



Senior Community Term 2



Community Learning News Letter

Camp Anglesea 2016

"I enjoyed camp a lot! I got to have time away from my family and had an amazing (and loud) adventure with my friends" - Ashley Cao SCK

"Camp was a great experience for testing our skills and pushing ourselves. This years camp's actives were much more physical, but we still had to work as a team and communicate effectively"- Max Pearson SCLG



WELCOME BACK SUPER SENIORS

Term two is shaping up to be our best one yet!

The seniors started the term with camp and as we have seen and read above they really enjoyed themselves.

Please look at our important dates for this term. If there are any questions please contact any of the senior mentors.

Important Dates:

Thursday 28th April -
Caritas Student Leadership Day - Student Leaders and Community Partnership Team

Friday 6th May 9:15am
Whole School Mass & Learning Assembly

9:15am Mother's Day Mass,
10:30am Mother's Day Fun Run, 11.00 -11.20 BYO Morning Tea on oval,
12:00pm Mother's Day Stall

Monday 9th Whole School Photos

Tuesday 10th -Thursday 12th May Naplan for Yr 5 students

Friday 13th May 9:15am
Senior Community Mass & Learning Assembly

Wednesday 18th May
Senior students to Emmanuel College
Performance 10:30-2:00pm

Thursday 19th and Friday 20th May -
Student Free Day - NO SCHOOL

Monday 23rd to Friday 27th May Bookfair - 'Monsters'

Monday 13th June
Queen's Birthday Holiday - NO SCHOOL

Friday 17th June 9:15am
Senior Community Liturgy & Learning Assembly

Friday 24th Last Day Term 2 - Students finish at 1pm Reports go home

Home Learning Important reminder



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,
5 times per week



Travis

reads only 4 minutes per night
...or not at all



In one week:

100
minutes of reading



20
minutes of reading



In one month:

400
minutes of reading



80
minutes of reading



In one school year (9 months):

3600
minutes of reading



720
minutes of reading



By the end of sixth grade:

21,600
minutes of reading



4320
minutes of reading



- Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?



Our expectations are that students will commit to the following tasks:

- Independent reading nightly!

15-20 minutes of reading per weekday while at home.

The students are aware of this task and understand they need to note down the books' name, pages read and something they

learned in the book, in their diary. All we ask of you, is to check your child's diary, every night by signing your initials next to their recording

- Mathletics at least 3-4 times a week

- Independent writing at least 2-3 times a week.

Thank you for your support.

The other can do activities (3 minimum) can be spread over the two weeks. We understand that family life is busy, that any extracurricular activities e.g exercise and sport and house chores are considered as home learning as it teaches students life skills. Students can add these activities to their diaries or home learning grid/book.

To teach students independence and ready them for high-school it is your child's responsibility to record home learning tasks in their diaries or home-learning

ENGLISH

In English we will explore two genres. The first is Information Reports. In this genre we gain a better understanding of living or non-living things by describing and classifying them.

The second is Explanation texts to tell how or why something is the way it is. Students will explore a variety of these texts to identify the features of each.

During our reading and viewing students will identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of information in factual texts.

In writing students will plan, draft and publish informative texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

Information Report

When do I use it?

To present information about an object, animal, person or place

Classification

Introduce your topic.
Tell what the object or animal is, who the person is, or where the place is.

Description

Use paragraphs with topic sentences to organise the different bundles of information.

Object—size, shape and features, dynamics, where it is used or found

Person—characteristics, where he/she lives, what he/she does, achievements

Animal— appearance, behaviour, habitat, breeding

Place—size, facts, features

Conclusion

(Optional) You may want to make a personal comment about the subject of the report.

Use:

Timeless

Present Tense

- Vultures circle their prey ...
- ... is a popular holiday destination

General Nouns

- ski resort
- rock musician
- mountain goat

Technical Terms

- Dolphins are mammals ...
- ... is an orthopaedic surgeon
- ... is situated on the San Andreas fault line

Relational

Processes

- Jupiter is the largest planet in our solar system
- Unlike rabbits, the young foxes are born fully haired

During our reading workshops, students will explore comprehension questions to develop their ability to identify the difference between fact and opinion on natural or man made disasters.

In addition, the students will be exposed to technical vocabulary used in information reports and explanation texts.

Inquiry

Think Global,
Act Local.

Every drop counts...



The new Inquiry topic for Term Two is on Sustainability, titled: ***Act Local, Think Global***. For all of our small and large sustainable actions on the planet, there is a reaction elsewhere. That goes for our unsustainable actions as well.

So what can we do? And why do we need to do it?

Students will be looking at natural disasters around the world and their impact on the communities that are engulfed by them.

