

# Welcome to Country

We pay our respects to the traditional owners of the land, the Wurundjeri people of the Kulin Nations on whose land we meet on today and we acknowledge and pay our respects to all Elders both past, present and emerging.



# Welcome

GRADE 6 PARENT INFORMATION SESSION  
2020



What is the purpose of this evening?

LI: We are learning about our child's teaching and learning in Grade 6.

SC: I can have meaningful discussions with my child about their school day.

# Who's who?

6A- Lisa Teasdale/Mr K (Seraphim Kyprianou)

6B- Joanne Ristos

6C- Stathis Moshis

# Our Units of Inquiry

- Term 1 How We Organise Ourselves
- Term 2 Where We Are In Place & Time  
How The World Works
- Term 3 Sharing The Planet - EXHIBITION
- Term 4 How We Express Ourselves

All Year - Who We Are

Term 2 - Wk 5&6 Whole School Science Unit

<p><b>Who we are</b></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical. <b>Mental, social and spiritual health;</b> human relationships including families, friends, communities, and cultures; rights and responsibilities; <b>what it means to be human</b></p>	<p><b>Where we are in Place and Time</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and <b>migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations; from local and global perspectives</b></p>	<p><b>How we express ourselves</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, cultures, belief and values, the ways in which we reflect on, extend and enjoy our creativity; <b>our appreciation of the aesthetic</b></p>	<p><b>How the world works</b></p> <p><b>An inquiry into the natural world and its laws;</b> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</b></p>	<p><b>How we organise ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organisations; societal decision-making,</b> economic activities and their impact on humankind and the environment</p>	<p><b>Sharing the planet</b></p> <p><b>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things,</b> communities; and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central Idea:</b></p> <p>People experience changes at different stages their lives that affect their sense of self.</p> <p><b>CONCEPTS:</b> Perspective Change</p> <p><b>Related Concepts</b> Growth, Identity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The physical, social and emotional changes that occur throughout life</li> <li>Factors that contribute to self-image</li> <li>How we can be supported through change</li> </ul>	<p><b>Central Idea:</b></p> <p>Migration is a response to challenges risks and opportunities</p> <p><b>CONCEPTS:</b> Causation Change</p> <p><b>Related Concepts</b> Consequences, Transformation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The reasons people migrate</li> <li>Migrations throughout history</li> <li>The effects of migration on communities, cultures and individuals</li> <li>Case study - <b>The Islamic Museum</b></li> </ul>	<p><b>Central Idea:</b></p> <p>Our appreciation of things depends on their form and function</p> <p><b>CONCEPTS:</b> Form Function Perspective</p> <p><b>Related Concepts</b> Perception, Appreciation, Design</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our appreciation of aesthetics</li> <li>The design process</li> <li>The balance between designing for function and/or appearance</li> </ul> <p><b>Term 4</b></p>	<p><b>Central Idea</b></p> <p>The universe and our understanding of it is ever changing</p> <p><b>CONCEPTS:</b> Form Connection Perspective</p> <p><b>Related Concepts</b> Properties, Scale</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Connections between Earth, the solar system our galaxy and the universe</li> <li>Human exploration of space</li> <li>The scale of the universe</li> </ul> <p><b>Term 3</b></p>	<p><b>Central Idea:</b></p> <p>Decision making takes different forms and affects everyday life</p> <p><b>CONCEPTS:</b> Responsibility Perspective</p> <p><b>Related Concepts</b> Citizenship, Governance</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different governance systems</li> <li>How governments address the needs of communities</li> <li>How we can influence decisions in our community</li> </ul> <p><b>Term 1</b></p>	<p><b>Central Idea</b></p> <p><b>Human actions impact the sustainability of the earth's resources</b></p> <p><b>CONCEPTS:</b> Form Causation Change</p> <p><b>Related Concepts</b> Consumption, Sustainability</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Sources of energy</li> <li>Electricity generation and consumption</li> <li>The impact of our choices</li> <li>Human <b>Responsibility to conserve the earth resources</b></li> </ul>

# EXHIBITION 2020

This year's Transdisciplinary Theme for Exhibition will be Sharing The Planet

## What is the PYP exhibition?

Students carry out an extended, in-depth, collaborative project known as the PYP exhibition.

It involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.

It is a wonderful opportunity to celebrate the culmination of their learning journey.

The grade 6 students will complete their Exhibition in Term 3.

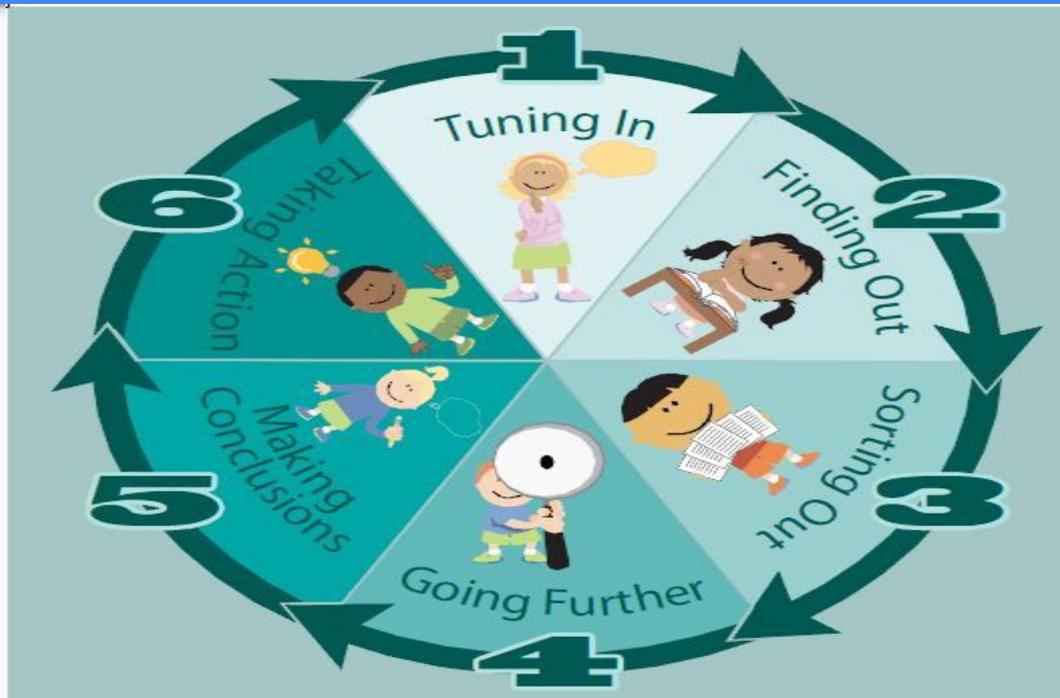
Wednesday 9th September.

Groups will be formed according to children's common interests.

A mentor teacher will facilitate and guide a group.

There will be a parent information night early Term 3.

# LEARNING THROUGH INQUIRY



# Literacy Teaching

## What does it look like in the 6 Area?

Students participate in literacy sessions daily to develop their skills in the areas of reading, writing, speaking and listening.

Lessons are aligned to the Level 6 Victorian Curriculum outcomes.

## What assessments are conducted?

Writing tasks, Running Records, Torch tests, PAT comprehension, PLD Spelling tests, SA Spelling test.

## How do we ensure that all students' learning needs are met?

We differentiate tasks to ensure that each student can celebrate success.

Explicit teaching of skills are modelled prior to tasks being assigned.

# Our Writing Community

As a team, we are working on developing our students as active writers that use writing as part of their everyday lives to think, learn, and to communicate.

