WELCOME TO YEAR 6

Class Teachers: Trish Noble (6N)  
Winnie Ho (6H) & Caitlin French (6F)
School Priorities for 2016

- Visible Learning
- Collaborative Teaching
- Engagement and Well-Being
What makes a successful Year 6 student?

• High Expectations for themselves in behaviour, effort, achievement and presentation of uniform and work

• Independence, taking the initiative and responsibility for learning and organisational skills

• Daily Literacy Practice
It's the Most Important 20 Minutes of Your Day

Child "A" reads **20 minutes** each day 3,600 minutes in a school year.

Child "B" reads **5 minutes** each day 900 minutes in a school year.

Child "C" reads **1 minute** each day 180 minutes in a school year.

By the end of 6th grade, Child "A" will have read the equivalent of 60 whole school days. Child "B" will have read only 12 school days.

Which child would you expect to have a better vocabulary?
Which child would you expect to be a proficient reader?
Make the commitment today to read with a child; it makes a difference.
• Confidence with assumed skills eg. multiplication tables

• Development of Goal Setting, Reflection, Acceptance of feedback from peers and teachers

(A great question to ask your child each day is What feedback did you get today? Rather than what did you do today)

• Balance – academic, sporting, cultural, recreational.

• At home, experience a variety of social and cultural events so students often have more knowledge to draw upon.
Structure of Classes

• Collaborative Teaching as per the School Plan
• Assistance from Ms Lois Worsely (EAL/D) & Ms Melinda Gimblett (LAST)
• Literacy Groups and Numeracy Groups to cater for the learning needs of the cohort

What is Collaborative Teaching? (There are different models, please see handout)
• Grade teachers and support staff meet weekly to program and plan units of work to ensure consistency
• Lessons where 2 or more teachers share the teaching responsibility for the whole grade within one larger classroom or shared space.
Benefits

• Collaborative teaching allows class teachers, learning support teachers to interact with all students at different times and when teachers work together and support one another, there is a circulation of professional knowledge and a shared understanding of student needs. This is a critical factor in achieving the best outcomes for our children.

• Preparation for high school – exposure to more than one teacher

• Groups catered for individual need

• Opportunities to work with a variety of students

• Clear academic and behavioural expectations across the grade.
### Year 6 Timetable

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Spelling Pre-Test and Spelling activities 45min</td>
<td>WRITING 10-11am</td>
<td>WRITING 10-11am</td>
<td>LITERACY GROUPS Session 3</td>
<td>Mark Homework/Partner Post Test</td>
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<tr>
<td>Year 6 - Number Groups- Session 1</td>
<td>LITERACY GROUPS Session 1 10-11am Comprehension</td>
<td>LITERACY GROUPS Session 2 9-10am</td>
<td>6F- Library 6N and 6H-Class time</td>
<td>9.45 Recess</td>
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<tr>
<td>Spelling/Homework - 30min</td>
<td>Year 6 - Number Groups- Session 2</td>
<td>11.30 - 12.30 Year 6- Number Groups- Session 3</td>
<td>6N Library 6F- Class time 6H- History</td>
<td>SPORT</td>
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<td>12 - 12.30 SCRIPTURE</td>
<td>Class- Maths Strand</td>
<td>Class- Maths Strand</td>
<td>6N and 6F Languages</td>
<td>Year 6 PD</td>
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<tr>
<td>Spelling</td>
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<td></td>
<td>6H- Library</td>
<td>LUNCH 12 - 1</td>
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<tr>
<td>6N and 6F History 6H- Languages</td>
<td>Visual Arts</td>
<td>Year 6- PE</td>
<td>Assembly/Initiative</td>
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Differentiation of curriculum within the classroom

**Literacy**
- Reading Groups – 3 times a week explicit teaching of super six comprehension strategies
- Spelling Groups
- Writing groups/scaffolds/ peer discussion- explicit teaching of different writing techniques and devices writers use for different purposes
- LAST support with Ms Gimblett
- Writing Competitions

**Mathematics**
- New Programs- Number Crunches and Maths Online
- Mr Rosenthal extension group/Maths Olympiad Competition
- Maths Number groups (3 times a week) with tasks targeting specific needs of students

*Literacy and Maths Groups are fluid and are subject to change after assessment of a particular strand*

**Other KLAS**
- The use of mixed-ability groupings and a variety of open-ended inquiry based activities that engage students
English

Speaking and Listening

Co-operative learning, speeches/presentations (skills for Public Speaking).

Spelling

Core lists based on the 4 areas of Spelling:
- Phonological Knowledge
- Visual Knowledge
- Morphemic Knowledge
- Etymological Knowledge

Reading and Viewing

Term 1 Focus
- Comprehension focus using super six strategies with class novel and factual texts to support History Unit. Infer meaning and building deeper comprehension of more complex texts.

Writing and Representing

Persuasive texts

Grammar, Punctuation and Vocabulary

Simple, Compound and Complex sentences and Part of Speech

Reflecting on Learning

Thinking Imaginatively, Creatively and Interpretatively
Curriculum Overview – English T1

• In the Writing and Representing strand this term, we will be focusing on persuasive texts dealing with issues surrounding our English/History unit ‘Cultures and Shaping Australia’

• In the Reading and Viewing students will participate in activities which centre on a shared reading novel as well numerous visual literacy books and multimedia clips. When teaching reading, we not only want to help the students decode text but also engage with core ideas, adopt critical stances, make connections and enjoy the pleasures that being a fluent reader brings.

