

# Bethany Catholic Primary School, Werribee

Yr 5/6 - Leadership Centre News - Term 2, 2024



Working in the Dome



Cooking ANZAC Slices!

## Welcome back to Term Two!

Welcome back to all our families, we hope everyone had a restful break and are ready for the busy term ahead! All students were excited on Monday morning to be reunited with their friends. There was a great buzz around the centre.

We are looking forward to plenty of exciting opportunities this term, no doubt it will be another busy one! We started off with a bang in week one and had our Athletics day which was a huge success. The children had a fantastic time and took part in many different events across the day.

We have lots of wonderful learning opportunities coming up this term...

## Incursions / Excursions

On Friday 26th April the students went on an excursion to the Shrine of Remembrance to experience a new program, 'Anzac and After'. They explored the Shrine and had their minds, senses and emotions deeply engaged through active inquiry. The students will continue to use their learning from this experience to explore further as part of this term's inquiry unit exploring the key values of Australia's democratic system of government and the key institutions of Australia's democratic government.

**On May 14th - 17th**, the students will have an **online incursion with the Parliamentary Office**. This program, Parliamentary Insider, is a 50-minute program and explores the function and significance of Australia's democratic system of government.

## Mother's Day Breakfast / Stall

Our annual Mother's Day Breakfast will be held on **Thursday 9th May at 7:45am** in the school hall. We look forward to seeing mothers and/or significant females on this day with their children. This will be followed by our usual Mother's Day stall on **Friday 10th May**. This is an opportunity for the students to use some of their pocket money, if they wish, to purchase a gift for a special female figure in their lives.

## Inform and Empower

This term the students will participate in an engaging, interactive live streamed Inform and Empower webinar focussing on developing Healthy Digital Habits.

Students will explore their relationship with technology, how it makes them feel and why it's hard to put technology down. They will discuss Screen Time versus Green Time, sleep, comfortable and uncomfortable feelings and ways to navigate these online.



## Learning at Home (Homework)

Learning at Home went home on Tuesday last week. This year, home learning will continue to be completed on a digital platform where learning tasks are assigned to a 'Home Learning Google Classroom'. These tasks are assigned on Tuesday, and are to be submitted by the following Monday for corrections and feedback. For students in the Leadership Centre, the time allocation is 30 minutes per night.

## REMINDERS

### Uniform

A reminder that full uniform is to be worn at all times. The sports uniform is the ONLY uniform whereby students can wear runners. Full school uniform states students must wear black school shoes or black boots. We kindly remind you to label all their items to avoid confusion or loss. Your cooperation in ensuring items are clearly marked is greatly appreciated.

### Winter uniform

Long / Short Sleeve Gold Polo Shirt with Navy Trousers

Long / Short Sleeve Gold Polo Shirt

Tunic with Navy Tights

### Sports Uniform

Long / Short Sleeve Gold Polo Shirt

Navy Tracksuit Pants / Royal Blue Sports Shorts

Royal Blue Netball Skirt

## Resource Centre

Our Bethany Resource Centre is open for borrowing. A friendly reminder that students will require a **library bag** to ensure all books are protected as well as making it easier to transport them to and from school. The Leadership Centre borrowing day is on

**Wednesdays.**





### Brainfood:

Students are required to bring brain food to eat at 10:00am. Brain food is healthy food that gives students energy to learn, like fruit, vegies, cheese etc. It is something students can eat in about 5 minutes while they are still learning, e.g. listening to teacher instructions or reading a book. Snack food, like chips etc may be eaten with lunch or after recess.



### PBL - Positive Behaviour for Learning

As students return to school after their Term 1 holidays, teachers are resetting the expectations with their students for when they are moving around different spaces in our school (**Be Safe - Learning Spaces**). This includes walking in classrooms and corridors, waiting their turn to access their lockers, and carrying their computers with two hands while walking to their chair.

Teachers will also be tightening their expectations of all students when lining up quietly outside their classrooms at the beginning of the day, at the end of both play times and at the end of the day. Students must remember that **outside asphalt areas are a walking area only**; no running is permitted at any time (**Be Responsible - Outside Area**). Students are also expected to be ready for learning by being in line by the second bell at the end of each play time.

