



**Term 3, Years 6, 2020**  
**St Joseph's Primary School**  
**Respect for Self, Respect for Others, Respect for Environment**

### ST JOSEPH'S SCHOOL PRAYER

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Dear God,

We thank you for our wonderful school. We are glad we belong to St Joseph's community. We pray that we will be safe and happy at school, and that we will learn much about You, ourselves and the world.

Help us to treat each other with respect and generosity.  
We hope to be like St Joseph, a person who cared for others.

**Amen**

### WELCOME TO TERM 3

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It's hard to believe that we are back to teaching and learning remotely! We hope you all enjoyed the extended break, and that our students are feeling rested and optimistic for the term ahead.

We feel fortunate to be able to refine our planning and implement learnings from last term (hindsight's a beautiful thing!), in order to deliver a program we think the students will enjoy.

All lessons are designed to be self-directed and with explicit instruction so that your role is supervisory, as we are sensitive to your existing commitments. As with last term, we are here to support all students and families wherever possible, to ensure a smooth and positive term of learning.

The timetable for Parent Teacher Interviews is now active, please log in and select a time for your family. The website address is <https://www.schoolinterviews.com.au/> and the code is b75b5. These interviews are for parents and teachers only and will be conducted via zoom.

We look forward to working with you! Take care of yourselves and one another.

Please don't hesitate to contact us if you have any questions or concerns.

Annie Opasinis and Christabel Martin

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### GOOGLE MEETS, GOOGLE FORMS AND TEACHER FEEDBACK

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Each week, students will participate in a weekly Reading Google Meet with their newly allocated group. Each meeting will begin with a 'wellbeing check-in', and general chat with their friends so that students can maintain their connection to their peers.

Students can also tune into a daily [Maths Workshop](#), during which the teacher will be available online for students requiring assistance with the day's Maths task. At times, we may also request students tune into these sessions, based on what we've seen when correcting work.

Student wellbeing will be further monitored through a morning Google Form. This will assist us in marking the roll, as well as flagging any students who may need an additional Google Meet, whether for a wellbeing or workload matter. Furthermore, if students would like to request a one on one meeting with their teacher to discuss work or their wellbeing, they simply need to email us and we will set up a meeting.

As well as verbal feedback on work shared during the above Google Meets, we will provide written, personalised feedback on various tasks throughout the week.

## **PARENT COMMUNICATION**

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We will continue to send a parent update every Sunday afternoon, with the following week's timetable attached in PDF format and any other important information. On top of this, we will continue to send the daily schedule for the following day each evening.

Any additional information will be sent via email, while ensuring not to flood your inboxes. As always, we welcome questions or concerns to [apasinis@sjelst.catholic.edu.au](mailto:apasinis@sjelst.catholic.edu.au) or [cmartin@sjelst.catholic.edu.au](mailto:cmartin@sjelst.catholic.edu.au).

## **RELIGIOUS EDUCATION**

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The RE Curriculum area of 'Church and Community' will be the focus this term. At St Joseph's, we use the Pedagogy of Encounter to plan meaningful and authentic learning experiences for the students through a Catholic lens. During the remote learning period, students will explore the gifts and fruits of the Holy Spirit and reflect on their role in the mission of the Church. Students' learning will then be applied to an investigation of real-world issues, such as the destruction of sacred sites. Students will explore various perspectives before considering the roles and responsibilities of various stakeholders in building a just community.

## **TOPIC - GEOGRAPHY**

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Students will complete a self-guided project, during which they'll select a country of the world and research what makes it unique. Students will investigate the country's geographical features, demographics and culture, before finding out more about its sacred sites. There will be some flexibility with the mode of presentation, so we have provided both online and offline options. The Topic lessons are over two afternoons each week, so offline options are a great way to enjoy an 'unplugged' afternoon.

## **LITERACY**

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In Writing, students will develop their understanding of writing conventions through producing a News Report during the remote learning period. Students will investigate the structure and language features of news reports, as well as the varying forms of reports, such as articles and news programs. Following on from this, students will explore information reports and refine the skill of researching from a range of sources and paraphrasing in their own words.

In Reading, students will participate in a novel study of 'A Long Walk to Water' by Linda Sue Park. As we were unable to source a copy for each child, we have scanned the book and will upload

two chapters for the students each week. Students have also been divided into four new groups, each of which has been allocated a weekly Google Meet with their teacher.

