

Welcome to Term 4

Dear Parents,

Welcome back to Term 4. We hope you and your family have had a wonderful and safe holiday. Firstly, a huge congratulations to the long suffering Bulldogs supporters within our community. It has been wonderful to see so many delighted faces returning to school after their great win.

This promises to be a term filled with a diverse range of activities, including our Twilight sports carnival, Confirmation, leadership development for our Year 5's and transition for our Year 6's. We will also be busy planning our end of Year Mass with excitement and some sadness as we farewell our 2016 year 6 students and hand over leadership to our Year 5's. For some families, this will be your final term as you move on from the Stella community to new and exciting beginnings and for others we look forward to our continued journey together here at Stella in the new year. The mentors will shortly be informing you of some special activities for the students to celebrate their achievements and friendships fostered over 2016.

Thank you for your continued support during our Community masses and 'Sharing Of Learning' assemblies. You have not only helped celebrate our achievements but extended the students learning through your questions and feedback. We look forward to seeing you at these events during Term 4.

Kind regards Senior Community Mentors

Open Books of Time

Powerful Performance

Whole school performance,

'Open Books of Time' was a wonderful success!

The Senior performance showcased the richness of our learning linked to three inquiries and religious education. Students captured the learning by using a variety of performance skills to demonstrate the values and principles of democracy, the importance of being active global citizens, promoting social justice and living out our Gospel Values so that we all live in peace and harmony.

Thank you to all the parents who came to support our talented and hardworking students. What a powerful and inspiring couple of nights.

Pictured below: Our talented musicians for the final scene.



Senior Community

Term 4 Community Learning Newsletter



Senior Community Performance Wrap up

A group of 8 senior students were part of the script writing team working with a professional writer. Our narrators had the opportunity to develop their acting skills and be trained by Ms Wheatley, who has a theatre background and many of our students had opportunities to develop dance and expressive movement skills by working with Kendrie Coonan from KC Dance Depot. This was also a chance for our students to share their gifts and further develop their talents in dance, singing, music, playing instruments, acting and poetry writing. Such an amazing group of gifted students!

Our performance message: Australia is a country of uniqueness, made up of a rich tapestry of people that come from many countries and cultures around the world. We are the lucky country that provides opportunity. A country made up of diverse people whose values and beliefs promote stewardship, sustainability, fairness, equality and acceptance. We celebrate and unite together as a community in solidarity. We are the future; the change makers; stewards of God's creation.



Scene 1

We come from many cultures and have left our lands for various reasons. Some of these reasons are caused by natural or man-made disasters.



Scene 2 and 3

Students form a boat to express the treacherous journey for freedom. Poetry written by our students, song 'Mad World' and expressive dance, helped to express the thoughts, feelings, emotions and despair faced by people seeking asylum and being in a detention centre.

Senior Community Performance Wrap up

The fact that we as a school community can put on a show as dynamic as this, that captured wonderful learning, relevant messages and special memories for all, has been an amazing and proud achievement for all.

“I saw tears in parent and teachers eyes because I realised how well we can act and be deep. I chose my role because I wanted to get a chance to show my passion for performing even though I have stage fright.” Emma B

“During the performance I was able to express what I felt through my hand gestures and my facial gesture. I am proud at my energy level when I performed and able to shout so that the audience could hear” Tuong N

“My thinking has changed a lot in the making of our school production. I have learnt to play the drums with other and cooperate with others whereas before I used to play the drums by myself all the time. I achieved playing a new song in front of the school and believing and being confident in myself and my group” Everlast C



Scene 4

Democracy at its best! Politicians and people within our community from all walks of life have their say and voice their opinion about the issues relating to detention centres and refugees wanting to come to Australia. Student performed a debate that captured passion, genuine concern and varied perspectives from the Australian community



Scene 5

Waving the Flag - the music selected to encapsulate the whole performance expressing the message of Solidarity and our role as Stewards in this world. We are one global community - we need to stand up and be strong to do what is right for the good of all. All human beings are born free and equal in dignity and rights. We should act towards one another in the spirit of brotherhood.



Sensational
Seniors
Scenes 1 to 5



Term 4 Senior Community Dates To Remember:

Friday 14th October- Student Free Day

Friday 21st October- Twilight Sports Carnival 4:15 - 6:30pm

Friday 28th October-Confirmation 7:00 pm

Monday 31st October- School closure day

Tuesday 1st November- Melbourne Cup Holiday

Friday 4th November- Senior Community Mass and Genesis Music demonstration

Thursday 10th November- Senior LCEC Transition 1

Friday 11th November- Remembrance Day Whole School Mass & Learning Assembly

Tuesday 15th November- Student Led Learning Conferences

Tues:8:15-8:45, 3:30-4:00, 4:00-4:30, 4:30-5:00, 5:00-5:30, 5:30-6:00

Thursday 17th November- Senior LCEC Transition 2

Thursday 24th November- Senior LCEC Transition 3

Thursday 1st December- Senior LCEC Transition 4

Friday 2nd December- 10:15am Foundation 2017 Buddy Mass (Yr6, 2016 Foundation, Yr5, Yr4, 2017 Foundation)

Thursday 8th December- 2.15 Stella Christmas Market

Monday 12th December- End of Year Mass, Graduation & Christmas Carols

Tuesday 13th December- Reports go home

Wednesday 14th and Thursday 15th December- Parent Teacher Interviews as requested

Friday 16th December- Last day of school. Students finish at 1pm

Home Learning Update

We are improving our home learning practices.