Students demonstrating Positive Behaviours for Learning around our school will be given a PBL sticker affirming the value they have followed. These stickers will also be converted to House Points which will be counted each week and announced at Assembly, culminating in an end of term prize for the winning house team.

## Positive Behaviour for Learning School Wide Expectations



*Let Learners Learn and Teachers Teach*

	Be Safe	Be Respectful	Be Responsible
Learning Spaces	<ul style="list-style-type: none"><li>Keep hands, feet and objects to yourself</li><li>Line up and walk calmly and quietly</li></ul>	<ul style="list-style-type: none"><li>Use kind words and actions</li><li>Use whole body listening</li><li>Follow directions promptly</li></ul>	<ul style="list-style-type: none"><li>Look after self, others and equipment</li><li>Be a responsible learner</li></ul>
Outside Area	<ul style="list-style-type: none"><li>Keep hands and feet to yourself</li><li>Use spaces and equipment correctly</li></ul>	<ul style="list-style-type: none"><li>Use kind words and actions</li><li>Be a good sport</li></ul>	<ul style="list-style-type: none"><li>Look after self, others and equipment</li><li>Wear correct uniform</li><li>Be on time &amp; walk promptly to line up</li></ul>



### The Resilience Project (TRP)

This year, Bethany Catholic Primary School has been working alongside The Resilience Project to teach students positive mental health strategies to prevent mental ill-health and build young people's capacity to deal with adversity.

Teachers and students engage in weekly lessons and activities around the key principles of Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy to build resilience. Each lesson is designed to provide students with age-appropriate content to allow for rich classroom discussions and time to complete an entry in their TRP Journal reflecting on ways to incorporate each concept into their daily life. Teachers and students also enjoy participating in additional activities, such as brain breaks, mindfulness breathing exercises and GEM chats.

GEM Chat examples:

**Gratitude (orange)**

**Empathy (green)**

**Mindfulness (purple)**

**Emotional Literacy (red)**



## Special Dates

### Cross Country

Cross country will take place on **Wednesday 8th May**. More information to follow closer to the date.

### Learning Conversations

Learning conversations will take place on **Thursday 27th June**. This will be a school closure day for students in order to facilitate this. These conversations are an opportunity to meet with your child's teachers to discuss their report and celebrate their achievements and learning over Term 1 and Term 2. It is also a time to look at future learning for the students. More information to follow closer to the date.

### Liturgies

Celebrating Holy Mass provides the students the opportunity to experience their faith as they encounter Christ at this momentous meeting point.

Mass is celebrated in the school hall and all families are most welcome to attend.

### Term 2:

Saturday 27th April 6pm

**Community Mass** St Andrew's

Thursday 9th May at 10 am

**Level Mass:** Years 1 and Years 6

Friday 24th May at 10 am

**Whole School Mass:** Our Lady Help of Christians

## Assemblies

We are delighted that the students will be able to share and celebrate their learning to our community at our school assemblies. The Leadership Centre assembly dates are Below.

Term 3: Monday 22nd July: Teresa / Little Hubs

Term 4: Monday 14th October: Chisholm / MacKillop

Monday 11th November: Remembrance Day Leadership

## Term 2 Learning and Teaching in the Leadership Centre

### Religious Education

In **Religious Education**, students will be exploring the Guiding Faith Question of "How does God call me to Live Sacramentally?" through the themes of Community, Belonging and Celebration. They are building their knowledge of how a Sacrament is a person's public commitment to live your life for God and nourish your faith. They are exploring ways in which they can live Sacramentally through being an active part of a Faith Community to live in discipleship with Jesus.

Year 5 students are beginning to build their understanding of the Sacrament of Confirmation. They are forming a Catholic understanding of the actions of the Holy Spirit and the gifts of the Holy Spirit. Students are also examining how they are part of the broader community of the global Catholic Church.

Year 6 students are beginning preparations for the Sacrament of Confirmation later on this year. They are reflecting upon how we strengthen our faith as Catholics and interpreting the work of the Holy Spirit in the world. They will also lead a special prayer time with Year 1 students and practise organising and participating reverently during Mass as student leaders of our Faith community.

### English Year 5

#### Reading and Viewing

Year 5 students will be reading the novel 'Holes' and 'ANZAC Girl'.

