

STAGE 3, WEEK 4 TERM 3

RESPECT

RESPONSIBILITY

EXCELLENCE



Our PBL focus for term 3 is Respect. All students are encouraged to show respect for each other by treating others how they wish to be treated and remembering to T.H.I.N.K. before they speak/post/write.



Wellbeing:

This term we have introduced, across the school, a scheduled time where we are focusing on student wellbeing. Stage 3 have been revisiting our Friendology program from URSTRONG.

Friendology 101 is a series of sequential sessions that inspire children to feel empowered, develop a strong sense of self, and love themselves while learning to manage the most important thing to them...their friendships. This skills-based SEL (social-emotional learning) programming teaches girls and boys a new "language" that they can connect with; giving them a voice that allows them to articulate their experiences and get the help they need to foster healthy friendships.

IF you would like further information please visit:

<https://urstrong.com/parents/>

Outline of a Key Learning Area:

S3 MATHEMATICS:

By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.

Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments.



“WE”RE ALL IN THIS TOGETHER”

This week all of our students have been eagerly rehearsing the whole school dance, within our grades with Mrs Graham, to the High School Musical Song – “We’re All in this Together”. This is the dance we had been preparing as part of Education Week.

This week we had a whole school rehearsal that was streamed on the schools Facebook page. The students have had a wonderful time working together to prepare and present the dance.

On Wednesday, we all had to be very flexible and work hard altogether to have the whole thing filmed as a Flash Mob dance that will be shared.

What a fantastic experience they have all had.



Shout outs for the following Stage 3 students:

5T	Eti M	For always asking interesting questions and offering insightful answers.
	Ellie W	For always trying her best and being a great friend.
5N	Sammy B	For asking meaningful questions to gain understanding further her knowledge.
	Jack V	For being a consistently respectful class member.
5G	Maeve W	For outstanding commitment and effort to DanceSport.
	Matilda S	For always trying her very best in all areas.
6M	Mikayla C	For excellent ability to work quietly and efficiently.
	Lucas W	For answering difficult questions in the daily quiz.
6O	Patrick K	For excellent improvement in effort and attitude.
	Poppy B	For her commitment to excellence.
6R	Jeremy Pl	For being Collaborative Caspians by being flexible, engaged and working collaboratively on their partner speech with enthusiasm.
	Benjamin M	For being Collaborative Caspians by being flexible, engaged and working collaboratively on their partner speech with enthusiasm.

ICT:

In this technological age our children are becoming more and more involved in online platforms designed to be inviting and engaging. As the adults in their lives it is our responsibility to guide them and help them know how to stay safe online. Over the term we will be adding information about Apps and links to find information to stay safe and supported online for both our students and their families.

Some worthwhile online courses coming up to assist parents:

CONVERSATIONS WITH  **common sense®**

Parenting for a Digital Future: How Hopes and Fears About Technology Shape Children's Lives

Wednesday, August 12 10 a.m. PT/1 p.m. ET

In the years it takes to raise a child, parents face many challenges that are both helped and hindered by a period of unparalleled digital innovation. Authors Sonia Livingstone and Alicia Blum-Ross discuss the findings they present in their new book, *Parenting for a Digital Future*, to help parents support their children in navigating childhood with technology.

Building a Digital Ecosystem That Supports Kids' and Families' Well-Being

Wednesday, August 19 10 a.m. PT/1 p.m. ET

Why can't we treat tech as a public utility, ensuring that everyone has an equal opportunity to learn and connect online? Why can't we have kids' social and emotional well-being in mind as we drive and design the technology itself? And why is the burden always on the shoulders of parents to manage their kids' technology use? Join our founder and CEO, Jim Steyer, along with First Partner of California Jennifer Newsom, to discuss answers to these questions.

Mirrors and Windows: Why Kids Need to See Themselves Reflected in the Media They Watch

Wednesday, August 26 10 a.m. PT/1 p.m. ET

Media has a huge impact on how kids perceive themselves and the world around them. And while the movement to challenge stereotypes and make kids' media more inclusive and diverse has been gaining momentum, many children still don't see themselves reflected on-screen. As racial and social injustice in our country reaches a fever pitch, join us to discuss creating and updating media that celebrates diversity and inclusion for kids.

Reserve your virtual seat

The following website link will give you some tips about online safety basics.
<https://www.esafety.gov.au/parents/skills-advice/online-safety-basics>

As always, we thank you for your support and look forward to a Virtual Education Week next week.

Make sure you continue to read class emails for any updates or changes to routines, etc.

Stay safe!

Stage 3 Teachers

