A Community of Faith; Learning for Life.

Faith
A vibrant faith community living like Jesus, in the spirit of the Good News.

Learning
Confident life-long learners who embrace challenges and experience success.

Life
Active, informed and courageous members of a global community.

TEACHERS:

ALISON DICKSON
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BERNADETTA ABELL
CARISSA BRIGHT
Dear Parents,

Welcome back to Term Four. It is hard to believe there is only one term left of this year. We are sure that the time will fly by quickly and there is still so much to do. A reminder that during term 4 all students should be wearing their school hat at recess, lunch, sport and any activities that are held outside. As a Sunsmart School we do have the policy no hat – no play and students without their hats will be required to stay in the shade.

Our excursion to Sovereign Hill is fast approaching and is planned for Friday 23rd October. This will be an extended day out departing school at 8:00 am, arriving back at 6:45 pm (approximately as it depends on traffic). This excursion has been designed to enhance the educational program offered by the school and aligned to the Term 4 Inquiry, ‘How have significant people and events changed Australia over time?’ At Sovereign Hill students will experience a day in Victoria’s 1850s gold rush heritage in a very hands-on, stimulating and interactive environment.

Students need to wear their sports uniform and school hat to Sovereign Hill. As our weather here in Melbourne can be quite unpredictable, students may even require a rain coat. While we are all keeping our fingers crossed for lovely weather on the 23rd October our excursion will be going ahead whether it be rain, hail or sunshine. In the event of extreme weather we will advise parents through our Holy Family School App or on arrival at school on Friday 23rd October.

Students will need to bring a small back pack on the excursion with their morning tea, lunch and afternoon tea. Please ensure everything is clearly labelled with your child’s name. For this excursion each child may bring a small amount of money $10 - $15 at the very most to buy souvenirs from Sovereign Hill. Two years ago some of the items students purchased were a horse shoe for $9, a printed poster with their name for $7, a gold coin for $10, a small jar to put their gold in from gold panning for $2, a candle for $3 as well as some of the yummy lollies offered at the old fashioned lolly stall. All money will be the responsibility of the students.

Thank you to the parents who have volunteered to come on our excursion to Sovereign Hill.

This newsletter will outline what we will be covering in the major curriculum areas and again includes a timetable of the specialist lessons. It will also include a list of important dates for you to remember.

If you have any queries about anything in the newsletter please do not hesitate to contact your child’s teacher. We aim to build a strong relationship between school and home and if you have any other concerns please come and see us.

Yours Sincerely,

Alison Dickson, Bernadetta Abell, Treasa Barwick, Nicole Brent, Carissa Bright and Sue Gleeson.
REligious Education:

The school program follows the liturgical calendar and is based on the Religious Education Curriculum Framework of the Archdiocese of Melbourne. To support this framework we use the program Coming To Know Worship and Love. In Level 3 Scripture and Tradition are made more explicit in terms of knowledge while through knowing Jesus, his life, work and teaching, children are called to worship and love as Catholic Christians. The children attend a Parish Mass once a term and we gather within the school to participate in Christian Mediation on Monday and Friday afternoons.

The following Religion units will be explored throughout Term Four:

The Church Lives the Word of the Lord:
In this unit students explore the Old and New Testaments and learn how story is used in the Bible to teach God’s message. They will examine part of the Exodus story from the Old Testament and the Parable of the Sower from Matthew’s Gospel, and reflect on the meanings of these for their own lives. Students interpret a parable and present their understanding to the school community.

Advent People – waiting for the Prince of Peace:
In this unit students learn about Advent People in the Old Testament and how they waited for their Messiah, the Prince of Peace. They examine some of the symbols of the Jesse Tree, and reflect on their experiences of peace in light of the Christian understanding of this concept. Students use the Christian understanding of peace to plan actions to highlight and promote peace in their classroom, school environment and their own lives. They plan and participate in Advent Prayer.

Inquiry:

Throughout Term 4 we will be exploring the unit “Discovering Australia” This unit will look at the following questions and understandings:

Essential Question: How have significant people and events changed Australia over time?

Major Understandings:
There are significant people and events that have contributed to change in Australia over time.

Major Questions:
- Who and what were the significant people and events that contributed to changing Australia over time?
- How did European Settlement affect the lives of people who were already living here?
- How did significant events change Australia?

