

Term Two

Senior Community Learning Newsletter

*Creating a learning community, nurturing and integrating faith and life,
in a spirit of openness.*

Dear Parents and Carers,

Welcome back! Term 2 began with a bang with our amazing camp to Anglesea. Thank you to Leisa, Rob, Tim, Neale, James, Kim and Daniela for volunteering for this year's camp. It was a very memorable experience, with lots of laughs, excitement and personal challenge. The Vertical Challenge seemed to be the biggest hit of all, with students loving the chance it gave them to push themselves to the next level. A lot of fears were faced and overcome on that activity. Well done kids.

This term has many other exciting events, with the Mother's Day Fun Run, Confirmation (and Reflection Day), an excursion to ACMI in the city, cross country and that little thing called Naplan, which is in week 5.

If you have any questions about your child's learning this term, please email or call in to see their mentor.

Senior Community Camp 2018, Anglesea. Camp Beach Times!





Thanks to the students of 2018 for making this a fantastic camp for each other, for all the staff, and especially for themselves. Well done team!

Senior Community Teacher Emails

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If you'd like to make a time to talk about your child's learning or to simply give some feedback, please don't hesitate to email your child's teacher or call in before school (8:15 am) or after school (3:30 pm).

Growth Vs Fixed Mindset

Dr. Carol Dweck has spent over 30 years studying the behaviour of thousands of children. After observing that some students were able to bounce back quickly after experiencing a challenging situation while others were devastated by the tiniest of setbacks, Dweck coined the terms Growth and Fixed Mindset. She has used these terms to describe how student's underlying beliefs affect their resilience and intelligence. Dr. Dweck noted that when students change their mindset to believe they can become smarter or achieve a difficult task, they develop an understanding that it's their effort that makes them successful, therefore leading to higher achievement and resulting in a more proactive and positive outlook on challenges.

We want all our students to develop a growth mindset so that they can see that it's their effort and persistence that makes them successful and that giving up will only lead to a fixed mindset. Here are a few ways to develop a growth mindset at home!

Coaching a Growth Mindset

5 Questions to Develop a Growth Mindset

- What did you learn from today's performance?
- What steps did you take to make you successful today?
- What are some different strategies you could have used?
- How did you keep going when things got tough?
- What can you learn from your opponent today?

5 Feedback Comments to Develop a Growth Mindset

- This will be a challenging concept to learn, but I believe you can master it.
- You haven't got it yet, but you will if you keep working and thinking about it.
- I really appreciated your effort today.
- It is okay to take risks, that's how we learn.
- Getting better takes time and I see you improving.

@BelievePHQ @SportPsychDunc

Religious Education

This term we will be preparing our Year 6 students to receive the Sacrament of Confirmation. To best support your child's faith journey it is an expectation that all confirmation students and at least one parent attend the **Confirmation Family Night on the 2nd May**. This will begin in the school hall at 7pm.

It is important that all students learn about, and understand, the meanings, symbols and rituals involved during confirmation, in order to share the journey with the sacramental students and provide support to their peers along the way. All Year 6 students will be attending a Confirmation Reflection Day on the 18th of May at Queen of Peace Parish Primary School with other Year 6 Students in the Laverton Parish. We will be leaving from, and returning to, school in normal school hours.

All students, Year 5 and Year 6, will be selecting a Saint to research and explore. They will identify the character strengths of their Saints, which allows them to learn about prominent figures in the Catholic Church, understand who they are and the contributions they made to the world, as well as ask for guidance and share their journeys with them.

Throughout this term, in support of our Inquiry Unit: Caring for the Kids, we will also be exploring the Catholic Social Teaching principle of 'Upholding Human Dignity.' This will involve looking at how Saints upheld human dignity, looking at organisations that work towards helping those in need, and exploring how we can support those in our local community and around the world.

We ask that families keep the students receiving the Sacrament of Confirmation in their thoughts and prayers during this time.

English

Our English unit for this term will be closely connected with our inquiry, 'Care for Kids.' Students will be creating poetry

and examining and identifying how language choice and imagery build emotional connection and engagement with a story or a theme.

