

Super Seniors

Term 1 2016



Meet the Mentors

DATES TO REMEMBER

Friday 5th February- Senior Community Mass, 9:15 am in the Hall

Tuesday 9th and Wednesday 10th February- Get to Know You Interviews

F-6 8:30-8:50, 3:30-5:30

Wednesday 10th February- Ash Wednesday liturgy 11.30am in the Hall

Wednesday 17th February- Student Leaders: GRIP Leadership Conference

Wonder of Living Enrichment Program - 7pm (Parents Only)

Friday 19th February- Whole School Mass, including presentation of Student Leaders. 9:15am in the Hall

Friday 26th February- 1pm finish for Family Fun Day preparation

Saturday 27th February- Stella Maris Family Fun Day

Monday 29th February- Senior Community Camp Information Meeting 3:30pm

Wednesday 9th March- Wonder of Living Enrichment Program 7:15pm - 8:30pm

Friday 11th March- Student Free Day

Monday 14th March- Labour Day Holiday

Thursday 17th March- St Patrick's Day Mass - 10 students and Senior staff to attend

Thursday 24th March- Easter Liturgy 9:15am in the Hall

Last Day of Term 1 - Students finish at 1pm



Emma Howat



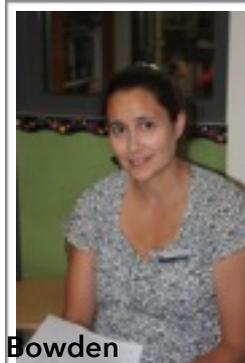
Tania Pearson



Damon Ellis



Natalie Rust



Angie Bowden



Georgia McLaren



Henrietta James



Mark Lanigan



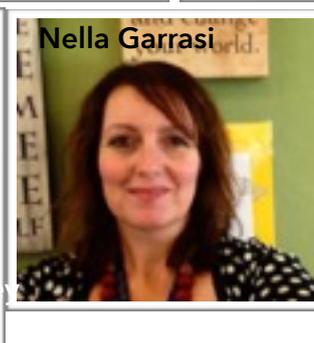
Richard Harding



Tosh Kaan



Jake Moloney



Nella Garrasi



Kerri Nash

Welcome to 2016

Dear Parents,

Welcome to what promises to be an exciting and busy year in the Senior community. We hope you have had a fun filled Summer holiday. The Mentors look forward to building strong partnerships with you as we provide your child with rich learning experiences that develop their spiritual, academic, emotional and social skills.

Our vision is to 'Build a dynamic, engaging and inspiring Senior Community learning environment through personalised learning that is customised not individualised.' To support this vision, we have begun testing your child's literacy and numeracy skills, with the data helping us to develop relevant learning opportunities to further enhance their understandings and skills.

We are encouraging the students to identify and use strategies that promote their personal learning, particularly through goal setting and seeking and using teacher and peer feedback. In addition, we are personalising learning through our use of Learning Intentions, Success Criteria and Feedback in our daily lessons. The students are formulating our agreed 'Ways Of Working' with their Mentors so that there is a clear understanding of effective work habits across the community. We look forward to sharing these 'Learning Zones' with you this term.

We look forward to your support during our Community masses and 'Sharing Of Learning' assemblies. This will not only help celebrate the student's achievements but extend their learning through your questions and feedback. We look forward to seeing you at these events during this year.

Kind regards,

Senior Community Mentors

Positive approach to Behaviour and wellbeing

As a community we strive to build relationships of trust, cooperation and forgiveness. In this environment, the Mentors will support the students in self-managing their behaviour. This is done through the 'Positive Approach To Managing Student Behaviour,' that incorporates rights, responsibilities, the language of choice and positive reinforcement. The following school rules have been identified as important for creating a positive learning community:

- Follow instructions
- Keep hands, feet and objects to yourself
- Speak appropriately
- Listen to the speaker
- Move Safely
- Take care of all property



Religious Education

Our Gospel Values underpin our Catholic ethos and enable students to build and strengthen their spirituality. It is important to discuss the significance of the Gospel Values in our community and why it is each person's responsibility to live these out.

- Independence
- Empathy
- Creativity
- Respect
- Integrity
- Commitment
- Co-operation
- Enthusiasm

Pope Francis declared this year to be the the Year of Mercy. The Jubilee of Mercy began when Pope Francis opened the Holy Door of St Peter's Basilica on 8 December 2015 (the 50th anniversary of the closing of the Second Vatican Council) and will conclude when he closes that same door on 20 November 2016. Throughout the year our teaching and learning focus in RE will connect and reflect how we can be the hands, feet and voices for those within our community who are in need of mercy, hope, compassion and care. The Lenten Season will support this learning this term.

