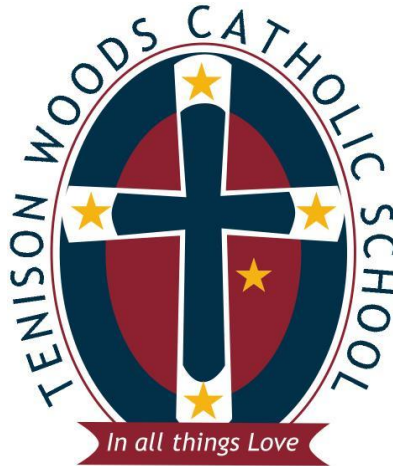


# Tenison Woods Catholic School

a faith filled community with a commitment to

*Inspire ★ Innovate ★ Excel*



## Year 5 & 6 Information Handbook 2020

Heather Docherty – [hdocherty@twcs.catholic.edu.au](mailto:hdocherty@twcs.catholic.edu.au)

School Website – [www.twcs.catholic.edu.au](http://www.twcs.catholic.edu.au)

School Email – [info@twcs.catholic.edu.au](mailto:info@twcs.catholic.edu.au)

Facebook - [www.facebook.com/twcsrichmond](https://www.facebook.com/twcsrichmond)

School Calendar - [www.twcs.catholic.edu.au/news-events/events](http://www.twcs.catholic.edu.au/news-events/events)

# Contents

EXPECTATIONS .....	3
School Uniform .....	3
Daily Routines and Bell Times .....	3
Absentees .....	3
Out of School Hours Care (OSHC) .....	4
Sun Protection Policy .....	4
Birthdays .....	4
Food Packaging .....	4
Homework .....	5
Ice blocks .....	5
1:1 Devices .....	5
CURRICULUM .....	6
SPECIALIST SUBJECTS .....	11
COMMUNICATION .....	11
E-Newsletters .....	11
Parent/Teacher Communication .....	11
Learning Conversations .....	12
Reports .....	12
Learning Showcases .....	12
Social Media .....	12
Seesaw .....	12
PARENTAL INVOLVEMENT .....	13
THANK YOU .....	13

Dear Parents and Caregivers

Welcome to the beginning of the new school year! We trust that you and your family shared some wonderful moments together over the holiday break. This year we have Heather Docherty as your class teacher in 5/6WHITE.

This booklet covers general information about your child's class for the year.

## EXPECTATIONS

### School Uniform

Each child is expected to wear the appropriate school uniform. Information pertaining to our school uniform can be found on our website at the following link

[www.twcs.catholic.edu.au/enrolment/uniform](http://www.twcs.catholic.edu.au/enrolment/uniform)

### Daily Routines and Bell Times

**8.00am** – Supervision begins

**8.45am** – The morning bell will ring and the class will gather for our school day to commence. Absentees are noted, children arriving after the bell must sign in at the front office.

**11.00am** – Recess - eating time

**11.10am** – Recess - play time

**11.25am** – End of recess - students to walk to classroom

**11.30am** – Lessons begin

**1.00pm** – Lunch - eating time

**1.10pm** – Lunch - play time

**1.35pm** - End of lunch - students to walk to classroom

**1.40pm** – Lessons begin

**3.10pm** – End of day

### Absentees

If a student is unable to attend school, parents and caregivers are asked to contact the School Office on 8131 7900, or SMS 040 878 8659 or submit an online absentee form via the school website at the following link [www.twcs.catholic.edu.au/contact/lodge-a-student-absentee](http://www.twcs.catholic.edu.au/contact/lodge-a-student-absentee)

For all absences of 5 days or more please submit an Exemption for School Form (ED175) which is available at the front office or on our website [www.twcs.catholic.edu.au/contact/lodge-a-student-absentee-5-days-or-more](http://www.twcs.catholic.edu.au/contact/lodge-a-student-absentee-5-days-or-more)

## Out of School Hours Care (OSHC)

OSHC operates on site from 3.10pm – 6.00pm during the term and is managed by CAMP Australia. All enquiries including registration and bookings can be made via their website [www.campaustralia.com.au](http://www.campaustralia.com.au)

## Sun Protection Policy

Students are to wear their school hat from mid-August to the end of April whenever outside. Students are to wear their hats in term 2 when the UV rating is advertised as 3 or above for the day. Students who do not have a hat on these days will be required to stay in the shade. Sunscreen is provided by the school. The Tenison Woods Catholic School Sun Smart Policy is available on the school website [www.twcs.catholic.edu.au/about/policies-and-reports](http://www.twcs.catholic.edu.au/about/policies-and-reports)

## Birthdays

Each child's birthday will be recognised by the teachers and their classmates. We request that you do not send in edible treats for the children to share.

