



# **PARENT INFORMATION NIGHT YEAR 6**

**Wednesday, 15 February 2023**

# MEET THE YEAR 6 TEAM



Erin Brereton  
(PLC Leader)



Cameron Lobb  
(Administration Leader)



Hannah Knocker

# Acknowledgement of country

## 6H Acknowledgement

We acknowledge the Wurundjeri Woi Wurrung people of the Kulin nation, the traditional and rightful owners of the land on which we live, learn and play. We commit to following Bunjil's law to ensure Country is cared for and admired as it has been for over 65,000 years by First Nations people.

We thank them for their ongoing connection to Country and for keeping all aspects nurtured so that we can enjoy the ngua (sun), wurun (white river gum), garrang (gum leaves), and the, tadjerri (sugar glider) and rainbow lorikeets that live in them, along with the birrarung (river of mists), and merri merri (very rocky). We recognise that sovereignty was never ceded. This always was, always will be Aboriginal land.

# AGENDA FOR TONIGHT

WPS Mission and Values

Student Wellbeing, Child Safe Standards and Setting the Scene

English

Mathematics

Inquiry

Specialist Subjects

How you can support your child

Avenues of communication

# OUR MISSION

Our mission is to *foster a community that empowers everyone to be their best.*

We encourage our students to uphold the rights:

- To learn
- To feel safe

# SCHOOL VALUES



# STUDENT WELLBEING

Student wellbeing is a priority. There are many strategies and programs that we implement to support students with a safe, secure and routine rich learning environment:

- Establishing consistent behaviour expectations, language and routines through the Setting the Scene program
- Resilience, Rights and Respectful Relationships (RRRR)
- Berry Street Education Model
- eSmart
- Sexuality education program

# CHILD SAFE STANDARDS

Our school is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy, and respected. The Child Safe Standards recognise that all children are vulnerable and require schools to take steps to prevent child abuse and build a culture of child safety. Schools cannot assume that child abuse does not and cannot happen within our school or school community.

Volunteers make a valuable contribution to our school community and have a responsibility to keep student safe in our school environment. Volunteers must be familiar with and follow our school's:

- [Volunteer Policy](#)
- [Child Safety Code of Conduct](#)
- [Child Safety and Wellbeing Policy](#)
- [Procedures for responding to incidents, disclosure, and suspicions of child abuse](#)

Child Safety is everyone's responsibility. All volunteers are required to complete the [Child Safe Training Module](#) and familiarise themselves with our [Volunteer Induction Pack](#). You will be asked to acknowledge and agree that you have done so when signing in at the office or Kitchen Garden.

If you require any further clarification, please contact our Assistant Principal Carolyn Shiels on 0394815577.





# SETTING THE SCENE

The beginning of the year has focussed on supporting students to adjust to their new class. During this time, students have established shared expectations, processes and a code of cooperation.

## 6E Mission Statement

IN 6E WE STRIVE TO LEARN NEW THINGS, TO BE INDEPENDENT, BE SOCIAL AND MAKE NEW FRIENDS, WHILST HAVING FUN. WE ARE PRODUCTIVE AND TRY TO DO OUR BEST TO ENSURE WE GET A GOOD EDUCATION, TO ALLOW US TO MEANINGFULLY CONTRIBUTE TO SOCIETY AND LIVE THE LIFE WE WANT.

## 6 Cameron 2023 Mission Statement

We, the Class of 6 Cameron, come to school to learn, grow and socialise so we can have positive, successful, healthy and educated lives for future opportunities.

## 6H Mission Statement

In 6H we all have the right to feel safe, have a sense of belonging, and learn, so that we can enjoy our final year of primary school.

We socialise with everyone in the room and have respectful relationships so we can support one another to be prepared for high school.

We all strive to be the best that we can be so that now, and into the future, we can live healthy, happy lives, whilst helping others and the environment.

# ENGLISH- READING

Semester 1: focus on explicit teaching of reading comprehension skills.

Semester 2: Applying strategies learnt in semester 1 while studying a range of novels.

# ENGLISH- WRITING

In year 6 students will:

- Be exposed to writing different text types including persuasive writing, information reports, poetry and narrative.
- Begin the year with a focus on developing the skills required to improve any piece of writing.
- Build their ability to use literary devices and gain control over the author's voice through their writing.
- Incorporate specific instruction for spelling and grammar into our writing program.
- Complete tasks using a mix of handwriting and typing to record their ideas.
- Use a Writer's Notebook to gather and build upon ideas that spark their interest.

# MATHEMATICS

This year students will learn a number of concepts related to:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

In Mathematics we are continuing to work with students to develop their skills in the four proficiency strands: understanding, fluency, problem-solving and reasoning.

