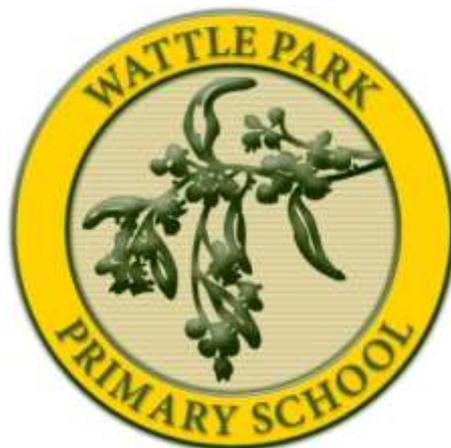


WPPS
Senior School
(Years 5 & 6)

Information Booklet

2017



The Senior School Team

- Mr James Feather 5A
- Mrs Kathy Skantzios 5B
- Mrs Ainslie Peszynski 5C
- Mr Hadyn Thompson 6A
- Mr Steve Donohue 6B

Specialists

- PE Mr Ashley Walshe
- Performing Arts Mrs Zelema Levy
- Art Mr John Davey
- LOTE Ms Ellie Wang
- Library Mrs Kim Wheatley

WPPS Norms and Code of Conduct

At Wattle Park Primary School students, teachers and parents have developed the following norms:

- To be Responsible
- Encourage
- Value
- Care
- Respect
- Challenge

These norms form the foundations for a positive learning environment and the fostering of social skills that will allow each individual child to fulfil their potential.

Senior School Focus

We, the Year 5 and 6 team, are committed to providing a high quality teaching and learning program that helps to best prepare your children for their transition to high school. In the Senior School, the students are aiming to develop their independent learning and thinking processes. There is a significant focus on students taking responsibility for their own learning and improving their organisational skills.

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) will involve students in Years 3, 5, 7 and 9 from all States and Territories. The testing dates for 2016 are:

- Tuesday 9th May: Language Conventions; Writing
- Wednesday 10th May: Reading
- Thursday 11th May: Numeracy

For more information, please go to: <http://www.nap.edu.au/>

Results of the assessment are made available to parents once the process is complete – approximately the end of term 3. To enable your child to feel familiar with the expectations, format and types of questions, we shall provide opportunities to prepare them for this process.

Literacy

Reading

In Years 5 and 6, students are involved in further developing their comprehension and critical reading skills. They do this through:

- Explicit teaching of a range of reading strategies
- Author studies
- Reader's Notebook activities
- Literature Circles
- Student - teacher conferencing and individual goal setting
- Identifying personal strengths and weaknesses and building upon these.



Students are asked to continue to read at home each night and ensure Literature Circle homework is completed and ready to be shared with their group on a weekly basis. Students are assigned a role each week, which is defined on their Literature Circle bookmark (to be handed out in class).

Writing

In Years 5 and 6, students learn about and investigate writing in a variety of ways:

- Understanding the craft of writing through investigating and analysing authors and a variety of example texts;
- Utilising a robust writing process: planning, drafting, revising, editing, publishing;
- Explicit lessons on the purpose, structure and features of genres;
- Using their individual Writer's Notebook to develop a piece of writing from 'seed' to published piece based on personal choice and interest.

Spelling

It is our aim in Years 5 and 6, to have a consistent approach to spelling across the level. To do this, each class will be involved in weekly spelling lessons focussed on phonetic awareness, morphemic patterns, visual strategies and etymological strategies (word origin studies). Students will select a personal list of spelling words based on need and interest, then complete a range of spelling activities each week, including LSCWC (look, say, cover, write, check) before regular testing.

Speaking and Listening

Throughout the year students will be encouraged to contribute to class discussions, sharing sessions, debates and formal presentations developing suitable eye contact, tone and volume. They will also investigate presentation strategies such as actions, props and humour to gain and hold the attention of an audience.

Listening and responding appropriately in a variety of situations will also be a focus.

"Indeed, learning to write may be a part of learning to read. For all I know, writing comes out of a superior devotion to reading."

— Eudora Welty



"So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall."

— Roald Dahl, *Charlie and the Chocolate Factory*

Literacy- Supporting your child at home

Reading

Students should be reading every night, be it their literature circle book, a newspaper, novel of choice or an informative text. It is very helpful if you show an interest in what your child is reading- perhaps borrowing the same book to read and then discuss together, or sitting down to take turns to read.

