

Senior Community Learning Newsletter

Term 2 2021

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

"It starts with a voice ..."

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

Dear Parents and Carers,

Welcome back to term two! We hope that you had a relaxing break and everyone is well rested. We look forward to an engaging and fun-filled term.

Please join us in welcoming our new student and family to Stella Maris and the Senior Community:

Rita Alqas-Mousa

Term Two looks to be an exciting one here in the Senior Community. We are all very enthusiastic about what is coming up ahead such as our students being involved in Camp at Mt. Evelyn (Week 3), NAPLAN testing (Week 4), Eucharist (Week 4) as well as preparations for the Art Festival which will be held later this year. Following the success our teams had at the Point Cook District Summer Sports, we have the Point Cook District Winter Sports (Week 9) to look forward to. We will also commence preparations for the Sacrament of Confirmation which will be celebrated in Term 3. These preparations will begin to deepen your child's understanding of this sacrament that they will be taking part in. Stay tuned for more details regarding this upcoming evening.

Student leaders of 2021

Community Partnership Leaders: Zoe Smith and Sienna Solarino

Regeneration Leaders: Nicolo Cimadoro and Heidi Utomo

Wellbeing Leaders: Chelsea Dela Cruz and Isaac Dennis

Communication & Information: Riya Dutta and Maya Robinson

Arts Leaders: Jeriel Gregorio and Sarah Gongora-Rodriguez

Sport Leaders: Lenny Van Heer and Bella Alvear

Positive Psychology Prompts

1

FEEDBACK

Discuss: "What feedback did you receive at school today?"

2

WHAT WENT WELL?

Discuss: "What are three things that went well for you today? Why?"

3

EVEN BETTER IF?

Discuss: "Even better if...so that..."



ClassDojo

[Dojo](#)

If you haven't already, please sign up for **Class Dojo** as we find it a really effective communication tool between teachers and parents here in the Senior Community.

Senior Community Mentor Emails

Michelle Reid [SCR and team coach] mreid@stellamaris.catholic.edu.au

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Patrick Torpy [SCT] ptorpy@stellamaris.catholic.edu.au

Sharon Hynes [Wellbeing] shynes@stellamaris.catholic.edu.au Tue/Thu/Fri

Bridget Kirsch [Wellbeing] bkirsch@stellamaris.catholic.edu.au Mon/Tue/Wed

Cass Barbuto [LSO] cbarbuto@stellamaris.catholic.edu.au Tue/Wed/Thu

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Makur Amour mamour@stellamaris.catholic.edu.au

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.



Wellbeing

Let us begin by saying a **HUGE** thank you to you all for making Term 1 so positive; it's so great to be back face to face at school! Our Term 1 Program Support Meetings (PSGs) were a great opportunity to meet with families and celebrate growth and plan goals for Term 2.

As a Community we are working together to enrich the vocabulary related to our units, develop our self directed learning including organisational skills and time management. Monitoring these things together helps maximise learning time and ensure we are looking after the wellbeing of ourselves and those around us.

CHECK IT OUT!

Looking for some **cool**, **calm** and **crazy** fun in your home? Check out GoNoodle at www.gonoodle.com. It's a great way to incorporate movement and mindfulness in the home and at school! Show off your groovy moves or get some tips on how to bring mindfulness to your family. Lots of fun for everyone!

Discovery and Encounter

It's going to be an exciting term in Seniors with so much to unpack!

Our Discovery (Inquiry) Key Understanding is: **People use science to understand the world and solve challenges in regenerative ways.**

Our lines of inquiry which we are going to unpack are:

1. How does media and stereotyping affect the way we see ourselves and others?
2. What do advertisements do to influence consumers?
3. How do ethical and social dilemmas challenge us?

During this time we will be exploring the provocation of:

'Who do we think we need to be?'

All of our fantastic learning from term 1 about the brain will help us to make deeper connections to the media and how it connects to the brain and our emotions. We will use this to learn more about who we are as consumers and the impact our choices can make. We will also explore role models in the media and compare healthy vs unhealthy influences. We are looking forward to the new discoveries we will uncover.

