Dear Parents,

The following newsletter aims to inform you about the concepts your children are inquiring into during this term. We also hope that by explaining some of the strategies that we use to accompany the teaching/learning at St. Joseph’s that you can see how we aim to act out the vision for this school.

The term has begun with Parent/Teacher interviews where your child was invited to be part of a 3 way process. The reason for inviting children to participate in the goal setting process is to develop a partnership with the learner so they can see what they are doing is purposeful and relevant to their needs. If children reach their goals then they start to feel success and this is a powerful way to continue to build self-confidence. Children can also learn to reflect on their progress and refine their goals where necessary which helps them to become a flexible learner. We hope that you can play an active role in supporting your child with their goals this term.

As we look to the needs of our children as learners we know that we are preparing them for a future that is rapidly changing. Many of the jobs our children will do are yet to be invented! There is a strong chance that a number of our children will pursue work that will require living in another country and that strong interpersonal and intrapersonal skills will be important requirements.

In planning for this future the school has employed an Architect who has been given the brief to design some learning spaces that will help facilitate the elements mentioned above. As a part of this process members of both our School Staff and the School Board have been to visit schools that are either new or refurbished to provide contemporary spaces for learning. We have been able to have discussions with the Architect as to the needs of our school and he is using this information to draw up a 3 stage Master plan. A presentation of this Master plan has been made to staff and the School Board from which it is hoped that it will be shared with our school community. This is certainly an exciting time for our community as we prepare to reshape the school to meet the needs of the future.

Our school staff has been organised into working groups so we can use the strengths of our team. One working group is focussing on the area of Curriculum and as a result (of a recent donation from Stuart Gent) a screen has been placed in the foyer. It is our intention to use this medium to show case what is happening in the school. We also plan to add some extra display areas to provide a forum for children to share their various learnings.

Please find attached your child’s overview for Inquiry Learning. Many thanks to those parents who returned the reflection sheets from last term. The comments were very positive and it is fantastic to read of the interaction families are having at home as a result of this work.

Regards,
David Forbes
Curriculum Coordinator
Foundation/Year 1 Change Unit: CH-CH-CH-CHANGES Overview

Overview
At this level students begin to understand the value of history and how it has shaped the way we live today. They are encouraged to gather information in their world using all of their senses.

Concept Phrase
Elements of Change

Rationale
If we understand how and why things in our lives keep changing, then we will be able to enjoy and manage other changes in our lives.

Investigation Into
- How peoples lives have changed over time for better or worse
- How our world is changing
- How we can use our brain and senses to help us learn

Essential Questions
How have things changed since my grandparents were my age?
How do the seasons change our world?
How can we use our brain and senses to help us learn about our changing world?

Future Action
Students will be more aware of changes in their lives and will understand that change is all around us. They will appreciate why things change and what might change in the future. They will be more aware of how they can use their senses to develop clearer understandings about the world around them.

Glossary
after, apple, baby, banana, before, bread, broccoli, carrot, change, compost, draw, during, ears, eyes, feeling, food, fruit, future, game, hearing, horse, how, lettuce, map, mouth, nature, nose, orange, park, past, play, potato, present, record, ride, rot, senses, sight, ski, smell, sound, street, swim, taste, tongue, touch, what, when, where, who, why, world
Years 2 & 3 Change Unit: Stimulating Science Overview

Overview

Immersion into the world of science is used to pique the curiosity of students as they explore some fascinating aspects of biology, chemistry, physics and earth sciences. They are encouraged to think and act like scientists as they experiment with things that change.

Concept Phrase

Types of Change

Rationale

Everything in our physical world changes and understanding how and why these changes occur, helps us in our daily lives.

Investigation Into

Changes we find in our everyday lives
Thinking and acting like a scientist through Biology, Earth and Space Science, Chemistry and Physics

Essential Questions

What changes every day?
How does a scientist work?
Why are there different categories of science?

Future Action

Students will develop a curiosity about the world around them. They will appreciate the different types of science that provide information and explanations as to why and how the world around them changes continuously. They will be curious about everyday occurrences and will have a repertoire of strategies that will support them in both asking and answering their own questions about their environment.

Glossary

biology, chemistry, combine, communicate, compare, comparisons, discuss, features, formal, future, habitats, informal, investigate, investigations, landscape, long time ago, manipulate, materials, observable, observations, observe, past, predict, predictions, resources, sorting, sources, then and now, today, tomorrow
Years 4/5/6 Social Justice Unit: Care For The Kids Overview

Overview
The topic of children’s rights is an emotive issue that requires scrutiny in order for appropriate action to be taken. Students explore ways in which options of children throughout the world can be supported and protected. A range of issues experienced by children living in poverty are presented to audiences through slamming (spoken poetry) performances. Values from different cultures are examined and compared.

Concept Phrase
Rationale for Social Justice

Rationale
An increased awareness of the universal treatment of children will inspire us to take appropriate and timely action to support the protection and care of all children in our world.

Investigation Into
UNICEF - Rights of the child
Places in the world where children's rights are not being met
Actions that improve children's lives worldwide

Essential Questions
How can we improve the lives of children who are suffering?
What might be done to reduce children suffering in the future?