Archie Fusillo, author of several books for young adults, raises some pertinent questions for parents to help engage children in reading.

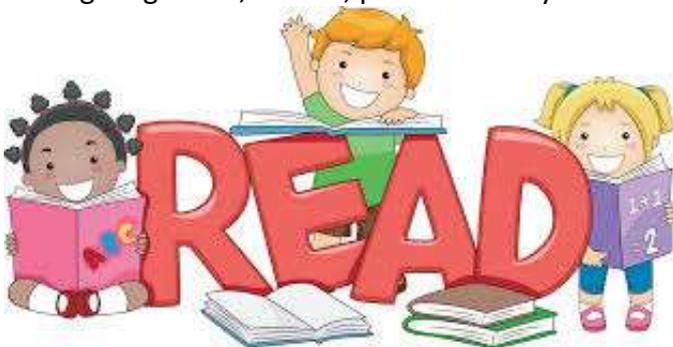
- Are book vouchers ever given as presents to your children?
- Do you own a library card for your local library and do you visit your local library/ bookshop with your child?
- Do you look at notices in your local library/bookshop? Do you ever support their initiatives such as author talks?
- Does your child have their own book shelf or area for books in their bedroom?
- Are there books in the house?
- Do your children see adults reading for pleasure?
- Do you ever discuss favourite books with your children?
- Have you ever visited a writers' festival?

By incorporating even a few of these suggestions, parents are well on their way to creating a home environment that values and encourages reading.

Be confident that your child will improve their reading and encourage your child to read anytime, anywhere. Children often enjoy reading more if it is shared so try to make time away from television and interruptions to read aloud with your child.

Encourage your child to read by sharing such activities as:

- reading signs and posters and discussing their messages and meanings
- reading book recommendations and choosing a new book to read
- using a recipe
- reading game rules
- reading newspaper articles together and discussing the ideas presented and your own ideas
- playing word games including crossword puzzles
- reading instructions
- looking at letterbox leaflets
- reading magazines, comics, poems and rhymes.



Writing



Encouraging writing:

- Diary Writing- a.) Keeping a personal diary; b.) Diary interaction- student records interest and activities in diary form and parents write a reply.
- Value all kinds of writing including notes, lists, invitations, letters, cards, telephone messages, labels, directions, instructions, applications, diary entries as well as the more formal writing stories, reports and reviews.
- Provide a range of appropriate reference books, e.g. dictionaries, thesaurus, encyclopaedias.
- Word games- Scrabble, Boggle, Pictionary, Crosswords, Rhyming words.
- Provide a suitable model of language usage.
- Read your child's writing or have him or her read the writing to you and comment on the positive aspects. For example, "I really like the way you've described this."
- Talk to your child about the choices an author or film maker might make to create a book, play or film in a particular way. Talk about language choices and why characters look or behave in certain ways.

Writing for a range of purposes:

| <i>Personal</i> | <i>Interpersonal</i> | <i>Informational</i> | <i>Imaginative</i> |
|-------------------------|----------------------|----------------------|------------------------------|
| Personal letters | Diaries | Reports | Picture story books |
| Mailings | Essays | Reviews | Novels |
| Writing files | Advertising in print | Invitations | Poetry |
| Journals | Instructions | Scripts | Short stories |
| Anecdotes | Rules for games etc. | Labels | Songs |
| Recipes | Editorials | Captions | 'If' stories, e.g. If I were |
| Recount of event | Feature articles | Minutes of meetings | king of the world |
| Scrapbook with captions | Cartoons | Biography | |

Value every kind of writing, Personal, Interpersonal, Informational and Imaginative and don't forget to **model**. Remember that every time your child sees you write, you are providing a model for them. During the construction of written pieces at home, encourage a first draft for content; revise for sequence and addition and deletion of information, then correct the spelling before writing the final copy.

Spelling

Many writing activities are related to spelling. Help your child with those areas of spelling with which you feel confident. Remember that not all English words can be spelt correctly by "sounding out", e.g. the words "you" and "said".

