

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 to Term Three! We are already halfway through 2021!

Dear Parents and Carers,

The Junior Team would like to thank our wonderful community for your continued support. 2021 has again brought us many challenges. Let's hope the remainder of the year we continue onsite learning.

We have some exciting news in the Junior Team. Some of you may already be aware that Ms NT is having a baby. We are so excited for NT and her family and can't wait to meet her bundle of joy. With this exciting news, brings change. Ms Pell who has been working in JCM on Mondays and Tuesdays will be replacing Ms NT while she is on leave. Replacing Ms Pell in JCM will be Ms Briggs some of the children will know her from Art.

We have a great term planned for our Juniors which includes an excursion in Week 4.

Thank you again for your continued support.
Junior Teachers



Dates for your diary this Term...

Week 3:

29th July: Three Way Learning Conversation
3.30-7.00pm

30th July: Grandparents Day Liturgy (students only)

Week 4:

3rd August: CERES Excursion - JCA,JCE,JCO,JCC

6th August: CERES Excursion - JCD,JCT,JCS,JCM

Week 7: 27th August: STAFF ONLY

Week 8: 4th September: Father's Day Breakfast, Mass and Stall

Week 10: 15th September: Hot Dog & Footy Colours

17th September: End of Term - 1pm finish:

Junior Community Staff

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Team Coach

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Brittney Pell

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(Tues, Wed (Green Week), Thurs)

cmcewen@stellamaris.catholic.edu.au

Olivia Nicola

Wellbeing & Adjustments Coach

onicola@stellamaris.catholic.edu.au

Save the Date!

Art Festival 2021 'It Starts with a Seed..'

Tuesday 26th October (Green/Gold)

Wednesday 27th of October (Blue/Red)

(Term 4 Week 4)

Time: 6:00pm - 7:30pm.



Logo Competition Due Friday 13th August

Please see the information posted on classroom dojo and google classroom.



2015 Winner - Art of Possibility



2016 Winner - Open Books of Time



2017 Winner - Night of Wonder and Awe



2018 Winner - Stella Film Fest



2019 Winner - Stories Through Art



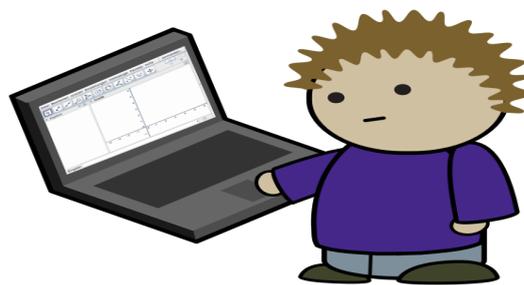
2020 Winner - Stellazon

Things to Note in Juniors...



ClassDojo

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 Junior Community.



Brain Snacks & Nude Food

From Term 3, students will be eating their food inside in class groups. This will eliminate the rubbish that has been building up in our yard as well as giving the students the chance to socialise in class groups.

This also gives us a chance to re-energise our **Wrapper Free Lunchboxes.**



Please try to send your child to school with no wrappers and pack their food into containers instead. Not only does this help our school environment but our planet too!



BYOD (Bring Your Own Device)

We offer a BYOD program. This is where students can use their own devices within certain lessons to help with their learning. It also gives more access to school owned devices for those who do not have their own. You can sign up your child with their device on the BYOD form from last week's newsletter. 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.

Digital Portfolios

Digital Portfolios on Google Classroom! Students will be adding to their digital portfolios. It will be a snapshot of some of their learning across the year. Students will be excited to share their learning and thinking with you. Questions you might ask:

- What did you learn?
- What did you enjoy learning the most?
- What was challenging to you?
- How did you overcome a challenge?

We kindly ask that you view them but no alterations are made at home.

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

Learning Support Staff

Your child may mention our wonderful Learning Support Officers Cam and Hope. They are invaluable members of our Junior Community and support the children in many ways. This may be within the classroom or small focus groups.



