

Junior Community Learning Newsletter

Acknowledgment of the Traditional custodians

Stella Maris Catholic Primary School acknowledges and pays respect to the traditional owners of these lands and waters, the Yalukit Willum Clan of the Bunurong people.

We also acknowledge and pay respect to the broader Kulin Nation..

We pay our respects to the Elders past, present and emerging for they hold the memories, the traditions, the culture and hopes of Australia.

We acknowledge the loss of lands, cultures and treasures: knowing the consequences for people, communities and nations and believing we can walk together to a better future.

Welcome back to school and to our wonderful Junior Community! We hope you had a fantastic and relaxing holiday and that your children are excited and ready to learn. We are looking forward to a great year with all the children and families.

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. Unfortunately, due to current covid restrictions we are unable to invite caregivers at the moment. Junior caregivers are welcome on site every **Monday** to drop their child off at the **classroom door**. It is important to familiarise yourself with where your child's classroom door is so that doorways don't become congested.

We are very excited to begin an amazing learning journey with you and your family.

Welcome from our 2021 Junior Community team



Top Left: Michele Thring, Alex Doran, Brittney Pell, Orla O'Kane, Alison D'Costa, TeRina Chase, Mel Falzon

Front Row: NT Thieu-Quang, Jess Stellini, Erin Austin, Cam Luu

Junior Community Staff

Michele Thring JCM

Team Coach

mthring@stellamaris.catholic.edu.au

Brittney Pell

JCM - Monday and Tuesday

bpell@stellamaris.catholic.edu.au

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Erin Austin JCE

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Nadia Conway

Wellbeing & Adjustments Coach

(Mon-Fri)

nconway@stellamaris.catholic.edu.au

Carly McEwen

Wellbeing & Adjustments Coach

(Tues, Wed (Green Week), Thurs)

cmcewen@stellamaris.catholic.edu.au



Dates for your diary this Term...

Week 4: 16th February Get to know you interviews
Burning of the Ashes (*students only*)

Week 4: 17th Ash Wednesday Liturgy (*students only*)

Week 6: 4th - 5th March Student Free Days

Week 7: 8th Labour Day

Week 9: 23rd Tuesday March Junior prayer night
details to follow at a later date

Week 10: 1st April Easter Liturgy 9am (*students only*)
Early Finish 1pm

Susan Gregory *Reading Recovery*
sgregory@stellamaris.catholic.edu.au

Learning Support Staff



Our Junior community is very fortunate to have learning Support Officers, Mel Falzon and Cam Luu. They are important Junior team members and the work, resources, time and knowledge they bring is invaluable!

Mel and Cam 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. They also work with emerging readers, Social Groups and Emotional and Behavioural intervention groups. Their role and knowledge is a blessing to our community.



Wellbeing Team - Carly and Nadia

Welcome to term one 2021.

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: Tuesdays & Thursdays, Wednesdays on Green Week. cmcewen@stellamaris.catholic.edu.au

Nadia: Monday, Tuesday, Wednesday, Thursday & Friday nconway@stellamaris.catholic.edu.au

Reading Recovery - Susan Gregory

Welcome to the Junior Community. I am the Reading Recovery/English 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 am also involved in English Research and study to enhance learning in English. I work part-time and my email is sgregory@stellamaris.catholic.edu.au My office is in the Junior community.



ALLIED HEALTH @ Stella

This year the Wellbeing Adjustment Coaches (WACs) will be working in consultation with Nathan and Bahar in their roles as Psychologist and Speech Pathologist. Their expert knowledge will support us to make adjustments so that our students continue to flourish. If you wish to enquire about how our Allied Health staff can support your family, please contact your Community Wellbeing Adjustment Coach (WAC).

Nathan Missen
PSYCHOLOGIST



Hello all,

My name is Nathan Missen, and I am a new addition to the Stella Maris Community this year. I have been in the Mental Health field for 13 years. After completing my Doctorate in 2012, and my Post Doctoral Fellowship in Autism Spectrum Disorders in 2013, I worked in a variety of school settings in the USA. I returned to Australia and began private practice work 2015, then transitioned to the Department of Education and Training in 2019.

I have a passion for helping children and families improve their mental health practices, with a focus on developing strengths and resilience, especially with complex and challenging behaviours. Outside of work, I enjoy kung-fu, fencing, and family excursions to the local parks. I'm looking forward to an exciting year filled with opportunities for growth!



Bahar Yildirim
SPEECH
PATHOLOGIST



Hello! My name is Mrs. Bahar and I am so excited to be your Speech Pathologist and join the wonderful Stella Maris community. I have been a Speech Pathologist for 17 years and love working with students and teachers. I enjoy exploring the outdoors, travelling, spending the day at the beach, painting and watching 'thriller' movies. I have a very white and fluffy Japanese Spitz that loves cuddles and walks.

I look forward to getting to know the students and their families. We are aiming for an AMAZING year!!!



Things to Note in Juniors...

Take Home Reading

Your child will bring home at least 5 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 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!



ClassDojo

Communications

The Junior Community will be using Class Dojo as a communication avenue. If you need support to set up your account, please let your class teachers know.

