

# LEARNING COMMUNITY NEWSLETTER



## Senior Community Term 3

### Raise Your Voice for Justice

Today I was lucky enough to experience the 'Bahay Tuluyan Kids View' conference along with some other Stella kids and Sydenham college. The conference was about social justice and child poverty. We learnt about this in a fun but informing way, such as playing games and putting ourselves in other people's day to day situations. These workshops showed us the challenges that people less fortunate than as experience on a day to day basis.

We heard many different stories through out the day such as Daisy and Moteh's story. They were disadvantaged by poverty so much that they had stay at Bahay Tuluyan while there parents got back on their feet. Now young adults, they are the ambassadors of Bahay Tuluyan. This moved us so much that we discussed different people that have helped make a difference in the world such as Malala and more. We then talked about the steps they took to make a change.

At the start we played something called the lollie game. The aim of the game was to try and grab as many lollies as you could, which had just been poured on the floor. If you had 0-1 lollies that meant you had no resources if you had 2-3 lollies you only have enough resources to survive and if you had 4 or more you were considered the rich. We then had to come up with an idea on how we can make it fair. We than had to vote on what idea we liked the most. But the twist was that the riches vote counted had 10 points the middles vote was considered 2 points and the less fortunate vote counted as 0.5 points.

If you started as a poorer person you had to portray that character for the rest of the day in that category and so on.

We would like to thank the people at Bahay Tuluyan for informing us about our global society.

[www.bahaytuluyan.org](http://www.bahaytuluyan.org)

-Ella Fowler SCK

## What do I think about our learning?

I think the learning in our community is fascinating. We always learn or discover something intriguing, not just academically but also socially. We learn about cool website, and we learn and play different sport, arts and music. Our school is a good use of learning for actual skills you'll need in the future, like gardening and cooking; they are always useful.

Also we have religion which teaches us and connects us more to God and more importantly it teaches us a powerful lesson in being able to always express ideas and opinions in relation to certain issues like, opening our eyes to world problems like refugees and sweatshops.

We have P.L.T (Personal Learning Time) which gives us time to work on our own projects and set goals helping us to manage and organise our learning. We are also always working on something as a community to help the needy or doing plays to socially teach others. We have many trips like to camp which is where we can learn more life skills and museums to always intrigue us and teach us.

Our school is a great place to learn, they always have something to teach us.

- Miguel Rodrigues SCK

## Welcome Back

Dear Parents,

Welcome back to what promises to be an exciting term as the students engage in learning experiences that will challenge their thinking, enhance their creativity and culminate in our whole school 'Open Books of Time' performance. We look forward to sharing the student's learning through the performing arts and are impressed with the talents being exhibited across the community already. We will also be supporting the Year 6 students as they begin their preparation to receive the Sacrament of Confirmation in Term 4.

We appreciate your support during our Senior Community Learning assemblies last term and look forward to this continuing in the third Term. We were so impressed by the enthusiasm and articulation of learning shown by our students during these assemblies, as well as the questioning by parents that extended student's thinking. These 'Learning Assemblies' have helped enhance our culture of feedback using "What went well" (WWW) and "Even better if" (EBI) to develop learning. We encourage all parents to take the opportunity to attend one of our assemblies as the students are encouraged by your participation and feedback.

Yours Sincerely,

The Senior Community team

## Reflections and Time Management

Reflection and time management are integral to developing independent and self motivated students. These two lifelong skills will service learning experiences in the following ways:

- Transforms experience into genuine learning about individual values and goals and within academia and about larger social issues
- Help challenge students to make connections, develop higher-level thinking and problem solve

## Dates to Remember

### July

#### Thursday 21st-

Bahay Tuluyan Social Justice Conference -9.30-2.30

#### Thursday 28th-

Maths Competition-

11.30-1.00

#### Friday 29th-

Grandparents Day Mass and Activities-

9-11:30am

### August

#### Tuesday 2nd-

Confirmation and Reconciliation Family Nights- 7:00 pm

#### Friday 5th-

Senior Community Mass & Learning Assembly- 9:15am

#### Friday 12th- Year 6

Confirmation Reflection Day at Queen Of Peace

### September

Friday 2nd- Father's Day and Feast Day events:

Breakfast- 8:00am

Mass- 9:15am

Activities-10:00

Feast Day activities and Father's Day Stall-

11.30-1.30

#### Wednesday 14th-15th

Whole school performance

#### Friday 16th-

Last Day of term- 1:00 pm finish

- Raises student awareness of the social structures and make them accountable for their choices
- Improve decision making abilities and self-discipline by prioritise tasks

Students are required to fill out a planner during personal learning time that include measurable goals and honest reflections on their time management. Below is an exemplar planner that all students are aspiring to.