## Food Packaging

Schools play an important role in fostering core ecological values, learning to care for our environment is essential, as it influences how our students will care for their common home.

In Laudato Si', Pope Francis highlights the important role that education plays:

There is a nobility in the duty to care for creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic (211).

At TWCS we encourage healthy, nude food. Nude food is food without excess packaging, which reduces the amount of rubbish that needs to go in bins. Durable, reusable containers are a great way to bring food, as they may last from pre-school through to high school and beyond, providing long term cost savings and environmental benefits. We ask that used food wrappers/packaging be placed back into lunch boxes and taken home for disposal.

Tenison Woods Catholic School is a **Nut Free** school. There are a number of children who are highly allergic to nuts, so to ensure their safety and wellbeing please do not send any nut products in lunch boxes. This includes spreads such as Nutella and Peanut Butter.

## Homework

Learners will receive their first homework grid in Week 2. The grid has a range of activities that children can choose to complete. It is an expectation that learners read, practice their spelling words and recite their times tables each night. Developing a homework routine at home will prepare your child for upper primary school requirements. Below is a recommended guide:

**Year 5:** 40 minutes – including reading time

**Year 6:** 45 minutes - including reading time

At Tenison Woods Catholic School we believe that homework should complement the classroom program. We believe that homework should provide the opportunity:

- *to consolidate or extend school activities in all curriculum areas*
- *to develop good study habits*
- *for parents to become involved with their child's learning.*

Students at Tenison Woods are given homework to:

- *reinforce concepts introduced in class in all areas of the curriculum*
- *practice and develop skills in English and Mathematics*
- *further develop skills for students needing extension activities*
- *conduct research assignments*
- *interest areas - to allow for the individual child's enthusiasm and creativity.*
- *reinforce activities for children who are having trouble with some aspects of work introduced in class*
- *complete an assignment or work that has not been done during the school day*

We strongly believe that homework should not be stressful for the child. If your child is experiencing difficulties or has spent more time than the recommended year level requirement, your child's teacher needs to be informed.

## Ice blocks

Ice blocks are sold at lunchtimes in terms 1 and 4 for 50c and \$1.00. This is dependent on volunteers working in the canteen.

## 1:1 Devices

The students in Years 5 and 6 have access to Apple Macbooks which enables them to collaborate, communicate, publish and research in a range of exciting and contemporary ways. It is essential that they always follow the guidelines outlined in the ICT Agreement. Should your child break this agreement, you will be contacted and their access to devices will be affected.

# CURRICULUM

The Australian Curriculum outlines achievement standards for all Australian students as they progress through school – forming the basis of our yearly content. Curriculum overviews will be sent home at the beginning of each term via class newsletters. An overview for term 1 is outlined below.

Further information on the Australian Curriculum can be found at

<https://www.australiancurriculum.edu.au/parent-information>

[https://docs.acara.edu.au/resources/Information\\_for\\_parents\\_years\\_5\\_-\\_6.pdf](https://docs.acara.edu.au/resources/Information_for_parents_years_5_-_6.pdf)