Students will develop an understanding that Lent is a season of penance, reflection and fasting, which prepares us for Christ's Resurrection on Easter Sunday. Lent is a journey of faith - we take special care to follow in God's way. It is a time of prayer - we listen carefully to what God wants us to do. It's a time of saying sorry - we ask God to forgive us for the times we have made the wrong choices. Lent is also a time of service - we can reach out and help those in need.

Scripture that will support the beginning of our Lenten journey is MATTHEW 25:35-36, 40:

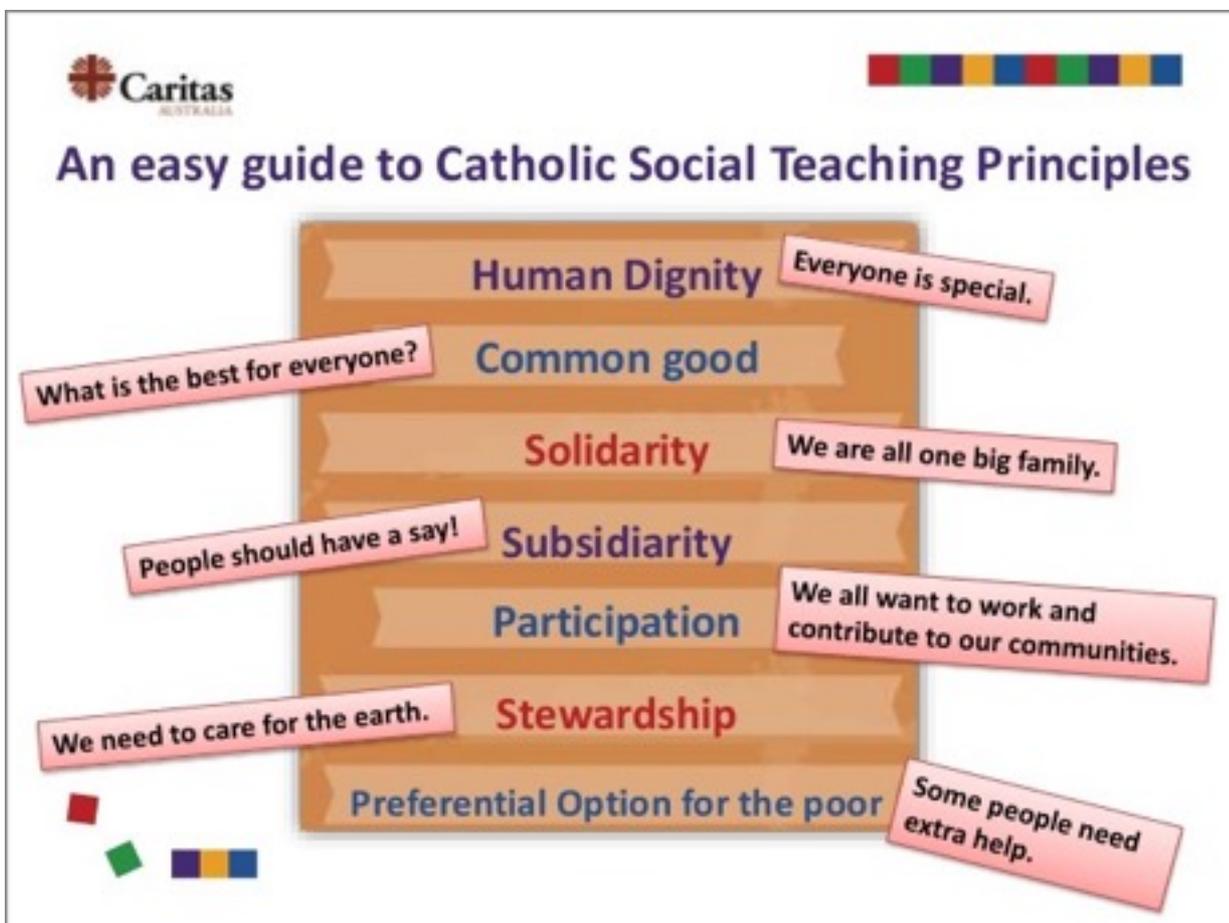
"For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me. ... Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

This and other scriptures such as the Prodigal Son and will allow us to reflect connect the message within the scripture to our lives today. How do we show our Social Justice

principles in action? How do our words, actions and thoughts reflect the Gospel Values so that we follow in the footsteps of Jesus?