What does this mean?

This means that we require:

Students to spend thirty minutes a night on reading and Mathematics and develop a sense of responsibility for their own learning by logging the time invested in their learning.

Parents to provide time and space for their child to complete their home learning as well as, sign completed home learning in their diaries or home learning books.

Teachers to support students in developing responsibility for their own learning. We will check dairies or a log in their homework book and the Mathematics website to leave feedback or a signature showing that oral feedback was given.

The expectations and main priorities are reading, Mathematics and logging their work over the two week period in their diaries/ home learning books.

The senior mentors don't expect all Can Do home learning do to be done as we understand that family life is very busy and students have lots of extra curricular commitments. We will praise and celebrate those who chose who extend themselves in their learning, we do value their extra efforts and do see the value in developing a strong work ethic.

Thank you for your continuing support

Our home learning policy is attached for you to review.

Mathematics

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

3D Objects: The students will connect three-dimensional objects with their nets and other two-dimensional representations. They will also be constructing simple prisms and pyramids. The students will be encouraged to expand their vocabulary when describing the properties of 3D objects.

Algebra: The students will continue and create sequences involving whole numbers, fractions and decimals and describe the rule to create each sequence. They will also explore the use of brackets and order of operations to write number sentences.

Volume and Capacity: The students will calculate the volume and capacity of prisms and convert between the units of measurement.

Transformation: The students will describe translations, reflections and rotations of two dimensional shapes. They will also create tessellations using regular shapes with and without the use of technology.

Mass: The students will connect decimal representations to the metric system and convert between common metric units of mass.

Money Matters: The students will create simple financial plans and investigate and calculate percentage discounts of 10%, 25% and 50% on sale items

Sports, Sports, Sports!

In Term 4, the sport leaders are upping the impact of their lunch time Sport Clinics.

The sport leaders are crafting weekly lessons for their clinics:

Basketball

Soccer

Hockey

Cricket

The clinics each run for 20 minutes a week. Aiming towards a structured sequence of lessons culminating in a series of games/matches.

Each lesson will involve the students displaying 1-2 skills, enabling the students to build their skill base and confidence.

All of these clinics are mentored by Mr Mo but the sport leaders will be leading the lessons, as they build on their experiences and expertise.

In conjunction with the sport clinics, Mentors are also running weekly sport clubs:

Basketball Club with Mr Lanigan (lunch time 1:30 -2pm)

Soccer with Mr Harding (Thursday lunchtimes 1.30-2:00)

Bizarre Bazaar

In our new inquiry unit 'Bizarre Bazaar' Senior Students will analyse the items that they purchase and consume and how these have been mass produced.

Students will work in teams to design, market and produce an item for sale to the school community. Through their work they will investigate Market Research, Advertising and the Production Process and will apply creative thinking to anything they design or produce.

This unit will also be covered in English and through some of the students' home learning tasks. Lastly, Our inquiry this term has allowed students to inquiry into the workings of business from marketing stage to producing.

If you are in advertising/ marketing or have any connections with anyone who could possibly come out and speak to our students. Please contact any of the mentors.

Many thanks.

Religious Education

This term our Religious Education inquirers will allow students to develop an awareness of identity and the influences that help shape our identity. Students will continue to further develop an understanding of Human Dignity and reflect on ways to treat others and themselves with dignity in order, to help build and foster compassionate relationships.

The Catholic Church teaches that each person is created in the image and likeness of God, and that Christians cooperate with all people to foster relationships and the common good. Students reflect on the influences within their lives and how these influences shape who they are and how they develop perspectives of others (culture, media, family, religion, experiences, etc). We draw on faith to guide us and this can also have an influence on how we view and think of ourselves, others and the action we take. The concepts this unit will help develop are: Relationships, Compassion, Identity. Gospel Value Links, empathy, respect and integrity

The Key Understanding we will unpack is:

Identity is formed by many influences and these impact on how we think, act and view ourselves and others.

Questions we will explore include:

- Who am I in the world?
- How do I treat myself and others with dignity?
- How can our actions benefit ourselves and our communities?
- How does my faith help shape my thoughts and actions?

During the season of Advent, we stop and reflect on our faith as Catholics. The world was waiting for the birth of Jesus for he was the promise of hope, love, joy and peace for all. How do our thoughts, words and actions reflect our Gospel Values and continue to bring hope, love, joy and peace in our lives and in the lives of others? The Stella Maris Christmas Market will be on again and we hope with your support will be bigger and better than ever!! The inquiry will encourage student to make items to sell and money raised will be our Social Justice Advent action to provide hope, love, joy and peace to people in our local community who need our support. Last year we raised \$1,800 and this money was given to St Vincent de Paul and Joseph Corner to help our community during Christmas time.

