

# Senior School Newsletter

Term 2, 2026

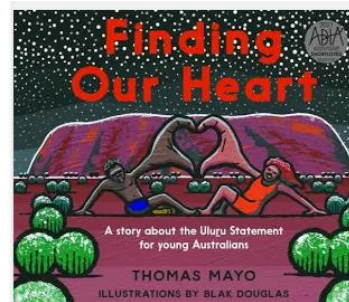


Dear Parents & Carers,

We have had an exciting start to the year, with students settling in and embracing new learning opportunities. Our Catholic Education theme of , ***Christ Beside Me: Walking in the Footsteps of St Patrick***, has been guiding student learning under the focus of *Living Together*, encouraging students to reflect on how they can show kindness, respect and community spirit in their everyday actions.

We have also had many memorable experiences this term , beginning with the fantastic Mt Evelyn Camp in Week 4, where students challenged themselves and built strong connections. Our Year 5 students have been enthusiastically participating in Bike Education, developing important safety skills, while our senior students have begun sport training in preparation for the exciting start of interschool sport. It has truly been a positive and energetic beginning to the year.

We have loved exploring literature this term, with the picture story book '*Finding Our Heart*', which has helped educate students about the meaning of the *Uluru Statement from the Heart*. This learning has made a meaningful impact on their understanding of the Aboriginal and Torres Strait Islander journey for Truth, Treaty and Voice.



This term, students across the Senior School have also been immersing themselves in Civic and Citizenship, exploring how they can contribute to a harmonious community. Through their Actions teams, they have investigated the systems that support our community and the importance of active participation. Our **Grade 3/4** students looked at identifying various community groups and practiced democratic decision making to find simple ways to improve our school environment. Our **Grade 5/6** students have explored the roles of governments and used Catholic Social Teaching of Solidarity to propose ethical solutions to local challenges.

## **Family Discussion Starters**

To help your child connect their knowledge so far to the real world, try discussing these questions together:

**Grade 3/4:** *“What is a ‘rule’ we have at home or in sports that helps everyone feel included and safe?”*

**Grade 5/6:** *“If you could change one thing in our local neighbourhood to make it fairer for everyone, what system or rule would you propose?”*

As we come to the end of the term and celebrate Easter, we encourage everyone to take time to reflect on the importance of this special season. Easter reminds us of the resurrection of Jesus and the hope it brings. Through His life and teachings and death, Jesus shows us how to live together with love, forgiveness and compassion.

SFS Senior Teachers

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## **COMMUNICATION**

We always value building the strong connections we have with our parents and carers. Please feel free to reach out to your child's **Home Group teacher** at any time. You can do this via **email**, the **Nforma app**, or by **stopping by at the Learning Space door**. We appreciate open communication and look forward to working together throughout the year.

### **Learning Space 1**

Tanya: [tpetersen@sfslynbrook.catholic.edu.au](mailto:tpetersen@sfslynbrook.catholic.edu.au)

Michael : [mputinja@sfslynbrook.catholic.edu.au](mailto:mputinja@sfslynbrook.catholic.edu.au)

Tamara : [tbusbridge@sfslynbrook.catholic.edu.au](mailto:tbusbridge@sfslynbrook.catholic.edu.au)

### **Learning Space 2**

Melody: [mpatton@sfslynbrook.catholic.edu.au](mailto:mpatton@sfslynbrook.catholic.edu.au)

Ashleigh/Elieen: [aolive@sfslynbrook.catholic.edu.au](mailto:aolive@sfslynbrook.catholic.edu.au) ; [emyen@sfslynbrook.catholic.edu.au](mailto:emyen@sfslynbrook.catholic.edu.au)

Michelle: [mmurphy@sfslynbrook.catholic.edu.au](mailto:mmurphy@sfslynbrook.catholic.edu.au)

### **Learning Space 3**

Rosie: [rjoseph@sfslynbrook.catholic.edu.au](mailto:rjoseph@sfslynbrook.catholic.edu.au)

Rozeta/Claire: [rambrose@sfslynbrook.catholic.edu.au](mailto:rambrose@sfslynbrook.catholic.edu.au), [ccrane@sfslynbrook.catholic.edu.au](mailto:ccrane@sfslynbrook.catholic.edu.au)

Amanda : [asamuels@sfslynbrook.catholic.edu.au](mailto:asamuels@sfslynbrook.catholic.edu.au)