- Talk about how you spell and what you do when you don't know how to spell a word.
- Provide a dictionary and use it together. Talk about how you need to use the dictionary sometimes.
- Encourage your child to practise new words, say them, write them from memory, and check them.
- Teach your child that spell checkers can be useful but are not always effective, e.g. when the child types a word that sounds the same such as "sure" for "shore".
- Make a habit of noticing words in the environment, when travelling, watching television, shopping or reading together. Notice uncommon words, different spellings, gimmicky words and misspellings.
- notice common letter patterns such as: -tion, -ough, -sh. Suffixes such as 'less' and prefixes like 'dis'.
- Find the root meaning of words such as: tri, graph, sign, port.
- See how many words with the same root can be found. For example: sign, signal, signature, assign, resign, design.
- Use a jotter to 'have a go' at various spelling of a word when you are not sure. Write them three times and choose the one "that looks right".
- Enjoy language and spelling by talking about and playing with words.
- The use of a thesaurus is an interesting way to support vocabulary development and provides a means of seeing correct spelling and meaning.
- Encourage the learning of commonly misspelt words.



Speaking and listening

- Ask your child to talk to you about a wide variety of topics. Tell your child if you are unfamiliar with aspects of the topic and ask for more information.
- Listen to your child as he or she tells you about events that did not involve you.
- Talk about different ways to solve problems
- Ask your child to give reasons for his or her choices when making a decision. Listen and respond in ways that encourage further thinking aloud, rather than ending the conversation with your opinion.
- Show by your behaviour that you are listening, not just hearing. Build on your child's responses. Interact with them. Ask questions, add information and make links between ideas.

Numeracy

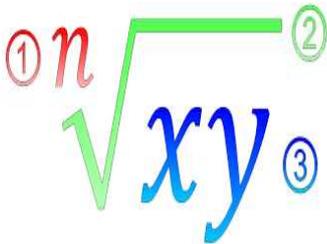
Numeracy involves using mathematical ideas efficiently to make sense of the world. While it involves understanding some mathematical ideas, notations and techniques, it also involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use and critically evaluating its use. Each individual's interpretation of the world draws on understandings of number, measurement, probability, data and spatial sense combined with critical mathematical thinking.



Number and Algebra

Through whole class, small group, individual work and linking to the real world, students will:

- Be involved in solving problems involving the four operations of addition, subtraction, multiplication and division of whole numbers, decimals and fractions using a range of strategies.
- Learn to multiply larger numbers by one and two digit numbers and divide larger numbers by one digit numbers, showing an understanding of remainders.
- Be encouraged to check the reasonableness of answers using estimation and rounding.
- Identify and describe factors and multiples and investigate prime and composite numbers.
- Order decimals and common fractions and locate them on number lines.
- Begin to add and subtract fractions with the same denominator before moving to fractions with different denominators.
- Continue patterns by adding and subtracting fractions and decimals.
- Connect fractions, decimals and percentages as different representations of the same number and work with these in everyday situations, e.g. calculating discount on sale items
- Find unknown quantities in number sentences.



Measurement and Geometry

Using a variety of hands on equipment and working in small groups or individually to investigate meaningful and real life problems, students will:

- Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of regular and irregular shapes.
- Connect decimal representations to the metric system and choose appropriate units of measurement to perform calculations.
- Connect three-dimensional objects with their two-dimensional representations and make constructions of 3 dimensional shapes.
- Describe transformations of two-dimensional shapes and identify line and rotational symmetry.
- Convert between 12 and 24 hour time and interpret timetables
- Use a grid reference system to locate landmarks.
- Measure and construct different angles as well as solve problems using the properties of angles.

Statistics and Probability

Through whole class, small group, individual work and links to the real world, students will:

- List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
- Pose questions to gather data, and construct data displays appropriate for the data.
- Compare observed and expected frequencies.
- Interpret and compare a variety of data displays including those displays for two categorical variables.
- Evaluate secondary data displayed in the media.
- List and communicate probabilities using simple fractions, decimals and percentages.

