

Glendalough Curriculum News

JUNE
2016

Semester One

Term One:
Community

Effective
communities
have individuals
working together
to contribute to a
shared set of values.

Term Two:
Survival

Existence comes
from the ability to
survive.



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Design and Layout: Ms Bianca Penny

RELIGIOUS EDUCATION

The year began with the Opening of the School Year Mass at St Patrick's Cathedral. With much excitement and a degree of trepidation for some, the boys entered the cathedral to celebrate as the community of St Kevin's College. With the cathedral full, the music lead by the College choirs provided a deep sense of reverence. The boys sang in full voice and the recessional hymn 'The Power of Your Love' left us all with a sense of pride at being a part of such a wonderful College.

We were very lucky to have Fr John Paul Mount ('01) celebrate the Mass with us. He spoke to us about the importance of recognising the dignity of every person. And he emphasised the message from the gospel reading 'always treat others as you would like them to treat you'. This was a timely reminder for us all especially at Glendalough where this gospel message is one of our golden rules.

The first term closed with a beautiful, moving celebration of the Easter story. The senior students lead the Stations of the Cross while the younger students looked on respectfully. After each station the boys sang the very moving 'Were you there when they crucified my Lord?'. The singing, lead by Mr David Campbell gave meaning to The Stations. Every student at Glendalough decorated a small cross and these were displayed throughout the school during the Easter Season.

Term Two was a very exciting time for many of the Year Three students who received the Sacrament of Penance for the first time. The students learnt about the sacrament throughout the term and together with their parents participated in a wonderful evening lead by Sr Helen Carboon. Sr Helen led the students and their parents through a number of activities that required them to look closely at their behaviour. She challenged everyone with the notion that reconciliation and forgiveness can happen every day, but to celebrate the sacrament with our community by talking to a priest was the true meaning of the sacrament. The preparation culminated in a Reflection Day where the students participated in a prayer session and small group activities that reinforced their understanding of this special sacrament.

Over the semester many classes have participated in year level Masses. These Masses are a chance for the students to have some input into what they would like to focus on during the Mass. Once again, the music was always a highlight of these beautiful celebrations.

It has been a busy, rewarding semester at Glendalough and we look forward to working with the students in the next semester.

Mrs Robyn Roland
Mrs Gillian Mitchener
Faith and Mission





There were 44 fresh, new faces awaiting us on the first day of Preparatory this year. Some were confident, others less so, but all keen to be at St Kevin's College. The boys quickly showed their love of all aspects of school life. It has been such a wonderful experience sharing their enthusiasm and helping to welcome them into the Glendalough community. Their Year Six buddies also played a significant role in that process. Catching up with the buddies each week has definitely been a highlight for the boys and the staff. When they see their buddies their eyes light up and they move in for a quick hug, both Preps and Year 6 boys alike! This relationship speaks volumes about the culture of the school and why all the boys make us proud.

After the new friendships and relationships were established and the boys could relax into being a part of a school and class community, the learning began in earnest, and what great learners they showed

themselves to be. During Term One, the two Preparatory classes worked together several mornings and afternoons a week; resulting in the quick establishment of a cohesive and familiar Prep cohort. This allowed for a smooth transition from classroom to playground for all boys. The Literacy focus for first term was learning the sounds and letters and the introduction of sight words and take home books to read each night. Term Two saw guided reading and focused literacy groups with parent helpers. It also saw the development of writing skills - with boys confidently 'stretching out' words to record their sounds. They really have developed some impressive skills in a short space of time.

Mathematics was dominated by establishing number concepts like counting, making collections, place value of one and two digit numbers, as well as measuring length with informal units, collecting data and creating simple graphs - just to mention some of the skills we were working on!

Inquiry covered the topics of 'Community' and 'Survival'. We had a fabulous excursion to Werribee Open Range Zoo, where we focused on habitats and animal adaptations. The Preparatory students wrote several information reports and compared and contrasted animals from the desert, grasslands and polar habitats.

In Religion we looked at prayer, the season of Lent, the Easter story, the Resurrection and the Creation story. The students were keen participants in the Godly play stories, role plays and activities. They learnt prayers and how to make the sign of the Cross.

Add to all this a visit each term with their buddies from Loreto Mandeville Hall and the extensive specialist program offered at Glendalough and you have an amazing first semester with a delightful group of enthusiastic boys.

Mrs Annie Hicks
Ms Sarah Goulding
Preparatory Homeroom Teachers





The students in Year One embraced the challenges and rewards of Semester One with enthusiasm. The boys continued to strengthen existing friendships and welcomed new students to the year level with kindness and compassion.

In Religious Education the students discussed the characteristics of being a good friend, like Jesus. The boys considered their friendships and how they are called on to deepen relationships with their peers and families by living out the good news through their actions in everyday situations. They participated in the Easter Liturgy, Opening of the School Year Mass and Edmund Rice Day Mass by listening attentively and reverently to the church leaders.

During English this semester, the students worked co-operatively in literacy groups. The students worked on a range of reading activities which included iPads, computer programs, big book responses and reflections about the texts they read during Guided Reading sessions. During the writing block, each student wrote recounts, informative and descriptive texts.

Mathematical concepts were consolidated by playing games. Some of our favourites were 'Greedy Pig' and 'Build a City.' The games were not only entertaining but challenging as the difficulty level could be heightened by playing with harder numbers. The boys learned a variety of strategies such as counting forwards and backwards and split strategy which assisted when solving problems. They also learnt about shapes in the environment, time and measured items around the classroom.