## **Term 2 ~ Sacramental & Mass Dates**

<b>Family Week (CatholicCare)</b>	<b>St. John Bosco ~ Whole School Mass</b> Friday 15th May at 2:15 pm
<b>Feast of St Kevin</b>	<b>Whole School Mass ~ Wednesday, 3rd June at 2:15 pm</b>
<b>Eucharist Formation Sessions Fr Fabian/Fr. Antony Class Visits</b>	<b>May</b> Friday: 1st 10:30am ~ 11:00am 11:35am ~ 12:00pm ~ DVD Friday: 15th 10:30am ~ 11:00am 11:35am ~ 12:00pm ~ DVD Friday: 29th 10:30am ~ 11:00am 11:35am ~ 12:00pm ~ DVD
<b>Eucharist Retreat Day (Yr 3)</b>	Wednesday 10th June 9:00am ~ 3:15pm Regular school Day for Grade 3
<b>Sacrament of Eucharist (Yr 3)</b>	Saturday 13th June at 11:30am at St. Kevin's Church
<b>Feast of the Most Sacred Heart</b>	<b>Whole School Mass ~ Friday, 12th June at 2:15pm</b>

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## Important Dates

<b>April</b> 24th - School Closure - Professional Development Day 27th - School Closure	<b>May</b> 1st - Grade 5/6 Interschool Sports - SFS vs St Kevin's 4th - Senior Rugby Clinics 5th - District Cross Country (Qualifying Senior Students) 8th - Mather's Day Morning Tea and Stall 15th - Grade 5/6 Interschool Sports - SFS vs Hampton Park 20th - League Stars (Rugby) After School Clinic 1 23rd - Working Bee 27th - Divisional Cross Country (Qualifying Senior Students) 27th - League Stars (Rugby) After School Clinic 2 29th - Grade 5/6 Interschool Sports - Lyndhurst vs SFS 29th - Grade 3/4 Tag Rugby
<b>June</b> 3rd - League Stars (Rugby) After School Clinic 3 5th - Grade 5/6 Interschool Sports - SFS vs Coral Park 9th - League Stars (Rugby) After School Clinic 4 12th - Grade 5/6 Interschool Sports - SFS vs Kilberry Valley 12th Feast of the Sacred Heart Mass 2.15pm 15th - First Aid in Schools Program (Prep-Gr6) 17th - Regional Cross Country (Qualifying Senior Students) 17th - League Stars (Rugby) After School Clinic 5 19th - Grade 5/6 Summer Lightning Premiership (All day) 24th - League Stars (Rugby) After School Clinic 6 26th - Soccer Fun Day 26th - End of Term Finish 1.00pm	

## Religious Education/ Inquiry

**Concept: Systems**

**Domain: Earth & Space, Geography, Critical & Creative Thinking**

Through the concept of **Systems** this term, students will be investigating how the natural world and human societies function as interconnected networks. Our inquiry will be driven by the domain areas of **Science (Earth & Space), Geography and Critical and Creative thinking**. Students will unpack the complex processes that shape our planet, from understanding of the water cycle and its impact to our environment to the geological shifts that cause slow and rapid changes to the Earth's surface. By investigating weather events, climate hazards, and the force of gravity, students will build an understanding of how these systems impact living things and how human actions can help reduce the effects of natural hazards.



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This learning is deeply integrated with our Religious Education curriculum, focusing on **Morality and Justice**. Just as natural systems require every part to function correctly, students will investigate how our personal and political choices impact the “human system” of our community life. They will reflect on how Catholic Social Teaching informs ethical decision-making and explore Catholic concepts of justice as a way to ensure our community systems remain fair and supportive of all. By understanding these connections, students will learn to

participate in responsibility and contribute ethically to the harmony of our local and faith communities.

## Domain Areas: Science

<u>Earth and Space Science 3/4</u>	<u>Earth and Space Science : Year 5/6</u>
<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• Rocks, minerals and soils are important Earth resources and have observable properties that enable them to be used in a variety of ways</li> <li>• Water is an important Earth resource that originates from various sources; water cycles through the environment by moving through the sky, landscape and ocean, and involves processes including precipitation, evaporation, transpiration, condensation, melting, freezing, crystallisation, infiltration and run-off.</li> <li>• Weather events and climate have impacts on the land, air, water and living things; human activity can affect climate.</li> </ul>	<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>• Geological processes including weathering, erosion, transportation and deposition can cause slow or rapid changes to Earth’s surface.</li> <li>• Sudden geological changes or extreme weather conditions can affect Earth’s surface and atmosphere; the impacts of natural hazards, including earthquakes, volcanic eruptions, wildfires and floods, can be reduced by human actions and technological innovations.</li> <li>• The force of gravity keeps Earth and other planets in the solar system in orbit around the Sun; cyclic observable phenomena, including variable day and night length, can be related to Earth’s tilt, rotation on its axis and revolution around the Sun.</li> </ul>

## Domain Areas: Geography

**3/4**

**Students will learn:**

- the major geographical divisions of the world (including the equator, tropics, poles, hemispheres, continents and oceans) and how these are represented by using compass directions and different map projections.
- climate and the characteristics and location of the main climatic types in Australia and the world, such as the temperate, Mediterranean and arid climates.
- the interconnection between the characteristics of the major types of vegetation and global climate.