Student will also have an opportunity to take the historical events of Easter week such as Palm Sunday, Holy Thursday, Good Friday and Easter Sunday and make personal reflections developing empathy and ethical understanding. How was Jesus feeling at the Last Supper know he was going to be betrayed? Who are the people in our world today that are suffering and treated unfairly?

Here are the 6 Principles of Social Justice Teachings we refer to when discussing local and global issues so that your child develops the ability to think critically and ethically from a catholic perspective.



It's a Habit Thing

We have begun the term unpacking The Habits of Mind. They are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and expertise. The understanding and use of these 16 Habits of Mind serve to provide your child with skills to work through real life situations that equip them to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. Using the language of the habit below also at home, will support your child in making further connections between school and home. We are encouraging your child to use the language and identify the habits through their actions, thoughts and words.

1. Persisting
2. Managing Impulsivity: Take time to consider options
3. Listening with Understanding and Empathy
4. Thinking Flexibly
5. Thinking about Thinking (Metacognition)
6. Striving for Accuracy
7. Questioning and Posing Problems
8. Applying Past Knowledge to New Situations
9. Thinking and Communicating with Clarity and Precision
10. Gathering Data through All Senses
11. Creating, Imagining, Innovating
12. Responding with Wonderment and Awe
13. Taking Responsible Risks
14. Finding Humour
15. Thinking Interdependently
16. Remaining Open to Continuous Learning



Inquiry

This term our inquiry - "Get it Got it, Good!" provides students an opportunity to investigate our democratic system and principles. Students consider where democracy exists in their lives. They will examine contemporary issues through the lens of democracy and consider the strengths and challenges we face as a national community.

The Concepts they will develop are responsibility of Community

Investigation include:

Australia's democratic values, principles and processes.

Democratic rights of groups within our Australian Community.

Law making and breaking.

Essential Questions we will consider are:

Where and how does democracy feature in my life?

Are all groups within our community treated as equal?

Is there such a thing as a bad law and how could you get it changed?

Future Action

Through gaining an understanding of democracy, students will understand their role as active citizens who are able to vote and make decisions about what happens in their lives. They will appreciate the importance of our laws and how they can make a contribution to our Australian society. In the first instance they will see democracy in action within a classroom in their school, as well as understanding, in a broader way, democratic processes that take place in local, state and federal governance.



Maths

For Maths, we are starting to explore the Number Framework, where students learn to be facile (automatic response) in counting numbers forward and backward. In Mathematics this term we will be focusing on the following topics:

Number and Algebra:

The students will be challenged to:

Recognise, represent and order numbers to at least hundreds of thousands.

Build their maths vocabulary by describing properties of prime, composite, square and triangular numbers.

Create sequences involving whole numbers, fractions and decimals. They will then describe the rule used to create the sequence

Area and Perimeter:

The students will be challenged to:

Calculate the perimeter and area of rectangles using familiar metric units

Connect decimal representations to the metric system

Convert between common metric units of length

Solve problems involving the comparison of lengths and areas using appropriate units

Addition and Subtraction:

The students will be challenged to:

Use estimation and rounding to check the reasonableness of answers to calculations

Select and apply efficient mental and written strategies to solve problems involving all four operations with whole numbers

Statistics and Probability:

The students will be challenged to:

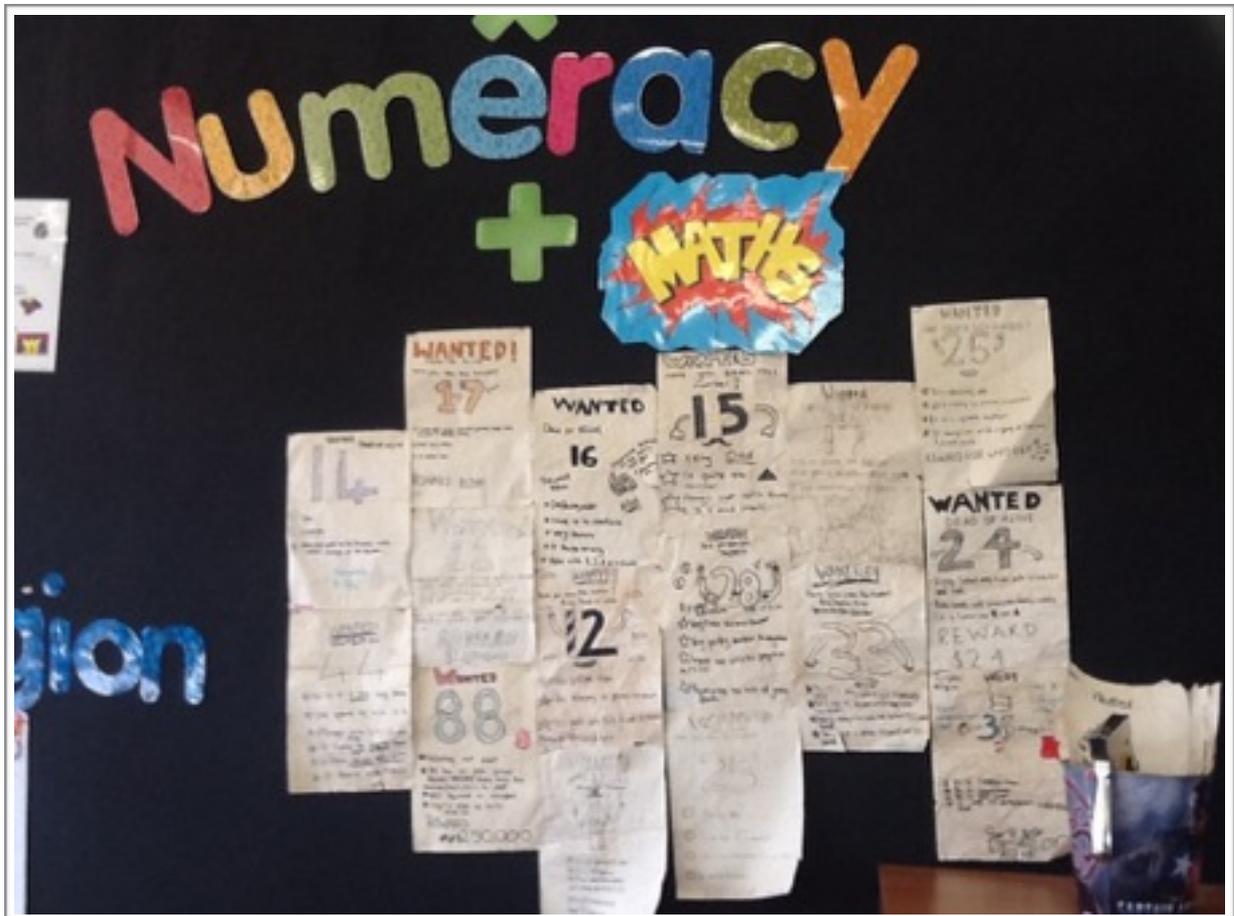
Pose questions and collect data by observation or survey

Construct displays, including column graphs, dot plots and tables

Describe and interpret different data sets in context

Our Number Framework workshops will explore different strategies to solve Maths problems using the most efficient strategies.

Please continue to support our students in becoming facile in using their learnt strategies to solve addition, subtraction, multiplication and division problems.



English

Students will experience English learning in timetabled blocks throughout the week and also as an integral component of Inquiry and Religion. Our focus for this term in Reading, Writing and Speaking & Listening is on the Persuasive genre and Narratives.

We're excited to be continuing with Writer's Notebook. Students have been asked to bring in their own Seed Book.

Through **Reading & Viewing** students will explain how text structures assist in understanding the text. They will come to understand how language features, images and vocabulary influence the interpretation of a text.

In **Writing** students will develop their understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. They will develop and explain a point of view about a text elaborating upon key ideas for a range of purposes and audiences.

In **Speaking & Listening** students listen and ask questions to clarify content and challenge others' ideas. They will make presentations and be encouraged to contribute actively to class and group discussions, taking into account other perspectives. They will show how specific details can be used to support a point of view.

By now you will have realised that your child has a diary. They are really thrilled with the layout of their diaries this year as it not only provides a variety of information but also some deep prayer experiences. It also facilitates home/school communication. Please check your child's diary nightly. Home learning will consist of "Must Do's" and "Can Do's". We are currently working on the structure of this and will inform you as we get it up and going.

We encourage you to work with us as we develop the skill of 'self managing my learning' with your child.



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