Students will:

- form and share opinions on a literary text, using language features, such as dialogue and rich descriptive language
- use strategies, such as visualising, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build comprehension
- describe the ways in which a text reflects the time and place in which it was created eg. vocabulary, phrasing, context.

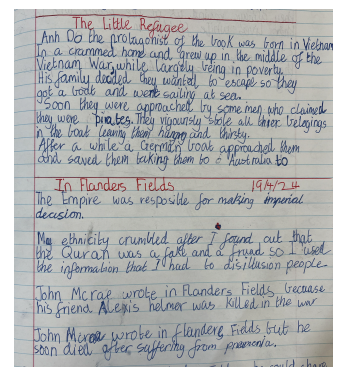
### English Year 6

#### Reading and Viewing

Year 6 students will be reading the poem 'In Flanders Field' and a non fiction unit 'Maya, Aztec and Inca Civilization'.

Students will:

- read a variety of texts and demonstrate comprehension by comparing characters, events and ideas to build literal and inferred meaning
- examine how authors use vivid vocabulary and figurative language, such as metaphors and similes to engage their audience.



## Writing

During writing times students will have multiple opportunities to:

- write a complex sentence that includes an independent clause and at least one dependent clause
- compose a narrative with elaborated and sequenced ideas
- re-read and edit their own texts and the texts of others.

## Speaking and Listening

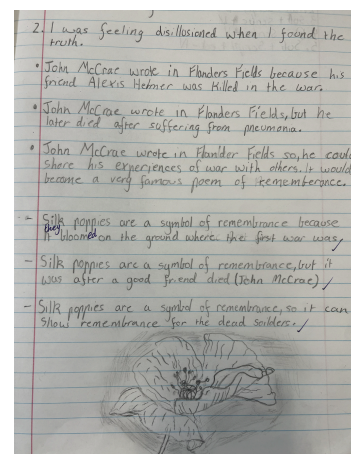
Students will have multiple opportunities to:

- deliver formal presentations for a specific purpose, experimenting with features of voice such as tone, volume, pitch and pace
- use interaction skills to present and justify an opinion or idea
- show respect and understanding of differing viewpoints during discussions.

## Writing

During writing times students will have multiple opportunities to:

- create different types of written texts, with developed and organised ideas for purpose and audience
- apply knowledge of prefixes, suffixes and word origins to spell words accurately
- create different types of texts, with developed and organised ideas for purpose and audience eg. narrative, persuasive, explanation
- re-read and edit their own texts using a criteria and exploring editing choices.



## Speaking and Listening

Students will have multiple opportunities to:

- use interaction skills and awareness of audience when sharing and evaluating information and opinions
- deliver formal presentations to engage the intended audience, using appropriate features of voice
- demonstrate respect for diverse perspectives during discussions, listening attentively to different viewpoints.

## Mathematics Year 5

Throughout Term 2, students will focus on the following concepts:

### Measurement

Students will:

- convert between 12 and 24 hour time
- solve worded time problems with 12 and 24 hour notation.

### Space

Students will:

- construct a grid coordinate system to location positions on a diagram

## Mathematics Year 6

Throughout Term 2, students will focus on the following concepts:

### Measurement

Students will:

- calculate elapsed time in transport timetables and schedules
- identify supplementary and complementary angles
- determine unknown angles on straight lines, right angle and within shapes.



- use coordinates and directional language to describe position and movement.

### Number

Students will:

- use efficient strategies to solve problems involving multiplication of larger numbers by one- or two-digit numbers
- solve division problems where they express remainders as a fraction.



### Algebra

Students will:

- find unknown values in equations involving addition, subtraction, multiplication and division e.g.  $26 \times \square = 78$
- recognise and explain the connection between multiplication and division as inverse operations
- recall multiplication and division facts up to  $10 \times 10$ .

### Space

Students will:

- compare cross-sections of objects and recognise their relationship to prisms
- construct tessellations and geometric patterns using rotations, reflections and slides to manipulate shapes.

### Number

Students will:

- apply knowledge of place value and multiplication facts to solve multiplication and division problems
- solve division problems where they express remainders as a decimal.

### Algebra

Students will:

- list multiple values that make equations true ( $6 + 4 \times 8 = 6 \times \Delta + \square$ )
- recall multiplication and division facts up to  $12 \times 12$ .