We also complete 'Challenging Maths Tasks' throughout our learning. These tasks encourage students to apply all of their maths knowledge, and draw upon their skills learnt while articulating not only the answer they arrived at but also the strategies they used to arrive at the answer.

# UNITS OF INQUIRY FOR 2023

## **Term 1: Civics and Citizenship - Identity, Diversity & Culture**

**Key understanding:** Students explain what it means to be an Australian citizen and how people can participate as global citizens. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They identify possible solutions to an issue as part of a plan for action.

## **Term 2: History - Continuity and Change**

**Key Understanding:** Significant events from our past have shaped Australia today.

## **Term 3: The Arts - Creativity and Performance**

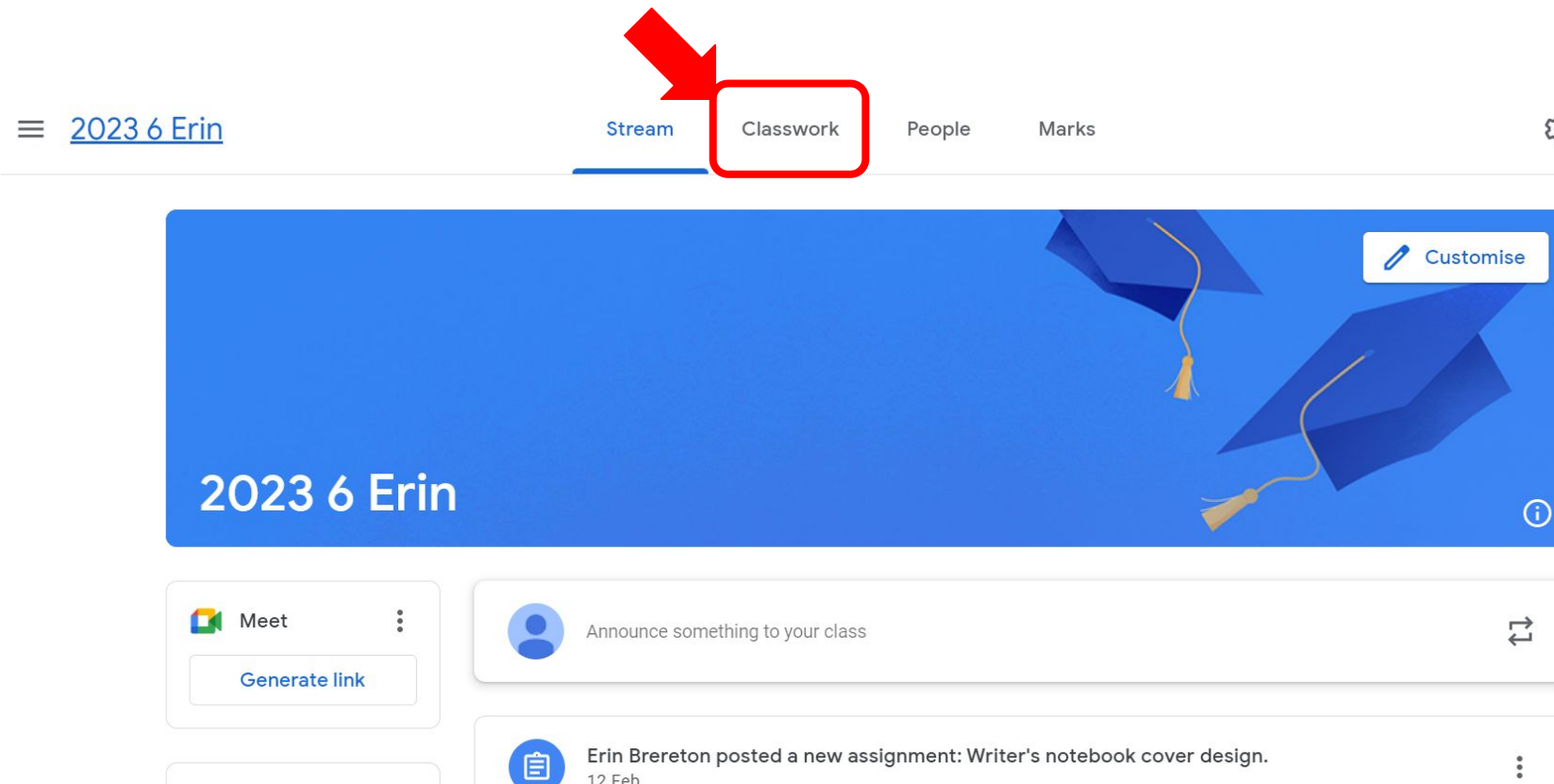
**Key Understanding:** Thoughts, opinions and ideas can be expressed through the arts.