**5/6**

**Students will learn:**

- the impacts of bushfires and other climate hazards on environments and communities,

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and how people and communities manage prevention, preparedness, response and recovery.

## Domain Areas: Critical and Creative Thinking

**3/4**

**Students will learn:**

- simple strategies for generating new ideas and possibilities, including repurposing or rearranging.
- what is meant by evidence and what is meant by a value and how they are used to support reasoning.
- an extended range of general learning strategies including connecting to prior learning, self-questioning, self-explanation and peer instruction.

**5/6**

**Students will learn:**

- the construction of questions for identifying and building understanding of information, possibilities, processes and activities.
- ways to consider competing values and the strength of evidence when reasoning.
- the use of criteria to identify and compare proposed solutions

## Domain Areas: Religion: Morality & Justice

**3/4**

**K&U** - explain how Catholic Social Teaching may inform decision-making

**R&R** - interpret local and global decisions in light of Catholic Social Teaching

**P&CE** - reflect on the consequences of decisions and actions

**5/6**

**K&U** - explain the Christian concept of justice in relation to community issues

**R&R** - interpret ways political and personal choices impact community life

**P&CE** - reflect on ways to participate responsibly and contribute ethically to the local and faith community

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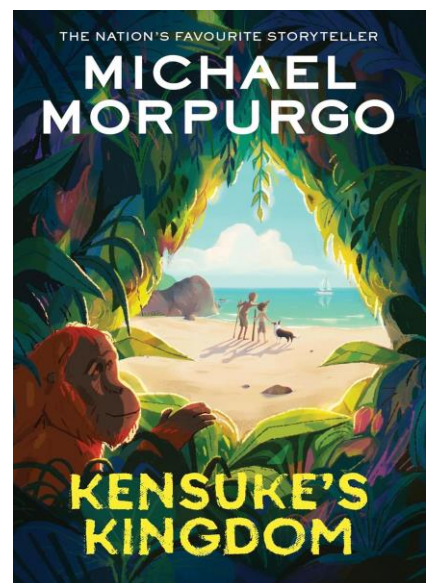
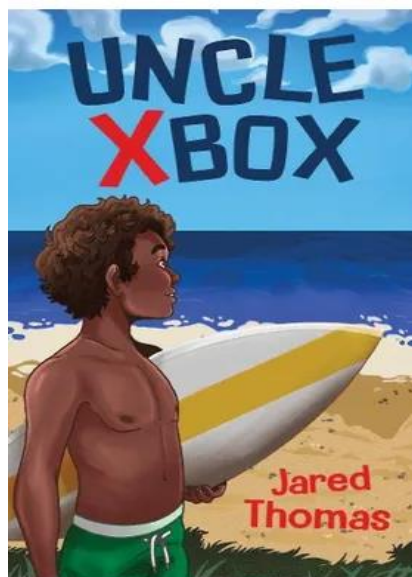
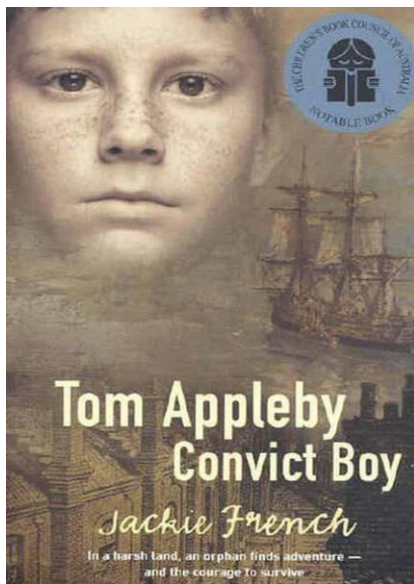
## SENIOR READING

In Term 2, students will continue to focus on developing their comprehension skills in both Clinics and Home Group reading sessions.

