Senior School
Level Newsletter

Term One, 2017

We are 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.

*Senior School Teaching Team*

5/6 BB: Treasa Barwick & Carissa Bright  
5/6 BW: Patrick Brodrick & Rena Walsh  
5/6 GA: Susan Gleeson & Bernadetta Abell  
5/6 H: David Hyde  

**Teaching Support:** Anna White & Martin McGauran  
**LSO:** Sarah Cuskelly  
**Parish Youth Leader:** Daniel Belcher  
**Level Leader:** Treasa Barwick
Dear Parents,

Welcome to the Senior School for 2017. We hope that everybody has had a restful summer holiday and are back with enthusiasm and energy for what lies ahead! The teaching team have been hard at work and cannot wait to continue your child’s learning journey with them.

This year we welcome Patrick, Rena, Sue & Bernadetta to our teaching team. We are blessed to have the support of Sarah Cuskelley (Mrs C), Anna White, Martin McGauran and Daniel Belcher (parish youth services) in our teaching and learning experiences.

Firstly, we would like to say how proud we are of your children and the manner in which they have begun the term. They have organised themselves within the space and have begun to move about with consideration and care for themselves and their peers. We have worked through whole school expectations across the four classes and each group have decided to focus on lining up appropriately, entering into spaces only after people have exited and welcoming each other with a smile or hello as we pass. We believe our expectations to be paramount in creating a culture of belonging, inclusion and respect where we are ready for learning.

Added to this your children have been working hard at setting SMART goals across the curriculum. We remind parents that SMART goals are specific, measurable, agreed upon, realistic and timely. Have a chat to your child about the goals they are working on formulating in reading and writing, as well as with their overall learning behaviour.

Term one brings with it a few dates for you to be aware of and these are highlighted on the next page. Following these, you will find a breakdown of each curriculum area and what the students will be focussing on in these. We ask you to please return any notices that are sent home in a timely fashion and we await the new care monkey online notices system that we will be using later in the term.

Lastly, we bring to your attention the Summer Round Robin to be held at Jells Park on this Friday 17th February. Some grade 5’s are attending this event and all grade sixes. Those grade 5’s not attending are asked to wear their sports uniform to school and they will attend the Winter Round Robin later in the year. The split of these days is due to the number of children we have within the senior school.

We welcome new parents to the level and welcome back those of you who had students in year five and six last year. Please do not hesitate to make a time to come and see any one of us, or pop in to say hello. Our email addresses are outlined below, however please note that responses to these will not be immediate as we are likely to be teaching your children!

Yours Sincerely,

Bernadetta Abell, Treasa Barwick, Carissa Bright, Patrick Brodrick,
Susan Gleeson, David Hyde & Rena Walsh
DATES FOR YOUR DIARY

February

13th – Buddy session
16th – Level Newsletters sent home
17th – Jells Park Summer Round Robin
   Twilight Sports, Bill Sewart 4:45pm
20th – Homework Starts
24th – District Aths Trials at School 9-11am
27th – Monash Swimming Comp
   Buddy Lunch

March

1st – Ash Wednesday Mass 9:15am
3rd – Class Mass: 5/6BB
10th – Closure Day; School Review
13th – Labour Day Holiday
14th – Closure Day; School Review
15th – School Photos (full summer uniform)
17th – St Patricks Day Mass
   Class Mass: 5/6GA
   Buddy Activity
20th – Book Fair All Week
   Harmony Day Celebrations
23rd – District Athletics
27th – Halogen Leadership Day
28th – Parent Teacher Child Interviews
30th – Parent Teacher Child Interviews
   Buddy Lunch
31st – Last Day of Term 1; finish at 1:30pm
   Class Mass: 5/6H
Religious Education

This year we enter into a conversation with our students in religious education sessions, making links between our Catholic faith and the students' everyday lived experiences. We are working with the new Religious Education Framework which promotes dialogue through open questions, identifying the messages within the Gospels and creating the space for students to encounter God in their lives. The content of the Religious Education curriculum reflects the pursuit of wisdom and truth through 5 content areas. They are: Scripture and Jesus; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacrament; Morality and Justice.

