

# Senior Community

Learning Newsletter 2017



## HELLO AND WELCOME BACK!

Dear Parents,

Welcome back! We hope you had a relaxing and fun filled Summer holiday. We're all pumped and looking forward to an exciting year of growth in the Senior Community.

We would like to welcome the new families who have joined our Stella Maris, community: The Aguilar, Parthiban, Wol and Teunissen family. We'd also like to welcome into the Senior Mentor team: Leah Seychell as the mentor of SCS, Jade Wood as our Learning Support Officer, Kim Petrie as mentor in

1

### FEEDBACK

Discuss: "What feedback did you receive at school today?"

2

### WHAT WENT WELL?

Discuss: "What are three things that went well for you today? Why?"

3

### EVEN BETTER IF?

Discuss: "Even better if...so that..."



### Sam Clear

"Unity is Love in Action" - Sam Clear



### Jet Star

"It's more than just training. Jet has taught me so much about myself and what I'm capable of." -Bridget Munro



### Budding Buddies

"The sustainability team helped the foundations to plant trees that will grow with them on their journey"- Ashley Cao

SCN with Kerri Nash and Bridget Kirsch returning to Stella after maternity leave as our Wellbeing Coach. Richard Harding will be the Community Coach for the Senior team. Within our team we also have Jake Moloney, Tosh Kaan, Kerri Nash and Lorna Beveridge.

Please come along and have a chat to any one of us about how we can best work together to support your child's learning. We look forward to an exciting year of growth, change and fun.

## Welcome Student leaders of 2017

Keira Healy and Bridget Munro - Community Partnership

Xavier Trimbos and Annaliese Puno - Sports

Alice Imms and Sarah Amaladoss- Student mentor

Riley Hogan and Claire Filipovic- Sustainability

Kasara Brocas-Reti and Stella Rubino- Arts

Menard Gesalta and Emily Ascough - Wellbeing



**“As the Leaders of  
2017 we are looking  
forward to...”**

“Helping the community to grow through social justice, stewardship, and service”-  
2017 Senior Leadership team.

# Meet the Mentors



Hi, I'm Angie Bowden



Hello, I'm Richard Harding



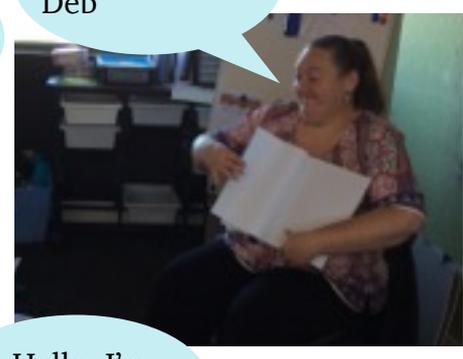
Arigatou, I'm Damon Sensei



Hello, I'm Leah Seychell



Hi! I'm Tania Pearson



Hi, I'm Janelle Deb



Hello, I'm Lorna Beveridge



Hi! We are the LSOs Jade and Katherine



Hello, I'm Tosh Kaan



Hi! I'm Georgia McLaren



Hi! I'm Emma Howat



We are the super K's Kerri Nash and Kim Petrie



Howdy, I'm Jake Moloney

# Mathematics

In Maths this term, the seniors will be focusing on:

## Number Awareness and Algebra:

The students will be challenged to:

Identify prime and composite numbers using their multiplication and division skills.

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

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.

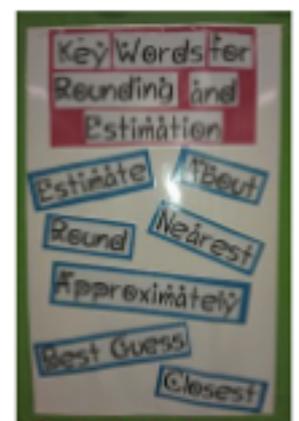
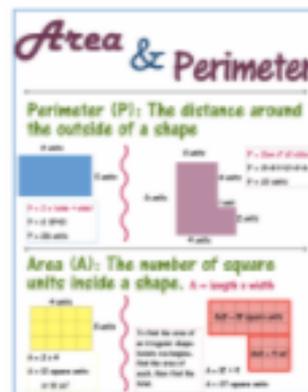
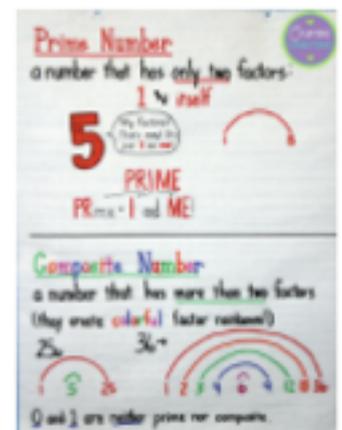
Solve problems involving the comparison of lengths and areas using appropriate units.

## 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.





# What is VCOP?

As well as focusing on the genre-specific writing features, students are encouraged to always focus on four core targets - Vocabulary, Connectives, Openers and Punctuation (V.C.O.P) – as a way of improving all of the writing they do.

**Vocabulary** (wow words!) It's important that children begin to think carefully about the vocabulary they choose and effect it has on their audience.

**Connectives** is the name for any word that links clauses or sentences together.

There are two main groups of connectives:

## 1. Conjunctions

-I was angry **but** I didn't say anything.

-We were hungry **when** we got home.

-**When** we got home, we were hungry. (Commas are used when the subordinating clause is first).

## 2. Connecting Adverbs

Commas are often used to mark off connecting adverbs.

I was angry. **However**, I didn't say anything.

## Openers

An opener is the first word or phrase used in a sentence. There are lots of different ways of opening sentences.

**Running** towards the sparkling sea, Megan couldn't wait to jump in!

**Like** a bottle-nose dolphin, she swam up and down, in and out of the waves.

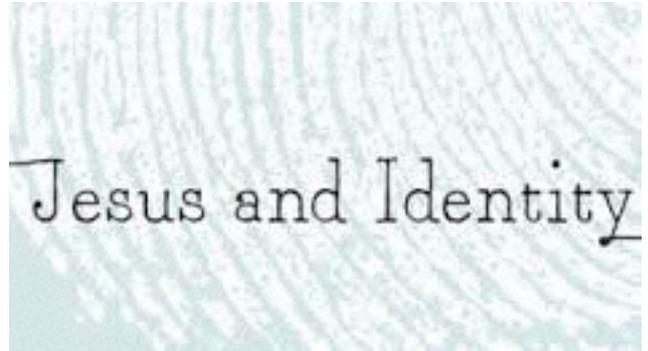
**Underneath** the water, Megan could see a shoal of colourful fish.

## Punctuation

using a wide variety of punctuation is important to add variety and interest to a text. The P in VCOP provides examples of punctuation and we model effective use of them.

# Religious Education and Inquiry

In R.E. this term students will be exploring the concept of Identity, in line with their Inquiry topic and Lent, where students learn about Catholic Identity and who Jesus was through his actions and especially what happened to him at the end of His life. Students are encouraged to question Truth and explore their Faith to get to the heart of what it means to be them, what it means to be Catholic and what it means to be a follower of Jesus Christ.



## Inquiry

### Rationale

To tracking emotions, considering ethical dilemmas and experiencing new things so that students can better understand who they are.

### Investigation Into

- Social and emotional changes during adolescence
- Ethical dilemmas
- New experiences

### Future Action

Students will have a greater capacity to maintain their equilibrium while exploring their identity. They will have a range of coping strategies as they move into secondary education. Students will have a repertoire of strategies that support the maintenance of their sense of self-worth and wellbeing.