They will also increase their awareness and understanding of the things they can do to help fight climate change, as well as things the companies and governments can do.

They will investigate how the environmentally sound practises we should adopt now can make a difference to future generations; how our social responsibility extends to those people affected by natural disasters, however far off; and we will examine to what extent natural disasters are a result of natural events and/or climate change that is happening at as a result of our actions.

Religion

Religious Education this term will allow us to connect our inquiry "Sustainability: Act Local, Think Global" with scripture so that we can critically evaluate our thoughts and actions addressing global issues using a Catholic perspective.

Our key understanding "As Catholics we are called to be stewards of our world" will prompt students to unpack the following:

What are factors that create justice and injustice?

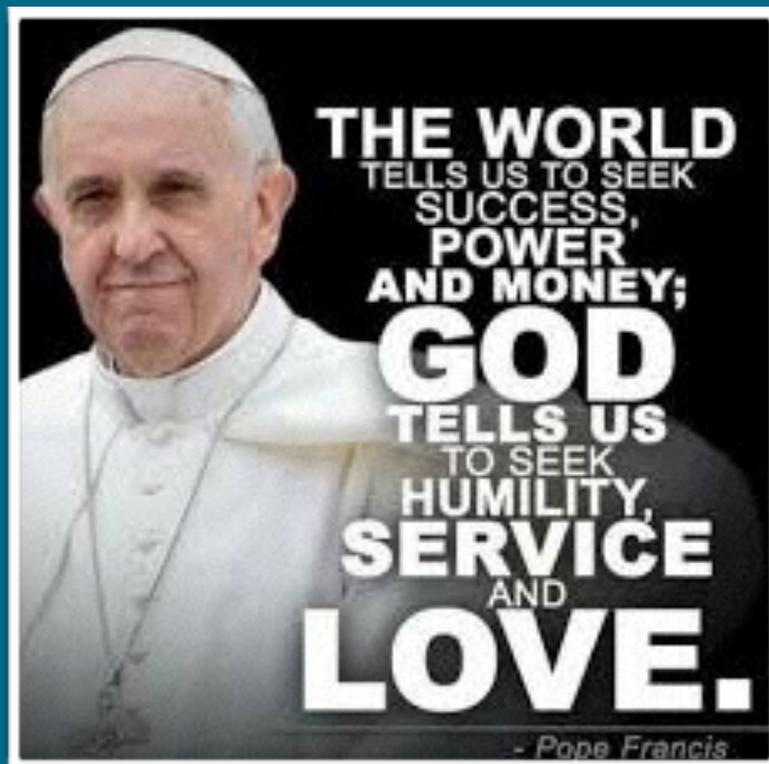
When reflecting on the Gospel messages, how can my thoughts, words and actions promote the Social Justice Principles 'Community and the Common Good' and Stewardship of the Earth Resources?

What are the positive and negative ways I impact on my local and global world?

Students will consider positive actions that can take up as consumers and evaluate the justice or injustice practices taking place in our world.

We are also fortunate to 'Road to Refuge' come out and run an incursion on the 30th May.

Road to Refuge shines a light on the complexity of seeking asylum, assist students to understand the challenges they face and empowers Australians to make their own minds up about asylum seekers and refugees.



Mathematics

In Mathematics this term we will be focusing on the following topics:

Measurement and Geometry:

The students will be challenged to:

Use a grid reference system to describe locations.

Describe routes using landmarks and directional language

Use the Cartesian coordinate system to pinpoint locations

Fractions and Decimals:

The students will be challenged to:

Compare and order common unit fractions and locate them on a number line

Add and subtract fractions with the same and related denominators

Find a simple fraction of a quantity

Describe, continue and create sequences with fractions and describe the rule used to create the sequence

2 Dimensional Shape:

The students will be challenged to:

Identify line and rotational symmetries

Estimate, measure and compare angles using degrees.

Construct angles using a protractor

Multiplication and Division:

The students will be challenged to:

Identify and describe factors and multiples of whole numbers and use them to solve problems

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

Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental and written strategies

Solve problems involving division by a one digit number, including those that result in a remainder

Time:

The students will be challenged to:

Compare 12- and 24-hour time systems and convert between them

Interpret and use timetables

Measure, calculate and compare elapsed time

Camp

We have just enjoyed a brilliant camp experience at Anglesea YMCA. We had so much fun developing our skills in skateboarding, mountain biking, canoeing, wall climbing and hut building. The Mentors are so proud of the way the students challenged themselves, worked collaboratively in teams and supported each other. A special thank-you to Steve Borgheiinck, Louise McCallum, Gino Cipri and Tim Thompson for their fantastic contributions to our Camps.