Our first Inquiry topic for the year was 'Community'. In this unit the students reflected upon the different groups they belong to and they recognised that it is important to engage and compromise when belonging to a community. During Term Two the students studied 'Survival.' A highlight of this unit was our visit to the Werribee Zoo where we went on safari, investigated the Native Garden and went on a walking tour.

The boys showed a readiness to support their peers during tasks and regularly provided each other with words of encouragement to 'persist' and 'be brave.' All of the

students in Year One displayed a willingness to engage in, and reflect upon, their learning this semester. We are very proud of the boys' efforts and we look forward to guiding their learning next semester.

Mrs Mary Mazza
Mr Jon Taylor
Year One Homeroom Teachers



Student Support Services

“To create a climate for enchanted minds to grow, it takes information, imagination, motivation, and effort. Once children experience the pleasure of involvement and the rewards of success in learning, they develop in surprising and delightful ways.”

Educational Support and Talent Development Programs involve specialist staff working in collaboration with Homeroom teachers to optimise opportunities for developing individual needs and talents. Students are encouraged to take on challenges that enrich their thinking, knowledge and skills; and effective work habits that support them in realising their potential.

Small group learning is facilitated by Ms. Kate McMahon, Mrs. Claire Fischer, Mrs. Kate Allsop and Mrs. Marnie Ceballos who guide students to build meaning and consolidate knowledge and skills in English and Mathematics. Individual uniqueness is respected and catered for as boys are encouraged to achieve their personal best. The small group settings facilitate trusting relationships

between staff and peers and create the space for boys to explore, question and consolidate understanding in English and Mathematics at their levels of readiness. Self-assurance is fostered as students are encouraged to reflect on their learning and take on increasing responsibility.

In addition to small group learning, Mrs. Leanne Murphy facilitates the individually tailored Reading Recovery Program that has great success in developing early literacy skills for nominated Year 1 students. We thank Mrs. Margaret Doucas who skilfully maintained the program in Term 2 whilst Leanne was enjoying her well-deserved long service leave. The additional support of our dedicated aides Mrs. Dawn Stewart, Mrs. Sonia McGregor, Mrs. Sophie Nicoll, Ms Gabby Zito and Mrs. Jennifer O’Brien greatly enrich the Educational Support Programs, including lunch time Lego activities.

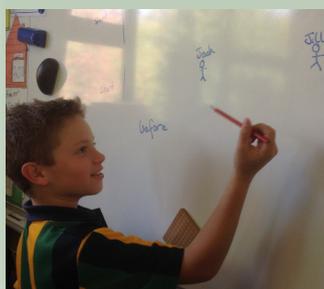
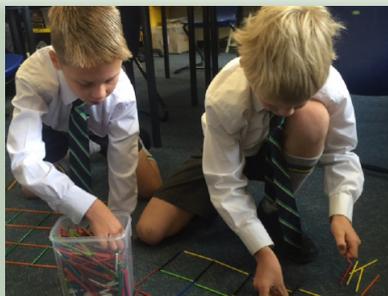
The Talent Development Program enriches opportunities for boys who are gifted or whose potential is well above average in the areas of English and Mathematics. While



learning at a deeper and faster pace, students’ curiosity, creativity and inquiry is stimulated and a spirit of enjoyment in taking on challenges is fostered. Creative, critical and reflective thinking and reasoning skills are developed in conjunction with self-esteem and self-expression. Like minded students inspire and challenge each other to solve mathematical problems and use creativity in self-expression, both independently and collaboratively.

We look forward to ongoing work with the students in our care who bring both challenge and enjoyment to our rewarding careers..

Lorraine Walsh
Co-ordinator of Educational Support and Talent Development





The Year Two students began the year enthusiastically and quickly demonstrated their willingness to learn.

The students participated reverently during prayer which was enhanced by a beautiful prayer mat they created. This was to form the backdrop of daily prayer. Every morning the students set up the prayer space and the atmosphere was enhanced by their reverence and willingness to contribute. Many beautiful prayers and Bible stories were shared during these morning prayer times.

As we prepared for Easter, the students learnt about Lent and the events of Jesus Christ's life that are celebrated in Holy Week. The students explored the Easter story with a particular focus on the women at the empty tomb. They identified women in their families who are like the women present at the Resurrection. The students listened to the story of Pentecost and identified the gifts of the Holy Spirit that are present in their lives.

The Term One Inquiry unit explored Community, with the boys investigating the ways individuals, families and groups can work together to improve their community.

In Term Two, the students participated in a unit that explored the concept of survival. In this unit, students enjoyed an excursion to the Werribee Zoo. Following the excursion, both the 2A and 2B classes presented entertaining and informative assemblies that showcased their learning from the zoo. We were particularly proud of the way the students showed responsibility, took pride in their learning and demonstrated ownership when creating the assemblies.

In Literacy, the students participated in a daily literacy block, which included reading groups and writing. The day began with shared reading. During writing, the students created a variety of texts, including an information report based on an animal. They published these reports.

Mathematical concepts were consolidated through both individual and group tasks. The students developed their understanding of multiplication through arrays. They located arrays in the environment and recorded their learning as multiplication facts. They also learnt about the properties of shapes and furthered their understanding of addition and subtraction.

The Year Two students have contributed positively to the community of St Kevin's College. They have had a successful and happy first semester and we look forward to supporting their growth during the second half of the year.