(Whenever you are not in a mentor's group, you are working independently)

Date	What is your goal for the session?	Minutes needed	Start Time	Finish Time	Learning Reflection	Mentor Feedback
18th July	Read to chapter 2	20	10:00	10:20	I wasn't able to read to chapter 2. I think I under estimate how long it will take	Outstanding reflection on your developing time management skills.
19th July	Draft of Book - 1/4 plan	20	10:20	10:40	I was able to finish 1/4 of my draft. I reached my goal	Well done on setting measurable and achievable goals.

## English

In English this term our students will be focusing on creating different text types using their Writer's Notebook to sow seeds. We are placing emphasis on developing their pieces of writing using the writing process, language features and structures of texts.



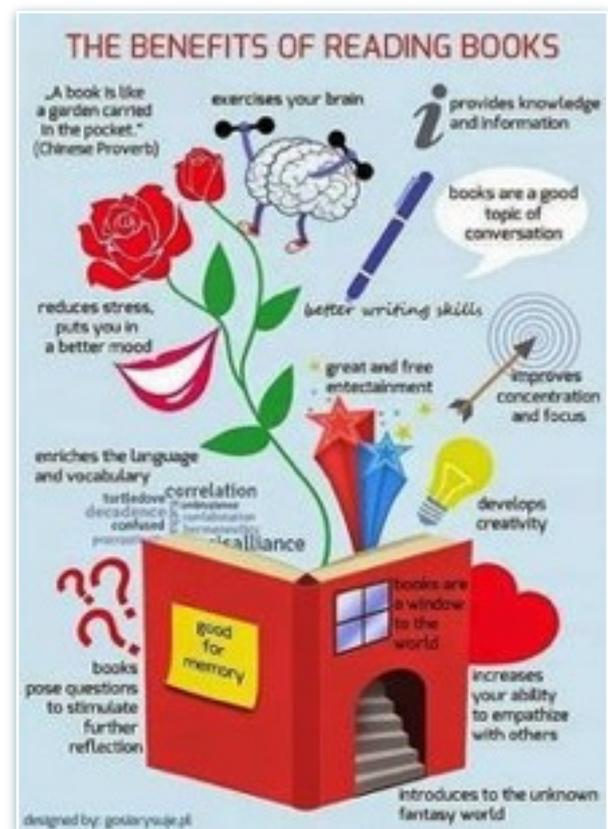
In connection with our inquiry, 'Care for Kids' students will be also be creating poetry and examining and identifying how

language choice and imagery build emotional connection and engagement with the story or theme.

### 2.15 community independent reading time.

The expectation is that our students are required to read solidly for 20 minutes during Personal Learning Time and again for 15 minutes after lunch. We need the students to have a text that they can read continuously. This means that they can bring a novel from home or borrow a novel from the library.

Please make sure you ask your child what book they are reading at school/ home. If they don't have one encourage them to take one from home or borrow it from our library reminding them that it belongs in their bag so that it can be transported to and from school.



## Inquiry

In Inquiry this term, students will be learning about the rights of children around the world, in a unit titled: Care for the Kids.

The emphasis in this unit is social justice. Asking questions about the problems that children face around the world, the organisations that are set up to assist them and future actions that our students can take to be part of change in the world.

Through research, investigations and poetry writing, students will gain a greater understanding of the circumstances in which they live and be less likely to feel hard done by when they don't get everything they want.

They will have a greater capacity to empathise with others and understand the need to find out about people before they judge them.



## Performance

To be in the script writing team is an amazing experience and being able to create a script for the whole performance and to know that people will be hearing and seeing how much effort and time we have put into this is mind blowing. We are really excited to see how the performance turns out, and we are looking forward to seeing the students having fun while performing. Getting to work with Shirley, our script writing teacher, has been a great privilege because without her we wouldn't have gotten as far as we are now.