Students will embark on a deep examination into the genre of nonfiction by reading and creating nonfiction texts. Using creative/imaginative texts, storyboards and narratives, students will develop the following skills:

- ***Reading:** Analyzing text structures and features; visualising and predicting

- ***Writing:** Responding to, and discussing, narratives, biographies and poetry

- ***Spelling:** descriptive language and inquiry-specific glossary words

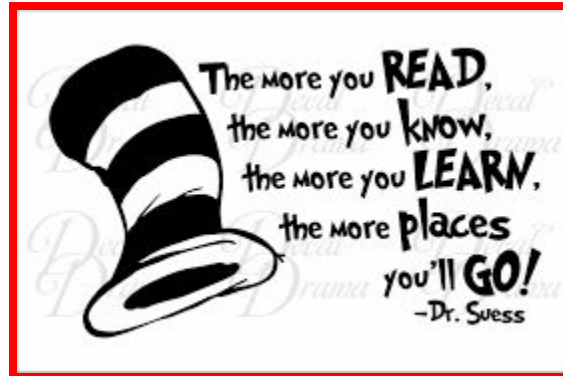
- ***Grammar:** Words that qualify, e.g. usually, probably; words that link arguments, e.g. firstly, on the other hand.

- ***Speaking and listening:** Make judgments and recommendations; reading poetry to an audience

2.15 Community Independent Reading Time.

All students are required to read solidly during Self-Directed 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.



Mathematics

In Term 2 we will be exploring: Location and Direction, Chance and Data, Division and Multiplication, Volume and Capacity.

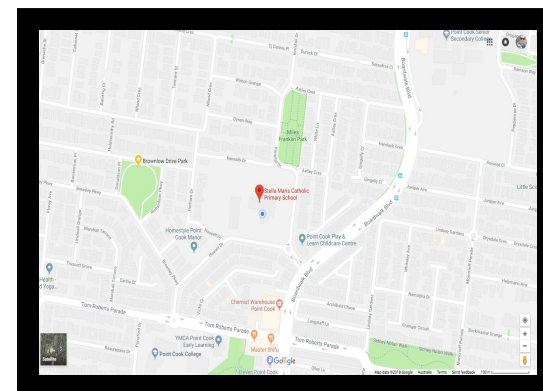
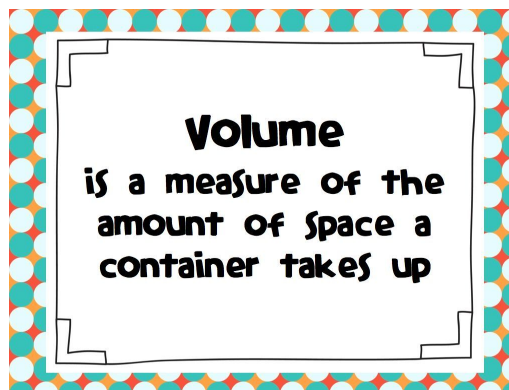
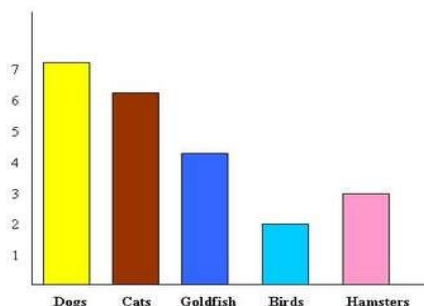
Location: Students will use a grid reference system to describe locations, while also describing routes using landmarks and directional language. They will then be introduced to the Cartesian coordinate system using all four quadrants. Building on their prior knowledge of compass directions students will be exposed to intermediate compass points to specify location or give directions (North East, North West etc.). Using their division skills the students will create scales to calculate the distance between two points on a map.

Chance and Data: Students will list outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions. They will also compare observed frequencies across experiments with expected frequencies. They will pose questions to collect categorical or numerical data through observations or surveys. Using that data they will construct, interpret and compare a range of data displays, including side-by-side column graphs.