Students will be investigating how the events of the Gold Rush and how the influx of immigration during that time, contributed to changes in Australia.
LITERACY – READING:

This term in Reading there is a strong focus on comprehension which is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

During weeks 2 and 3 the focus will be on Inferential Comprehension. Inferences are the conclusions we draw based on what one already knows and judgements we make based on given information. This strategy helps students make connections between personal experiences and their comprehension of a text. As students develop inferential reading skills they learn to:

- understand the intonation of characters’ words and relationships to one another
- provide explanations for ideas that are presented in the text
- offer details for events or their own explanations of the events
- recognise the author’s view of the world including the author’s biases
- offer conclusions from facts presented in the text
- relate what is happening in the text to their own knowledge of the world

During weeks 4 - 6 the focus will be on Author’s Purpose and Word Choice. Students can infer an author’s intention from what is explicit or implicit in a text. They can identify the most likely character or plot developments and the most likely explanation of behaviour and events. Students will analyse how author’s use text structure and language features to achieve a purpose. They will learn how to combine indirectly stated information and writing style to draw conclusions about the roles of characters and events in a narrative.

During weeks 7 & 8 the focus will be on Synthesis. Students can synthesise information across a text to determine its overall purpose or draw a conclusion. They understand that words and texts can have non-literal meanings and they can determine the moral of a fable. Students can interpret the style and language used to identify different types of text and recognise that similar content can be expressed in different ways. They can also synthesise elements of a story to form an opinion about a character.

LITERACY – WRITING:

This term in writing we have introduced students to the 6 traits of writing – Voice, Organisation, Ideas, Conventions, and excellent Word Choice.

The trait of Ideas deals with the heart of the piece of writing. Ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.

The trait of Organisation looks at the structure of a piece of writing. Whether you’re writing a poem, an essay, or a business letter, the structure of writing should contribute to its overall theme. That means that a piece of writing should begin with a solid introduction, that ideas should be presented in a logical order with appropriate pacing, and that it should end with a satisfying conclusion that ties up all the loose ends.

The trait of Voice is probably the most difficult to define. Voice is the magic and the wit, along with the feeling and conviction of the individual writer coming out through the words. Voice in a piece of writing gives readers a sense of a real person, with a real personality, behind the written words. The voice you use in your writing will vary according to your audience and purpose, but it should sound like you.
The trait of **Word Choice** deals with choosing the right word at the right time to make your writing sparkle. Word choice is the difference between writing that paints pictures in the reader’s mind and writing that sits flat on a page. Great writers choose words that are colourful and precise. They use strong verbs, adjectives, and figurative language to describe things in a way that is fresh and vivid.

The trait of **Sentence Fluency** means writing sentences of varied lengths and structures that are a pleasure to read. Sentence Fluency means beginning sentences in different ways and writing with a rhythm that makes sentences flow together smoothly, adding to the meaning of the piece.

The trait of **Conventions** refer to the mechanical correctness of the piece—spelling, paragraphing, grammar and usage, punctuation, and use of capitals. While conventions are important, they’re not the most important part of writing. You might compare the other five traits of writing to the building of a house – laying the foundation, putting up the walls, installing plumbing and electricity, and putting up drywall. The conventions are the finishing touch – the paint that makes the final product look good. As a result, students should focus on conventions at the end of the writing process. Editing for conventions is a final but important step in preparing a text for the reader.

In the coming weeks Students will collaborate with their class teacher to set writing goals that they will focus on throughout the term to improve their own writer’s craft.

**MATHEMATICS:**

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**. During the numeracy block students are engaged in a variety of learning experiences aimed at supporting students in the process of learning mathematical skills while fostering a positive attitude towards mathematics.

This Term our main focus areas will be Decimal Fractions and Percentages, Location and Mapping, Chance, Mass, Area, Volume and Capacity. We will also be reviewing the 4 operations – addition, subtraction, multiplication and division.

**Fractions:**
Students will recognise and interpret common uses of halves, quarters and eighths. Students will model and represent fractions (for example 1/2, 1/4, 1/3, 1/5, 3/4, 2/3) to develop concepts of equivalent fractions and compare size.

**Location and Mapping:**
Students will create and interpret simple grid maps to show position and pathways. They will use simple scales, legends and directions to interpret information contained in basic maps. Students will have opportunity to work with the Sovereign Hill maps when learning to interpret and give directions.

**Fractions, Decimals and Percentages:**
Students will recognise that the place value system can be extended to tenths and hundredths. They will compare, order and represent decimals. Students will begin to make connections between equivalent fractions, decimals and percentages.

**Area:**
Students recognise and compare shapes and objects based on area. They will use formal metric units of length to calculate area.
Chance, Data and Recording:
Students will conduct chance experiments, identify and describe possible outcomes and recognise variation in results. They will describe possible everyday events and order their chances of occurring.

Measuring Mass:
Students will use scaled instruments to measure, order and compare objects using familiar metric units of mass.

Measuring Capacity and volume:
Students will use scaled instruments to measure and compare capacity. They will compare objects using familiar metric units of area and volume.