## **Term 4: Geography - Sustainability and Environment**

**Key Understanding:** The ways people and governments manage the environment and react to natural disasters (drought, flood, earthquake, cyclones and bushfire) can protect environmentally sensitive areas.

# GOOGLE CLASSROOM

This year the students will complete their learning tasks through a mix of traditional methods and through the use of Google classroom. Any student task that is posted to Google classroom will be accessible from home through the students log in details. All student tasks can be found under the classwork tab at the top of their screens.



When students are logging in to Google classroom from a home device, they will need to check that they are logged into their school google account. They can check this by looking at the letter in the top corner, hovering over it and checking the information provided.



# OTHER IMPORTANT DATES

- School photos – Thursday 23rd February
- Welcome Picnic - Friday 24th February
- Pupil Free Day - Friday 31st March
- Swimming – Term 2 (more information to come next term)

# SPECIALIST TEACHING AREAS

- Music – John & Simon
- Physical Education – Rushe
- Art (Art in Spanish) – Rose
- Library - Stacey
- STEAM - Yolanda



# YEAR 6 PHYSICAL EDUCATION

In year 6 the Physical Education program further develops fundamental motor skills through a range of different sports. Through simple and complex game situations students learn how to have fun while being physically active and learning skills and game tactics.

Students are taught how to be a good sport by encouraging and supporting other students when participating in PE. Your child will be encouraged to take on leadership roles either within PE classes, interschool sports or sporting events.

Please ensure your child wears clothing they can move comfortably in and runners are essential.





# MUSIC - GRADE 6

WESTGARTH PRIMARY SCHOOL

The Music curriculum will encourage students to further explore playing tuned and non tuned percussion instruments, guitar and ukulele, and improving their group singing skills. Students will identify contrasting sounds and how they can use them to perform, compose and improvise music. The elements of music will be explored in more detail.

- learning about different forms of music notation
- exploration of intervals and melodic shapes
- further exploration of percussion instruments and the rhythmic elements of music
- singing simple harmonies
- using imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas



# SPANISH / VISUAL ARTS

3-6

Visual arts and Spanish are taught together. The program follows the Content and Language Integrated Learning model (CLIL).

The focus of such a pedagogical model is to deliver learning outcomes for all students in both Content/Art and Language/Spanish by providing a meaningful context for purposeful language learning.

If you have Instagram, please follow @westgarth.artspan to see what students across the school are doing in Spanish/Art.



Throughout the year students consolidate their knowledge of common conversational questions and answers in Spanish to share their interests with others. They are learning to use appropriate pronouns for different contexts and pronounce Spanish-specific sounds when reading out aloud.

# LIBRARY - OVERVIEW



Students have a 50 minute session in the Library every week.

In each session, there is a lesson and then time for browsing and borrowing books.

There are iPads in the library for older students to use to help them search for a book they might want to borrow.

**You can search the Library system using ANY device with internet access! No log-in required.**







By Author: Roald Dahl

# Oliver



Orbit





# CLICK ON THE BOOK TO FIND OUT MORE

## The Witches, by Roald Dahl

Oliver

**Westgarth Primary School**  
Safe, Fair & Friendly

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**The Witches**  
Roald Dahl ; illustrated by Quentin Blake. (2008)  
Monograph

This is not a fairy-tale. This is about real witches. Real witches don't ride around on broomsticks. They don't even wear black cloaks and hats. They are vile, cunning, detestable creatures who disguise themselves as nice, ordinary ladies. So how can you tell when you're face to face with one? Well, if you don't know yet you'd better find out quickly-because there's nothing a witch loathes quite as much as children and she'll wield all kinds of terrifying powers to get rid of them.

Average rating ☆☆☆☆  
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**WHERE IS IT?**

1 copy available at the library in the **Fiction** collection at shelf location **FIC - DAH**  
[see all copies and locations](#)

**ITEM DETAILS**

Author: Dahl, Roald  
Illustrator: Blake, Quentin

**SEARCH RESULTS**



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Orbit



**The Witches**  
Roald Dahl ; illustrated by Quentin Blake. (2008)

Monograph ☆☆☆☆☆ (0 Reviews)

More like this More info

**Authors:** Dahl, Roald (24) Blake, Quentin (23)

**Publication Year:** 2008

**Description:** 199, [20] p. : ill.

**Notes:** Some copies reprinted with different dates but with same ISBN.

**ISBN:** 9780141326214

**Abstract:** This is not a fairy-tale. This is about real witches. Real witches don't ride around on broomsticks. They don't even wear black cloaks and hats. They are vile, cunning, detestable creatures who disguise themselves as nice, ordinary ladies. So how can you tell when you're face to face with one? Well, if you don't know yet you'd better find out quickly-because there's nothing a witch loathes quite as much as children and she'll wield all kinds of terrifying powers to get rid of them.