We like to discuss the storyline and the lead characters before we start writing down dialogue and different ideas. We enjoyed talking about the lead characters personalities. We like to express our ideas and let our creative minds go wild, we are not afraid to express ourselves. We are also lucky to have the amazing scriptwriting group, Domenic, Ashley, Claire, Sarah, Amelia V, Chantelle, Shirley and ourselves, Kesara and Olivia. They have so many great ideas and they come to the lessons with a lot of contributions and an enthusiastic mood. We think that this performance will be mind blowing.

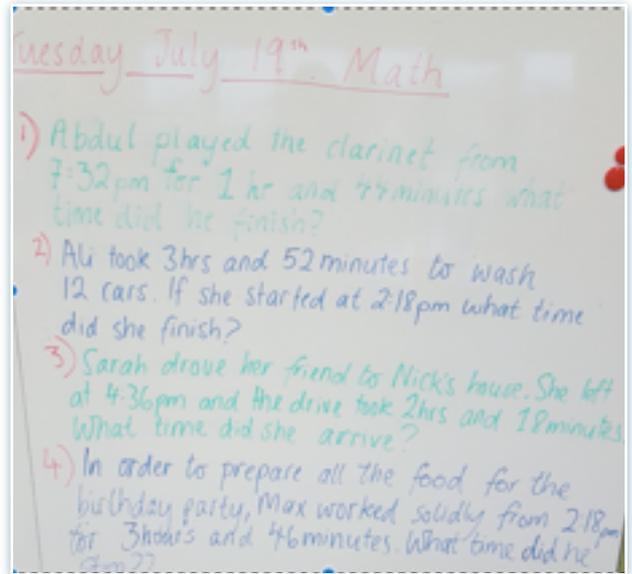
Regards, Olivia Spiteri SCN and Kesara Brocas-Reti SCLG

# Mathematics

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

- **Time**

The students will be challenged to compare 12- and 24-hour time systems and convert between them, interpret and use timetables and measure, calculate and compare elapsed time



- **Fractions and Decimals:**

The students will be challenged to:

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

Recognise that the place value system can be extended beyond hundredths, compare and order decimals, add and subtract decimals, multiply and divide decimals by powers of 10, and make connections between equivalent fractions, decimals and percentages



- **Money and Financial Mathematics**

The students will be challenged to create simple financial plans, investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, use estimation and rounding to check the reasonableness of answers to calculations and use efficient mental and written strategies to solve financial problems.

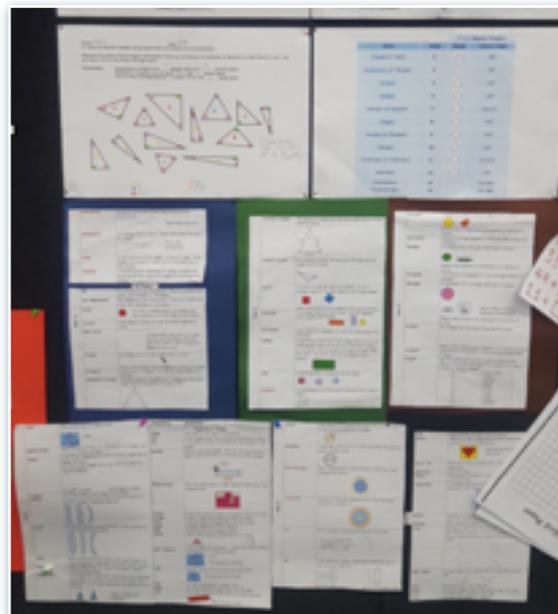
- **Chance and Data**

The students will be challenged to describe probabilities using fractions, decimals and percentages, conduct chance experiments with both small and large numbers of trials, pose questions and collect categorical or numerical data by observation or survey, construct displays,

including column graphs, dot plots and tables, appropriate for data type and describe and interpret different data sets in context.

- **3D Objects**

The students will be challenged to connect three-dimensional objects with their nets and other two-dimensional representations and construct simple prisms and pyramids.



