



Senior Community Newsletter

Term 3 2022

Dear Parents and Carers,

Welcome to Term 3 in the Senior Community! It's going to be an exciting term with some big events and lots of learning. We begin the term with Confirmation and Three Way Learning Conversations.

This will be an exciting term as we create our films for the Dreaming Eyes Wide Open performance, which will be held in Term 4. The Senior students have also been working hard on their slam poems which will also be presented at our performance. We encourage you to ask your child about the slam poem that they are busy creating.

The Sacred Space for Confirmation was prepared beautifully by Nella Garrasi, Natalie Rust and the Senior Team, but it wouldn't have been the success it was without the students and families, so thank you for all the work you do with your children, and thank you to everyone who helped make it a memorable occasion for the students.

TERM THREE CALENDAR

- Confirmation.
- Three Way Learning Conversations.
- Grandparent's Day Mass and Activities.
- Father's Day Breakfast, Stall, Liturgy and Activities.
- Senior Mass, Week 9.
- Whole School Feast Day Liturgy, Friday of Week 10.
- 26th of August Staff only/Student Free Day.

We look forward to seeing you for all our events.





**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.**



Dreaming With Eyes Wide Open

THEME:

WISDOM LEARNT AND FUTURE HOPE

Students will showcase their learning about wisdom learnt and future hope using film, poetry, performance and dance.

WHERE:

Williamstown Town Hall,
104 Ferguson Street Williamstown

WHEN:

GREEN & GOLD

Wednesday 26th October

6.30pm for a 7pm start - 8.30pm

OR

BLUE & RED

Thursday 27th October

6.30pm for a 7pm start - 8.30pm

More information will be provided in newsletters as the term progresses.



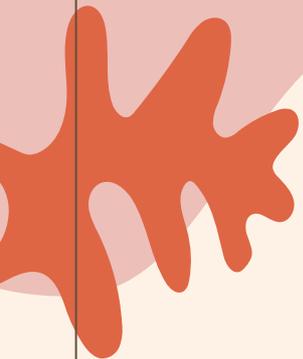
Learning Adjustments

Welcome back to Term 3! This term we welcome several new members to the Senior Community Team. You may hear your child mention working with our new Learning Support Officer's (LSO) Valerie Sibakova and Michelle Goddard. Both ladies bring with them much experience and a great deal of passion for working with students with additional needs.



Students with Personalised Learning Plans will all have a student friendly version of this term's learning goals on their own Student Learning Plans. They will be having a mixture of explicit instruction from the mentors, learning support officers and learning adjustments coaches as well as independent practice of their goals in Self Directed Learning. We encourage you to ask your child to log into their Google Classroom and show their learning plans.





Discovery

This Semester, our unit will explore inventions and adaptations that have changed the world for good, and for bad. We will explore cause and effect relationships, looking at reasons why new inventions were needed and the problems they attempted to solve. We will look at the impact of these, some of which - such as the development of fossil fuels that helped save whale species from extinction 150 years ago - have had extremely positive and negative impacts.

Students will conduct science experiments, such as how and why light refracts, how chemicals react in different situations and under different conditions. Students will use the skills learnt in English to help them write scientific reports and show their understanding using technical terminology and processes. They will also complete their own independent inquiry into a scientific discovery, using the design process.

Please support your child's learning by asking them questions at home and having conversations to further their knowledge. You may want to conduct scientific experiments at home... under the safest possible conditions of course!



Encounter

In Encounter this term, the Senior Community will continue to explore our Key Understanding:

Understanding our faith identity helps shape our mission as hope-filled people with a purpose.

Our lines of inquiry to help us unpack this are:

- What can we learn from stories of creation?
- How was Jesus a Steward of the Earth?
- How are we called to be Stewards of the Earth?

Firstly, the students will investigate how religion influences their daily life choices and in particular how the Bible shapes the Christian faith. In the same way, the students will reflect on people that influence them. Students will make connections between Science and Faith. We will explore how Science can influence Religion and what the Catholic Church has said about The Big Bang. Through this, we will begin exploring the connections between Catholic faith and other faiths including their rituals, symbols and prominent figures, to further develop an understanding of the solidarity we share with all other human beings. Throughout the term all Senior students will reflect on the question: *How do we use regenerative practices and thinking to be Stewards of God's Creation?*

This term we prepared our Year 6 students to receive the Sacrament of Confirmation, which took place on the first week of term on the 15th of July.



English

The Senior Community Learning Block has been in full motion throughout the last Semester and will continue to develop our students' self-directed learning and English skills through a range of sessions, including: workshops, performance, Q&A, reading groups, and self-directed learning. We will continue to have Big Writes, early in a Blue Week, as well as a Cold Write later in the Term.

As we approach our whole school performance, students will be preparing performances, including a recorded slam poem, and various group projects to support our role in the performance. Our performance lessons throughout the year have provided the students with opportunities to develop their performance skills, with the next term being all about using those skills to showcase their learning! Students will engage in a range of genres that will empower their voice to be heard throughout the term, surrounding the issues discussed and explored in the Discovery and Encounter units. Students will also begin writing persuasive speeches, with Year 5 students preparing their leadership speeches for the Year 6 leaders campaign, with voting happening early in Term Four.



English

S.M.A.R.T SPELLING

S

Say
Say the word
out loud.

M

Meaning
Say the word in
a sentence.

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
by spelling it aloud.

In Term Three, we are continuing with SMART Spelling in the Senior Community and we encourage students to continue to share new vocabulary and weekly spelling patterns at home. The SMART Spelling schedule gives students a set of words to go across two weeks. This matches our Learning Block schedule with 6 sessions over two week cycles. This program is designed to be an explicit and systematic way to teach spelling. Part of this is having students choose a range of words to meet their individual learning needs. They complete a set of enriching activities, such as a phoneme breakdown, contextualised sentences for each word, definitions, and word data tasks each day to practise and learn their chosen words.