**Imprint:** London: Puffin (42), 2008

**Subjects:** Witches and warlocks - Fiction (83) Grandmothers - Fiction (54) Grandparents (9) Witches (32) Fiction (1832)

**GMD:** text

**Library copy list (1)**

#	Copy ID	Collection	Classification	Map	Loan Category	Barcode	Status	Booking	Date due



The Witches

# BORROWING BOOKS



Students can borrow two books for two weeks.

If students have an overdue book, the system does not let them borrow another book. Even if only one book is overdue.

Please contact Stacey with any issues around overdue books. We understand books can be misplaced when moving house, etc... they are often found when unpacking. Arrangements can be made for students to keep borrowing while a missing book is located – IF you contact us and let us know! 😊

**All** books are to be returned at the end of every term in order for the catalogue to be updated.



# OVERDUE BOOKS



We are attempting to automate the overdue book process this year.

Oliver can send out emails for overdue books. This saves a lot of time and paper by not having to print and sort overdue book notes.

Please make sure your email address is up-to-date with the office.

Oliver can also send out reminders BEFORE your books are due. This will also help us reduce the amount of overdue books.





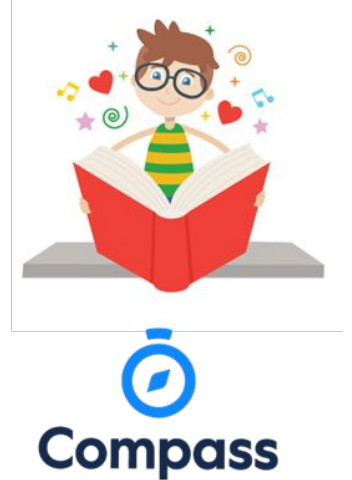
# OVERDUE OR LOST BOOKS

For issues regarding lost or damaged books, please contact Stacey Pryor via Compass.

Sometimes books are 'lost' because they have been put back on the shelf before being scanned back into the Library. Students are encouraged to find their own lost books.

Books can also be accidentally returned to Public Libraries in error.

You may be asked to retrieve the book or replace any lost or damaged books.



# BOOK DONATIONS



The Library will happily accept donations of used books, in good condition.

A sticker will be placed in the inside cover with your child's name and the year it was donated. If you want a family name on the sticker instead – just let us know.

If there are several copies of the book already in the library, it will be passed on to another loving home.

Please send any donated books to the library for processing and contacting (for protection and longevity)



# S.T.E.A.M @ WESTGARTH PS



Students will have the opportunity to further their skills using some of the following programs/apps and technology.

**S** – SCIENCE

**T** – TECHNOLOGY

**E** – ENGINEERING

**A** – ART

**M** - MATHS



	LEGO ROBOTICS – Year 6s
SPHERO – building bridges/obstacle courses	SCRATCH
OSMO – developing block coding skills	iMovie – filming some readers theatre or a new report.
iPad	DESIGNING AND BUILDING

# HOME LEARNING TASKS

- Practise reading to, with, and by parents and independent reading (approx. 30 mins daily)
- Practise basic addition, subtraction, multiplication and division number facts to build automaticity. Mathletics usernames and passwords will be coming home shortly to support with Mathematics practice at home.
- Gathering additional information or materials as required (often related to units of inquiry)
- *Optional* homework tasks and resources accessible via school website.

# UNIQUE TO GRADE 6

- Student leadership
- Preparing for high school
- High school orientation
- Graduation

and, of course...



# CAMP





# HOW YOU CAN SUPPORT YOUR CHILD

In Year 6, your child should:

- Pack and unpack their own bags
- Read at home every night
- Be responsible for their own belongings
- Be at school on time
- Have a Sunsmart hat and clothes, and water bottle

In addition to this, have conversations with your child about what they are learning at school. Students will upload a weekly Seesaw Post showcasing their 'Proud Work' for the week

# AVENUES OF COMMUNICATION



Compass will assist you in:

- Receiving whole school and year level specific information
- Communicating student absences - just a reminder to please sign your child in or out at the Compass kiosk if they are arriving late or leaving early.
- Requesting communication with your child's teacher
- Making Parent/Teacher interview appointments
- Accessing student reports



# AVENUES OF COMMUNICATION



Seesaw will assist you in:

- Receiving updates of your child's learning and time at school
- Providing an online journal of some of the tasks completed in class

# QUESTIONS