Year 6 students will be reading either Chinese Cinderella, Thai Riffic or Noodle Pie’ which complements our History learning program on ‘Cultures/ Shaping Australia’. The book aims to introduce students to the themes of: Family, How Culture/ Traditions shape People’s Identity, Honesty, Respect, Celebrating Diversity and Acceptance
Maths – Term 1

- Whole Number 2
- Addition and Subtraction 2
- Pattern and Algebra 2
- Multiplication and Division 2
- Length 2
- Time 2
- 2D Space 2

Working Mathematically has five interrelated components: communicating, problem solving, reasoning, understanding and fluency.
PE

• PE will be held on Thursday afternoon. Students to wear Sports Uniform on this day.

• Students rotate around 3 activities and will be taught the fundamental skills in different games and sports

• Towards the end of the term classes will use this time to prepare for the upcoming cross country carnival.
History & Science- Semester 1

• Term 1: Shaping Australia Exploring What is Culture? What represents Australian Culture and how or what events have occurred over history to contribute to Australian’s Identity.

• Term 2: Desert Survivors- Students explore some of the structural features and adaptations of desert plants and animals, and to compare them with plants and animals that live in other environments.

For the other units of work and programs throughout the year, please refer to the term newsletters.
Home Learning

• Home Learning in Stage 3 will be provided fortnightly and will be based on current class work.
• Activities will incorporate literacy and numeracy and some optional activities
• Home learning should take into account the demands of contemporary family life and parents should have the choice of opting out of homework for their child if they believe it is not beneficial to the child or they feel it is having a negative impact on the child’s attitude towards learning.
• Please return the ‘Intention to Participate in Home Learning’ by **Monday 15th February**
• Home Learning to start Week 4
Google for Education

• From Term 2, Home Learning will be delivered and submitted electronically through Google Classrooms for Education. Each class has their own page and each student become a member to their class.

• Students will also be using Google Classroom (for example Google Docs for brainstorming) during the school day for different activities. Google Classroom allows teachers to distribute assignments and make reminders or post questions for inquiry.

• When work is submitted, teachers can also provide direct, real-time feedback on the document or when working on a Google Doc in the classroom.

• Parents will receive handouts about how to log in and submitting work at a later date.
Technology

• Bring Your Own Device (BYOD) will continue to be implemented across Stage 3 classes. Students are invited to bring a device to school to insist with their learning as per the school policy (on school website). The use of technology in the classroom will increase throughout the year and will be used as a tool in many different lessons.
• Please read the school policy and if you have any questions, please contact Trish Noble

• The use of iPads will be incorporated into classroom learning across a range of KLAs
• Google Classroom will be introduced into Stage 3 Home Learning.
• Please advise the class teacher on the Home Learning Note if your child does not have access to an electronic device and the internet at home.
Assessment and Reporting

• Semester 1 and Semester 2 School Reports (are the students achieving a standard appropriate to their learning ability?)

• Parent Interviews- end of Term 1 (goal setting, What is the next step in their learning? What can be done to support them?)
Stage Programs Within and Beyond the Classroom

- Leadership Initiatives – Term 2 and 3
- School Concert – Term 4 (3rd November)
- Dance to be Fit – Term 3
- Premier’s Reading Challenge
- Mr Rosenthal Maths group (Thursday and Friday mornings- Note to be sent home shortly)
- PSSA Sport and Zone teams
- Band and Senior Choir
- Stage 3 Camp (23-25thAugust) to Canberra to support Term 3 Unit of Work on Government
- Public Speaking Competitions and Debating
- Wakakirri
Transition to High School

• Begin planning early
Different Types of High Schools

• Comprehensive Government High Schools. For example; Randwick Girls and Boys, South Sydney, Matraville High

• Non Government High Schools. For example; Brigidine, Champagnat Catholic College Pagewood, Marcellin, Waverly, Emmanuel, St Catherine’s, St Clares

• Selective High School. For example; Sydney Boys and Girls, Rose Bay Secondary (Selective Strand) and Sydney Technical College
High School

- The upcoming weeks, students will receive an Expression of Interest form for placement in Year 7, 2017 for government high schools.
- These forms are due back at school by Friday 18 March 2016. Every student needs to return this form by this due date. For more information, please go to the website below.

Selective High School Information
- The Selective High School Placement Test will be held on the 10 March 2016 for those students who applied late last year. Test Centre information will be sent by email or mail on the 25th February. For more information, please view the following website:
Communication

- Term letters
- Weekly Newsletters
- School Facebook Page
- School Website
- Appointments made through school office
- Email
  
  trisha.noble@det.nsw.edu.au
  winnie.ho3@det.nsw.edu.au
  caitlin.french3@det.nsw.edu.au
CLASS PARENTS

• The school is currently investigating a new system to use to deliver our newsletters, notes and announcements.

• Further information will be provided.

• To help with Year 6 organisation for farewell until that time, we request you write your email address on the pieces of papers which is circulating.
Year 6 Parent Meeting

Year Six Farewell Meeting

• For those interested in being involved in the Year 6 Farewell Committee, the first meeting is being held on Monday 15 February at 7.30pm at 63 Metcalfe St Maroubra. For more information contact Davina on 0413137713 or email Davina.park@gmail.com

• The Year 6 Farewell Committee organises:
  
  • The Year 6 T-shirts
  
  • The Year book
  
  • Fund raising activities throughout the year (Crazy Hair Day, cake stall etc)
  
  • The Farewell dinner

3) Parent Dinner - Judy Korlaki is organising a social dinner for any interested Year 6 mums on either Fri 4th March or Fri 1st April at Lebanon and Beyond. Those interested in attending should contact Judy on judy@silksuccess.com
Any questions?