INTRODUCTION

TO PARENTS OF STUDENTS IN YEAR 6:

At Georgiana Molloy Anglican School (GMAS) Year 6 students are in their last year of the Junior School. This Handbook will give you information about your Year 6 child’s education with a focus on curriculum at our school.

For further information regarding GMAS Policies and Procedures, including Student Presentation, Uniform Code, Pastoral Care, Daily Routines and communication guidelines, please refer to the “Georgiana Molloy Anglican School Parent Information Booklet.”

Year 6 is triple streamed. Some of these students take up leadership opportunities in the Junior School. We have a Boy and Girl Leader of the Junior School as well as House Captains, a Sustainability Leader, a Sports Leader and an Arts Leader. These students help to run Assemblies and lead their Houses in sporting and cultural events.

At the end of the year there is a “Moving On” celebration with their parents and class teachers to mark their final year in the Junior School.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held on the second Monday in the first term. Parents meet with the teacher who will brief them on their routines, expectations and particular themes and activities relevant to this year group. A homework diary is a daily source of communication between school and home and it is important that all homework is written into this to prepare students for Middle School. Parents are expected to read it and sign it each night. Comments about your child’s behaviour, performance or wellbeing can be noted in it. Teachers sign the diary each day and some calendar events are also noted in the diary.

ASSEMBLY

Year 6 students attend Junior School Assembly each Tuesday afternoon. Each class takes it in turns to present an item at the assembly. Notices, achievements and accolades are noted and celebrated at this time. Merit certificates are awarded to deserving students.

CHAPEL

Year 6 attend Chapel services lead by our Chaplain each Friday after recess. Each class takes it in turn to present prayers and readings from the Bible at this time.

THE TIMETABLE

Classes at GMAS are organised around a five day timetable. Throughout the day, Year 6 has a fitness session with their class teacher and a short time to have a healthy food snack to keep their minds active and alert. Drinking water from their own water bottles throughout the day is encouraged.

The students have specialist teachers for Physical Education 1 hour, Music 1 hour, Art 1 hour, Technologies 1 hour and LOTE(Italian) 1 hour during the week.
# 2015 Student Daily Timetable

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<thead>
<tr>
<th>TIMES</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>Homeroom</td>
<td>8.40 – 9.00am</td>
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<tr>
<td>Homeroom/Assembly</td>
<td>8.40am – 9.15am</td>
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<td><strong>PERIOD 1</strong></td>
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<td>9.00 – 10.05am</td>
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<td>10.05 – 11.10am</td>
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<td><strong>RECESS</strong></td>
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<td>11.10 – 11.30am</td>
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<td><strong>PERIOD 3</strong></td>
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<td>11.30 – 12.30pm</td>
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<td><strong>LUNCH</strong></td>
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<td>12.30 – 1.10pm</td>
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<td><strong>PERIOD 4</strong></td>
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<td>1.10 – 2.15pm</td>
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<td>Register</td>
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<td><strong>PERIOD 5</strong></td>
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<td>2.15 – 3.20pm</td>
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HOUSE STRUCTURE

Each student is allocated to a House. The Houses are named after Bays within the Busselton region. There are six (6) Houses.

They are as follows:

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>COLOUR</th>
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<tbody>
<tr>
<td>BUNKER</td>
<td>RED</td>
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<tr>
<td>EAGLE</td>
<td>GREEN</td>
</tr>
<tr>
<td>FLINDERS</td>
<td>LIGHT BLUE</td>
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<tr>
<td>GEOGRAPHE</td>
<td>YELLOW</td>
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<tr>
<td>HAMELIN</td>
<td>PURPLE</td>
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<tr>
<td>MEELUP</td>
<td>DARK BLUE</td>
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</tbody>
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Each House includes students from each of the Years Kindergarten to Year 6. Students in Year 6 are involved in Interhouse Swimming, Cross Country, Athletics and even some cultural activities.

LEARNING AREAS


DESCRIPTION OF LEARNING AREAS

Christian Religious Studies

The Christian and Religious studies program covers six learning strands;
1. Bible
2. Story of the Church
3. Philosophy
4. World Religions
5. Meditation Prayer and Worship
6. Ethical Decision Making and Living

Bible

Students understand that the bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.
Story of the Church

Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

Philosophy

Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions

Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship

Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living

Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

English Learning Area

The study of English helps to create confident communicators, imaginative thinkers and informed citizens. Through English individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. English helps students to engage imaginatively and critically with literature and to expand the scope of their experience.

In Year 6 students become aware of ways to organise their writing for different purposes including use of subheadings where appropriate and use of paragraphs to organise and sequence ideas. They are encouraged to broaden their vocabulary to more accurately and vividly present their ideas, through use of thesaurus and dictionaries.

Language – Knowing about the English Language

Within the Year 6 program students understand that language for interaction becomes more complex. They are given opportunities to converse with others in differing contexts and situations. Students seek to elaborate ideas through their choice of vocabulary.

Literature – Understanding, appreciating, responding to, analysing and creating literature.

In Year 6 the students develop closer connections between their own experiences and those of characters in texts they have studied. They are exposed to different texts on similar topics and seek to explore these and analyse them, looking at how emphasis and modality can influence our personal responses. Students seek to create texts that entertain, inform and inspire their audience.

