

Middle Community Learning Newsletter

Term Three 2022

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

Welcome to Term Three! It is hard to believe that we are already past the halfway mark for 2022.

Highlights this term, include:

Monday 11th July - Start of Term 3

Wednesday 20th July - Three Way Learning Conversations 8:15-8:30am and 3:30pm - 6:30pm

Friday 22nd July - Student Free Day

Tuesday 26th July - Three Way Learning Conversations 8:15-8:30am and 3:30pm - 7:30pm

Tuesday 26th July - Year 4 experience at Emmanuel College

Friday 29th July - Grandparents Day Mass and activities

Thursday 4th August - Australian Maths Competition (AMC) for selected Year 3-6 students

Monday 8th August - District Athletics Yrs 3-6 Selected Students

8th - 12th August - Wellbeing Week

Friday 19th August - Middles Mass and Learning Experience

Friday 26th August - Student Free Day

Friday 2nd September - Father's Day Breakfast and activities

Wednesday 14th September - Hot Dog and Footy Colours Day

Friday 16th September - Whole School Liturgy (Stella Maris Feast Day focus celebrating Mary) 9.15am. Last day of Term Three, 1pm finish

Welcome

We would like to extend a very warm welcome to Syntiche Tshidimu who is joining the Middle Community team and will be taking over MCL.

New students to our Middles family are:

Serah Michael (MCJ)

Anika Sharma (MCZ)



Syntiche Tshidimu



Serah Michael (MCJ)



Anika Sharma (MCZ)

We welcome them and their families to Stella.

Save the Date!

Performing Arts Festival 2022:
'Dreaming With Eyes Wide Open'
Wednesday 26th October (Green/Gold)
Thursday 27th of October (Blue/Red)
(Term 4 Week 4)

Time: 6:30pm (for a 7.00pm start) - 8:30pm.

Williamstown Town Hall - Ferguson Street Williamstown

\$5 per family = 4 parents and children within the family

Extra tickets \$5 for 4 adults

All children must be supervised by an adult.

Logo Competition

Due Friday 27th July

Please see the information posted on Dojo and in the community newsletter.



2015 Winner - Art of Possibility



2016 Winner - Open Books of Time



2017 Winner - Night of Wonder and Awe

We can't wait to see you there!



2018 Winner - Stella Film Fest



2019 Winner - Stories Through Art



2020 Winner - Stellazon

Learning Adjustments

Hello Everyone!

Welcome to Term 3! What a wonderful Term we have ahead!

Term 3 is that magical term where we start to really see growth in our children, both academically, socially and emotionally. Look out for the changes in your child and enjoy them as much as you can!

They grow up way too quickly.

This Term the Learning Adjustment team will be finalising the NCCD data.

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disabilities at school. The Learning Adjustment coaches have been working closely with class teacher's to review their learning and support systems and processes. This helps us to continually improve education outcomes for all students.

During this Term we will continue to support students personalised learning goals through targeted intervention programs. Ms H (Maths Intervention teacher), Dimitra Frost (parent helper) and Learning Support Officers will be supporting students with their Learning Framework in Number to develop their mathematical skills and confidence - particularly in the areas of number and mental arithmetic.

Our amazing LSO team will continue to deliver the Macqlit reading intervention program which is a systematic and explicit reading intervention program to support students with their decoding and phonetic awareness. Please help support our students at home by encouraging home reading, including the use of online books in 'Wushka'. If you're not sure how to access this please ask your child's teacher

Program Support Group (PSG) meetings will be held as usual in weeks 8 & 9 of Term 3. Generally most families will be invited to attend two PSG meetings per year to discuss their child's individual learning goals. In some cases there may be a need for more regular meetings. As always if you have any questions around your child's Personalised Learning Plan (PLP) goals, please feel free to contact Kim or Kylie.

Reading Logs

Just a quick reminder for students to bring their Reading Logs to school each day. These are often needed for passwords, reading records and target work. It is important that they are in school bags each day. Once a week, teachers will sign them and check for daily reading. Please make sure that students write their home reading in the reading log and parents sign it at the end of the week.

Thank you for your ongoing partnership in this task.

Please Note:

If you would like to volunteer, make a time to talk about your student's learning, or to simply give some feedback, please don't hesitate to email your student's teacher.

Please note, any teacher may be contacted using their initial and last name followed by [@stellamaris.catholic.edu.au](mailto:rfoley@stellamaris.catholic.edu.au), e.g. rfoley@stellamaris.catholic.edu.au



English

In Term 3, the reading and writing lessons will be linked to our Discovery Unit, where students will develop their understanding around European Settlement and First Contact. The lessons will also be used to support students' end of year performance as well as continuing to support growth with their reading and writing skills.

Reading

Students will continue to complete a range of activities after reading a range of text types. They will be supported to develop various reading comprehension skills: clarifying, evaluating, interpreting, inferring and summarising. Students will also be participating in small reading focus groups weekly, where they will practice reading with fluency and expression. The reading groups support students' speaking and listening skills, allowing them to become confident readers who are able to communicate effectively.

Developing new vocabulary and spelling skills is a focus in the Middle Community. We encourage students to continue to share new vocabulary learning and weekly spelling patterns at home. This is a way to teach common sound and letter

patterns. Students select a range of words (from simple to complex) to meet different needs. They then practise these words daily by completing different fun activities such as Rainbow words.