HOMEWORK
Students in year 3/4 are expected to spend 30 minutes on homework tasks each night from Monday to Thursday. This time allocation includes 15 minutes of daily reading. Reading is to be recorded in their diaries daily. Students can choose their reading material from class readers, library books, magazines, online texts or books from home. Students might even want to visit Raz Kids at home. Go to http://www.raz-kids.com/

This is a fantastic online resource where students can read a variety of fiction and non-fiction texts. Students need to click on Kids Login and enter their teacher's username.
3/4D – teacher username: adicksond
3/4BB – teacher username: tbarwick
3/4NB – teacher username: nbrent0
3/4GA – teacher username: gleessue1

Formal contracts are given to students in Year 3/4 to complete in a fortnight. It is important for students to plan when they will complete their homework and not leave it all until the last minute. Parents need to sign each section of the homework contract after your child has completed the task.

If your child is experiencing difficulties with homework, please encourage them to see the teacher. We ask that you sign the homework on completion. If at any time family circumstances prevent your child from completing their homework, or if they experience difficulty, please write a note in their homework book or diary.

ICT: Logging onto Google Drive

In order for students to access their Google Drive at home, it is best done using the Chrome web browser. If you have multiple students in your house and/or personal Gmail accounts, it can get messy trying to log everyone in and out. The following guide shows you how to setup your Chrome browser to make life easier! http://bit.ly/chromeathome

In order to access the "Student Homepage", the easiest way is to visit the school website (www.hfmw.catholic.edu.au) and click “LEARNING & TEACHING”, then look for "Student Homepage" on the menu.
CLASS AND STUDENT BLOGS:

As most of you are aware each of our middle school classes have their very own class blogs. Blogging is a fantastic way to strengthen the connections between home, school and the world. This diagram shows the most powerful benefits that students receive from blogging:

![Diagram showing benefits of blogging]

We have had many visitors to our blogs and love receiving comments and feedback. It is also a forum where each class will be sharing their learning with you.

You can visit our blogs at:


Each student has their own student blog. This can be accessed by the side bar on each class blog. Students use their blog to showcase their learning and work. We encourage you to regularly visit both our class and student blogs.

BUDDY TRAINING:

Our Year 4 students have excitedly begun their training to be a buddy to our 2016 Prep students. Our Buddy Program involves our current year 4 students supporting the new preps so they feel comfortable during the transition period when starting school. It also gives the Year 4 students an opportunity to further develop their leadership skills. Over the next few weeks our year 4s will be assisting the prep teachers in the Prep transition sessions and in week 8 they will meet their 2016 Prep Buddy.
BRAIN FOOD

At Holy Family we encourage healthy eating habits for the students. Each class in Level Three will have a Brain Food break daily. The time of the Brain Food break will be at the discretion of the classroom teacher. Students are allowed to bring any fresh fruit or vegetables, as well as cheese. No Muesli bars or nuts allowed. Please note that the fruit and vegetables must not be processed as the emphasis is on fresh, healthy produce.

It is beneficial to your child to have the fruit or vegetables prepared (cut up) to enable them to finish eating in the short time available for Brain Food breaks. We encourage students to have water bottle in class so they can maintain hydration (important for optimum brain function). Bottles may only contain water – no cordial or juices.

SPECIALIST TIMETABLE

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Please Note:
- All students are required to wear their sports uniform to both Phys.Ed lessons and Sport
- Art smocks are essential for all Art lessons
- Students need to have a library bag to borrow
DATES TO REMEMBER

OCTOBER

Thursday 15th  3/4D and 3/4BB local Excursion to Mount Waverley Shops
Friday 16th     3/4GA and 3/4NB local Excursion to Mount Waverley Shops
Friday 23rd    Excursion to Sovereign Hill
Sunday 25th    Year 3/4 Level Mass 10.30am
Tuesday 27th   Year 3/4NB and 5/6S Class Mass 9.10am

NOVEMBER

Monday 2nd     School Closure Day
Tuesday 3rd    Melbourne Cup Day
Tuesday 10th   Year 3/4BB and Prep KW Class Mass 9.10am
Wednesday 11th Remembrance Day
Thursday 19th  Italian Day
Friday 20th    School Closure Day
Monday 23rd    Book Fair Commences and closes on Friday 27th
Tuesday 24th   Year 3/4GA and Prep J Class Mass 9.10am
Monday 30th    Swimming Program Commences (Monday/ Tuesday/ Thursday/ Friday)

DECEMBER

Tuesday 1st    Year 3/4D and 1/2M Class Mass 9.10am
Wednesday 2nd  Christmas Family Night 6pm
Monday 7th     Swimming (Monday / Tuesday / Wednesday / Thursday / Friday)
Thursday 10th  Reports go home
Tuesday 15th   Whole School Thanksgiving Mass
Wednesday 16th Final Assembly at 2.15pm and School concludes at 3.15pm