Mrs Robyn Roland
Mr Christopher Ward
Year Two Homeroom Teachers





The Year Three students of 2016 have completed a wonderful semester. They have embraced all that Glendalough has offered and participated enthusiastically in celebrations such as Edmund Rice Day, House Sport Carnivals and the Brighton Grammar Exchanges. The students have exhibited a joy towards their learning and each other.

In Religious Education, the students reflected on their own experiences in order to participate and lead classroom prayer. Additionally, the students were exposed to a number of types of prayers, including prayers of petition and praise. The students completed the Lent and Easter unit by reflecting on their actions during the season of Lent, considering prayer, fasting and almsgiving.

Term Two saw the students prepare themselves wholeheartedly for the Sacrament of Reconciliation, by exploring and identifying the four stages of reconciliation and providing links to the Gospel, for example, through the story of Zacchaeus. They participated in a Reconciliation Reflection afternoon at Heyington where they spent time as a group reflecting and preparing for this special Sacrament.

During Semester One, the students completed two units of Inquiry. The first unit was based on the concept of **Community**. The students investigated the question, 'How can I contribute to building an effective community?' Each student explained how they contributed

to our school community by designing a poster showcasing their strengths and talents.

In Term Two, the concept of **Survival** was explored. To support their developing understanding of how living things depend on each other to survive, the Year Three students visited the Melbourne Zoo. They took part in the education program 'Save our Species - Local Legends'. The students selected an animal to create an information report and diorama to display their understandings of animal adaptations.

The students were fortunate this semester to have the opportunity to work with Author in Residence, Jane Godwin. The focus of these sessions was

- to understand how a writer constructs a text.
- how to think like a writer and not a reader.
- what mentors writers use when writing a text.

In Mathematics, the students worked independently and in groups to investigate Number with place value, addition and subtraction with regrouping. They also participated in hands on activities to explore 3D shapes.

The highlight of Term One was most definitely going on an overnight camp to Candlebark Farm in Healesville. The students participated in engaging and exciting outdoor educational activities.

For some it was the first experience of being away from home. It was wonderful to witness the encouragement and support all the students showed towards their classmates.

We thank the students for their dedication and enthusiasm towards their work this semester and look forward to many other learning opportunities and experiences ahead.

Ms Angela Orlando
Miss Sarah Maple
Year Three Homeroom Teachers



Year Four



The Year Four boys have had an exciting first semester filled with new learning and activities that were enjoyable and challenging. We have participated in and enjoyed two excursions, the Glendalough swimming carnival, Edmund Rice day and a Swimming and Cross Country Exchange with Brighton Grammar School.

First term was an opportunity for everyone to learn about each other. In our Inquiry unit, 'Together We Can Achieve Anything' the students shared their strengths and talents and learned how they can work together to build an effective community. They discussed what a community is, participated in a range of learning activities to recognise their personal attributes and how they can effectively participate in group situations. As part of our writing focus on narratives the students went on an excursion to ACMI. They enjoyed a presentation on 'Fractured Fairytales' which inspired their creative writing in class.

In Term Two the Inquiry unit, 'Staying Alive' really captured the boys interest and enthusiasm. The students investigated how living things depend on each other and their environment to survive. In this unit students explored how animals adapt to particular environments and use their particular characteristics and features to survive. We went on an excursion to the Melbourne Zoo, which saw the students take part in the 'Save our Species' program.

This focused on endangered animals and what we can do to help them survive. The students were asked to select an Australian animal and create a diorama showing the animal in its habitat. They also completed an Information Report, which required them to research facts and information about their chosen animal. The students presented their diorama and information/facts to the class.

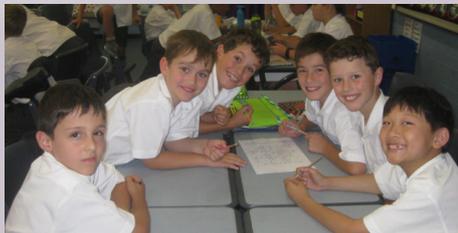
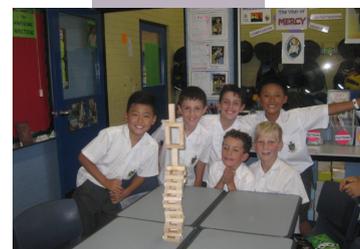
In Religious Education, the students explored the units 'Living the Law of Love', 'The Parables of Mercy', Easter and the Resurrection' and 'Making Choices'.

In Mathematics, the students investigated, area, perimeter, volume, shape, tessellation, chance and probability as well as different strategies for solving addition and subtraction calculations and multi-step problems. The students joined in the weekly multiplication challenge.

The students were fortunate to have Jane Godwin as our Author in Residence. She assisted them in enhancing their writing. Jane gave the students some great ideas and strategies.

We look forward to a challenging, creative and productive second semester and we thank the students for their hard work and enthusiasm in Semester One.

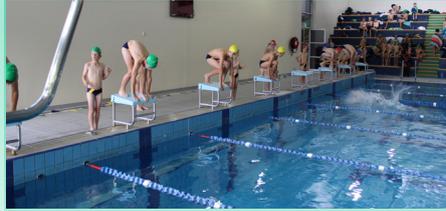
Ms Kerry Fleming
Mr Michael Lake
Year Four Homeroom Teachers



House Sports Swimming Carnivals

On 20th March, Glendalough students travelled to the Wilding Centre Pool for the annual House Swimming Carnival. The Year level Champions were: Darcy Hepburn (Year 3), Lachlan Milano (Year 4), Hudson Lefoe (Year 5) and Liam Hepburn (Year 6). The following boys received encouragement awards on the day: Patrick Harmon (Year 3), Aiden McGrath (Year 4), Jordie McElhone (Year 5) and Daniel Rush and Liam Gunson (Year 6). Mannix narrowly won the House Champion Shield by 13 points and Vaughan was recognized with the House Spirit Award.