Students will also complete a 30-minute Spelling activity four times each week. Students will focus on the vocabulary from the text, 'A Long Walk to Water' and complete a new activity each session in their workbooks. The activities are based around sounds and syllables, plurals, prefixes and suffixes, and synonyms and antonyms.

## NUMERACY

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Now that we've moved to remote learning, we've reconsidered the topics we want to explore this term. Therefore, we are going to start with angles, as students already have some understanding of this concept based on the results from their pre-test. We have also sent a protractor home for each child which can be found in their tubs. Following on from this, we will explore data representations and mass, volume and capacity. Hopefully, once we return to school later in the term (fingers crossed) we will delve into fractions, decimals and percentages.

We also look forward to seeing students regularly again during Maths blocks through the scheduled Maths Workshop sessions. If your child is struggling with a concept, please encourage them to join these by clicking on the link in the daily schedule.

## SOCIAL AND EMOTIONAL LEARNING

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This term, students will practise 'Engagement', the next domain of the Berry Street Education model (BSEM). This domain covers:

- Willingness - setting SMART (specific, measurable, achievable, relevant, time-bound) goals, problem-solving, and collaboration skills
- Positive emotions - brain breaks, positive movement and rhythm
- Cultivating wonder

Therefore, in Week 1, students will set up a new Google Site in order to set and monitor progress towards SMART goals throughout the term. Each Friday, they will select a piece of work of which they are proud in the subject areas of Reading, Writing and Maths, before uploading the work sample to their Sites.

## SPECIALIST LESSONS

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We value the Specialist program that is offered during remote learning. Specialist teachers are working hard to create Art, Music, PE and Italian activities that require minimal parental support and are accessible to families. If one of these activities needs to be modified to suit your child or your home environment then please do so. For example, if an Art activity requires art materials please feel free to use any materials you have at hand at home. The Specialist teachers will be supervising the onsite program every Wednesday, and therefore we ask families to use some discretion in terms of emailing the teachers during this period. We hope that the Wednesday Specialist/Wellbeing day is a successful addition to the remote learning program this term and gives students the opportunity to engage in some mindful and creative time.

**Art with Lidia Chris:** During Term 3, the art program will be delivered from a remote learning platform. The children will be given several tasks that support the Geography unit, where they will focus on different landmarks from around the world. They will be given instructions on how to create these activities and explore other forms of presenting their ideas.

**PE with Louise Howell:** The beginning of Term 3 will see the students focusing on fitness. While a set PE lesson will be planned each week, I encourage students to also take opportunities to undertake physical activities that are of interest to them. Whether shooting hoops, playing kick to kick with a soccer or footy, following an online dance tutorial, or going for a walk or bike ride, moving for enjoyment is our priority this term. The students should take time to undertake activities that are also great for the connection between mind and body, such as yoga or meditation. Each PE lesson planned will conclude with an activity of this nature.

**Music with Erin Absalom:** Students in Years 5 and 6 will study music analysis. During this term, students will create a 'listening diary', where they will record and express their thoughts about a variety of musical works. The character strengths that will be focused on this term are love of learning, appreciation of beauty and perseverance.

**Italian with Signora Butera:** During Term 3, students in Year 5 will focus on Geography. They will investigate the cities of Rome, Venice, Florence, Naples, as well as the region of Sicily. Children will continue to build their knowledge of present tense verbs, definite articles and adjectives. Children will write basic sentences in Italian describing these cities, applying the grammatical structures covered during lessons.

## **ADDITIONAL INFORMATION**

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We have implemented a number of measures to promote health and wellbeing this term. While all planning needs to be delivered online, we appreciate the increased time students are spending on devices while remote learning. To this end, we have:

- Scheduled and provided resources for a brain break, in addition to the adequate recess and lunch breaks;
- Planned more Maths lessons to be completed in workbooks, with photos being inserted to slides for feedback;
- Added a Wednesday morning STEM / Wellbeing block, during which students can choose from a range of provided hands-on activities;
- Provided offline options for the final Topic project including, for example, a poster or diorama;
- Encouraged students to 'unplug' after reading the afternoon announcement on Google Classroom.

*Please also note these considerations regarding **Chromebook usage:***

- Chromebooks are only to be used during the hours of 8.30am and 3.30 pm and will need to be stored safely for the rest of the day.
- The sole purpose of the Chromebook is to complete assigned school work and tasks set by the teacher.
- Students are not to access Google Hangout while working on school Chromebooks.
- Student use of the chromebook will comply with the Acceptable Use of ICT Policy (signed by the student earlier this year). If a student breaches this agreement their account will be suspended indefinitely.