## Inquiry

Our Big Inquiry Questions for this term are,

- 'How is Australia developing as a fair and democratic nation?
- What are my civic rights and responsibilities?'

Students will explore events that led to Australia's government. They will explain the significance of events that have influenced change since Federation. Students will investigate how this system operates today and how it affects different people in different ways. On Friday 26th April students went on an excursion to the Shrine of Remembrance and explored the Australian experience of the First World War. This will link to our rights and responsibilities as well as the values of Australia in a democracy. The students will also complete a 50 minute online program with the Parliamentary Office in May. The students will investigate:

- how laws are made through Parliament
- the responsibilities of representatives
- the formation of government
- how the government is kept accountable.

## Physical Education

Students will begin a Sports Education in Physical Education Program (SEPEP). SEPEP involves each student being given a role in shaping a sporting tournament and carrying out that role throughout the program. It allows the opportunity for all students to learn vital skills such as team work, responsibilities, ownership, organisation, collaboration, problem solving and communication.



## Parlo Italiano (I speak Italian) with Claudia Pesolilla

Buongiorno!

In Term 2 we are working towards consolidating numbers and talking about our age, as well as finding patterns in Italian nouns (classroom objects) by looking at the letters in the word ending and recognising masculine and feminine nouns in Italian. Each week students will revise previously learnt phrases, such as asking someone their name or asking to have a drink.



To celebrate Mother's Day children will revise how to say mother, grandmother, aunty, as well as Happy Mother's Day (BUONA FESTA DELLA MAMMA). They will also learn a song, ' My Mum is like my friend'. Reading, Writing and Listening activities will be used daily to reinforce the Italian language.

### Specialist opportunities

Cycle 1 of Specialist opportunities: 15th April - 24th May

<b>PE</b> Connor Brien	<b>Visual Arts</b> Jo Allison	<b>STEM/Digital Technologies</b> Kym Young	<b>Music</b> Trish Hollenbach	<b>Visual Arts</b> Nat Newman	<b>ESmart</b> Natasha D'Cunha
<i>Teresa Little</i>		<i>Mandela Kolbe</i>		<i>Chisholm MacKillop</i>	

Cycle 2 of Specialist opportunities: 27th May - 28th June

<b>PE</b> Connor Brien	<b>Visual Arts</b> Jo Allison	<b>Digital Technologies</b> Kym Young	<b>Music</b> Trish Hollenbach	<b>Visual Arts</b> Nat Newman	<b>ESmart</b> Natasha D'Cunha
<i>Kolbe Mandela</i>		<i>MacKillop Chisholm</i>		<i>Teresa Little</i>	

## Visual Arts

Jo Allison



Students from [Teresa](#) and [Little](#) hubs will continue to study the works of German painter, printmaker and architect Hundertwasser. They will specifically work with various

materials such as oil pastels and watercolours to create their own artwork to combine contour drawing and building block observational drawing. Students will explore shapes to use for buildings, trees and create vibrant backgrounds and foregrounds for a finished art piece.

Students from [Kolbe](#) hub will embark on an artist study looking at the works of German painter, printmaker and architect

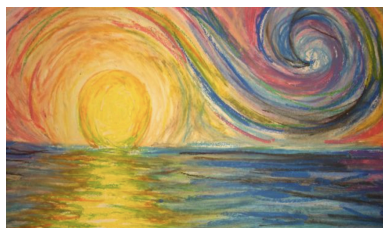


Hundertwasser. They will specifically focus on the element of line, shape and colour and recreate art pieces which will deepen their understanding of these elements through analysing and studying his various works.

Students from [Mandela](#) hub will be learning how to blend oil pastels to create various tones and values.

This exploration of blending warm, cool

and analogous colours will skill students in preparation for creating their own landscape inspired art piece.



## Visual Arts

Natalie Newman

[MacKillop](#) and [Chisholm](#) hub students will continue their learning about printmaking. They will analyse the materials used by artists to transfer imagery to paper. Students will develop their own ideas through foam printing. They will then learn about form through ceramics by making coil pots using clay.

From week 7, [Little](#) and [Teresa](#) hub students will begin making a sculpture. They will experiment with 3D art making skills whilst looking at shape, texture and form. Students will experiment with a range of materials including papier mache, paint and posca paint pens.