Hope



Cam

Wellbeing Adjustments team



Welcome to Term Three! We had an enjoyable Term Two working with teachers to make adjustments across all areas of learning. During the term, a group of students inquired into how our spaces impact on our wellbeing. They worked together to create a "Bubble Space" that can be used to help students get into the Green Zone and to get ready for learning. We also welcomed a new resource into the school - The Nook. This allows children creative freedom, encouraging independent play while being

safe and cosy too! Included are some photos of students having fun with The Nook.



During Term Three, each afternoon there will be a focus on Social and Emotional Learning. The students will be given opportunities to recognise and express different emotions, develop resilience and build relationships. This may look different each day, for example:

- A 'Yarning Circle' - this is a harmonious, creative and collaborative way of communicating. It encourages honest and respectful interactions between students.
- An activity that encourages teamwork and collaboration.
- A community sports game with a focus on capabilities such as communication, creativity, collaboration, critical thinking, character education and citizenship
- Mindful colouring and meditation

As an adjustment for some of our students we have the option of Lunch Club. This provides an alternative to outside play. During this time, students have the opportunity to work with an adult to engage in passive play and build on a variety of skills.

If you have any questions, please do not hesitate to contact us.

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

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

Olivia: Monday, Tuesday onicola@stellamaris.catholic.edu.au

Olivia, Carly & Nadia

We need a box for every student



As part of the Junior Community Discovery and Encounter explorations this semester, students will be creating an artwork at school that represents who they are.

Students will be making the artwork at school over many weeks. It will be a collection (collage) of items that will be created at school. The artwork will be built inside a box for example, **a shoe box, or a cereal box.**



We need your help in sourcing a box for your child.

**Please do not send boxes that have contained nuts*

Discovery



Key Understanding (whole year focus)

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

Lines of Inquiry this term:

- What is culture?
- How does science connect to culture?
- What are the different cultures within our community?
- How have cultures changed over time in our community?
- How do we connect to this country through our First Nations people?



Key Concepts:

- Perspective (What are the points of view?)
 - Connection (How is it connected to other things?)
 - Change (How is it changing?)
-

In the unit of Discovery the Junior Community students will unpack and explore the meaning of country and culture across different groups of people. They will investigate what country and culture they are a part of and have an opportunity to share those findings.

During this unit we will also be yarning and developing an understanding of 'Humanities' by investigating what cultures and countries exist within the class and look at the country the school has been built on. Digging deeper into what was here and who was here before British settlement and what was done to sustain the country. Students will further investigate how the country has changed over time, and why?



Encounter

Key Understanding:

Our faith and the stories connected, help us to understand who we are



Lines of Inquiry:

- How does our faith connect to culture?
- How do other faiths and their practices teach us to respect one another?
- What is our responsibility now moving forward with what we have learnt?

Key Concepts:

- Perspective (What are the points of view?)
 - Connection (How is it connected to other things?)
 - Responsibility (What is our responsibility?)
-

Our Junior Community students will start the unit by exploring the connection between faith and culture. Students will learn about those around them and their faiths promoting understanding and respect around various cultures.

Students will begin to understand how it is everyone's responsibility to seek understanding and gain a greater perspective about cultures before passing judgement.

The students will work towards creating an action that will result in creating an inclusive and safe environment for everyone, regardless of culture or faith.



Reconciliation 2021

Throughout 2021 the Junior Community have done some amazing learning about our First Nation people and are committed to continuously take action towards 'Reconciliation'

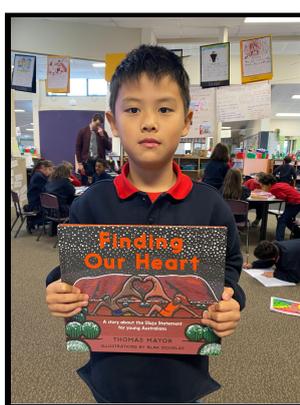
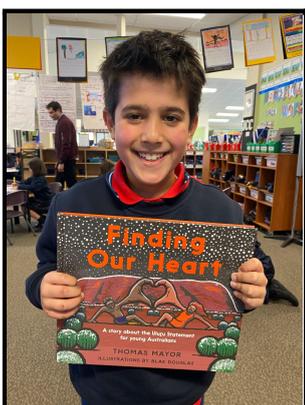
We have had opportunities to explore and dig a little deeper into learning about our First Nation people through events such as

National Reconciliation Week 27 May to 3 June.
National NAIDOC Week 4-11 July 2021.

and have started a learning journey of gaining more cultural knowledge and understanding of 'Country' as part of Australia's national heritage and strength.