Future Action
As a result of this unit it is intended that students will be more prepared to become involved in causes that better humankind.
They will be more aware of the privileged circumstances in which they live and be less likely to feel hard done by when they do not get everything they want.
They will have a greater capacity to empathise with others and understand the need to find out about people before they judge them.
They will be more prepared to take chances with technology and discover the doors it opens for them.
Learning Entitlement

During the year, members of the leadership team have attended Learning and Teaching Network Meetings at the Catholic Education Office. These meetings are held once a term and the Catholic Education Office are sharing their strategic plan, direction, curriculum overview.

With the introduction of new Victorian Curriculum we are currently working on developing a new two year Learning Plan of Entitlement for all students in our school. The leadership team is completing a lot of the background work and will be introducing this to the whole staff soon for collaboration.

Within this direction, each school is required to develop a set of design principles which they are committed to within all areas of education. The staff at St Joseph’s spent time recently at a staff meeting developing our design principles which we believe are important to us as teachers to help your children achieve to their full potential. These design principles are over the page.
St Joseph's School
Korumburra

We are committed to our faith community, fostering an environment where all teachers and students reach their potential.

We are committed to strong leadership which empowers and builds capacity of all teachers, ensuring a culture of sharing and mutual support.

We are committed to planning a curriculum which has entitlement for all and promotes high expectations and high engagement for every student.

We are committed to ongoing coaching and and best practice development to support expert teacher practice.

We value collaborative planning based on continuous professional dialogue.

We are passionate about creating authentic links to the local and global community.
NAME: Emily Sherriff

GRADE LEVEL: Prep/One

YEARS AT ST JOSEPH’S: 8 years

WHAT IS YOUR PASSION IN EDUCATION: Social and Emotional Intelligence – exploring how we feel, think and interact with others; and I love supporting children to reach that ‘lightbulb’ moment in their learning and realising that they can do it or understand it.

WHAT DO YOU ENJOY DOING OUTSIDE OF SCHOOL: Spending time with my family and friends – particularly with my husband Blake and daughter Matilda, dancing, swimming, baking, reading.
NAME: Gloria Cooke
GRADE LEVEL: Prep/1
YEARS AT ST JOSEPH’S: 2 years

WHAT IS YOUR PASSION IN EDUCATION:
My passion in Education is Literacy. I enjoy all aspects of teaching English; from nurturing the children as they enter school with very different levels of reading readiness to encouraging children to read and write varied text styles.
I collect picture books and find that they are an excellent resource to stimulate children to think about issues and to develop their own imaginative styles.
I love telling stories especially about different cultures, schooling, teaching experiences and my traveling adventures. Depending on the age of the children and their interests it is good to be able to give them first hand stories so that they can both broaden their understanding and learn to have empathy with people who are different and have had different life experiences. I spent the first 7 years of my schooling in a boarding school in the foothills of the Himalayas in India. We, my two older sisters and I, left home at the beginning of February and returned home in early November. Yes, 9 months away from home from the age of 6 to 13. Later in my career I went overseas to teach. I spent 6 years away, teaching in local and international schools in South Korea and Vietnam. The values of friendships, being self-reliant and organised are but a few topics that come to mind as well as many humours stories!
The children love hearing these stories as much as I love telling them. Their interested faces and multitude of questions after I share encourages me to continue to use personal stories to build up relationships and also to encourage the children to share their stories.

WHAT DO YOU ENJOY DOING OUTSIDE OF SCHOOL:
I am very happy to have found this neck of the woods to settle in. My garden is a great source of pleasure. I also enjoy walking my dog and discovering new local places.
**Student Vox Pop**

**Grade Prep/ 1**

**Amarli Muranty** - I liked learning about changes especially when my teacher cut up fruit to show us fractions. I’m looking forward to our excursion to the Zoo as I love snakes. I want to learn more about them!

**Aidan Wyhoon** - I learnt that during the year we have 4 seasons and that each one changes. I can’t wait to go to the Zoo excursion and learn more about animals and how they change.
Student Vox Pop

Grade 2/3

Audrey Moller - I have enjoyed learning more about Science. The experiments have been fun and I liked doing my own. I have learnt that if you soak an egg in vinegar the shell comes off.

Imogen Ferrone - I liked watching the science experiments because you learn new things that you can try yourself. I learnt a lot from our incursion which was called the ‘Hands On Science Show’.

Maia Whiteside - I have enjoyed watching and participating in science. My experiment used bicarb soda and vinegar. I’m going to experiment next with paper towel, cups and food dye to change colours.

Edward Hams - I have loved watching and doing Science. I really enjoyed our Incursion – ‘Hands on Science’. My experiment was called flipping words in water and it was cool!
Ella Jarvis-Geddes- I have learnt that some children live in poverty and don’t have much. It has helped me appreciate what I have.

Marley Walker- I believe that it’s only fair that all children have equal rights no matter what country they live in. People should be treated equally and it doesn’t matter what religion you are.

Cassie Jones- I have learnt in our Inquiry about children from all over the world. I’ve learn that organisations like UNICEF help those in need especially with education.
Learning & Teaching