

Senior Community Learning Newsletter

Term 4

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

Together we'll make a difference

Dear Parents and Carers,

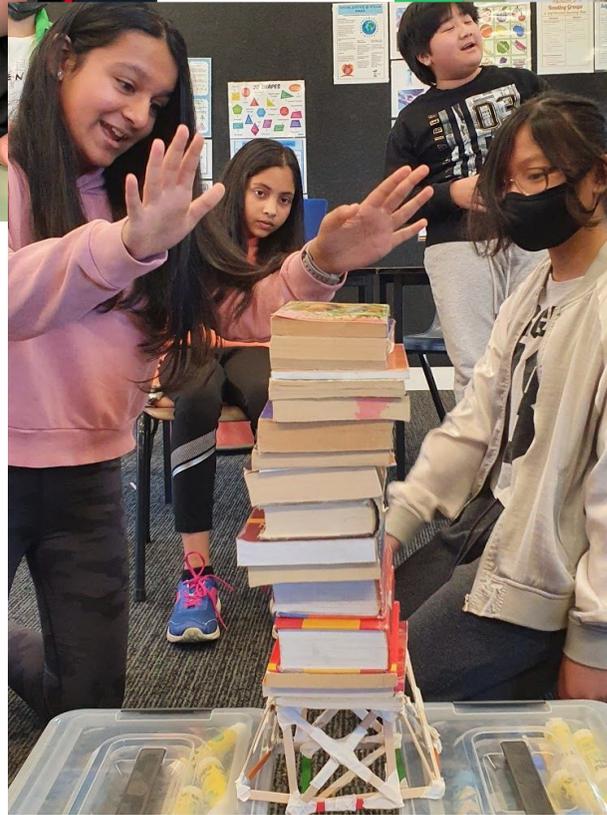
Welcome to the most exciting term of the year and a heartfelt welcome back to on-site learning. The slogan that students chose for their hoodies this year - Together we'll make a difference - couldn't be more prophetic. Who knew that 2020 would show us how important staying apart was to keeping us together?? The only third wave and lockdown we're looking forward to is the one on the last day of term when we wave goodbye to our Year 6s in person and close for Christmas to actually see our families and friends.

This is a great time to be in Year 5 or Year 6. It's a chance for the Year 5s to look ahead to leadership roles for Year 6 next year. It's also an exciting time for Year 6s who get to reflect on their years in primary school, and look forward to their next adventure as Year 7s.

Coming up in Term Four:
Year 6 Transition (Virtually!)
Year 5 Leadership Speeches (Also virtually!)
Senior Celebrations (watch this space for details, but they will happen)
Stellazon - virtual Christmas Market

Welcome back and have a fantastic term!





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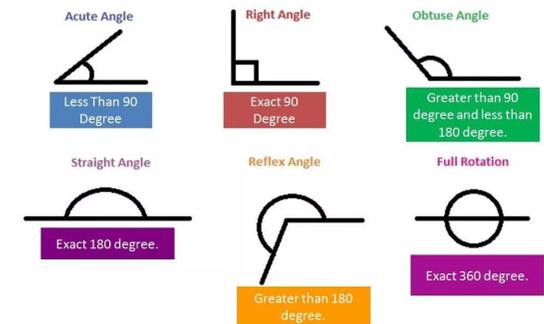
If you'd like to make a time to talk about your child's learning or to simply give some feedback, please don't hesitate to email your child's teacher to make a virtual appointment or to set up a phone call.

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

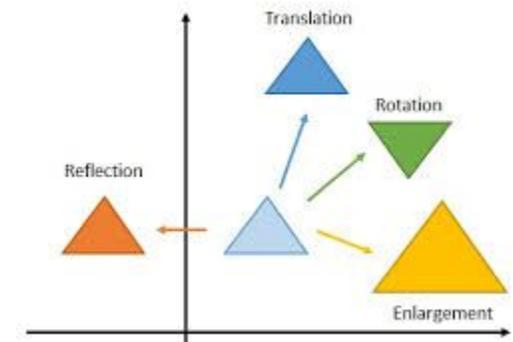


identify, name and use geometrical language to describe features of simple shapes and objects e.g. regular polygons (including hexagon, pentagon, octagon), quadrilaterals and polyhedra.

Algebra: The students will 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.