Literacy – Explaining the repertoire of English usage

Updated January 2014
Students look at media texts that represent ideas in different ways. They experiment further with interactive skills using pitch, volume and vary their pace. Opportunities are provided for students to debate in teams, promote their own ideas in group discussions and to recite poetry and speeches. Using a variety of comprehension strategies such as the AR Reader, guided reading and reading groups, the students interpret and analyse information and ideas. Spelling skills are developed through the use of the Words Their Way Program, exploring derivatives and awareness of word patterns and origins.

Mathematics Learning Area

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Number and Algebra

In Year 6, students will describe the properties of prime, positive and triangular numbers. Students work with positive and negative numbers past the hundred thousands, and decimal numbers into the thousandths. They make connections between fractions and decimals; working with adding and subtracting fractions with uncommon denominators and recognising equivalent fractions. Students are expected to divide and multiply by double digits and to calculate discounts of 10%, 25% and 50% on sale items.

Measurement and Geometry

Students connect volume and capacity and compare length and area. They explore timetables and workout trips using one or two modes of public transport. Students construct prisms and pyramids and work with combinations of translations, reflections and rotations. Students work with the Cartesian coordinate system using all four quadrants. They describe and interpret locations and give and follow directions, using scales, legends and compass points.

Statistics and Probability

Year 6 students describe probability using fractions, percentage and decimals, conducting a large number of trials to collect data; they display this data in a variety of graphs including bar graphs, line graphs and pie graphs.

Society and Environment Learning Area

The Society and Environment learning area develops students’ understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 6, students look at Australia as a Nation, what led to Federation, democracy and the rights of the Indigenous Australians. They make predictions based on personal experiences and use a variety of planning techniques to carry out research tasks. Students follow appropriate procedures for locating information from a range of sources including community members, the Internet, books and television. They develop note-taking skills and become more proficient in transferring information from one context to another and acknowledging information sources.

Students are encouraged to present information in a variety of ways including movies, posters, personal reflections, short answer responses and oral presentations. They complete tasks independently, in small groups and through co-operative whole class activities.

Updated January 2014
Science Learning Area

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. In experiencing science students experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

Year 6 Science seeks to enable students to consider how living things are affected by their physical environment and that some changes to materials are reversible, while others are irreversible. They appreciate that geological changes and severe temperatures affect the Earth’s surface and explore electrical circuits.

Year 6 students see things from others’ points of view and to work collaboratively, planning and discussing what they are doing with their peers. They will be given opportunities to make links between what they know and experience in their lives and what they experience through the media.

In Year 6, students will be encouraged to work scientifically and become involved in investigations. They will be encouraged to ask focus questions and seek to plan their own investigations, using two or more variables and predicting the outcomes, for example; how additional weight to a bottle rocket would impact the height achieved after takeoff. Students collect their own data for investigations and interpret their observations, recording them in diagrams, written reports, tables and simple graphs. They are encouraged to reflect on their investigations.

Physical Education

Physical Education at Georgiana Molloy Anglican School is a developmental program that provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being.

In Year 6, the focus is on participating competently and confidently in physical activities such as play, games, sports, dance, adventure pursuits and other active recreation. Some sports studied include: Volleyball, Hockey, Cross Country, Athletics and Basketball. Students will learn to apply, extend and refine their fundamental movement skills and demonstrate this refinement in games and modified sports. They learn the responsibilities as a player and the importance of sportsmanship.

Health Education

In Year 6, students are involved in Nurture Works “BUZ” program. This seeks to develop self confidence, communication skills and promotes positive thinking. The “Power Tools” program has been specifically designed for this age group and uses a number of items to symbolise everyday issues such as standing up for oneself, believing in oneself, making the right choices and the importance of happiness. These building blocks are put in place during Semester 1 and are reinforced for the remainder of the year with games, role play and discussion groups.

Updated January 2014
Technologies

Digital Technologies: Students use their knowledge of data and digital systems to apply processes and production skills as they create digital solutions. Within Year 4 students will have access to Apple Mac computers and will develop skills to utilize this technology to assist them with their learning.

Design and Technologies: Students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short and long term impact on societies and environments.

Music

The Junior School Music Program builds on the Early Childhood Program and takes a more in depth look at music. Students will explore ideas and feelings through creating and making music, investigate several aspects of sound and use specific skills, techniques and processes to plan, present and respond to musical works. Singing and dance are both included in Junior School Music. Year 6 Music teaches a combination of theory and practical skills.

Italian

Italian in the GMAS Junior School focuses on many key vocabulary groups and is sequential in nature. Italian uses the four macro skills of Listening, Speaking, Reading and Writing in order for students to become more confident with their knowledge about Italy, enable students to use specific language learning strategies and aspects of Italian grammar.

Year 6 students participate in a range of activities as they become more confident with their reading and writing skills in English. Students participate in games and language activities that focus on listening, reading, writing and speaking in Italian. Students are encouraged to use Italian dictionaries appropriately to enable them to become more independent users of language. They are given some formal writing and reading tasks as they become more independent with the language. Students also write and perform short plays in year 6.
Visual Art is a developmental program in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years 1 - 6. Art is a subject that introduces students to a way of understanding, interpreting and applying Visual Art for their own enjoyment. It is designed to teach processes and technologies, which later become useful life skills. By extending student’s understandings of Art ideas, it enables them to learn alternative modes of self-expression. By studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.

The Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/ Textiles and Sculpture/ 3D. There is also an Annual Exhibition, where artwork displaying creativity and excellence is celebrated.