Throughout Term One, students will seek to explore the question, How does my faith help me to live a just and faith filled life?’ Through the following contributing questions:

1. What are just relationships and how can I build them?
2. How does our faith impact on our choices?
3. How can choices impact on community life?
4. How can I participate in our Holy Family Parish and our local community?
5. Do we have a role to play in our church’s mission?

The students will come to understand that:

1. They can apply symbols and rituals when planning communal prayer.
2. They can build just and compassionate relationships with others and apply the Christian concept of justice to community issues.
3. Our lives can be impacted upon by religious membership to our own Catholic faith and other faith communities.
4. That personal and political choices can impact on community life.
5. That they can participate responsibly and contribute ethically in both the local and Holy Family Parish communities and that they have a role to play in the mission of the church.

To show their understanding in this unit of work, students will work with their peers to investigate a community organisation that works for justice at a local and or global level.

Parents please note that Confirmation for our Grade 6 students will be celebrated on Thursday August 17th at 7pm (Term 3).

English

The students have already begun to form their reading and writing goals for this term. Knowing what they're proficient at as readers and writers and what they need to work on can spark students' thinking about setting important reading and writing goals. As we sit and talk to our students about what they want to improve on in their literacy, we gain great insight into how much they know about themselves as learners. Working on goals at the beginning of the school year sets the tone for the kind of work we expect from our students . . . and what they expect from themselves. The students will soon have a copy of their current goals in their diaries to share with you at home.

It would be great if you could encourage the actions whilst listening to/responding to/asking questions of the students' home reading. The students will share their goals, actions and evaluation at Parent/Student/Teachers interviews this term.
This term in Literacy the students will be engaged in developing their skills in reading, writing, viewing and speaking and listening which will also assist the students with accessing our Inquiry on community. Encouraging students to think critically about issues of identity and community is an effective way to engage them in literature and also provides a way to build a class culture that supports learning.

It is an expectation that students read five nights a week and record this daily in their diaries. Parents are requested to sign diaries each week and this will be monitored closely by classroom teachers. Reading regularly has many benefits; stress reduction and improving overall well-being, improving memory and analytical skills, expanding vocabulary, gaining knowledge and ideas, developing creativity and improving writing skills, just to name a few. Please see your child’s classroom teacher if your child is having difficulty finding or choosing appropriate texts to read at home.

Here is an outline of Literacy for the term:

<table>
<thead>
<tr>
<th>Reading/Viewing</th>
<th>Writing</th>
<th>Speaking/Listening</th>
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<tbody>
<tr>
<td>National Anthems</td>
<td>Writing a recount ‘snapshot’</td>
<td>Interviewing skills</td>
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<td>Community Songs/Poems</td>
<td>Writing a class anthem</td>
<td>Asking questions</td>
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<tr>
<td>BTN</td>
<td>Writing goals</td>
<td>Foci: Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase</td>
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<td><strong>Foci:</strong> Identify and explain how choices in language influence personal responses to different texts.</td>
<td>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</td>
<td><strong>Foci:</strong></td>
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<tr>
<td>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital text.</td>
<td><strong>Foci:</strong> Understand how ideas can be expanded and sharpened through careful choice of vocabulary.</td>
<td>Performing poetry</td>
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<td>Poems and songs about the concept of community</td>
<td>Setting up Writer’s Notebook</td>
<td><strong>Foci:</strong> Deliver presentations fluently and with expressions for an audience and purposes.</td>
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<td><strong>Foci:</strong> Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</td>
<td>Writing poetry</td>
<td><strong>Foci:</strong></td>
</tr>
<tr>
<td>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital text.</td>
<td><strong>Foci:</strong> Understand how ideas can be expanded and sharpened through careful choice of vocabulary.</td>
<td>Group discussions and presentations</td>
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<td>Analysing visual texts</td>
<td>Writing visual texts</td>
<td><strong>Foci:</strong> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use of interaction skills.</td>
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<td><strong>Foci:</strong> Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning</td>
<td>Writer’s Notebook</td>
<td><strong>Foci:</strong></td>
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<tr>
<td>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups</td>
<td>Use a range of software, including word processing programs, learning new functions as required to create texts</td>
<td>Group discussions and presentations</td>
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<td></td>
<td>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</td>
<td><strong>Foci:</strong> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and</td>
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<td>Newspaper reports/ online texts around community</td>
<td>Writing informational texts linked to Inquiry</td>
<td><strong>Foci:</strong></td>
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<td><strong>Foci:</strong> Analyse strategies authors use to influence readers. Use comprehension strategies to</td>
<td>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. Create literary</td>
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Mathematics

