

# Junior Community Learning Newsletter

*Welcome* back to school and to our fabulous Junior Community! We hope you had a wonderful and relaxing holiday and that your children are excited and ready to learn.

As we are in term one, please ensure that your children have their hats and sunscreen so that their skin is protected from the summer sun.

Our Prayer begins at 8:50 am every morning and we would love you to join us and your child/children. It's important that children have put away their bags and Brain Snack and are ready to join in calmly and with reverence. It is also important that once prayer has begun, mobile phones are put away and are on silent as this sets a good example for the children. In addition, saying goodbye prior to this ensures that children are ready after prayer for the roll and for learning.

## Dates for your diary this Term...

**Week 4: 19th February:** Get to know you interviews

**Week 4: 21st** Early Finish 1pm

**Week 4: 22nd** Stella Fun Day 10am

**Week 5: 27th February:** Ash Wednesday  
Whole School Liturgy

**Week 6: 5th - 6th March:** Student Free Days

**Week 7: 9th March** Labour Day

**Week 8: 17th March:** Junior Prayer Night  
6.30pm

**Week 9: 27th** Easter Liturgy 9am



## Junior Community Staff

Michele Thring: JCM

Team Coach

[mthring@stellamaris.catholic.edu.au](mailto:mthring@stellamaris.catholic.edu.au)

Orla O' Kane

JCM: Mon, Tues JCP: Thurs JCK: Fri

[ookane@stellamaris.catholic.edu.au](mailto:ookane@stellamaris.catholic.edu.au)

Danielle Nash JCN

[dnash@stellamaris.catholic.edu.au](mailto:dnash@stellamaris.catholic.edu.au)

Jessica Stellini JCS

[jstellini@stellamaris.catholic.edu.au](mailto:jstellini@stellamaris.catholic.edu.au)

Alex Doran JCA

[adoran@stellamaris.catholic.edu.au](mailto:adoran@stellamaris.catholic.edu.au)

Alison D'costa JCD

[adcosta@stellamaris.catholic.edu.au](mailto:adcosta@stellamaris.catholic.edu.au)

TeRina Chase JCC

[tchase@stellamaris.catholic.edu.au](mailto:tchase@stellamaris.catholic.edu.au)

Nadia Conway JCK

Mon - Thur

[nconway@stellamaris.catholic.edu.au](mailto:nconway@stellamaris.catholic.edu.au)

Nicole Pearce JCP

[npearce@stellamaris.catholic.edu.au](mailto:npearce@stellamaris.catholic.edu.au)

## Welcome from our 2020 Junior Community team



**Top Left:** Alex Doran, Danielle Nash, Michele Thring, TeRina Chase, Nadia Conway  
**Front Row:** Orla O'kane, Alison D'Costa, Jessica Stellini, Nicole Pearce

Joanne Panetta Wellbeing & Adjustments Coach (Tues - Frid)  
[jpanetta@stellamaris.catholic.edu.au](mailto:jpanetta@stellamaris.catholic.edu.au)

Susan Gregory Reading Recovery  
[sgregory@stellamaris.catholic.edu.au](mailto:sgregory@stellamaris.catholic.edu.au)

Carly McEwen Wellbeing & Adjustments Coach (Mon- Tues)  
[cmcewen@stellamaris.catholic.edu.au](mailto:cmcewen@stellamaris.catholic.edu.au)



### Learning Support Staff

Our Junior community is very fortunate to have a learning Support Officer, Mel Falzon. She is an important Junior team member and the work, resources, time and knowledge she brings with her is invaluable!

Mel's work includes and is not limited to:

Maths Intervention, Workshops And working with individual and small groups of children to enhance their knowledge of the English language. She also works with emerging readers, Social Groups and Emotional and Behavioural intervention groups. Her role and knowledge is a blessing to our community



### Wellbeing Team

Welcome to term one 2020.

We are the Junior Community Wellbeing Adjustments Coaches. Our role is to support staff, students and their families to make sure everyone is able to access learning and experience success. You will see us in the Junior Community space supporting your children and their teachers to ensure the relationship between social and emotional wellbeing and learning is celebrated.

Feel free to come and say "Hi" or send us an email.