A

Analyse
Break the word up
into syllables, letters
and sounds.

R

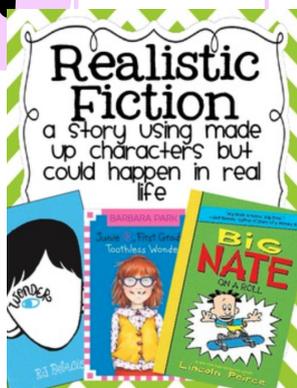
Remember
Which part of the
word do you have to
remember.

T

Teach
Teach it to me

Writing

This Term, our Discovery unit will promote students to mainly construct historical recounts, realistic fiction and different types of poetry. They will learn more about the text features and structures of these genres of texts.



Historical Recounts - Structure

Orientation and Background Information

What is the event? When and where did it happen?

Series of Events in Chronological Order

What was the time sequence of the event?

Conclusion

What is the historical significance of the event?

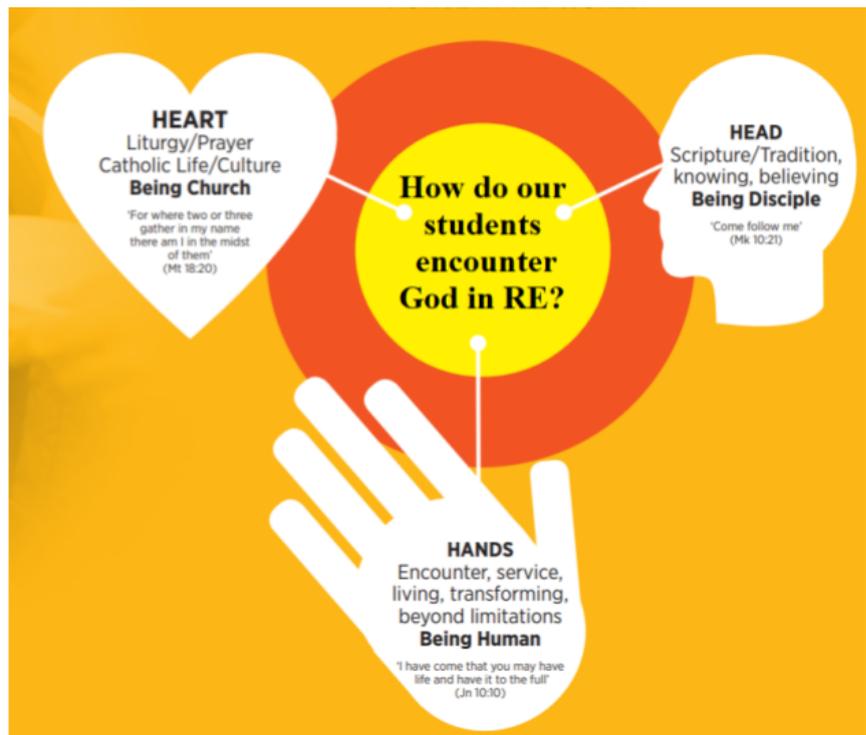


Encounter

This term, students will develop an understanding of Catholic Tradition and its elements by referring to history and context. They will compare and contrast their understanding with other perspectives. Students will be exploring scripture and parables from the Bible through the use of different 'Thinking Routines' such as [Circle of Viewpoints](#) and [Step Inside: Perceive, Know About, Care About](#). Through these stories we will be focusing on unpacking scripture by taking into account the different perspectives presented.

There are three languages: the language of the head, the language of the heart, and the language of the hands; education must go forward by these three ways."

Pope Francis on the 50th anniversary of the Second Vatican Council's Declaration on Catholic Education, *Gravissimum educationis*



Throughout the term, students will continue to explore the questions:

- How do people use the Bible (and other Sacred Texts and/or other words of wisdom) to navigate daily life and make choices?
- How can people use the Bible (and other Sacred Texts and/or other words of wisdom) to live sacramentally?
- Using what we have learnt (about the Catholic Social Teachings), how can we make a commitment to CHANGE?

Students will explore and unpack scripture and proverbs and explore how they can use these to reflect and make decisions.

“We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love... and then we return home.”

Discovery

In Term 3, our Discovery focus will be around 'First Contact'. The Key Understanding 'Wisdom shapes our future and comes from having eyes wide open to the past and present' will allow students to discover and explore the different perspectives from this significant event in our history. Students will learn and evaluate the First Fleet and the impact it had on both the incoming and existing cultures in Australia.

Throughout the course of the term, we will begin to explore and discuss the relationship between decisions and their impact as well as seeking to understand and consider the points of view of others. We will also analyse cause and effect studying actions and events for their reason and consequence.

Students will be immersed in this history through different texts, images, poetry, songs and dance, taking a look at the different perspectives that are represented.

Key questions and lines of inquiry that we will consider are:

What has been the impact of European settlement on Australia?

Identify the events and people who have made a significant impact on Australia today.

Describe perspectives of people from the past and recognise different points of view.

Using what we have learnt, how can we commitment to CHANGE for a better future?

In conjunction with our exciting film focus for the performance in Term 4, students will also be engaged in the use of different media tools to present their learning.