Advent Liturgy @ Stella. Each community will prepare an Advent Liturgy and are always welcome to join us in prayer. Each Monday morning beginning in week 8, 21st November until Week 11, 12th December at 8:50 the liturgy will focus on one of the Advent candles: Hope, Peace, Joy, Love

English

This term mentors will be exposing the students to a number of Literacy skills (analysing and critiquing) and genres (financial literacy, procedural and persuasive texts).

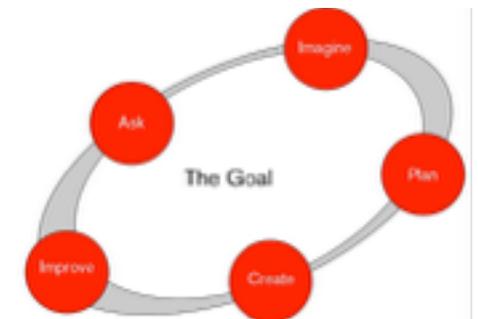
Our main objective is to develop students critical thinking about advertisements as well as develop the understanding of the design process.

Students will use visual Literacy such as advertisements, jingles and slogans to critically analyse advertisements to consider their purpose and discuss how these advertisements are intended to make people think and feel and identify how.

They will later use what they have learnt to create their own advertisements, jingles or slogans to help sell their product in our 'Bizarre Bazaar'.

Alongside this students will also experiment with a simple design process so that they can reflect on stages of the design process

in their work.



Senior Privileges

Wednesday 12th October- 1st Senior
Community Privilege

Wednesday 9th November- 2nd Senior
Community Privilege

Wednesday 30th November- 3rd Senior
Community Privilege

Our spectacular seniors have worked hard all year to develop their skills in all areas ranging from developing friendships, risk taking, problem solving, reading, writing and the list goes on. As a special privilege and a beloved Senior tradition students are rewarded for their efforts which not only helps to build moral and wellbeing but helps our year six's create life long memories of their last term of primary education. We are looking forward to creating these memories and building wellbeing with our seniors. Please refer to the note for more information or please speak the senior mentors.

Stella Maris Catholic Primary School

Home Learning Policy

1.0 Our Vision for Home Learning

At Stella Maris Catholic Primary School, we believe that home learning comprises activities that enrich learning through reading, talking and living life.

2.0 Beliefs and Understandings

At Stella Maris we believe that:

- **Reading** enables students to enter another world of communication. It expands vocabulary, strengthens grammar and builds on comprehension skills whilst journeying through adventure, mystery and excitement. Young students can be read to by adults and gradually build on their own skills to read more challenging texts independently. Building on reading skills early enriches their learning and improves student outcomes over the years.
- **Talking** to students empowers them to think and encourages them to respond. Students need to talk and to have a rich experience of spoken language in order to think and learn. Talking builds relationships, confidence and a sense of self. It strengthens the ability to communicate both orally and in written form. Learning is a social process, and high quality talking helps to scaffold the child's understandings from what is known now, to what is yet to be learned. It is about adults and students articulating their ideas freely, sharing ideas and considering different viewpoints. (Robin Alexander: Towards Dialogic Teaching)
- **Living Life** is not just about school and home learning, it is about enjoying living – sport, music, dance, drama, playing with friends, family trips and outings. We believe that the best home learning of all has nothing to do with textbooks and exercises. It is real family living, playing and sharing interests with relatives and friends. This includes family conversations, shared bedtime stories, independent reading, family games, activities and hobbies, visits to the local library, imaginative play and outings to places of historic or natural interest.

3.0 Overview

Home learning tasks will consist of daily reading. Expected reading time is:

- 10 minutes for foundation / junior communities (F-2)
- 20 minutes for middles community (3-4)
- 30 minutes for senior community (5-6)

On occasions, teachers may set other home learning tasks that ask students to explore additional information associated with class activities. Tasks will generally not exceed one hour per week.

Formal home learning tasks will not be set during holiday periods.

Stella Maris enables students to participate in:

- The Victorian Premier's Reading Challenge
- Athletics

6.0 School and Class Organisation

Reading

Learning Areas may choose to implement a 'reading log' that parents/student can sign to record reading completed.

Stella Maris participates in *The Victorian Premier's Reading Challenge* each year and is promoted to students and families through school displays and newsletters. Participation in this is optional but encouraged.

Mathematics

Stella Maris also purchases a Mathematics subscription per student. At the start of the year, the usernames and passwords will be provided to teachers and students. Students can access Mathematics as a home learning activity.

Diaries

Senior Community students are issued with a diary at the start of the year to record home learning tasks. This is to assist them in preparing for high school.

10.0 Home School Community Partnerships

Expectations

- Parents and caregivers are expected to provide time and space for their child to complete their home learning.
- Students are expected to develop a sense of responsibility for their own learning.
- Teachers are committed to supporting students in developing responsibility for their own learning.