Carly: Monday & Tuesday [cmcewen@stellamaris.catholic.edu.au](mailto:cmcewen@stellamaris.catholic.edu.au)  
Joanne: Tuesday, Wednesday, Thursday & Friday [jpanetta@stellamaris.catholic.edu.au](mailto:jpanetta@stellamaris.catholic.edu.au)

## 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. 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 and reading. I work every day and my email is [sgregory@stellamaris.catholic.edu.au](mailto:sgregory@stellamaris.catholic.edu.au) My office is in the Junior community.



# Things to Note in Juniors...

## Take Home Reading

Your child will bring home at least 3 to 4 books per week and record what they read in their diary. The books will be books your child can read independently focusing on fluency and comprehension. Books will be changed during class time with the support of the teacher.

When your child brings home their books, it is important that they read and reread them aloud, many times over the week. Saying the ideas aloud will help your child convert a sequence of letter strings into a relationship of words that they will remember. This will enhance their reading skills. Research also shows that every time your child re-reads aloud, they not only develop greater fluency but also gain another layer of comprehension. So please encourage your child to re-read their books every day!

## Beginning of the Day

When your child/ren enter their homeroom it would help us and your children if Brain Snacks were put into the assigned tub first thing in the morning. First snack could be packaged separately so that it is easier to take out, and should be clearly labelled.

## Mathletics

All children will receive Mathletics logins and passwords. Please encourage your child to participate in online practice of their mathematical skills. Awards will be given out in their home room class.



## At the end of the day

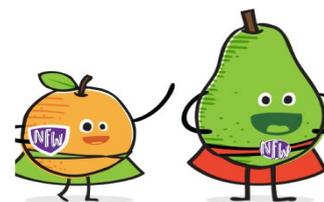
Children will leave the building via their Learning Area door. It's a good idea to agree on a place to meet them either outside their learning area or somewhere in the playground.

## 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.

Below is a link that you can look at for ideas.

<https://www.nudefoodday.com.au/resources/>



## Wet Day & Extreme weather

On these days children will stay inside their own class and play quiet games. It would be helpful to keep and send a colouring, or activity book that your child would enjoy.

## 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. Please contact the school on days 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](mailto:info@stellamaris.catholic.edu.au)

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



## Building Home And School Partnerships

If you would like to volunteer please don't hesitate to email your child's teacher. We are always looking for parent helpers.

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

# Religious Education: Building Our Community

## Key Understanding

Prayer allows us to build respect for others and create a connected community. .

The students will be focusing on:

- What is prayer and its purpose?
- What are the different ways we can pray?
- How can we be respectful to self and others when we pray?
- How does prayer build community?

As part of Stella Maris ways of working students will form an idea of how prayer can look and the purpose of why we pray. Each space will form expectations when setting up the space for prayer and how to make prayer a successful one. Parents are most welcome to join our prayer time. Your thoughts are invaluable and often extend our student's thinking.

On Tuesday 17th March the Junior Community will gather together for an evening of prayer. It is an opportunity to bring the Junior Community together to celebrate the start of a new year as well as share our children's cultural diversity and faith.

This term we will also be looking at the season of Lent:

- Where do the ashes come from and why we burn them
- What is Lent?
- How does Lent help us to understand Jesus and others

During Lent and Holy Week students will have opportunities to explore various resources, discuss and reflect upon the meaning of these two events by listening to bible stories, exploring symbols and rituals.

To help your child in Religion encourage them to talk about how people can demonstrate the Gospel Values daily.



# English

## Reading

During Term 1, Juniors will be focusing on different reading strategies which will include comprehension and decoding skills.

These include:

- Use the pictures to create predictions
- Retelling the main ideas of a text
- Initial sound and matching picture

Children will be encouraged to select 'Just Right' books. A 'Just Right' book is a book your child can read on their own, that has just the right amount of challenge (meaning not too easy and not too difficult). The chart below gives you a quick snapshot of how to tell if a book is 'Just Right'. You can be part of this process too by helping them to select a book that fits their level of fluency and comprehension. Children are encouraged to bring 'just right' books from home and be placed in their individual book boxes.

## Choosing Just Right Books

Juniors will be developing self directed learning skills by learning how to develop reading stamina by being able to sustain reading to self, reading to someone, listen to a reading, working on writing and word work.