Multiplication and Division: Students will identify and describe factors and multiples of whole numbers and use them to solve problems. Learning and using efficient mental and written strategies they will solve a range of multiplication and division problems. They will develop and extend their multiplication strategies to increase their recall of multiplication problems.

Volume and Capacity: Students will estimate, measure and compare mass using kilograms (along with an awareness of grams), using standard measuring instruments and read scales to the nearest graduation (e.g. tape measure, measuring jug, thermometer). They will read formal scales with increasing accuracy as well as converting

measurements between metric units e.g. recognise that 1.25 litres is the same as $1\frac{1}{4}$ litres



Cybersmart, Cybersafe!

Over the past two decades, our lives have been transformed by a digital revolution, opening up a world of possibilities. Children are the greatest beneficiaries of this digital era and are learning to navigate the online world at a younger and younger age. However exploring the Web is not without risk. When interacting in an online environment children need to be educated on what to do if they are exposed to age-inappropriate content; encounter cyber bullying; or when they might be putting their privacy at risk.

With this in mind, the Senior Community students are currently working towards obtaining an eSmart Digital Licence. The eSmart Digital Licence is an innovative, interactive test designed to educate and challenge children on their knowledge of online technologies and cyber safety. The Digital Licence has been created by cyber safety experts and teachers and is designed to use anywhere you have an Internet connection. The Digital Licence encourages students to consider their choices when learning, playing and transacting online.

The Digital Licence guides students through eight separate modules, with learner guides to teach and test a child's knowledge about cyber safety. The learning modules are:

Digital Devices, Protecting Privacy, Searching & Researching, Creating & Sharing, Social Networking & Gaming, Communicating Safely Online, Friends & Strangers, and Managing Money & Online Credits.

When all eight modules are successfully completed, the students will receive an eSmart Digital Licence – in recognition of being equipped with the necessary skills required to embrace and safely explore the wonderful world of online technology.

Students will have the opportunity to complete the modules during specific lessons at school and as part of their home learning. We encourage parents to have discussions with their children around each module to build upon their understanding.

We appreciate your support in this important learning journey.



Student reflection on the Digital Licence:

Getting my digital license taught me lots of tips for when I'm on the computer.

Some of the things I learnt are:

*You never know who a person really is online unless you have met them in real life.

*Some things may seem like they are free, but if it uses enough of your data and you go over your limit then you will have to pay.

*Some apps have age limits, for example social media.

*It's not to stop you from having any fun.

*It's there to protect you from things that may not be appropriate and other people.

*You should never click on a pop up that says something like 'you've just won \$1,000,000' or 'click here to get a free ipad now' because they could be viruses that can harm your computer and collect your personal information.

An important thing I learned whilst completing my Digital Licence is you should make sure that when you are finding wifi to use, it is secure. You can tell if Wifi is secure or not because if it is secure, it will have a little padlock symbol on the side. If it has a little unlocked padlock then it is not secure and you don't know who else is using it. By completing my digital license it helps me to be safe and eSmart on the internet

Inquiry

Big Picture Inquiry

During terms 1-3 our Senior students will be using their learning to create movies, music, storyboards and performances as a way of expressing themselves and connecting with our wider community. These works will be seen on our performance nights.

Care for the Kids

Our Term Two inquiry will lead our Senior students into an exploration of the rights of children, and ways in which organisations help children around the world. They will research social justice issues and learn about emotive language as they prepare and perform slam poetry. Our students will produce a performance to support an organisation that

helps children around the world.

As a result of this unit, it is intended that students will be more prepared to consider children who are living in poverty and have empathy for them.

Students will better understand the need to find out about people before they judge them.

Below you will find an outline of our inquiry rational

Our Key Understanding:

There are people in need and we have a responsibility to help them.

Contributing Questions and Lines of Inquiry:

What is poverty? (within first and third world countries)

What can we do to stand in solidarity with children in poverty? (aid agencies)

What are the issues facing children living in poverty?

How can we tell their story?

Growth Mindset: Gratitude

Social Justice Principles: Preferential option for the Poor, Human Dignity, Global Solidarity

