

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 Four!

Dear Parents and Carers,

Wow! It is hard to believe that we are in our final term of what has been another unusual year! We are finally heading back to onsite learning and we are all very excited to be back.

We would like to commend students, staff and families for their amazing commitment, adaptability and resilience to the challenges that 2021 have held for us all. Now, take a deep breath and try to think about a new term..

We have some exciting things happening in Term 4 including a Stella Maris Pop Up Art show and a rescheduled excursion for JCM,JCS,JCT and JCD. More details to come.

Thank you again for your continued support.
Junior Teachers



Dates for your diary this Term...

Week 5:

1st November: School Closure Day
2nd November: Melbourne Cup Day

Week 6:

11th November: Remembrance Day

Week 7:

19th November: STAFF ONLY

Week 8: Stella's Pop Up Art Show

22nd November: Advent Liturgy 1

Week 9: 29th November: Advent Liturgy 2

1st December: Excursion for JCM/JCS/JCT/JCD

Week 10: 6th December: Advent Liturgy 3

11th December: Whole School Transition

Week 11: 13th December: Advent Liturgy 4

Reports go home

Hot Dog Day

Rites of Passage

15th December: End of Term - 1pm finish:

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Pop Up Art Festival



When	22nd of November - 1st December
Where	Student art will be found: <ul style="list-style-type: none">● Around Point Cook Community - Shops and businesses● On the new 'It Starts With A Seed' Stella Maris website● Within the school learning areas

Purpose of the Art Festival

This is a wonderful opportunity to use the Arts to connect and support the Point Cook community. Covid restrictions have impacted business, families and the community and we are using 'regenerative thinking' to unite our community and celebrate through the Arts. By participating in in this festival, students will:

- Celebrate student learning, express, ideas, creativity and innovation through the Arts.
- Development of student creativity, skills and ability to express using art using Design Thinking and process.
- Using art as a platform to empower students to communicate a message, social justice action by promoting awareness, change of thinking and behaviour and fundraising towards a cause.
- Building partnership and community where they will display the student art and we will visit these shops and businesses within and around Point Cook.
- Unite together as a school community and provide support for our local community and businesses.

What is the curated package?

Students will be working on developing the 'Curated packages' for each art theme and using our Discovery Process. Each art piece will demonstrate a message or story linked to the learning so that we build awareness of an issue, provoke or regenerate thinking. It will also allow for students to link their message to raise awareness or take action towards a cause. Selected art pieces will also be sold to raise funds for organisations selected by our students - this will replace the annual Stella Maris Christmas Market (Stellazon in 2020). Art pieces made by the students will be sold via a QQR link from the 22nd of November to the 8th of December or until all items are sold out. More information about items for sale to follow in the next few weeks.

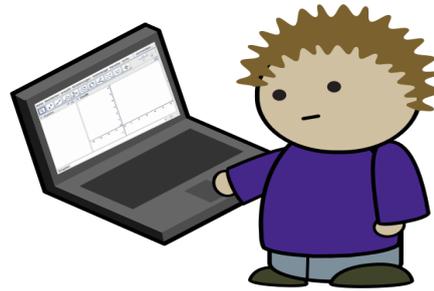
Families will be given a map highlighting the location of the Stella Maris art around Point Cook and as you walk and shop around the various locations, you will see either large communal or individual art pieces created by your child. The QR Code on each art piece will link to the 'Stella Maris "It starts with a seed..." website that students are also developing which includes their learning, thinking, creative process and work. Please note that your child's artwork and creative thinking will be represented either as a large art piece created as a community, an individual art piece, art to be sold to raise funds for a social justice cause, and/or included within the website.

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

During Term 4 we will continue to eat in our class groups. We have already noticed that the children are eating more and engaging with their classmates. A bonus has been a much cleaner yard.



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!



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. Please ask your class teacher for a copy. Devices should be clearly labelled with your child's name and should come to school charged and ready for use.

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



Doreen



Hope



Cam

We would like to take a moment to thank our wonderful LSOs. They have been working hard with many children within our community by working with small groups or supporting them in the classroom. We are lucky to have such dedicated staff who are helping our children achieve their goals. .