Other aims we have are to:

- Build awareness and encourage relationships between Aboriginal and Torres Strait Islander peoples, our community and the broader Australian community
- Foster and embed respect for the world's longest surviving cultures and communities.
- Learn and continue to understand our true history and the impacts of past actions, consider all perspectives and voices
- Work together for a positive future inclusive of all Australians
- Develop opportunities to improve socio-economic outcomes for Aboriginal and Torres Strait Islander peoples and communities.
- Ask permission to learn about some of the craft and invaluable knowledge that has been passed down from generation to generation to our present day First Nation people. Knowledge that has sustained the earth for thousands and thousands of years and knowledge that can help us correct the current energy that is out there on 'Country' at the moment.

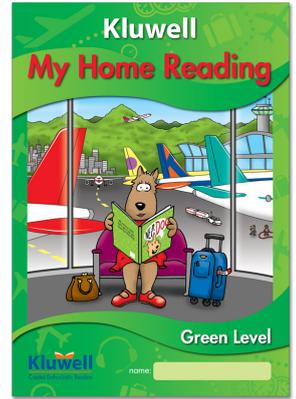


English

Reading Logs

A friendly reminder that the Junior Community will be continuing the use of **Reading Logs**. Your child will already have a **Reading Log**. The expectation for all Junior Students home learning is that they are reading for 10 to 20 minutes a day.

We hope that tracking their reading will inspire students to take an active role in their daily reading and motivate them to become lifelong readers. We thank parents for supporting home reading..



Self Directed Learning

During Term 3 Juniors will continue to revisit the behaviours of 'Self Directed Learning' and develop and consolidate these this term.

- **Read to self**
- **Read to someone**
- **Listen to reading**
- **Reading Response**
- **Word work- based on using THRASS chart and other spelling strategies**

Reading

Term 3 we will continue to teach a variety of skills required to become fluent readers. In small, focus groups, teachers will work on developing these strategies.

No matter what level your child is reading at, please remember to listen to them read daily.

<p>Reread the Text</p> <p>more information = more understanding</p>	<p>Activate Prior Knowledge</p> <p>what do I already know about this?</p>	<p>Use Context Clues</p>
<p>Infer Meaning</p> <p>read between the lines</p>	<p>Think Aloud</p> <p>talk through it</p>	<p>Summarize the Story</p> <p>Characters Setting Problem Solution</p>
<p>Locate Key Words</p>	<p>Make Predictions</p> <p>think → pair → share</p>	<p>Use Word Attack Strategies</p> <p>rereading re · read · ing prefix · root · suffix</p>
<p>Visualize</p>	<p>Use Graphic Organizers</p>	<p>Evaluate Understanding</p> <p>what did I learn?</p>

Writing

Throughout Term 3 Juniors will be developing writing skills that are linked to our Discovery and Encounter Unit and key understanding 'People use science to understand the world and solve challenges in regenerative ways'. Students will have the opportunity to develop skills and write about their experiences being scientists. They will be exposed to a range of text types. To support your child at home you might like to ask them what the purpose of their text is. **For example**, is it to persuade, inform or explain?

We will continue to do Big Writes regularly. Big Write information will continue to be sent via Dojo, so please make sure you have connected yourself to your child's classroom. There will be hard copies available where needed. We encourage families to generate discussion around the topic and utilise the 'Big Talk Learning Prompt'. We do not encourage children to write their Big Writes at home, as **this takes away from the process that we go through at school**. We want to keep discussions engaging and full of fun, and celebrate everything that they are able to do independently! Keep up those great discussions!