Our Encounter (Religious Education) Key Understanding is **Understanding our Faith Identity regenerates us to discover who we are and the world around us, and take action.**

Our lines of Inquiry to help us unpack this are:

1. How do your beliefs impact who you are?
2. Who am I confirming I want to be through the actions within my faith?

Throughout Encounter this Term, students will be engaging in Eucharist, unpacking the ritual of the tradition, making connections to today and participating in remembrance of Jesus and who He is. Students will reflect on His impact and the understanding that through receiving the Eucharist, it reminds us of the responsibility that we have to take action in His mission.

This learning will help lead us into the Sacrament of Confirmation. We will unpack the signs and symbols and what it means to commit to the Catholic faith through this Sacrament. Students will choose a Saint that they can connect with, as a role model in their life. This will help them to think about the other role models in their lives, which will aid in the choosing of a Sponsor for their Confirmation in Term 3 (an information pack for Year 6 students will be sent home later this term).

English

Wow! What an action packed term in Seniors already!

Senior English lessons are focused on developing skills and enriching students' understanding of the English language through inquiry and collaboration, encouraging students to venture into the unknown and ask questions that challenge their own and others' thinking! In the past, this has been done in paired-classes, giving students and teachers the opportunity to have their thinking deepened through sharing the experience with their paired teacher's styles and peers. In Term 2 and moving forward, this concept of collaborative learning has blossomed, within the new Senior restructure, creating opportunities for students to share their learning experiences with their peers across **all** of Seniors, not only in their paired classes. Similarly, students will experience the varied teaching styles and strengths of all of the Senior mentors at different times, allowing them to engage in learning in the way that best suits their personal learning needs. It has been an exciting transition for some, and for others a bit nerve-wrecking however, the support of teachers and students as they transition together, has been inspiring.

Currently, the restructure has been scheduled for six of the ten school days within a fortnight. On these days, students navigate their personal, individualised timetables to move between one hour sessions of Reading Groups, Workshops, Self-Directed Learning, Question and Answer sessions (known as Q&A) and Dialogue Groups. Students attend lessons according to the random allocation of a letter, which relates to their Reading Group, and a number, which relates to their Workshop Group. Through this restructure, students are continuing to develop a variety of skills including self-directed learning, collaboration and self-management skills such as organisation and time-management. Please talk about the new structure and timetable with your child to see if they can explain it to you. They might even show you their timetable!

In the Workshops this term, the senior community will be taking an in-depth look into the Influence of historical, social and cultural experiences in our world today. They will be developing their understanding of how to develop and support arguments in the form of persuasive texts such as: discussions, expositions, advertising and debates. And lastly, Big Write has moved!

Big Write will now be on Mondays of Blue Week. The Big Write Stimulus will be handed out the week prior, giving students time to get prepared and ready for 11.35 on Blue week Mondays.

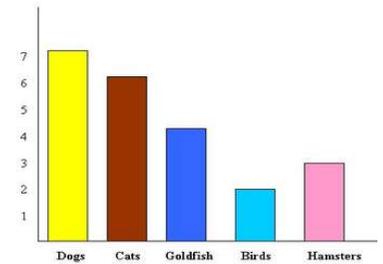


Mathematics

In Term 2 we will be exploring: Location and Direction, Chance and Data, Division and Multiplication, Money, Volume and Capacity.

Location: Students will use a grid reference system to describe locations, while also describing routes using landmarks and directional language. They will then be introduced to the Cartesian coordinate system using all four quadrants. Building on their prior knowledge of compass directions, students will be exposed to intermediate compass points to specify location or give directions (North East, North West etc.). Using their division skills, students will create scales to calculate the distance between two points on a map.

Chance and Data: Students will list outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions. They will also compare observed frequencies across experiments with expected frequencies. They will pose questions to collect categorical or numerical data through observations or surveys. Using that data they will construct, interpret and compare a range of data displays, including side-by-side column graphs.



Multiplication and Division: Students will identify and describe factors and multiples of whole numbers and use them to solve problems. Learning and using efficient mental and written strategies, they will solve a range of multiplication and division problems. They will develop and extend their multiplication strategies to increase their recall of multiplication problems.

If you are blowing up a balloon, you are increasing the **volume** of gas.



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 1000. 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.