On April 28th, our House Cross Country Carnival was cancelled due to weather.



Year 3 & 4 Melbourne Zoo Excursion



The Royal Botanical Gardens Excursion

The Year 3 and Year 4 students visited the **Melbourne Zoo** as part of their Inquiry unit 'Existence comes from the ability to survive' where they took part in the 'Save our Species' program.



The "Connecting to Country" programme at the Royal Botanic Gardens began with a traditional smoking ceremony to welcome us. We then broke into smaller groups and completed a variety of activities including, a demonstration of artefacts, weaving, ochre painting and an explanation of various bush tucker plants.

Glendalough Buddies Program

The Glendalough Buddies Program is designed to create a friendly and caring school environment. A younger buddy in Prep and Year One is paired with an older buddy from Year Six. This relationship supports younger students to feel safe, valued and connected to the school community. It also encourages older buddies to develop their leadership, mentoring and communication skills.



Werribee Open Range Zoo



Students in Prep, Year One and Year Two went to the Werribee Zoo to learn how animals survive and adapt to different habitats and how we can affect their survival. Highlights included seeing the zebras, hippos, giraffes and camels on the Jungle Safari tour, as well as getting up close to the king of the jungle, the lion. We got the chance to be habitat detectives and make shelters for small animals by using sticks and bark.



Year 6 Science

During Term Two, the Year Six classes were invited to Heyington to participate in Science lessons with Mr. Chris Dash. The students visited the Kearney building Laboratory to explore different elements of physics, chemistry and biology.

The Year 6 boys experienced many different types of practical experiments involving liquid nitrogen and static electricity. The second session introduced the students to chemistry. The hands-on fun activities used Wizz Fizz and Lifesavers which kept everyone engrossed in the results of each stage of the experiments.

The final session involved the dissection of a toad. Although this activity seemed daunting, all the students actively participated in the step by step exploration of the toad's internal organs.

Science at Heyington was a fantastic learning experience for all the Year Six students.



Year Six 'Survivor Melbourne' Challenge



As part of our Inquiry topic on 'Survival', the Year Six boys participated in a 'Survivor Melbourne' challenge, looking for different sites and landmarks across the CBD. The boys teamed up into groups and had a parent who helped them navigate them through the city streets. The boys were only allowed to bring \$7 along to buy their lunch and had to work together as a group to decipher the different clues. It was wonderful to see the excitement and enthusiasm from each boy as they made their way past the different check points which were manned by the teachers. The boys wandered through iconic places, such as the State Library, Melbourne Central, Federation Square, Manchester Unity Arcade, the Block Arcade and completed the challenge down by the Rowing Sheds on the Yarra. A big thank you must go to all the parents who led the teams on the day. It was a fabulous event where the boys visited new and interesting places and learnt that you really can survive on very little if you work together as a team.



Establishing an understanding of beat versus rhythm is an essential part of learning about music, no matter the age of the student. The boys in Prep have performed the beat to songs in many ways then progressed to performing the 'pattern of the words', i.e. the rhythm. The students then discovered that one sound on a beat is called 'ta' and two sounds on a beat is 'ti ti'.

The Year One boys have learned that the beat with no sound is called 'sa' and they began singing folk songs in solfa using the pitches 'so and mi'.

In Year Two boys sang songs using 3 pitches, 'mi, so and la'. They performed the songs on chime bars and then wrote notation in the stave in the lines and spaces of the treble stave.

Year Three students discovered note (or letter) names in the treble stave and linked them to their understanding of solfa pitches. The String Levy Program has had some truly excited boys who are progressing well due to their commitment to regular home practice.

Year Four students embarked on the recorder program where the focus was to learn to identify note names in the treble stave. The recorder can be a beautiful instrument if played gently and many of the boys were achieving excellent results due to their regular home practice using the recording as a home work tool.

Year Five students have consolidated their knowledge of the pentatonic scale with the focus being to independently sight-sing songs and patterns based on their understanding of the whether an interval is a step or a skip.

The Year Six boys have worked on a group performance of Pachelbel's Canon. Performing on tuned percussion instruments, the students were given the opportunity to reflect and provide feedback on each other's performances.

Mrs Ruth Friend

Mr David Campbell

Music Teachers





Year Five

The beginning of the school year saw many new faces in Year Five, as the cohort doubled in size from last year. Everyone settled in quickly and embraced the many changes and challenges that this new experience presented.

The main focus for Religious Education in Term One was 'People of God' in Australia. The boys researched the Bishops that the Glendalough House Colours are named after and completed a project on their specific House. They also celebrated a Mass as a year level in the Chapel of St Kevin at Heyington, which was an opportunity to share their faith together. Through the units on Lent and Holy Week the students deepened their understanding of the events surrounding the death and resurrection of Jesus. In Term Two they concentrated on the units 'Life Is Good' and 'Mission Possible' which culminated in a research task of a 'Non- Profit Organisation' that has a social justice ethos.