V **C**

O **P**

Vinny Vocabulary
A range of sophisticated words of connecting thoughts, ideas, phrases and sentences.

Connie Connective
A range of sophisticated words of connecting thoughts, ideas, phrases and sentences.

Olivia Opener
Open with a wide range of sentence openers to keep the reader interested.

Penny Punctuation
A range of sophisticated words of connecting thoughts, ideas, phrases and sentences.

Mathematics

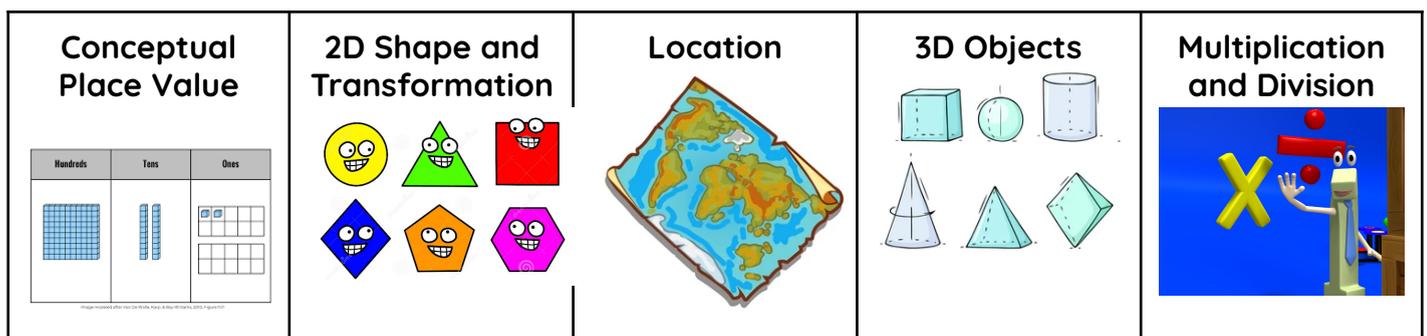
Conceptual Place Value will be a focus throughout the term through our lessons as well as our workshops. This is where students will look at how digits and their place in numbers determine their values. We will look at ones, tens, hundreds, thousands and even beyond! Students will be using a range of materials to help them understand this by making different amounts using bundling sticks and dot cards. They will practise adding on tens, and hundreds (“ten more” or “hundred more”) as well as subtracting tens and hundreds (“ten less” and “hundred less”). Students will also be counting by tens forwards and backwards and may use bundling sticks and number charts to help them learn this skill. Links on Google Classroom for place value is a great place to visit to support learning at home.

Following *place value*, students have been given the opportunity to revisit **2-Dimensional shapes**. The main focus of this topic is to identify the properties of 2D shapes, including, *how many sides, vertices (corners) and angles*, as well as whether the shape is a regular or irregular shape. Students’ will have the opportunity to explore how shapes transform when we turn, flip and slide them.

Location is up next! Our focus will be on giving and following simple instructions using directional language to move from one place to another. Students will also be interpreting simple maps, noticing their features such as symbols and keys. There will be lots of hands-on activities, paired work and map work.

Then, students will delve into the world of **3D objects**! They will investigate the features of 3D objects, looking at the corners (vertices) and edges. Students will examine the faces of the 3D objects and compare them to the **2D shapes** that they have learnt.

We will end the term on an exciting unit of **Multiplication and Division**. Students will investigate multiplication as ‘groups of,’ or repeated addition; and division as ‘sharing’, or repeated subtraction. Importance will be placed on the concept of ‘equal groups’.



Please remember that **Essential Assessments** is now up and running for home learning!

Our school code is: **VIC637004**

There is a video on Google Classroom stream to demonstrate how to log on. Students’ usernames are their first name and first letter of their last name, all in lowercase. It should be the same as your child’s school login username. If you require assistance with your child’s login details, please contact your child’s teacher.