Year 5	
<b>English</b>	<p>Learners will cover the following areas:</p> <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• persuasive and narrative</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• reading group focus: comprehension</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• parts of speech</li> </ul> <p><b>Viewing</b></p> <ul style="list-style-type: none"> <li>• describe how events, characters and settings in texts are depicted and explain their own responses to them</li> <li>• listen and ask questions to clarify content</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• grouped based on the Words Their Way assessment</li> <li>• assessment identifies the word families and patterns that each child is still developing</li> <li>• students are responsible for posting their words on SeeSaw so they can practice them in their homework books at home</li> <li>• learners are expected to post their test results on SeeSaw for assessment tracking and to keep parents informed</li> </ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Use efficient mental and written strategies and apply appropriate digital technologies to solve problems</li> <li>• identify and describe factors and multiples of whole numbers and use them to solve problems</li> <li>• students order decimals and unit fractions and locate them on number lines</li> <li>• they add and subtract fractions with the same denominator</li> <li>• students continue patterns by adding and subtracting fractions and decimals</li> <li>• describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction</li> </ul>
<b>Religious Education (Crossways)</b>	<p><b>We show Love in all things as we live, learn and lead</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• reflect on the relationships between personal experience, communal and self-identity, and religious understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• consider and explore and evolving personal religious identity</li> <li>• plan and run their own group prayer experiences for their peers</li> <li>• identify and demonstrate ways we can show love</li> <li>• explore what Lent and Easter means for Catholics</li> </ul>
<b>Made in the Image of God (MITIOG)</b>	<b>Being Human (Standard 3)</b> Learners will <ul style="list-style-type: none"> <li>• respond to the belief that we are created in the image and likeness of God, and called to demonstrate reverence for self and others</li> <li>• investigate and share ways of developing responsibility for the physical, emotional and spiritual wellbeing of self and others</li> </ul>
<b>Science</b>	<b>Biological Science</b> Learners will: <ul style="list-style-type: none"> <li>• explore how living things have structural features and adaptations that help them to survive in their environment</li> </ul>
<b>Humanities and Social Sciences (HASS)</b>	<b>Geography</b> Learners will: <ul style="list-style-type: none"> <li>• explain the characteristics of places in different locations at local to national scales</li> <li>• identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments</li> <li>• identify and describe different possible responses to a geographical challenge</li> </ul> <b>Inquiry and Skills</b> Learners will: <ul style="list-style-type: none"> <li>• develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges</li> <li>• locate and collect relevant information and data from primary sources and secondary sources</li> <li>• sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines</li> </ul> <b>Knowledge and Understanding</b> Learners will explore: <ul style="list-style-type: none"> <li>• the influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia</li> <li>• the influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places</li> <li>• the environmental and human influences on the location and characteristics of a place and the management of spaces within them</li> <li>• the impact of bushfires or floods on environments and communities, and how people can respond</li> </ul>
<b>The Arts</b>	<b>Media Arts</b> Learners will: <ul style="list-style-type: none"> <li>• develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text</li> <li>• plan, produce and present media artworks for specific audiences and purposes using responsible media practice</li> </ul>

	<ul style="list-style-type: none"> <li>• explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text</li> </ul> <p><b>Music (Samara Churchett)</b> Learners will:</p> <ul style="list-style-type: none"> <li>• begin our year with rhythm, singing and movement based on songs of friendship and the sea</li> <li>• extend our skills on the ukulele through melody playing and whole class ensemble playing</li> </ul>
<b>Technologies</b>	<p><b>Digital Technologies</b> Learners will:</p> <ul style="list-style-type: none"> <li>• explore digital systems and their purpose</li> <li>• explore different ways to communicate ideas</li> <li>• organise and represent data in creative ways</li> <li>• sequence, follow steps and problem solve</li> </ul>
<b>Italian (Lucia Ciocca)</b>	<p>The Italian topics for Term One are as follows:</p> <ul style="list-style-type: none"> <li>• Chi Sono?</li> <li>• La Storia del Carnevale in Italia (Venezia)</li> <li>• La Settimana Santa in Italia</li> </ul>
<b>Health and Physical Education</b>	<p><b>Health and Child Protection</b> Learners will:</p> <ul style="list-style-type: none"> <li>• revisit trust networks and identify people they can trust</li> <li>• identify ways to keep safe</li> <li>• examine how success, challenge and failure strengthen personal identities</li> <li>• describe how respect, empathy and valuing difference can positively influence relationships</li> <li>• discuss how we are all unique, special, valued and important members of our village</li> <li>• explore how important it is to be true to yourself, set goals and maintain a positive attitude</li> <li>• explore resilience and persistence</li> </ul> <p><b>Physical Education (Tom Atyeo)</b> This term the students will be developing the following:</p> <ul style="list-style-type: none"> <li>• fundamental movement skills and patterns associated with cricket</li> <li>• practice and develop the key skills of throwing, hitting, catching and bowling through cricket-based activities.</li> <li>• their ability to following game rules and work as a team with others.</li> </ul>

<b>Year 6</b>	
<b>English</b>	<p>Learners will cover the following areas:</p> <p><b>Writing Genres</b></p> <ul style="list-style-type: none"> <li>• persuasive and narrative</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• reading group focus: comprehension</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• parts of speech</li> </ul>