Mathematics

In Term three we will be exploring: Volume and Capacity, Location and Direction, Division and Multiplication, Fractions, Decimals and Percentages.

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



Volume and Capacity:

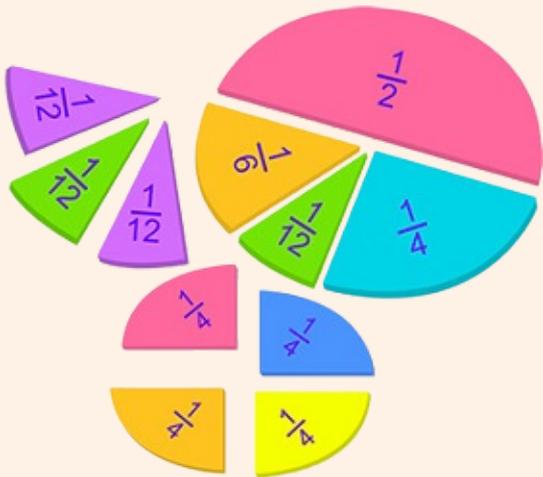
Students will estimate, measure and compare mass using kilograms (along with an awareness of grams), using standard measuring instruments, and read scales to the nearest graduation (e.g. tape measure, measuring jug, thermometer). They will read formal scales with increasing accuracy as well as converting measurements between metric units, e.g. recognise that 1.25 litres is the same as $1\frac{1}{4}$ litres.

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.

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.



Mathematics



Fractions: Students will compare and order common unit fractions and locate and represent them on a number line. They will also investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator. Students will find equivalent fractions with the use of a fraction wall. They will compare the different sizes of fractions to one another.

Decimals and Percentages: Students will be able to recognise, make connections, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. They will also be able to recognise that the place value system goes beyond the hundredths and that each place has a value that is 10 times greater than the place to its right and one tenth of the value to its left. As well as being able to compare, order and represent decimals, students will investigate and calculate percentage discounts by 10%, 25% and 50%. Students who are able to do this will investigate other percentages with further activities.



Mathematics

RESOURCES

Essential Assessment is a resource we use 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 as well as Jetpack Algebra to practise 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.

Maths Home Learning ideas and tasks are also available for parents and students to use. These can be found on your child's Google Classroom account. We recommend a few short sessions a week, no longer than 10-15 minutes.

Mfacts Update

We were hoping that Mfacts would be up and running this term. However the site managers have let us know that it is taking longer than expected to update the website. It will have new and improved resources once it is completed. We will let you know your child's login details once they have advised us that it is ready to use. It may not be until Term Three at this stage. Fingers crossed it is earlier.

EssentialAssessment
Assessment and Curriculum made easy

Australian Curriculum ● NSW Syllabus ● Victorian Curriculum

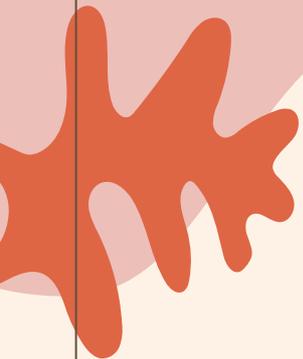


Digital Technology

This will be an exciting term as we get to be creative using our video editor, Wevideo. Students will be extending their editing knowledge using Wevideo, having the choice to create movies, gifs, stop motion and advertisements. Students will draw on their interpretation of our Discovery and Encounter focus of Wisdom shapes our future and comes from having eyes wide open to the past and present with a special focus on regeneration and Climate 7.

Through an Inquiry approach, students will practise editing skills like, storyboarding, filming, angles of shot, importing images and videos, adding audio, cutting, animating, green screening and stop motion. Students will have the chance to create a piece of work to display their passion for the regeneration of our world.





Social Emotional Learning

This term we will continue to develop students Personal & Social capabilities and specifically focus on positive gender relations, unpacking identity, equality, racism, discrimination, stereotyping, social influences, and social norm. In the personal and social capability curriculum, students learn to recognise and regulate emotions, and establish and build a framework for positive relationships. This will support and complement learning connected to our 'Discovery & Encounter' units.

One of the many resources we will use to unpack topics and themes is the 'Resilience, Rights and Respectful Relationships' resource from the Department of Education. This program is aligned with the Victorian Curriculum and standards. The resources have been developed by experts from Deakin University and the University of Melbourne. These age-appropriate resources help students learn and practice social skills and apply them in a positive way to learning, life and relationships. Research shows that students who participate in rigorously designed and well-taught social and emotional learning programs demonstrate more positive social behaviour, are less likely to engage in risky and disruptive behaviour, and show improved academic outcomes. Collaborative learning activities help students to build their social skills. Building a large vocabulary for emotions helps to increase emotional literacy, build self-awareness and empathy for others.

We encourage students to discuss topics discussed and their learning with you as this further builds the school and home partnership to support the holistic development of your child. Feel free to speak to us and leadership for further clarification or support. Here is a link for further information [Respectful Relationships - Vox Pops](#).



Contact Us

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LEARNING ADJUSTMENTS COACHES:

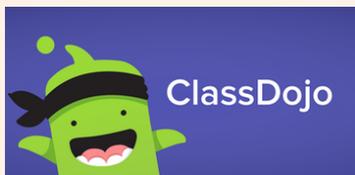
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If you haven't already, please sign up for Class Dojo as we find it a really effective communication tool between teachers and parents here in the Senior Community.

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.