Number

This term in number sessions, students will explore the history of place value and the origin of numbers across the globe. They will identify why we use numbers and the importance of zero. Students will also explore a representation of numbers and how we use standard and non-standard forms to model numbers. Following this students will investigate the value of the places and multiplicative thinking. This is how 10 or 100 can be used to multiply or divide left or right to move across to the next place. To make links with decimals and our measurement unit, students will cover place value to tens of thousands and identify how decimals are used in everyday living.

Later in the term, students will complete a pre-test prior to entering into addition and subtraction workshops. Workshops are targeted learning sequences covering what concepts your child needs in their learning journey. Students will use their pre-test results to highlight their level of understanding in addition and subtraction concepts on a printed learning journey. This moves with them through a series of workshops that are run by various teachers. Teachers sign off on the students work within the workshop before they can move onto the next concept highlighted in their learning journey. Within this sequence, students will work on improving their fluency in mental addition and subtraction to the application of these in rich tasks.

Applied Maths

Alongside our number units, students will explore measurement as an applied mathematics theme during the term. They will connect decimal representations to the metric system and continue to work on converting units of measurement in length, mass and capacity. Students will solve problems that involve the comparison of length and area with the use of appropriate units. Following this students will make connections between volume and capacity. Finally, students will explore elapsed time and identify how to interpret and use timetables.

Inquiry Learning

This term, we have entered into the inquiry question, ‘What makes a successful community?’ Through the use of visible thinking charts such as ‘See, Think & Wonder’, ‘Lotus Grid’ and ‘Concept Splash’, students will continually develop their understanding and build on their knowledge of what makes communities work. Our overarching question is broken down into the following contributing questions:

1. What is a community?
2. How and why are communities the same/different?
3. Do all communities function effectively and what helps them to do so?
4. What are the measures of a successful community?
5. Do people have a responsibility to contribute to the communities to which they belong?
6. What does it mean to be a global citizen?
Students will explore the following understandings from the questions listed above (and many more):

1. That communities across the globe have common or universal characteristics, belief and value systems that can affect their ability to run successfully.
2. That people can choose to contribute to the community in many ways.
3. That as Australians we can belong and contribute to a variety of communities.
4. Their obligation to the global community and how they can act on behalf of the marginalized.

Parents will note the links between our Religious Education unit this term and our Inquiry as we continue to relate our learning to our Catholic tradition. Students will share their understandings by presenting an idea on how they could support a local or global community issue to their class, upon which one will be chosen as the class action. All will be revealed later in the term!

Classroom Specialist Timetables

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<th>Class</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>5/6BB</td>
<td>Art</td>
<td>Italian</td>
<td>Music</td>
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<td>Literature</td>
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<td>Sport</td>
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<td>Literature</td>
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We welcome Literature with Mrs Adrienne Morris to our specialist timetable. Students will be required to bring their library bags/books on their designated literature session. We encourage parents to meet with Adrienne; to bring your children into the Library/Literacy Resource Centre before and after school on a Wednesday or Thursday and to tap into Adrienne's expertise and knowledge of different authors and genres. It is also an opportunity to discuss some strategies you can use to make your child thirsty for reading. Parents may also be aware the ICT is no longer a specialist subject. This will be taught during class time where our ICT teachers and classroom teachers can work together with your children to ensure computer based skills are taught with other content areas.