## Digital Technologies

Kym Young

In the first half of the term, students in [Mandela](#) hub will continue to build on their block coding skills. Using Sphero Bolt, they will learn how to incorporate loop blocks, animation and event blocks into their programming and employ critical thinking when solving coding challenges.



To conclude the Digital Technology unit, students in [Kolbe](#) hub will take on the role of inventor! They will employ the skills and knowledge they acquired in Term 1, to think of a useful task the Edison robot could perform and then write a program to allow their robot to complete the task. The students will work through a design brief which will encourage them to think creatively and critically whilst also reflecting on their own learning experience.

From week 7, students in [MacKillop](#) and [Chisholm](#) hubs will use the programmable robot Sphero BOLT to further develop their coding skills in Digital Technologies. They will endeavour to apply their knowledge of coding to program BOLT to complete mini challenges such as playing mini golf, 'Pong' and navigate obstacle courses. Students can look forward to working closely with their peers and utilising creative and critical thinking.



## Music

Trish Hollenbach



Students in [Mandela](#) hub have been practising playing xylophones and marimbas as part of an ensemble to play a range of melodies in unison. They will practise reading simple musical notation and identifying different notes that are part of the C scale. Students will revise the name and pitch qualities of different types of xylophones and marimbas.

Students in [Kolbe](#) hub have been practising playing boomwhackers, xylophones and marimbas as part of an ensemble, playing different harmony parts which come together to form a piece of music. They will practise independently reading musical notation and a wider range of musical symbols including repeat, dynamic and tempo symbols.



From Week 7, students in [Chisholm](#) and [MacKillop](#) hubs will build upon previous knowledge of musical concepts including Rhythm, Beat, Pitch and Dynamics. They will be exposed to new musical notation and symbols and encouraged to demonstrate their understandings when playing percussion instruments and singing. They will also build upon their knowledge of reading notes on the musical staff.



**ESmart**  
**Natasha D'Cunha**

Students from [MacKillop](#) and [Chisholm](#) hubs will conclude their lessons in eSmart. They will explore the importance of choosing the correct content for when online for them. They will look at ways to be safe online and strategies to support them when they are faced with a challenge online, like bullying or sharing personal information online. Students will complete all modules to show their understanding of the topics learned.

For students in [Teresa](#) and [Little](#) hubs they will begin their lessons in eSmart. They will be focusing on self regulation and the importance of balancing their time online. Students will also explore what it means to be truly empathetic and kind online to others and the positive impacts it makes when we do so.



**Physical Education**  
**Connor Brien**

Students in [Teresa](#) and [Little](#) hubs will use their learning around inclusivity in sports to make adjustments to current sports or games that will be enjoyed by their peers during the cycle. Students will also be practising and applying fundamental motor skills in minor games over this time.

Halfway through the term, students in [Kolbe](#) and [Mandela](#) hubs will be exploring inclusivity in sports with a focus on the Paralympics later in the year. Students will use this learning to make adjustments to current sports or games that will be enjoyed by their peers during the cycle. Students will also be able to practise and apply fundamental motor skills in minor games over this time.



Please contact us on the emails below for any clarification.

## **Educators**

### Year 5

Steven Giammario - MacKillop Hub: [steven.giammario@bswerribeenth.catholic.edu.au](mailto:steven.giammario@bswerribeenth.catholic.edu.au)

Brenton Payne - Mandela Hub: [brenton.payne@bswerribeenth.catholic.edu.au](mailto:brenton.payne@bswerribeenth.catholic.edu.au)

Helena O'Connor- Chisholm Hub: [helena.o'connor@bswerribeenth.catholic.edu.au](mailto:helena.o'connor@bswerribeenth.catholic.edu.au)

### Year 6

Emma Bonnano - Teresa Hub: [emma.bonanno@bswerribeenth.catholic.edu.au](mailto:emma.bonanno@bswerribeenth.catholic.edu.au)

Cassandra Farrugia - Little Hub: [cassandra.farrugia@bswerribeenth.catholic.edu.au](mailto:cassandra.farrugia@bswerribeenth.catholic.edu.au)

Marilyn Gerace - Kolbe Hub: [marilyn.gerace@bswerribeenth.catholic.edu.au](mailto:marilyn.gerace@bswerribeenth.catholic.edu.au)

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