They were fortunate to have the Year 5 Camp early in Term One, and for the second time, the entire level went to Camp Coonawarra in East Gippsland. Although the program ran in class groups, there were plenty of opportunities for the boys to catch up with old friends from other classes, as well as meeting new boys to the school. The week away provided opportunities for students to

face personal challenges, take risks and to support each other in the pursuit of doing their best. Some of the highlights included the giant swing, the flying fox, the climbing wall, canoeing, raft building, orienteering and camping out.

The Inquiry focus for Term One was 'Community'. The students investigated the different communities they belong to and then looked at their school community and the history of St Kevin's College. They were fortunate to have three past students address them about their time at the school and the changes that have taken place since they were at Glendalough. In Term Two, the boys engaged in a study on 'Survival', looking at how plants and animals have adapted to their particular environments. Through class discussion, group work and their own investigation they researched the structural and behavioural changes of various animals over time. The students also conducted a case study of an endangered animal which they presented to the class. An excursion to the Royal Botanic Gardens to learn about the early indigenous way of life and a visit to the NGV- Ian Potter Gallery added an extra dimension to way the earliest Australians survived in the harsh landscape.

In English, the students spent a significant amount of time reading, discussing, debating and writing everything persuasive.

They explored the structure and language features of the text type, and learned how to offer support or evidence to justify their points of argument. The school provided the opportunity to have an Author in Residence work with the boys in the upper levels. Writer Michael Wagner visited the Year Five students on four separate occasions to share some of his tips about narrative writing. In reading, the students participated in reading groups and reciprocal reading activities as well as studying a novel set in the historic late 1800s called 'That Boy Jack' by Janeen Brian.

As a part of Mathematics, the boys explored the concept of place value, learned how to apply different strategies to the four operations, investigated rational numbers (fractions, decimals, percentages), delved into the attributes of three-dimensional shapes and investigated links to two-dimensional objects.

Semester One posed many valuable learning experiences for all of the students in Year Five, and we look forward to continued progress and development over Semester Two.

Mr Nicholas Honeywood
 Ms Anthea Parker
 Mr Shane Thompson
 Ms Anne Waugh
Year Five Homeroom Teachers





LIBRARY

Preparatory to Year Four

During Semester One we have been celebrating books we know and love and introducing new books. We read stories by Eric Carle, Mem Fox, Morris Gleitzman, Aaron Blabey, Charlie Carter, and Chris Blake. The Library took on a jungle theme when the students discussed the Children's Classic *'The Jungle Book'* by Rudyard Kipling as well as other stories about animals living in the jungle.

Students participated in the National Simultaneous Storytime as part of Library Week, enjoying the story *'I Got This Hat'* written by Jol and Kate Temple and illustrated by Jon Foye. Students participated in various activities such as designing their own hats, making up rhymes and singing songs about hats.

The Preps focused on the sequencing of events in a story by following the journey of *'The Very Hungry Caterpillar'* changing into a butterfly, while Year One to Year Three students looked at the different stories written by Mem Fox, especially *'Possum Magic'*. Students followed the adventures of Hush and Granma Poss travelling around Australia to find the people food to turn Hush visible again.

Year Three and Four students enjoyed a visit from the author Tristan Bancks, and learned how he goes about his writing. He spoke about his *novel Two Wolves*, and his new series *My Life is funny* capturing the essence of boyhood.

The younger classes looked at how picture story books are organised alphabetically by the author's last name and where they can locate them in the library. While the older classes discussed the differences between what a fiction and a non-fiction book is, and how the fiction books are organised alphabetically by using the first three letters of the author's last name. Year Four students completed two book responses as part of the Rocket Reading Program.

Mrs. Jennifer Fanning
Teacher





Year Five and Six

This Semester has been a very busy one for the Year Five and Six students. The Year Five students have been introduced to the Ripper Reading Program and every student has been focussing on choosing books from different genres and broadening their novel choices. They have been creative with their response choices and some are on display in the Library. The students have completed a short research task whereby they chose a topic that interested them and searched for information in the non-fiction section of the Library. They also chose a favourite author and compiled information about that person; many interesting facts were discovered and shared.

To support visual literacy in the classroom the students looked at photography taken at Gallipoli and learned what it was like for our service men and women during the war. They analysed the photographs and tried to put themselves in the pictures, which wasn't always an easy thing to do. They shared their ideas and read stories online about various war veterans from different eras.

Many had stories to share about family connections to war and Anzac Day.

Norse mythology and the story of Thor have been studied, with the students completing a visualisation and comprehension task. The qualities of a hero were analysed in various stories from European folklore and the students compared these qualities to the heroes of today.

The study of Cartography was also a highlight of the Semester. The students looked at maps that are often found at the start of a book and the symbols used in creating maps. They made their own authentic map of an imaginary island using a key/legend and these are on display in the Library.

The Year Six students also completed a short research task about a topic of their choice; the focus was on plagiarism, citation, bibliographies and navigating the non-fiction section of the Library. They completed a study of a favourite author and transferred this project into creating 'Author Kites' for a Library display. Following on from their author study, the students have

created a new character that could be introduced into a story that they know well. The introduction of this character would change the storyline and give the story a different ending. The students began this project with a visualisation of their imaginary character and then developed a character profile. Many chose to write a new chapter in the story, some created a poster; others made a 3D model of a scene from the novel or designed a new book cover. The students have shown great enthusiasm and pride in their literary creations.

The Year Six classes have looked at what makes a website reliable and learned some tips on using the internet for the best results during research tasks. They have also been practising their storytelling skills by taking turns to read to the class. This has been an enjoyable way to finish off a lesson each week and the students look forward to it.