Wellbeing Adjustments team

Welcome to Term Four!

While working and learning remotely during Term Three, it has been lovely to have the opportunity to meet with some families. We have been able to chat through the many successful moments' teachers and students have shared and set goals for the next chapter of learning.

We have seen so many successful moments during online learning, with teachers making adjustments for individual student needs and working collaboratively with the wider team at Stella Maris.

We are so looking forward to welcoming students back to our learning spaces. As we make our return, we will continue to make Social and Emotional Learning a focus throughout the day. The students will be given opportunities to recognise and express different emotions, develop resilience and continue to 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

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

Discovery & Encounter



Discovery Key Understanding (whole year focus)

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

Discovery Lines of Inquiry this term:

- What is art?
- What is communication?
- How is art used as a way to communicate to others?
- How do we use art to express our thoughts and feelings?

Discovery Key Concepts:

- Form (What is it like?)
- Function (How does it work?)
- Perspective (What are the points of view?)



In the unit of Discovery the Junior Community students will unpack and investigate the different types of art and how it can be used as a way to communicate someone's thoughts and feelings.

Students will participate in experiences that encourage building upon their understanding of what is art and how it is more than just painting and drawing. They will deepen their knowledge by exploring how art can be used as a tool to communicate to others through analysing different types of art as well as communicating their thoughts and feelings through their own creations.

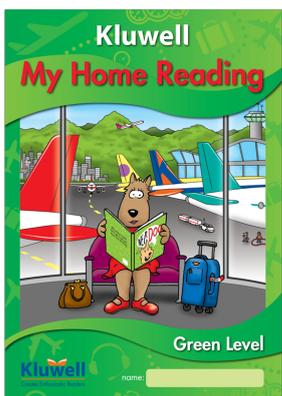
Throughout the year students have participated in a variety of art experiences with their classroom teacher and during art sessions with Nicole or Mary. Students will revisit these experiences and build upon their art pieces through researching, communicating and taking action.

English Skills

This Term, students will continue to build upon their English skills within reading, writing, speaking and listening. Teachers use a range of questioning techniques and data to help students set learning goals. Throughout the day, students will have opportunities to work towards their goals within guided reading, targeted writing sessions and whole class learning. You might ask your child about their learning goals and what they have done throughout the day to work towards them.



English Partnerships



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 4 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 4 we will continue to teach a variety of skills required become fluent readers. In small focus groups and whole class sessions, teachers will work on developing these strategies.

No matter what level your child is reading at, please remember to listen to them read daily and ask them to summarise what they have read.

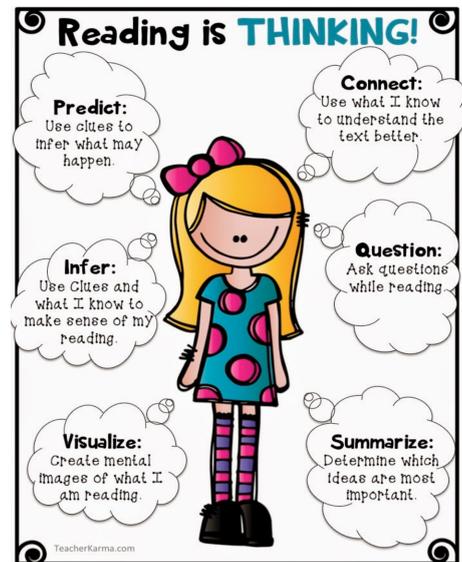
Library

Due to COVID restrictions and changes, your teachers will update you about library times and routines. Your local library will have opportunities to support you should you wish to start this program earlier.