	<p><b>Viewing</b></p> <ul style="list-style-type: none"> <li>describe how events, characters and settings in texts are depicted and explain their own responses to them</li> <li>listen and ask questions to clarify content</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>grouped based on the Words Their Way assessment</li> <li>assessment identifies the word families and patterns that each child is still developing</li> <li>students are responsible for posting their words on Seesaw so they can practice them in their homework books at home</li> <li>learners are expected to post their test results on Seesaw for assessment tracking and to keep parents informed</li> </ul>
<b>Mathematics</b>	<p><b>Number and Algebra</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>identify and describe properties of prime, composite, square and triangular numbers</li> <li>select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers</li> <li>continue and create sequences involving whole numbers, fractions and decimals</li> <li>describe the rule used to create the sequence</li> </ul>
<b>Religious Education (Crossways)</b>	<p><b>We show Love in all things as we live, learn and lead</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>reflect on the relationships between personal experience, communal and self-identity, and religious understanding</li> <li>consider and explore and evolving personal religious identity</li> <li>plan and run their own group prayer experiences for their peers</li> <li>identify and demonstrate ways we can show love</li> <li>explore what Lent and Easter means for Catholics</li> </ul>
<b>Made in the Image of God (MITIOG)</b>	<p><b>Being Human (Standard 3)</b></p> <p>Learners will</p> <ul style="list-style-type: none"> <li>respond to the belief that we are created in the image and likeness of God, and called to demonstrate reverence for self and others</li> <li>investigate and share ways of developing responsibility for the physical, emotional and spiritual wellbeing of self and others</li> </ul>
<b>Science</b>	<p><b>Biological Science</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>explore the growth and survival of living things are affected by physical conditions of their environment</li> </ul>
<b>Humanities and Social Sciences (HASS)</b>	<p><b>Geography</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>describe and explain the diverse characteristics of places in different locations from local to global scales</li> <li>describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people</li> </ul>

	<ul style="list-style-type: none"> <li>identify and compare different possible responses to a geographical challenge.</li> </ul> <p><b>Inquiry and Skills</b></p> <ul style="list-style-type: none"> <li>develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges</li> <li>locate and collect relevant information and data from primary sources and secondary sources</li> <li>sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines</li> </ul> <p><b>Knowledge and Understanding</b></p> <p>Learners will explore:</p> <ul style="list-style-type: none"> <li>the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>differences in the economic, demographic and social characteristics of countries across the world</li> <li>the world's cultural diversity, including that of its indigenous peoples</li> <li>Australia's connections with other countries and how these change people and places</li> </ul>
<b>The Arts</b>	<p><b>Media Arts</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text</li> <li>plan, produce and present media artworks for specific audiences and purposes using responsible media practice</li> <li>explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text</li> </ul> <p><b>Music (Samara Churchett)</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>begin our year with rhythm, singing and movement based on songs of friendship and the sea</li> <li>extend our skills on the ukulele through melody playing and whole class ensemble playing</li> </ul>
<b>Technologies</b>	<p><b>Digital Technologies</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>explore digital systems and their purpose</li> <li>explore different ways to communicate ideas</li> <li>organise and represent data in creative ways</li> <li>sequence, follow steps and problem solve</li> </ul>
<b>Italian (Lucia Ciocca)</b>	<p>The Italian topics for Term One are as follows:</p> <ul style="list-style-type: none"> <li>Chi Sono?</li> <li>La Storia del Carnevale in Italia (Venezia)</li> <li>La Settimana Santa in Italia</li> </ul>
<b>Health and Physical Education</b>	<p><b>Health and Child Protection</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>revisit trust networks and identify people they can trust</li> </ul>

	<ul style="list-style-type: none"> <li>• identify ways to keep safe</li> <li>• examine how success, challenge and failure strengthen personal identities</li> <li>• describe how respect, empathy and valuing difference can positively influence relationships</li> <li>• discuss how we are all unique, special, valued and important members of our village</li> <li>• explore how important it is to be true to yourself, set goals and maintain a positive attitude</li> <li>• explore resilience and persistence</li> </ul> <p><b>Physical Education (Tom Atyeo)</b>  This term the students will be developing the following:</p> <ul style="list-style-type: none"> <li>• fundamental movement skills and patterns associated with cricket</li> <li>• practice and develop the key skills of throwing, hitting, catching and bowling through cricket-based activities.</li> <li>• their ability to following game rules and work as a team with others.</li> </ul>
--	--

## SPECIALIST SUBJECTS

4 lessons per week are dedicated to specialist subjects. Your child's specialist subject educators and timetables are:

### **Physical Education**

Mr Tom Atyeo

Tuesday and Wednesday

### **Italian**

Signora Lucia Ciocca

Wednesday

### **Music/Drama**

Mrs Samara Churchett

Monday

## COMMUNICATION

### **E-Newsletters**

The e-newsletter is a great way to keep up to date with your child's learning, curriculum topics and other events. Whole school e-newsletters are distributed to the community via email fortnightly and are available on our school website [www.twcs.catholic.edu.au/news-events/school-newsletters](http://www.twcs.catholic.edu.au/news-events/school-newsletters)

### **Parent/Teacher Communication**

If you are unable to speak to your classroom teacher before or after school, alternatives include email or making an appointment. Please understand that teachers are in class during the day and they will

attempt to get back to you as quickly as possible. If you have an emergency, please contact the front office.

## Learning Conversations

Learning conversations are held twice a year (Term 1 and 3) and provide the opportunity to discuss your child's progress.

## Reports

Written reports are provided at the end of each semester. Reports are prepared once we have consolidated and moderated students' work and assessment tasks across the year level.

## Learning Showcases

Each class holds Learning Showcases in each semester, where you are invited into the classroom to participate in your child's learning and celebrate their achievements.

## Social Media

TWCS is an online community. To regularly view photographs and videos of your child's learning, you can follow our Facebook page [www.facebook.com/twcsrichmond](https://www.facebook.com/twcsrichmond)

## Seesaw

Seesaw is an online digital portfolio for learners and teachers to create, reflect, connect and share their learning as it happens with families. To learn more about Seesaw including how to download the parent app please visit [web.seesaw.me/parents](https://web.seesaw.me/parents). Over a learner's time at Tenison Woods they are able to create a comprehensive profile of their learning journey via Seesaw.

Tenison Woods Catholic School has opted into Seesaw's regional data storage option. This ensures that all data, which may include personally identifiable information, such as photos, videos or voice recordings are guaranteed to be stored within Australia. Seesaw has a robust privacy policy and is committed to the safety of children's personal information and learning journal content. Further information about Seesaw's privacy principles can be found here <https://web.seesaw.me/privacy-policy> and [web.seesaw.me/privacy](https://web.seesaw.me/privacy)

## Tips

- Check in regularly to see new learning happening and to find important information about our learning
- In a group or everyone post, please remember that your comment is shared with everyone tagged – students and parents. This is a great way to 'lift up' the whole class
- You are welcome to share your unique QR code with grandparents so that they can also join us and celebrate their grandchild's learning

5/6 White will use this communication tool regularly, so you are encouraged to activate the notifications on the Seesaw application. You will only receive information about your child and their class. Please contact Heather if you are having any difficulties accessing their journal.

## PARENTAL INVOLVEMENT

Parents are the most powerful educative influence in the life of their child.

Much of the child's value system is derived from parental influence. The parents, as first educators of their children, share with the school the responsibility of their children's education.

The school therefore requires, and continually encourages the active cooperation of parents to:

- Support the efforts of the staff to develop Catholic Christian attitudes and values developed at home through active participation in the School and Parish.
- Assist and participate in functions organised by the school.
- Attend meetings for preparation of the Sacraments of Baptism, Reconciliation, Eucharist and Confirmation.
- Attend Parent/Teacher nights.
- Raise funds through the activities of the Parents and Friends Committee.
- Voice any concerns, compliments or complaints in a spirit of collaboration and honesty.
- Assist with sport and extracurricular activities.
- Demonstrate an active involvement in the development of school policies.

All parents/caregivers wishing to volunteer their services must obtain a Catholic Police Clearance, which includes a Department of Human Services - Working with Children Clearance (DHS-WWCC) screening and undergo an induction. Police Clearance Consent forms are to be completed in the Administration Office.

Volunteers are also required to complete the Responding to Abuse and Neglect – Education and Care (RAN-EC) induction session that can be accessed via the school website at the following link

[www.twcs.catholic.edu.au/our-community/how-we-connect-with-our-community/volunteers](http://www.twcs.catholic.edu.au/our-community/how-we-connect-with-our-community/volunteers).

A copy of the certificate of completion must be brought to the front office or emailed to [info@twcs.catholic.edu.au](mailto:info@twcs.catholic.edu.au)

## THANK YOU

Thank you for your support and participation in your child's learning. We look forward to working in partnership with you and your family.

Heather Docherty