English

With leadership around the corner, our Year 5 students are eager to share their skills and talents with their fellow students, to encourage the future 2021 Senior Community to vote for them as their new leader. With this momentous event in mind, we will be utilising the skills we've been teaching our students over the year, particularly persuasive and discussion writing, in order to develop their speeches. Additionally, their speaking skills developed in dialogue groups and preparing and presenting their Slam poems, will assist with their confidence when performing 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.

The presentation and voting process for leadership speeches this year will look significantly different as all students' speeches will be recorded and presented on Flipgrid. The voting process will then require students to watch the speeches and vote accordingly. This process, as per previous years, will be completed during class time.

Additionally, Year 6 students will collaboratively plan and design the 'Rites of Passage' celebration for this year. This will involve the students working together to brainstorm, plan and implement a new 'look' for this celebration, being mindful of current restrictions to allow for the student to still be recognised and celebrated for the significant achievement of completing Primary school.

Big Write

Big Write will continue 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 class. Stamina writing- writing for a sustained period of time, is beneficial to consolidate the skills learned as well as to build confidence and give opportunity for students to celebrate their writing achievements and progress.



Novel Studies

In Term 3, students continued to develop their text analysis skills while studying a variety of stories related to the Discovery and Encounter theme of 'Human Dignity', including (but not limited to), 'Nelson Mandela' by Julia Wall, 'Rosa's Bus: The Ride to Civil Rites' by Jo S. Kittinger, and 'Tom Appleby, Convict Boy' by Jackie French.

This term, students will continue to analyse texts, look at the author's purpose and identify how texts are written effectively, through studying the texts, 'Walking the Boundaries' and 'Birrung the Secret Friend', both written by Jackie French. This creates an opportunity for students to delve into a particular writer's style and identify similarities and differences across their various published texts.

Lastly, as Senior students demonstrated joy in listening to their mentor's reading, and the benefits are phenomenal for developing fluency, expression and comprehension skills, the mentors will once again

participate in reading a novel to their students. In Term 2, we read 'Diary of a Wimpy Kid' by Jeff Kinney, and this term, we will read 'Hatchet' by Gary Paulsen.

All of these texts are captivating and demonstrate creative and skilled writing. They are well worth the read, if you haven't read them

already.



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 device, which creates an opportunity for easier access to digital portfolios, typed documents, slides, facts as well as Google Classroom. During remote learning both students and mentors have made huge advancements

in their digital literacy. This is something we would like to continue whilst we are back on site. Students will continue to have access to Google Classroom, as ongoing use of digital technologies supports self directed learning. Every child that brings a BYO Device needs to fill out the accompanying agreement. Collect these from Mr Torpy, Mrs Reid or from the front office.

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

Discovery and Encounter

Our Key Understanding for our Term 4 Discovery and Encounter Unit is following on from Term 3:

“As Global Citizens, we have a responsibility to be informed and take action.”

Students have been presented with the following provocation and have been unpacking it with their mentors and classmates.

“Future Leaders! You have been selected to join an important group. If there was an opportunity to learn more about a local or global issue and develop action for change, that will benefit the people and Earth, what would it be?”

Students will be choosing an issue that they feel strongly about, around the topics of People and/or the Environment. Students will be encouraged to think about all the things they have been learning about in the last term or other topics they are passionate about.

- Developing a research question connected to this issue that will help them learn more about it
- Creating an action towards helping their issue using the Design Process to guide them
- Communicating their Action towards the cause, clearly and effectively in an engaging way Prototype: They will present this any way you choose by Week 8 (November 27th) This will be uploaded on the ‘Stellazon’ Website (Advent action) for the school community to be inspired and take action.

‘Stellazon’ (replacing the Christmas Market and our Advent Action for 2020) will be an online Website where the Stella Maris Community can find out about their action for change that will benefit the planet. Their action will be uploaded or linked to an organisation. There are two parts to this Website:

Stellazon – Support a cause: Fundraising for St Vincent de Paul (helping communities, people, homeless and disadvantaged)

Stellazon Call for Action: (upload actions such as petitions, posters, music, poetry – possibly have people purchase items eg a piece of art, a book you create etc)

We are excited to see how together, we can make a difference!

Science

As seen last term, the introduction of a weekly science lesson was a big hit and this will be continuing into term 4.

Science this term will allow us to look at the use of creativity and innovation and how these have made a significant impact on our lives and the world around us. Our science sessions allow for opportunity to research inventions and discoveries that have changed history. We will also look at the people who have made these significant inventions and discoveries possible.

The science thinking and inquiry skills we will further develop in this unit include how to question, predict, plan and conduct experiments, record and evaluate. These are useful skills that your child will use throughout their life.