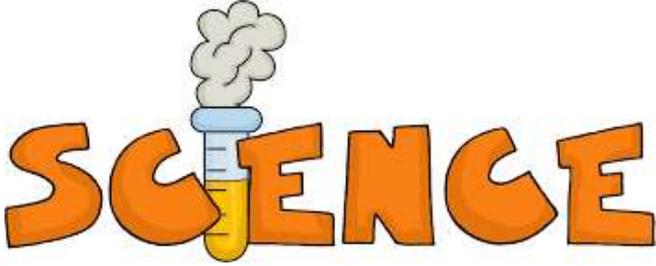
Numeracy- Supporting your child at home

| Topic | How you can help at home |
|-----------------------------------|---|
| Number and Algebra | <p>Activities to do at home:</p> <ul style="list-style-type: none"> • Have your child share out food. <i>How can you divide up a pizza so that each person can have 2 slices?</i> • Have your child count out a collection of objects. <i>How can you count a jar of buttons quickly?</i> Example: using multiplication, counting by 10s etc. • Tell your child that they have a certain amount of money to spend at the supermarket. Ask them to calculate what they could get without going over. • Investigate scoring possibilities. <i>i.e. If the Cats score is 35 in the first quarter, list all the combinations of goals and behinds to get that score.</i> • When driving long distances, have your child play number games. <i>i.e. My number is between 20 and 5. It is even and a multiple of 3. What is my number?</i> |
| Measurement and Geometry | <ul style="list-style-type: none"> • Have your child weigh different objects using grams and kilograms. <i>i.e. Ask your child to help measure the ingredients when baking.</i> • Have your child help you read bus and train timetables when using public transport or calculate how many hours and minutes are left before departures at the airport. • Point out shapes that you see every day and ask your child to describe them using shape properties. • Talk and measure the approximate size of a tablecloth needed to cover a table or to cover a car. |
| Statistics and Probability | <ul style="list-style-type: none"> • Have your child look at weather graphs. Get your child to locate significant changes. Analyse trends and explain changes. • Together with your child, collect information about how much time he/she spends watching TV or playing video games. Graph how much time is spent watching TV or playing video games. • Analyse how statistics are presented in sport and what they mean. • Calculate the average height of your family/siblings. • Play 5 games of <i>Rock, Paper and Scissors</i> with your child. Record the number of wins and calculate the probability of winning. |
| Good websites to help your child: | <p>http://resources.woodlands-junior.kent.sch.uk/maths/ http://www.abs.gov.au/ausstats/abs@.nsf/web+pages/statistics?opendocument#from-banner=LN http://www.primarygames.co.uk/ http://www.youcandomaths.com.au/maths-games.html http://www.learninggamesforkids.com/math_division_games.html http://www.mathplayground.com/games.html http://www.mathsisfun.com</p> |

Integrated Curriculum

Each term, students in Years 5 and 6 will be involved in studying two extended units: Science and History. In addition, students will undertake investigations in Geography and Design & Technology.

Science

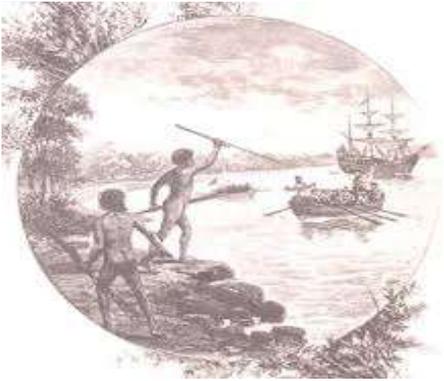


During each Science based unit, students will not only be investigating the specific scientific understandings within a topic. Students will investigate the earth and space sciences, physical, biological and chemical sciences. They will also investigate the nature and development of science as a human endeavour, learning about the use and influence of science both here in Australia and around the world. Through their investigations, students will develop their scientific inquiry skills of:

- questioning and predicting
- developing a hypothesis
- designing and planning experiments that are fair and effective
- conducting experiments and collecting data
- processing and analysing data and information
- evaluating results
- communicating and explaining conclusions

In Term 1, both year levels will be investigating earth and space sciences. In Year 5 students will be examining the earth as part of a system of planets orbiting around a star (the Sun). In Year 6, students will investigate why sudden geological changes or extreme weather conditions can affect Earth's surface.

History



During each History unit, students will not only be investigating the specific historical understandings within a topic but will also investigate **chronological terms and concepts**. They will be supported in asking **historical questions** and conducting research to find the answers to these questions. In doing this, they will be encouraged to **analyse and use a variety of sources** and consider different **perspectives and interpretations**. Students will also be asked to **explain and communicate** their understandings with others. Through a variety of readings and experiences they will develop a sense of **empathy** for people of the past, and through studying the flow and influence of historical events they will develop an understanding of **cause and effect** in history.

Year 5 students will research questions relating to the 'Australian Colonies', for example, in term 1, students will investigate the reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. Year 6 students will focus on 'Australia as a Nation' and in term 1, research key figures and events that led to Australian federation including British and American influences on

Australia's system of law and government. All investigations in History will consider the influence and contribution of Aboriginal people and Torres Strait Islanders in the shaping of modern Australia.