This will be used as part of our positive reward system - you will get instant notifications when your child/ren have made a good choice. We will be putting incidental announcements, highlights on here, so stay posted! You will also be able to contact the class teachers via dojo messages.

Wet Day & Extreme weather

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



At the end of the day

Children will leave the building via their Learning Area door. Ensure your child knows which gate you will be meeting them at.

Dismissal Times:

Green & Gold - 3.08pm

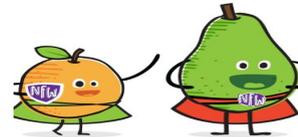
Red & Blue - 3.15pm

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/>



BYOD (Bring Your Own Device)

In Juniors, we will be starting to roll out the BYOD scheme. This is where students can use their own devices within certain lessons to help with their learning. More information will be given in the upcoming weeks.

Also, a reminder for all students to bring in their own labelled, cheap, headphones for use during class time. These should be headphones that can be left in school. If students had a spare pencil case to keep them in this would be great also.

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

If you arrive 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 the Attendance Roll can be adjusted. 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

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

English

Reading

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

These include:

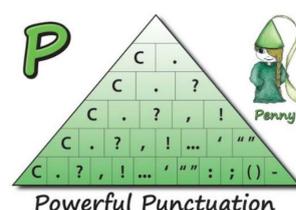
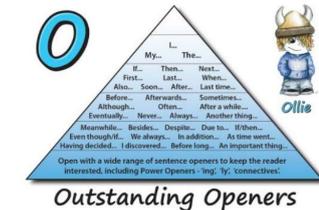
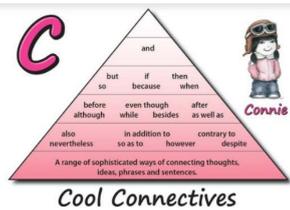
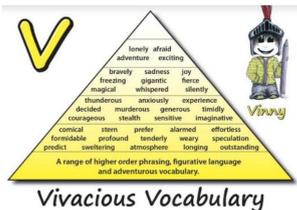
- Listen and make initial and ending sounds
- Retelling the main ideas of a text
- Predicting what is happening by using the pictures

Students will be taught how 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). You can be part of this process too by helping them to select a book that fits their level of fluency and comprehension. Students are encouraged to bring 'just right' books from home and be placed in their individual book boxes.

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.



Throughout all curriculum areas we are using VCOP and 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.



- V is for Vocabulary
- C is for Connectives
- O is for Openers
- P is for punctuation

Big Write

Our Big Writes will be on Thursday in Blue week. Each Junior student keeps this work in their Big Write Display Folder.



To support your child in writing please ensure you continue to discuss their 'Big Talk Learning' with them prior to our fortnightly Big Writes. 'Big Talk Learning' will be uploaded to Dojo on Monday afternoon in Blue week.

Why Your Child Can't Skip Their 20 Minutes of Reading Tonight



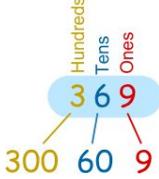
A friendly reminder that the expectation for all Junior Students home learning is that they are reading for 10 to 20 minutes a day. By reading daily at home to an adult, students are consolidating the guided reading skills taught throughout the term and therefore improving their reading. In addition 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 will be checked weekly by the teacher.

Mathematics

In term one, we will be beginning our Mathematical learning with **time**. We will be looking at our days of the week, months of the year and seasons. Then, we will jump into **counting and place value**. We will be practising counting forwards and backwards, along with being able to identify the numbers before and after with automatic recall. When looking at **place value**, we will explore the importance of understanding how many units, tens, hundreds and thousands are in a number.

We will finish up with an exciting unit of **chance and data**. When learning about chance, we will make predictions and describe the likelihood of different events occurring. Looking at different ways to collect and represent data, we will draw conclusions.

Time	Counting & Place Value	Chance & Data
		

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, counting the number of grapes put into their snack box or counting up by 10s. Games like 'Snakes and Ladders', 'Uno' and other card games are great and fun ways to include reading numbers and counting.

- Pop quizzes

Bored on the drive home? Why not play a pop quiz and pose questions like: *What is the number before 50? What is the number after 89? How many 'ones' are in 24? How many 'tens' are in 98?*

News on Mathletics

This year, we are moving on from Mathletics as a home learning resource. Instead, we will be setting some tasks for students to focus on throughout the year. More details will be provided as this term progresses so stay tuned!

Discovery & Encounter



Key Understanding (whole year focus):

People use science to understand the world and solve challenges in regenerative ways.

Lines of Inquiry this term:

- How do we create a safe community?
- How can we be emotion scientists and recognise our emotion?
- What strategies help us manage our emotions?

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 and building a culture of learning together.

We will focus on understanding and recognising our emotions in ourselves and others, understanding the causes and consequences and using precise vocabulary to label our emotions. Students will develop a variety of strategies to help regulate the different emotions that may present in their lives.

How we are feeling 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.



ENCOUNTER: (formally Religious Education)

Key Understanding:

Prayer and our Gospel values guide us to make a connection as a community

Lines of Inquiry:

- What is the purpose of prayer and how can prayer help us to connect?
- How do our choices impact on others?
- How does Jesus teach us to connect with people and the environment?

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.

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

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

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

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