The Library is always a hive of activity and we look forward to the coming Semester.

Mrs Edith Duggan
Teacher





Year Six

responsibility for the consequences that result from our choices.

For the Term One Inquiry unit 'Community', the students focussed on the four touchstones of Edmund Rice Education. The boys met with the Year Five students in their house colours and investigated how they could promote an inclusive community at Glendalough. This unit of work culminated in the entire year level visiting the Melbourne Immigration Museum. Here the boys learned about early Australian settlement and the key focus was on the settlement of Spanish people. During Term Two the Inquiry focus was 'Survival'. The students explored what elements are needed to survive in the modern world. The Year Six students also had the opportunity to compare survival in Melbourne to another city and identified the different needs and wants of the people living in each city. The students also chose a survivor and wrote a biography about their life and experience. The students enjoyed a day out of the classroom as they participated in 'Survivor Melbourne', where they had to solve a variety of clues and puzzles to navigate their way around the City of Melbourne.

Science and specialist Mathematics classes have also been included in the curriculum this semester. Mr Ian Bull has worked with a selection of students, developing the boys' problem solving skills through thought provoking activities. During Science classes, the boys were fortunate enough to use the new science labs at Heyington, where Mr Chris Dash provided the boys with hands on scientific knowledge through interesting and engaging experiments.

Both specialist classes have given the boys a taste of things to come at the senior school. The Year Six students have also taken part in the 'Author in Residence' program and had the privilege of working with David Lawrence, learning about how to write play scripts and sketch comedy. The students also had a visit from author Tristan Bancks, who spoke about his writing influences and how he structures his stories. This was a very informative session and provided the boys with many tips and strategies to benefit their written work.

Each term, a particular house organises a fundraising activity that supports a chosen St Kevin's College charity. In Term One, Vaughan house organised a 'Wear a Hat Day' where all the money raised was donated to Caritas Australia and in Term Two Polding House organised a fundraiser to support St Mary's House of Welcome. Both fundraisers were well supported by all the boys. Semester One also included a number of opportunities to meet and interact with students from Korowa, Sacre Coeur and Loreto as part of the Year Six Exchange program. The boys participated in different workshops where they learnt juggling skills, completed collaborative art pieces and participated in dance lessons. The boys look forward to many more exciting learning opportunities in their final semester of Year Six.

Mrs Kate Allsop
Mr Julius Wong
Mr Edward Weekes
Mrs Gillian Mitchener
Mr Stephen Monaghan
Year Six Homeroom Teachers

The Year Six students returned to Glendalough at the end of January, full of enthusiasm and ready to lead the College in their final year of primary school. The boys quickly adapted to a life full of new challenges and responsibilities and have been excellent ambassadors for the College this semester. The Year Six students have enjoyed meeting and supporting their buddies from either the Preparatory or Year One Homerooms and have formed many new and long lasting friendships. This was clearly evident during the opening Mass of the School Year as they demonstrated their friendship and provided great leadership throughout the day.

During Religious Education the students identified and examined how their talents could be used for the greater good of society. The students also investigated the final days of Jesus' life, exploring the message of Good Friday and what it means to Catholics in today's world. The Year Six students researched a significant bible character of their choice. They presented their chosen character to their peers and discussed the character's choices and relationship with God. In the unit 'Making Choices', students explored living a right relationship with God, with self and with others. The students learned that God has given us all the freedom to choose how we live our daily lives. They examined the belief that this given freedom also involves taking





In Term One Social Emotional Learning sessions we explored different aspects of 'Community' with the understanding being that; effective communities have individuals working together to contribute to a shared set of values.

The students discussed what an effective community looks like in light of the term's key concept:

TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED - Wilson McCaskill.

The boys know this as the 'Golden Rule' and the aim was for this to continue to be a point of reference in our Glendalough school community throughout the whole year.

The Play is the Way games for Term One included: Islands, Piccadilly Circus, Categories, Around the Community and Amoeba Hula. In these games boys make mistakes, things go wrong and emotions run high. The aim for each of these games was to strengthen the skills of co-operation, communication, resilience, persistence, honesty, courage and respect.

In Term Two the key concept for Social Emotional Learning was:

IT TAKES GREAT STRENGTH TO BE SENSIBLE – WE DO THE RIGHT THING BECAUSE IT'S THE BEST THING TO DO - Wilson McCaskill.

The Prep, Year One and Year Two students built upon friendship the skills within their class, thus enabling them to have both the means and the desire to positively affect their own behaviour and that of members of their community.

The main focus for Years Three to Six was 'how we can be sensible digital citizens.' Using programs such as 'The Office of the Children's eSafety Commissioner' and 'Common Sense Media,' along with other recommended websites, the students explored ways to behave sensibly and responsibly whilst using electronic devices. The ultimate aim was to help guide the boys towards safe, enjoyable experiences online.

Ms Kate Carman

Social Emotional Learning Facilitator



Spanish

The students at Glendalough are using the excellent Spanish foundations they started last year and building on them to expand their ability to communicate in this language. This semester we had our first Spanish assembly where all the levels contributed and shared their knowledge. They enjoyed singing together and showing their audience what a fun language Spanish is to learn.

The Preps have been most enthusiastic in communicating in Spanish. As they get to know their new friends at school, they have been able to ask them their names in Spanish too. They have learned to talk about how they are feeling. They began with the basics and expanded this to talk about being happy, sad, hungry, thirsty, and so on. While doing this, they are beginning to experience how Spanish works differently by having to think about which verb to use with these expressions. This is knowledge which will be of use to them as they progress in their learning and advance through the school.