REMINDERS

- Sports uniform is to be worn on the designated sports day only. This includes black runners. Our uniform policy states black shoes are to be worn with both Thank you for your support here. If you have any issues with this please speak to your child's class teacher.
- Please assist us by making sure that your child’s clothing, lunch containers and water bottles are labelled.
- Should students be absent through illness, or for any other reason, a brief note must be forwarded to the class teacher explaining the reason for non-attendance. This can be done through the Skoolbag App, a note/diary entry or via email if you prefer.
- Students are reminded to bring a water bottle (preferably a pop-top) to school, which they are able to leave in the classroom for the day. This is important especially in the warmer weather.
• At Holy Family we have a non-sharing of food policy. The children are not permitted to share any foods brought from home with other children. A number of students enrolled at the school have medical conditions, which necessitate that they do not have contact with nuts, eggs and dairy products.
• It is compulsory for students to wear the school hat when outdoors in first and fourth terms. A no-hat-no-play policy is our practice during these terms.
• Electronic equipment should not be brought to school.
• Mobile phones should be handed to your child’s classroom teacher upon arrival at school and collected prior to leaving for the day. These will be kept in the teacher office area however we take no responsibility for phones brought to school.
• If your class partakes in Brain food, please ensure this is food that does not drip or cause a mess which in turn will disrupt your child’s learning. We ask that brain food be fresh fruit or vegetables only. This can be cut up and placed in a container or bag for ease of eating if you deem appropriate. Parents please note that no dairy products or fruit bars are considered to be appropriate brain food. If you have any concerns with this please see your child’s teacher.

WE ARE ALLERGY AWARE

Anaphylaxis is a severe and potentially life threatening allergic reaction. We have children in our school and in particular our level, who are allergic to eggs, nuts and legumes (beans). We ask that you refrain from sending any nuts, nut products such as: peanut butter, Nutella, bean products such as chickpeas, hommus dip, lentil burgers, baked beans. We want to do our best to keep those at risk, as safe as possible.

Bounce Back!

We continue to immerse the students in the language of bouncing back and problem solving in order to build their skill set in responding to the social situations they find themselves in. We use the ten coping statements from the Bounce Back program in order to assist our students to build a proactive mindset. We use a set of problem solving questions to make the students a part of generating their own solutions, ensuring they are aware of what they want to happen and how they would like to get there.

Homework

Parents may be aware of the changes made to our homework for the 2017 school year. Each fortnight your child will still receive a homework grid. This will be online and can be accessed via your child’s google classroom page. It will include 45 minutes per night; of which 20 minutes should be allocated to nightly reading and 20 minutes to activities in response to reading, maths fluency work and religious education. Students will complete their homework on their google drive. There will be no allocated homework book this year. You will be able to ask your child to log on to their google drive and view their work/tasks. Teacher feedback will be left on the work each fortnight. To continue to show our students that we are working together in the monitoring of homework, we handed out student diaries for recording nightly reading and parent signatures. Parents and teachers will sign the diaries each week. When parents sign, please ensure you are checking that your child is up to date with their homework and that they are reading five nights out of seven.
The following are excerpts from our new Homework Policy:

The student’s responsibilities in relation to homework are to:
- read for the prescribed amount of time each night and record this in their log/diary
- hand in their reading diaries/logs each week for the classroom teacher to sign
- take responsibility for choosing their level of engagement in reading
- take pride in and submit their best work
- be fully engaged with the homework task
- use technology responsibly
- bring completed work to school by the due date
- ask their teacher or parents if they are having difficulty understanding a task or need assistance.

The parents and guardians responsibilities in relation to homework are to:
- affirm positive attitudes towards homework
- Support the development of their child’s time-management skills in order to meet homework deadlines
- celebrate their children’s learning successes
- provide a suitable environment in which homework can be completed
- encourage their child to complete and submit the homework
- encourage their child to ‘have a go’ before providing assistance
- ensure that homework does not become a burden on the child by balancing ‘work’ and ‘play’
- report to the child’s teacher any concerns regarding the nature and quantity of homework, or any other homework concerns
- be aware of the role they play in homework and in particular the expectation of student’s reading nightly.

We thank you for your continued support and ask that you come in to see us at your earliest convenience should you have any concerns,

Senior Level Teaching Team