The explicit teaching of Literacy Skills (which encompasses spelling, grammar and vocabulary) continues, with these skills being revisited each day in the morning Daily Review. Teachers continue to encourage student participation through the use of Full Participation Tactics and use Checks for Understanding to ensure that students are grasping what is being taught.

Once again, the curriculum content and skills to be covered are selected by each teacher based on the students data gathered, so that we can meet the individual needs of students in their reading clinic. Please speak to your child's Clinic Teacher throughout the year if you would like more information on the reading skills which will be covered this term.

Book Club also begins in Term 2, with students continuing their reading and exploration of high quality literature. Students discuss and respond to the text being studied by completing a book club role each week. The texts selected for Term 2 are Uncle Xbox, Kensuke's Kingdom and Tom Appleby-Convict Boy.



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## SENIOR WRITING

Narrative: A narrative writing is a piece of writing that focuses on telling a story. The composing of a narrative follows the structure of an orientation, rising action, climax, falling action and resolution.

### Year 3/4

Skill focus:

- Use of adjectives to describe a character's physical features.
- Use of attributive adjectives to describe a character's personality traits.
- The importance of maintaining consistent tense.
- Use of adding connectives such as 'also' and 'as well as'

### Year 5/6

Skill focus:

- Describe the characters emotions using a range of adjective phrase groups
- Use time transitions and phrases
- Explore how to write a resolution when you learn what happens to the characters after the conflict is resolved.
- Use of contrasting connectives such as 'alternatively', and 'although'.

### Explanation

An explanation text tells your audience how something works or why something happens. Explanations detail and logically describe the stages in a process.

Yr 3/4

### Year 3/4

Skill focus:

- Composes an opening that includes a question.
- Using sequence in chronological order
- Uses relevant vocabulary choices to suit audience and purpose e.g. includes new and technical words in correct context
- Uses headings and subheadings
- Includes labelled illustrations/ diagrams to demonstrate information.

Yr 5/6

### Year 5/6

Skill focus:

- Composes an opening statement that includes a question.
- Use of sequence in chronological order.
- Use factual evidence to convey information effectively.
- Use of more technical language and precise choices of vocabulary particularly through verb groups, noun groups and adverb groups.
- Use of images or labelled diagrams to accompany the explanation sequence or be used to illustrate the phenomenon.


### Procedure

A procedure text serves the purpose of guiding readers or listeners on how to perform a specific task or achieve a particular outcome. It is written as a series of steps or instructions in a clear and sequential manner to ensure that the task can be carried out successfully. Procedure texts can include instructional manuals, recipes and scientific experiments.

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Year 3/4	Year 5/6
<p><b>Skill Focus:</b></p> <ul style="list-style-type: none"><li>• Step-by-step</li></ul>  <p>instructions are clear and precise -</p> <ul style="list-style-type: none"><li>• Uses present tense</li><li>• technical words in correct context</li><li>• action verbs used meaningfully in sentences</li><li>• Includes labelled illustrations to demonstrate information,</li></ul>	<p><b>Skill Focus</b></p> <ul style="list-style-type: none"><li>• Sequences instructions in a cohesive manner.</li><li>• Instructions are detailed and clear</li><li>• Includes a range of action verbs, including precise verbs and general all-purpose verbs, in instructions.</li><li>• Includes noun groups to communicate a more detailed instruction.</li><li>• Use of technical vocabulary.</li></ul>

## WRITER'S NOTEBOOK

Through a review of last year and feedback from the students, we have reintroduced the Writer's Notebook as a weekly practice. We were pleased to see that students reflected on and valued this dedicated time to write and express their ideas on topics of their own choice.

During Writer's Notebook session students are encouraged to develop their passion for writing. The Writer's Notebook seed-planting books become a rich source of inspiration as students add photos, pamphlets, brochures from events, or even tokens and drawings that remind them of special times or experiences. Students will also have opportunities to share their writing with their peers.

You can support your child's writing at home by encouraging them to collect and document experiences that inspire their writing at school. You might also ask them to share their writing topics and help them make connections to the world around them.

**The process of Writer's Notebook is as follows:**

**Brainstorm/Planning-** Students choose a topic to brainstorm genres, audience and possible plots. They then plan out how they are going to research their topic or seek ideas for their story. They are able to use a range of planning templates to organise their writing prior to composing.

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**Composing** - Use their independent writing about the topic they have selected in several different ways (i.e. Narrative, information report, recount).

**Editing** - With a partner they proofread their work and negotiate changes together.

**Revising** - Once a partner edit has been completed, students then take the suggestions to make improvements to their work.