This enhances and develops their independent reading and writing skills.

- Choosing a book that is interesting
- Choosing a book that is Just Right using the Five Finger Test
- Choosing a number of Just Right books to read

## VCOP

Students will be exploring a variety of text types and continuing to use the *VCOP* wall to uplevel their writing. We will be using a *VCOP* wall within our learning spaces to consolidate this learning for our writing.

## The Five Finger Test

Open to a page in the middle of the book and read one whole page. Make a fist and for each word you come to that you do not know hold up a finger.

0-1 Fingers	Easy
2-3 Fingers	Just Right
4-5 Fingers	Difficult



**V** is for Vocabulary

**C** is for Connectives

**O** is for Openers

**P** is for punctuation

We are also using the Kung Fu Punctuation movements in a fun and kinesthetic way to embed a wide range of punctuation- ask your child, to show you!

Throughout all curriculum areas we are using THRASS to explore words. In particular looking at base words, the meaning of words, hearing each phoneme and what graphemes are used to represent these.



### Big Write

Our Big Writes will be on Wednesday in Blue week. Each junior student keeps this work in their Big Write Display Folder. Students are encouraged to share this work with their parents before and after school.

To help your child in English please ensure you continue to discuss their 'Talk Home Learning' with them prior to our fortnightly Big Writes. Talk Home Learning will go home on Monday afternoon in Blue week.

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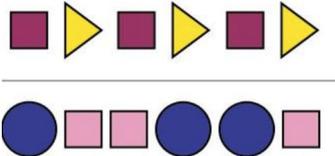
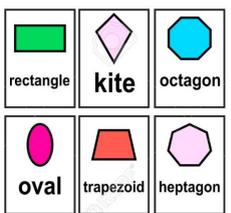
*A friendly reminder that the expectation for all Junior Students home learning is that they are reading for ten minutes a day. By reading daily at home to an adult, students are consolidating the guided reading skills taught throughout the term and therefore improving their reading. In addition to this students are given the opportunity to read a book from home or the library. While these may not be 'just right books', they are books your child is engaged in and this results in a love of 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.*

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# Mathematics

In term one, we will be beginning our Mathematical learning with counting and place value. We will be practising counting forwards, backwards along with being able to identify the numbers before and after with automatic recall. This unit will also include a focus on Place Value, the importance of understanding how many units, tens, hundreds and thousands in a number. We will follow this with a unit focused on Data, Pattern, Location and 2D Shape

Counting & Place Value	
	
<b>Data</b> 	<b>Pattern</b> 
<b>Location</b> 	<b>2D Shape</b> 

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

Counting forwards and backwards from various starting points. This will help your child build fluency and confidence with counting. Counting collections by groups; for example incrementing by 10s, playing Snakes and Ladders and card games such as Uno and verbally posing questions e.g. 'What is the number before 50? What is the number after 89? How many 'ones' are in 24? How many 'tens' are in 98?'

Mathletics is a fantastic resource to support your child's learning. Students will be provided with 'log-in' information and their teacher will set tasks every fortnight in line With the topics being covered in class.

<http://community.mathletics.com/signin/#/student>

# INQUIRY

## Key Understanding:

Building a culture of learning together



Our Junior Community students will commence the year establishing routines to set up for successful learning. This unit will encourage students to develop independence and establish the 'Ways of Working' in the Junior Community. We will focus on understanding our Character Strengths and Zones of Regulation and how they can assist us when we face challenges in our learning. Together we will be unpacking what it looks like, sounds like and feels like to work successfully in a community while developing healthy relationships through authentic connections to our Gospel Values.

## Key Concepts

- Identifying where each and everyone comes from and ways of working within the different cultures, faith and home environments
- Valuing what is important to self, family and peers
- Identifying strengths within ourselves and peers
- Valuing the concept of sharing and passing on knowledge
- Exploring environmental factors that create a positive environment at home
- Regenerating the space and how we exist safely by bringing what we do at home into the classroom
- Setting up routines and daily schedules
- Establishing set rules and consequences
- Learning and exploring 'Mindsets' that help our learning
- Building a safe environment to share