The Year One and Two students gained in confidence by seeing how easy Spanish can be through looking at the vocabulary of animals. Words like 'elefante', 'tigre' and 'hipopótamo' are self-explanatory while everyone's favourite animal is the 'koala'. Learning to pronounce these words in Spanish accustoms them to the letter sounds. Combining colours and numbers when talking about animals ensures they see how their prior knowledge is useful. This introduces them to the concept of having to change

adjectives according to gender or plural, something we don't have to worry about in English but which is part of the structure of many other languages.

The Year Three and Four students have been learning the vocabulary of parts of the body and using that in combination with their existing knowledge. They have read and listened to descriptions building up their comprehension skills. They got their creativity working in Spanish to write a description of a monster they drew. This encouraged them to expand their language based on their need to communicate. Their confidence increased when they realised they could create a complete text in Spanish. While doing this, they were learning about adjective and noun agreement and differences in word order in Spanish.

The students in Year Five enjoyed a very successful semester of Spanish. Whether they were new to Glendalough or had learned some Spanish last year the students worked together to build on their understanding of Spanish to create a fun learning environment. The focus of Semester One was to learn how to greet different people and to introduce themselves and others. For the students previously at Glendalough this meant expanding their range of vocabulary and deepening their understanding of Spanish while for our new students they built up their understanding with the support of their peers. The students participated in different classroom games and completed many written activities. This developed their oral and written expression giving

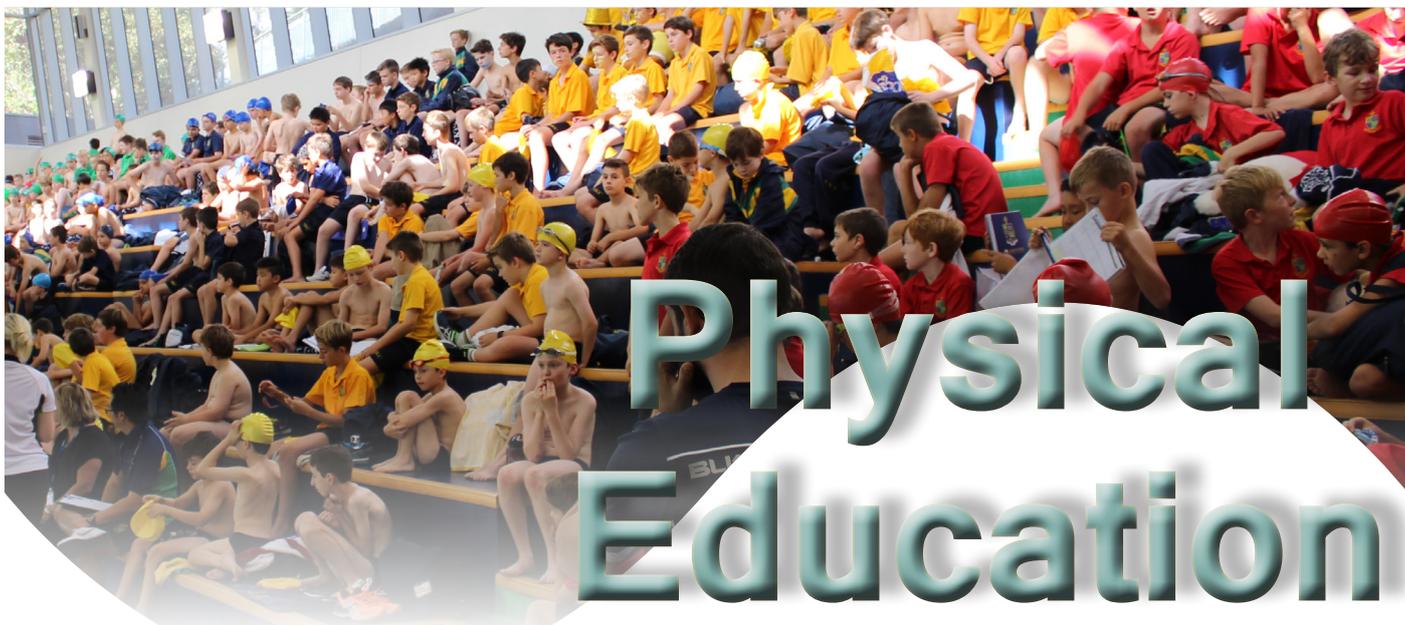
them a vital introduction to the many spoken and written differences between Spanish and English.

The students in Year Six deepened their understanding of Spanish significantly this semester. They moved away from simply learning vocabulary and simple sentences to building more complex sentences using irregular verbs, such as *gustar* (to like). The students developed their skills across a many key areas including their listening, writing and speaking. The students made creative posters about their hobbies. They then practised their listening comprehension by responding to texts spoken by native speakers. These texts were then used as a basis for the students to make their own movies about their hobbies. All students rose admirably to the challenges put before them this semester. They demonstrated creativity and an eagerness to learn and I look forward to the quality of work to come in Semester Two.

The students are congratulated for the progress that they have made in such a short time learning Spanish. The way in which they have worked together to embrace the Spanish language and culture is admirable. The fruits of their labour and their enthusiastic approach could be seen in our Spanish assembly. We look forward to yet another successful semester of Spanish.