## Supporting your child's Maths learning at home

Here are some simple activities to support your child's Maths learning at home:

- **TIME**

An effective way for your child to learn the time is by asking them at different times of the day what the time is. Please focus on a variety of times and see if your child can say the time in 24 hour time as an extension. We encourage your child to wear a watch throughout the day to support their learning.

- **TIME - ELAPSED**

Elapsed time is the time between two points for example we caught the plane at 9:45am and arrived at 10:30am, how long were we travelling for? Practise reading travel timetables and calculating how long it will take to reach your destination. Also give your child a time they need to be finished by and ask how long until that time.

- **CUTTING EQUAL PARTS**

Ask your child to divide items e.g food into equal fractions such as halves, thirds, quarters... Experiment in creative ways, as long as each group is an equal size. Ask your child to identify fractions that are equivalent e.g.  $\frac{1}{2}$  is equivalent to  $\frac{2}{4}$ . As an extension, ask your child to state fractions as percentages and decimals e.g  $\frac{3}{4}$  is equivalent to 75% and 0.75

- **COUNTING CHANGE**

When out shopping ask your child to work out how much change you should receive from the cashier. Also ask them to help if you are placing a lunch order - how much is the total and what might be the change? Finding totals using actual money is a very valuable activity. Ask your child to make money totals in a variety of ways using small change.

- **BEST VALUE**

When shopping ask your child to help work out the new price when there is a percentage discount e.g. 25% or 50% off. Encourage your child to make price comparisons with other items to see which item is the best deal.

- **INTERPRETING DATA DISPLAYS**

Look at data representations in magazines and newspapers together e.g. the sport section. Ask your child to describe patterns they can see and make generalisations about the data

- **3D OBJECTS**

Discuss 3D objects in real life contexts e.g. A basketball is a sphere and a soup can is a cylinder. Ask your child to describe the properties of 3D objects using the vocabulary of faces, edges and vertices.

## Religious Education

During our Term Three Religious Education inquiries, students will have the opportunity to develop understandings and make personal connections to the purpose of prayer and sacraments.

Students will investigate how prayer and sacraments promote an inner personal response and a commitment to the Church's mission to the world. They will continue to enhance an awareness of respectful learning relationships and spirituality through regular personal prayer and self-reflection. A prayerful, ethical stance nurtures deeper connectedness and heightened awareness of encounter with God. They will reflect and make meaning using prompting questions such as:

- What are the various forms of prayer?
- What is the purpose and benefits of meditation?
- How effective is prayer in developing our relationship with God and enhancing spirituality?

This is also an exciting time for our Year 6 students who will be receiving their sacrament of Confirmation in term 4. As a whole community, we will make meaning of the Gifts and the Fruits of the Holy Spirit and begin to explore the concepts of faithfulness and service through examinations of the life of Mary and the saints. They will also identify people and experiences that live out the Gifts and Fruits of the Holy Spirit and identify times when they have personally drawn on or have been a sign of the Fruits of God's Spirit for others. Making connection to scripture will help students develop the understanding that Christian decision-making involves reflection on the life and teachings of Jesus and the teachings of the Church. They wonder and reflect on what it means to be a member of the Catholic Church. We will draw on the Social Justice Principles of 'Human Dignity' and 'Community for the Common Good' as we critically examine contemporary local and global issues of injustice.

Focus questions to assist students to deepen their understanding include:

- What is Confirmation about, and why do people choose to be confirmed?

- What are the Gifts of the Spirit and how can we use these in our life to contribute to the Church's mission?
- Who inspires us by how they live out the Church's mission? (Investigate Saints then current people who they recognise as 'saint like')
- What are the Beatitudes and how can these commandments be expressed in the way we live?

All Year Six students have received information about Confirmation Family Night on 2nd August (for Catholic Year 6 families only) and 'Reflection Day' on Friday 12th August (for all year 6 students). If you haven't received these notes, please contact the office or a senior mentor.

# Start Corner

## **A Little Peace**

Why is it so noisy?

I just want to be calm

I just want peace not a beeping alarm!

My country is out fighting

I feel all alone

The only connection with my family is over the phone

I don't have clean water and nothing to eat

Why can't the world agree to disagree?

Then maybe we can have a little peace.

Kesara and Georgia

**Congratulation to our AFL grand final (under 12 boys) runner ups!**