**Publishing** - Students have an opportunity to be creative in the way they present their writing. Published pieces can be displayed in the learning space throughout the term.

## SENIOR MATHEMATICS

Grade 3	Grade 4
<p><b>Addition &amp; Subtraction</b> Recognise and explain the connection between addition and subtraction using partitioning or by writing equivalent number sentences</p> <p><b>2D Shape</b> Names and describes common 3D shapes (cube, sphere, cylinder, cone, pyramid, and prism) by identifying their faces, edges, and vertices."</p> <p><b>Multiplication &amp; Division</b> Represent and solve problems involving multiplication using efficient mental and written strategies</p> <p><b>Time Telling</b> Tell time to the minute and investigate the relationship between units of time by recognising there are 60 minutes in an hour and 60 seconds in a minute</p> <p><b>Pattern</b> Identify symmetry in the environment.</p> <p><b>Fractions</b> Model and represent unit fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math> and their multiples to a complete whole.</p>	<p><b>Addition &amp; Subtraction</b> Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</p> <p><b>2D Shape</b> Explain and compare the geometric properties of two-dimensional shapes</p> <p><b>Multiplication &amp; Division</b> Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.</p> <p><b>Length and Area</b> Measure, order, and compare objects using familiar metric units of length area recognising the importance of using standard units of measurement.</p> <p><b>Decimals</b> Understand that a single digit within a decimal can be interpreted by its face value, place value, and total value.</p> <p><b>Factors and multiples</b> Understand and apply the concepts of factors and multiples by identifying factors of numbers, finding common multiples, and using these skills to solve real-world problems.</p>

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<b>Grade 5</b>	<b>Grade 6</b>
<p><b>Multiplication &amp; Division</b> Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies Solve problems involving division by a one-digit number, including those that result in a remainder</p> <p><b>2D Shape</b> Describe probabilities using fractions, decimals and percentages</p> <p><b>Addition &amp; Subtraction</b> Use efficient mental and written strategies and apply appropriate digital technologies to solve problems</p> <p><b>Fractions</b> Recognising the connection between the order of unit fractions and their denominators</p> <p><b>Decimals</b> Uses knowledge of place value and division by 10 to extend the number system to thousandths and beyond</p> <p><b>Factors &amp; Multiples</b> Identify and describe factors and multiples of whole numbers and use them to solve problems</p>	<p><b>Fractions</b> Compare fractions with related denominators and locate and represent them on a number line</p> <p><b>3D Objects</b> Constructing prisms and pyramids from nets and skeletal models</p> <p><b>Decimals</b> Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers</p> <p><b>Pattern</b> Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence</p> <p><b>Probability</b> Describe probabilities using fractions, decimals and percentages</p>

## **Mental and Written Computation Strategies (Grades 3-6)**

Students will explore a range of mental and written strategies so they can select the most appropriate to solve a problem, based on the number range in which they are working.

## **Senior Extra-Curricular Activities**

Seniors will be involved in a variety of extra-curricular activities during Term 2 as well as their normal Physical Education lesson.

Grade 5/6 students will continue Interschool Sports and on Friday mornings they will be involved in competing against other schools within our District. The sports that will be played are: soccer, volleyball, netball, primary Australian football and tee ball. The Friday mornings when students are not participating in Interschool sports they will be training.

Our Grade 3/4 students will continue their rotations of the Interschool Sports during the days that the Grade 5/6 students are training. The Grade 3/4 students will rotate around to each sport. This will assist the students when they are in Grade 5/6 with choosing the sport they would like to be involved in.

A number of extracurricular activities have also been organised for the senior students next term. Details of these will be provided in nForma next term and dates can be found in the calendar at the beginning of the newsletter.

Next term beginning Week 5 on Wednesday 20th May, students will be given the opportunity to participate in an after-school League Stars Program – Tag Rugby. The program will run for 6 weeks from 3.30 - 4.15pm. You must register your child for League Stars. Details for the registration and cost involved will be

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provided early next term. Students will also have the opportunity to experience tag rugby in clinics during school time to see if they would like to attend the after-school sessions.

On the last day of Term 2, we will have our annual Soccer Fun Day. Seniors will be involved in House soccer matches. The winning Houses for Grade 5/6 and Grade 3/4 will have their House engraved on our perpetual trophies which are located in our trophy cabinet. We will then have our annual Staff/Parents vs Gr 6 Soccer Match.

Further information for all sporting events will be provided via nForma as we come closer to each of the events.

Giuliana

[gfaiola@sfslynbrook.catholic.edu.au](mailto:gfaiola@sfslynbrook.catholic.edu.au)