Geography



The AusVELS Geography curriculum defines seven key concepts in Geography that are fundamental to development of geographic understanding:

- **Place:** town, village, Region, nation, earth
- **Space:** where features, sites and places are located
- **Environment:** interactions within & between the natural & human environment
- **Scale:** study places, features, environments on a regional, national continental global level
- **Interconnection:** interrelationships at different scales linking local to global
- **Sustainability:** physical & human elements which interact to produce sustainability (or not!)
- **Change:** geography deals with change over time and space

Year 5 & 6 students will undertake a range of activities and investigations that will develop their understanding of these concepts. Whenever appropriate, Geography investigations are integrated with relevant History, Numeracy or Science investigations.

Design & Technology

In the Design and Technologies curriculum, students will design and create technological solutions in a range of contexts, including .

- **Food and fibre production**
- **Food preparation, safety and hygiene**
- **Materials and technologies**
- **Digital Technologies**

Students will consider the economic, environmental and social impacts of technological change and how the choice and use of technologies can contribute to a sustainable future.

Through Design and Technologies, students **plan and manage** projects from conception to realisation. They undertake a design process to **investigate** ideas, **generate** and refine possible solutions, and then **produce** and **evaluate** their designed solutions.

ICT



The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

In Years 5 and 6, we are focused on improving students' competency with utilising ICT for a variety of purposes. We follow the ICT capability learning continuum, which is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

Applying social and ethical protocols and practices when using ICT

Students:

- recognise intellectual property
- apply digital information security practices
- apply personal security protocols
- identify the impacts of ICT in society

Investigating with ICT

Students:

- recognise intellectual property
- apply digital information security practices

Creating with ICT

Students:

- generate ideas, plans and processes
- generate solutions to challenges and learning area tasks

Communicating with ICT

Students:

- collaborate, share and exchange

- understand computer mediated communications

Managing and operating ICT

Students:

- select and use hardware and software
- understand ICT systems
- manage digital data

The Homework Grid



Based on the work of Educational Expert, Dr Ian Lillico

There is no doubt that children need to practice concepts learnt at school, within time constraints, but we need to *broaden* the definition of *Homework*. Any work that children do at home needs to be counted and parents and teachers should work together to ensure that children do some work at home, but not a lot of sedentary work.

The Homework Grid is a solution to this old question of getting children to do something at home and not *opt out* of family life. It will enable parents to get children to do their share of work in the home including housework, shopping, physical activity such as sport training and family outings such as walking, fishing and exploring the world – activities which enhance family life. It also covers areas such as reading, being read to, playing a game with parents, researching on the computer, music practice and many others.

The Homework Grid philosophy emphasises diversity, family life and active pursuits. It gradually increases in time and complexity from Foundation to Year 6.

The Role of Parents:

It is a good idea to spend two minutes each night with your child to help them organize their homework before they start it. Help them order the sequence of tasks and then set an amount of time to finish it. Students should not spend wasted hours each night stewing over difficult work as they begin to get a negative attitude to it as a result. If the homework is too difficult for your children, please speak to your teacher.

Give positive feedback and praise for work that is completed of a pleasing standard. It is important to show an interest in your child's work as it makes them feel less isolated from the rest of the family.

Parents can assist by asking children questions prior to, during or after their reading – this directs their reading. It is also helpful for children to verbalize what they are about to write prior to writing. This can mean talking to you about the topic or explaining the main points. This process greatly aids fluency and volume and helps *cement* thoughts prior to writing.

Parents can find out more ways to assist their children at home by participating in our Parent Helper program, attending information or curriculum nights or drawing on the expertise of your classroom teacher at a parent/teacher interview.

Literature Circles



"Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response." Schlick Noe, K. L. & Johnson. N.L., *Getting Started with Literature Circles*

We ask that students think of literature circles as a book club where they are having thoughtful, deep conversation about particular texts. To help them with this, each week students are assigned a specific role to help guide their discussion in the group. The emphasis for literature circles is on a team, it is vital that all students read to the agreed point (*and no further*) and completed their role to share back with the group.

Diaries

School diaries should be at school **every** day and go home **every** night. Diaries will be used to record such things as upcoming events, reminders and due dates. These diaries are a valuable organisational and communication tool, as such we do ask that parents check and sign the diaries on a weekly basis.