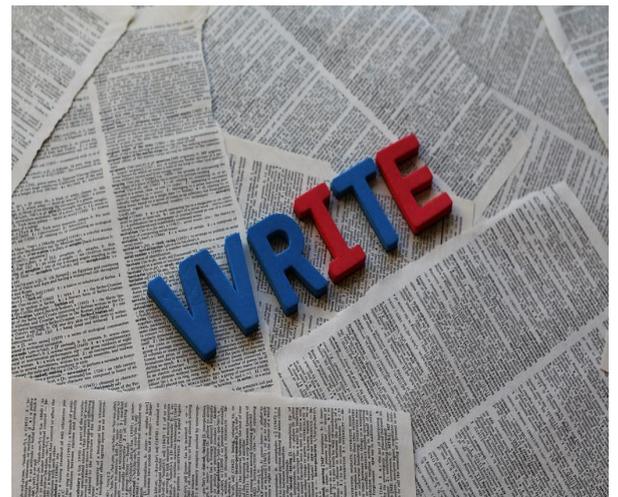
Writing

Throughout Term 4 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 with Art. They will be exposed to a range of text types such as explanations. 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. 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!



to



Encounter



Encounter Key Understanding:

Understanding our Faith identity regenerates us to discover who we are, the world around us and take action

Encounter Lines of Inquiry:

- How can we use art to promote change?
- How can we model our actions inspired by Jesus?
- How does art help us connect with others?

Encounter Key Concepts:

- Connection (How is it connected to other things?)
 - Change (How is it changing?)
 - Responsibility (What is our responsibility?)
-

Our Junior Community students will start the unit by exploring how art was used to communicate biblical views and messages. These views and messages can inspire our choices and guide us to take action.

Students will encounter different images of Mary and Jesus with the aim of understanding how different perspectives can produce altered images. They will be encouraged to focus on their own perspectives through considering their thoughts and feelings.

Students will then be able to explore the similarities and differences between different perspectives with the aim of promoting an understanding of others. This will result in students building a connection with different people.

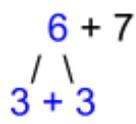
Finally, students will be able to take action by using art as a resource to promote positive change. This is also supporting our whole school Pop Up Art Show which the proceeds will support a chosen charity.

Mathematics Skills



An important mathematical skill that we encourage in the students is to be able to explain their thinking and the strategy that they have chosen. Having a conversation with your child about the strategy they have chosen and its efficiency is a great starting point to boost their understanding and can be done across all topics.

In **Addition and Subtraction**, students were learning key maths facts (small doubles, 5 Plus, Partitions of 10, big doubles, 10 plus) and then using these facts to find the most efficient strategy to solve addition and subtraction problems and then verbalising how you solved the number sentence. Students were also introduced to the partitioning strategy and jump strategy that they could use if it was 'efficient' for them.

To solve $6 + 7$		
We can use the Near Doubles strategy where we double smaller number + 1 $6 + 6 = 12$ $12 + 1 = 13$	We can use the Near Doubles strategy where we double larger number - 1 $7 + 7 = 14$ $14 - 1 = 13$	We can use the Build to 10 strategy : $7 + ? = 10$ $7 + 3 = 10$ $10 + 3 = 13$ 

Conceptual Place Value will continue to be a focus throughout Term 4 both in 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, dot cards, arrow cards and MAB Blocks. 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.

After conceptual place value is **fractions**. The main focus of this topic is to share collections of materials into equal parts. Students will be recognising that sets of objects can be partitioned in different ways to demonstrate fractions. Students' will have the opportunity to explore splitting objects into equal pieces and describing how the pieces are equal.

Multiplication and Division is up next! Our focus will be on students recognising and representing multiplication as repeated addition, equal groups and arrays, as well as recognising and representing division as a group into equal sets and solving simple problems using these groupings. This topic can be explored in a very hands on way with the use of concrete materials eg. lego, fruits, toys etc. We will then be encouraging students to use known written strategies to record their thinking. Students' will also be looking into the number patterns two, three, five and ten, becoming facile in recalling these number patterns and how the relationship between multiplication and division.

Following *multiplication and division*, students have been given the opportunity to revisit **Time**. We will be discovering and exploring further how time works and how it connects to everyday concepts.

Please remember that **Essential Assessment** is now up and running for home learning! **Essential Assessment** is a learning tool with tasks set at the students own level with areas that they find challenging to practise.

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.