**Our goal:** Our students will build their knowledge of how to write well in order to communicate effectively.

**How?**

-Victorian Curriculum aligned outcomes

-Workshop Model: LI, SC, Gradual Release

-Conferencing

-6 + 1 traits - Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

-PLD -Promoting Literacy Development; Spelling, Vocabulary using the Frayer Model, Dictation

# Numeracy Teaching

Mathematics will be used as a vehicle for inquiry both within and outside the Programme of Inquiry. Where possible, content will be grounded in the Programme of Inquiry and real life contexts, with authentic connections being made. Mathematics focus sessions will balance the development of skills, knowledge and understanding. Mathematics teaching will be based on best practice, current evidence and research about how students learn. Having said this, Mathematics is taught stand alone in many instances to allow for an in-depth understanding of important concepts.

## What does it look like in the 6 Area?

5 -6 x 50min Mathematics focus sessions each week. Flexible groupings, whole class activities, skills fluency practice, open ended inquiry, problem solving tasks, development of mathematical vocabulary

## What assessment is conducted?

Pre and post tests, Mathletics, PAT Maths

## How do we ensure that all student's learning needs are met?

Mathematics teaching will be informed by regular formative assessment and data to ensure that teaching occurs at the point of need, building on prior knowledge and understanding. Students will be provided with tasks beyond their current level of thinking and opportunities to extend their learning.

# Resilience Rights and Respectful Relationships

Emotional Literacy

Personal Strengths

Stress management

Positive Coping

Seeking help



# Behaviour Management

## Rights and Responsibilities - Ramon Lewis

“Students and the teacher have the right to feel comfortable and safe”

“Students and the teacher have the right to do as much work as possible.”

Class Essential Agreements [establish a collective understanding of how to maintain a positive learning environment. This agreement is displayed in each classroom.](#)

# Uniform

## School policy

[https://docs.google.com/document/d/1rdPol\\_J-ot9AfonOK4jjiEAAqZxVl2WjeApS6dpy9UE/edit](https://docs.google.com/document/d/1rdPol_J-ot9AfonOK4jjiEAAqZxVl2WjeApS6dpy9UE/edit)

“A dress code which incorporates school uniform reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. “

It is an expectation that students are in school uniform and wear a sunhat when needed.

# ICT Policy and Expectations

Wales Street ICT Essential Agreement - Demerit  
Point System

2020 Wales Street Primary School-Internet  
Acceptable Use Policy

Safe and responsible behavior

# Home Learning

In the grade 6 area, the homework expectations are:

- Nightly home reading
- Weekly Mathletics tasks minimum 10 tasks per week
- Access to Spelladrome through Mathletics
- UOI tasks may be set as required
- Weekly literacy and numeracy homework

# Excursions and other big events

Relevant information and dates will be sent home in letter form and notifications via COMPASS

## Camp

Term 4 Wed 9<sup>th</sup> – Fri 11<sup>th</sup> December (These dates should not interfere with public school transition day. If students have a transition day that will conflict with these dates, parents will have to organise transport for students to attend camp). This year we going to The Portsea camp.

## Swimming

Banyule Aquatic and Leisure Centre – Beginning Week 2 of term 2 every Wednesday until Week 9. All students are expected to participate regardless of swimming ability – Swimming program is survival skill based.

## Excursions/Incursions

Sharing the Planet - Visit to a Grade 6 exhibition , How the World Works - Scienceworks, How We Express Ourselves - Quantum

## High School Orientation Day

Tuesday 8th December

# Graduation 2020

Graduation will be held at the The Sovereign,  
302 St Georges Rd, Thornbury

Date: Tuesday 15th December

# Interschool Sports YMCA Program

- Summer Sports & Coaches  
Softball – Mr K  
Rounders – Stathis  
Hot Shots Tennis – Jo  
Cricket – Anna
- Winter Sports Carnival Gala Day - 19th of June  
Football, Soccer, Netball

# Communication

- Website (school policies)
- Newsletter (upcoming events)
- Email via Compass
- Information evenings
- Three Way Conferences
- Parent/Teacher Meetings



Thank you

Questions?