Volume and Capacity: Students will estimate, measure and compare mass using kilograms (along with an awareness of grams), using standard measuring instruments, and 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.

RESOURCES

Essential Assessment is a new resource we have at Stella Maris. Students can access it at home to work on their maths skills. This program allows students to access My Numeracy activities that develop their skills at their current point of need.

They can also use Sunset Maths to practice their mathematical skills with games and activities.

The **School Code** for their Essential Assessment login is: **VIC637004**

Students' logins and passwords are the same as their school logins and passwords.



We encourage students to access **MFacts**, an online learning tool, at home. It is a strategy based approach to learning multiplication, where the learning intention is for students to fully understand the concept of multiplication, rather than just rote learning the facts. Please help your child to see that multiplication is 'groups of', such as 8 groups of 6 is 48. Students can complete practice tests and watch strategy videos. The online program has assessment activities that will be conducted during school learning time. <http://mfacts121.com/>

Digital Technology Cybersmart

With technology now a reality for teens, tweens and everything in-between, it's our responsibility to teach as well as guide our students to become cyber safe and cyber aware citizens. It is important that we continue to have an open dialogue as the data shows that children are becoming more digitally engaged than ever before.

The information below comes from our eSmart program to help you have a conversation around cybersafety with your child.



ZIP IT.

When you're online, always keep your personal stuff private and think about what you say and do!

Remember that people online may not be who they say they are. Online friends are still strangers even if you have been talking to them for a long time. Don't share personal information online; don't share your full name, photos, addresses, school information, telephone number, places you like to spend time.

Make sure you have set your privacy settings to restrict access to personal information.

When you use chat rooms or instant messenger, use a nickname instead of your real name. To stop people accessing your online accounts, always keep your passwords secret and change them regularly.

BLOCK IT.

Think about blocking people who send you nasty messages and don't open unknown links and attachments.

Always delete emails from people you don't know, and don't open attachments from people you don't know. They might be nasty or contain a virus that can stop your computer working.

FLAG IT.

If you see anything that upsets you online or if someone asks to meet you, tell a parent or an adult you trust and they can help you.

If you want to talk to someone else, you can call Childline on 0800 1111. If a friend you have made online asks to meet you in the offline world, talk to your parents or a trusted adult about it. You should never meet up with someone you have met online without an adult going with you because it is dangerous. If someone you know is being nasty to someone online, speak to a parent or trusted adult about it.

Bring Your Own Device Program

Remote learning from home during 2020 highlighted how important access to digital technologies is for our students. Stella Maris provides a limited number of shared devices in the senior area. Families may already own a device which could be utilised for learning at school.

Why have the Bring Your Own Device (BYOD) program at Stella Maris?

We believe technology is a powerful tool that enhances learning and enables students to access a world beyond our walls. We feel that access to the tools and resources of a world-wide network, and understanding how to safely and appropriately navigate and use them, are important in each student's education.

The goal of this BYOD program is to increase student access to digital tools and facilitate more access to technology-based information for all students. Many families have personally owned devices that can be used to help maximise access. When properly used,



these technologies will promote educational excellence in the school by facilitating resource sharing, innovation, and communication. Students who choose not to participate in the trial will continue to access school-owned resources as they currently do.



What is Bring Your Own Device (BYOD)?

This simply means that families have the choice of sending privately owned devices to school with their children for use in learning at school. We recommend laptops or Chromebooks as they have proven most user friendly across different websites. We also recommend purchasing a **cheap pair of headphones** for use by your child so that they can complete their work effectively without interrupting or being interrupted by others (please ensure headphones have a cord and are not bluetooth, due to limited power points and charging opportunities). **Please name all headphones and talk to your child about storing them correctly so that they do not go missing.** Devices and headphones owned by students are not shared with others and can be used in most areas of the curriculum in the place of books.

We believe that many devices are able to service current teaching practices, meet every child's needs, or match every family's budget. Families may already own a device which could be utilised for learning at school. To be part of the program, devices must be able to join the school wifi and use the school proxy internet filtering settings. All devices will use the school's wireless network as it provides a filtered access to appropriate educational sites on the internet.

For more information, please contact Mr Torpy.