Ms Kirstin Gibbons
Spanish Teacher





Physical Education

Throughout Semester One, the focus in physical education classes was on skill development, sportsmanship, teamwork and physical fitness. The students in Years Three to Six completed a series of fitness tests, which included the following disciplines: agility, strength, power, endurance, flexibility, hand-eye co-ordination, speed, height and aerobic capacity. In relation to the skill components, the Year Four students completed units on running techniques and strategies for sprints and middle distance events then throwing and catching techniques. The Year Five boys completed units on double-handed striking and fielding techniques and Soccer. Year Six students completed units on running techniques and strategies for sprints and middle distance events. Then the Year Four and Six cohorts rounded out their semester with the swimming programme. The swimming lessons included the 40-minute challenge; however, a majority of the Year Six students swam greater than 1200 metres and this was an outstanding achievement.

In the early years programme in Preps the focus was on the development of gross motor skills and their lessons included activities that emphasised their running gait, spatial awareness, hand-eye and foot-eye co-ordination, game sense

and an introduction to sportsmanship. The students were involved in units that focused on throwing and catching using a variety of equipment including bean bags, dodge balls, tennis balls and soccer balls. The five-day intensive swimming programme at the Wilding Centre provided the students with stroke development and survival skills.

The Year One students developed motor skills in various individual and modified games. These included the catch, underarm bowl, underarm throw, dodge and kick. These skills evolved their continual development of foot and hand-eye co-ordination. They also analysed their performance of the underarm throw using photographs. Foot co-ordination was developed as they learnt how to change speed and directions during a Rugby League unit. They practised 'playing the ball', scoring a 'try' and kicking with power and accuracy. The students also displayed their creativity and produced their own 'tricky catches'. Examples include catching with one hand or even throwing underneath the leg, turning around and then catching the ball.

The Year Two students developed motor skills in various individual and modified games and applied these skills in 'minor' games using basic strategies. These included the catch, overarm throw, dodge and kick. Particularly the overarm throw was a large focus this semester.

The students practised all five parts of the overarm throw and developed accuracy and consistency by throwing at targets and a moving player. They also analysed their performance using photographs of their overarm throw. Foot co-ordination was developed as they changed speed and directions as they learnt to play Rugby League and practised 'playing the ball', scoring a 'try' and kicking with power and accuracy.

The Year Three students participated in the 'invasion' games, touch-ball and basketball and a Rugby League unit. The students learnt how to dodge, 'play the ball', score a 'try', kick, pass and use an 'aeroplane' formation. In the 'invasion' games (any games that involve two teams that 'invade' each other's space) the students learnt how to use offensive strategies. These included moving to an open space and 'leading to the ball' to receive a pass. The students enjoyed learning the new game, touch-ball and compared the skills and strategies they used in touch-ball with basketball and another 'invasion' game they choose.

We congratulate the students on their enthusiasm and sportsmanship and look forward to Semester Two.

Mr Hartley Stone
Mr Luke Hayes
Physical Education Teachers



Visual Art

In Term One, Prep students experimented with shape and decoration in the creation of both drawing and sculptural art pieces. They used the graphic art style of Mondrian as inspiration to make coloured paper mosaics and mobiles.

Year One students looked at the Australian landscape and indigenous shelters from around the world in their exploration of the inquiry unit 'Community'. They also looked at the 3D effects created through the use of cut and torn paper in mosaics. The Year Two class looked at the pattern and texture of a fish's scales in creating paintings and mosaics. They also looked at the inquiry theme of 'Community' and made watercolour pictures of schools of fish, flocks of birds and herds of animals.

Year Three students looked at the notion of community through the roles played by different people on a sailing ship. They learned how to draw and paint material so that it appeared to fold, flap and crease in the wind. They looked at the texture seen in a crocodile's skin and made a class sculpture of this.

Students in Year Four focused on tonal studies through the drawing of geometric forms and still-life compositions. They also made 'fold-in' and 'fold-out' drawings that change when the paper is folded.

Year Five students practised their cutting and gluing techniques for working with Stanley knives and glue guns. They designed 'pop-up' houses based on the community theme and began work on a school video production using a green screen.

Students in Year Six studied symbols and metaphors then worked in groups to represent the notion of 'Community' in a coloured paper mosaic. They worked in pairs to design promotional posters based on various community charities. They also studied the elements and principles of design.

In Term Two, The Prep students made clay sculptures based on the paintings of Juan Miro and used pastels to draw sunflowers in the style of Vincent Van Gogh. Year One students made a sculpture of a snail on an autumn leaf. They looked at primitive art, made relief sculptures of flowers and wax resist paintings of endangered animals.

Students in Year Two explored the inquiry unit 'Survival' by designing houses that use renewable energy. They designed towns considering the needs of the population and made posters of animals and people surviving in difficult environments.

Year Three students depicted solids, liquids and gases in painting and drawing. Subject matter included ice, jelly, fire and smoke. They studied the atmospheric paintings of William Turner and designed an animal adaptation they feel is required to ensure that animal's future survival.

Year Four classes consisted of the depiction of life for the Anzac soldiers in Gallipoli. They made one-point perspective drawings and analysed the famous Australian landscape painting 'Pioneers' by Frederick McCubbin and discussed it in relation to survival in an unaccommodating environment.

The Year Fives studied portraiture and surrealism. They learned how to draw using correct proportions and coupled this with various creative drawing techniques.

The Year Six level studied two-point perspective drawing and learned how to design a survival vehicle for a future construction task using isometric and oblique-angle elevations.

Mr John Opie
Visual Arts Teacher

