Market and linking with our Inquiry Unit on Data and Decisions.

Students will be learning to identify, analyse, and critique persuasive techniques when reading (which will also support critical thinking) to use in their own writing.

They will be learning about the following literary devices, which can be discussed at home, especially when reading a newspaper, watching the news or viewing an ad:

Rhetorical Questions	Personal Pronouns
Don't students deserve to unwind and relax after a long day at school?	We need to work together to make schools see that homework is a completely unnecessary exercise.
Alliteration	Emotive Language
Students should be social after school, not stuck inside doing silly study!	Think about all the exhausted children who must suffer through the horrific task of homework every single night.
Modality	Exaggeration
It is certain that homework does not achieve anything for students; this old-age practice must be stopped!	Homework is destroying the childhoods of today's children.
Repetition	Rule of 3
Homework is stressful for the student; boring for the student and pointless for the student.	After school, children deserve to unwind, relax and just be kids.

Big Write

Our Big Write will continue to happen fortnightly (Tuesday of Blue Weeks at 9am sharp). Thank you for your continued support with Big Talk - discussing writing ideas and goals with your child before they sit down to write in school. It really fills our seniors with confidence when writing for a sustained period of time.

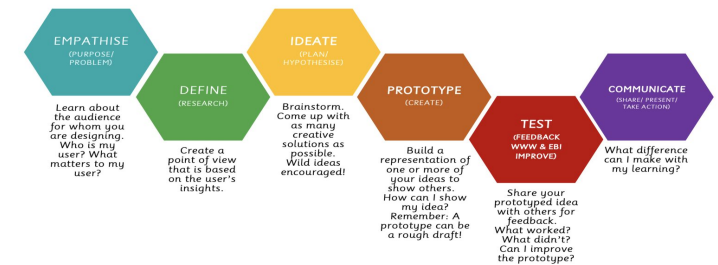
Inquiry

This term the Senior Students will be thinking critically about the choices they make as consumers, and how as future business people they will have to think ethically about the products or services they plan on producing, which might be sold or presented at the Christmas Market.

To get to this point in their learning, students will consider the difference between needs and wants, the types of resources that we have and how we use them, and the nature and meaning of work. Students will identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and understand the behaviour of participants in the economy. Students will understand how their decisions will shape their future and think critically about the options they have.

Finally, they will apply their economic and business knowledge to develop a business plan for a product or service that they will present at our Christmas Market.

THE DESIGN PROCESS



Digital Technology

This term in Digital Technology we will be focusing on using our school devices and BYOD devices appropriately. We have seen more people bringing in their BYOD, which creates an opportunity for easier access to digital portfolios, typed documents, slides, Mfacts and Scratch. We invite you to go over the 'Responsible Use Policy' that families signed upon enrolment, as a reminder of safe and effective digital technology use with all devices, including BYOD and school devices. It is exciting when we can utilise technology more within our lessons, however we find it necessary to ensure that all students are reminded of appropriate use, to reduce damage to our school devices. **Let's work together to better our technology use!** 😊

Senior Student Responsible Use Policy

When I use digital technologies I agree to be a safe, responsible and ethical user at all times, by:

Ethical Use

- Respecting others and communicating with them in a supportive manner; never writing or participating in cyberbullying (for example, forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours)
- Talking to a teacher if I personally feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours
- Carefully considering the content that I upload or post online; this is often viewed as a personal reflection of who I am
- Notify a teacher if I accidentally access a website with inappropriate material

Global Citizenship and Privacy

- Protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords and images
- Protecting the privacy of others; never posting or forwarding their personal details or images without their consent
- Investigating the terms and conditions of websites and online communities (e.g. age restrictions, Parent/Guardian consent requirements). If my understanding is unclear I will seek further explanation from a trusted adult
- Confirming that I meet the stated terms and conditions; completing the required registration processes with factual responses about my personal details
- Abiding by copyright and intellectual property regulations. If necessary, I will request permission to use images, text, audio and video and cite references

Responsible Use

- Handling Technology devices with care and notifying a teacher if it is damaged or requires attention
- Not interfering with network systems and security, the data of another user or attempting to log into the network with a username or password of another student
- Not bringing to school or downloading unauthorised programs, including games
- Keep passwords private, only sharing it with Parent/Guardians and Teachers

Consequences

- Students are to report any known violations of the agreement to their teacher
- Random checks, supervision, and monitoring services will be in place throughout the year to ensure these policies are followed.
- Breaches of the agreement will result in students losing access rights for a period of time as determined by teachers and the Principal.
- Depending on the seriousness of the offence, other disciplinary actions may also apply

Religious Education

This term in Religious Education students will be exploring the Catholic Social Teachings of Solidarity and Human Dignity. Throughout this unit we will continue to explore the themes of Adam Goodes' documentary 'The Final Quarter', making links to how we can uphold the Human Dignity of those in our local and global community. The Term 4 topic will link closely with the Inquiry topic: Ethical Data and Decisions. Students will explore their role as consumers in the modern society. They will find out about the effect of their choices and actions when purchasing goods and when living in this world. They will examine ways that they can make ethical choices about their purchases. At the end of the unit students will write about the product or service that they created for their Inquiry, explaining how it could be ethically linked to Solidarity and Human Dignity, reflecting on their responsibility as ethical consumers and linking their choices to scripture.

Your actions make a difference.