Specialist Classes

Mandarin and Asian Studies



All Year 5 & 6 students will participate in a 40 minute Mandarin session per week. The Mandarin program focuses on students enjoying and developing an appreciation of China and embracing one of its main languages, Mandarin. Students will also be introduced to Chinese culture and customs and will learn how they are similar and different to Australia.

Students will develop their listening, speaking, character recognition and writing skills as well as knowledge of how to form words into sentences. The main topics that will be covered at Level 4 are school life, countries and transport. AIM, a gesture-based approach, will be adopted to increase retention of vocabulary and sentence structures. A range of activities such as songs and games as well as appropriate apps on the iPad and the Internet will be utilised to develop students' Mandarin skills. Students will also be given the opportunity to learn and differentiate between China and Australia via many forms of media including DVDs, posters, crafts, books and online materials.

By the end of Level 4, students should have developed a clear understanding of China, know about contemporary and traditional China, developed informed attitudes and values about Chinese people and culture, and gained essential listening, speaking, reading and writing skills in Mandarin. All students will be encouraged to participate in sessions actively and practise their Mandarin vocabulary regularly at home to increase the amount of exposure to the language. Please ensure your child completes their weekly homework from Language Perfect.

Teacher: Ms Ellie Wang

Performing Arts



The students in Years 5 and 6 visit the Performing Arts Centre (PAC) for a lesson each week. The Victorian Curriculum provides a framework where students participate in activities focusing on the areas of Dance, Drama and Music. At this level students solidify their primary school knowledge and usage of the Performing Arts with an emphasis on participation. The students continue to develop and formalize their experiences to a range of different styles of dance, including choreography, dramatic scenarios, including monologues, and a variety of musical instruments, including compositions, that are incorporated into weekly lessons. Performance is a big part of the Performing Arts program at Wattle Park with events such as our Whole School Production and Carols night. The students learn the material based upon an overall theme. This is supported by additional rehearsals with their class teachers. More details about these will be provided closer to the dates. Each year we also hold a Performing Arts incursion that

enhances the existing program, exposing the students to a variety of art forms. This will take place at school in Term 2 with support material providing the basis of the Performing Arts program in the preceding and precluding weeks. This year there are **two additional opportunities** for students to further pursue areas of interest in Performing Arts. The first comes in the form of Choir. **Choir will have a different format this year.** We meet for a practice each week on Tuesday at lunchtime for half an hour. **It is open to students from Years 1-6.** The main aim of Choir is to be part of a team, build a repertoire of songs in a variety of styles and have experience performing for audiences throughout the year such as Grandparents' Day. The second is the introduction of aerobics. Aerobics is a fantastic team building activity and provides students with opportunities to increase their level of fitness while developing their memory, coordination, strength, endurance and flexibility. Training sessions will be held each week on Wednesday at lunchtime from 1:45-2:20. The program is only offered to those students in Years 5 and 6. It is an opportunity for both girls and boys regardless of previous experience. School aerobics is a competitive activity, however, as this is our first year, we will not be competing in any events. More information will follow in the coming weeks. Membership is voluntary to these additional Performing Arts opportunities, although once a commitment has been made, students are expected to remain for the whole year.

Teacher: Zelema Levy

Physical Education



Physical Education (P.E.) is the process through which motor skills and fitness skills are taught in conjunction with the development of the child's personal and social skills. It promotes the development of understanding and, where relevant, skills in a range of areas, including:

- Fundamental movement patterns and coordinated body actions
- The concept of fitness
- Physical activity
- Growth and development
- Effective relationships
- Identity
- Safety, challenge and risk
- Food and nutrition
- Health

At Wattle Park P.S, all children from Years 5 to 6 participate in a weekly Physical Education class. At this level, students take more control of their own learning and understand the roles and responsibilities of all people involved in sport. They perform specialised movement skills and combine movement concepts and strategies to achieve movement outcomes. As the program is based around physical activity, children must wear runners to school on their P.E. day. They should also bring along a named drink bottle filled with water. During the months of September through to May, students need to wear a broad brimmed hat and it is advised that they have a small tube of personal sunscreen to apply. The aquatics component of the program is run late in term 4 for the entire school. It is held at the P.L.C. pool by qualified staff and all children are expected to attend.

Teacher: Ashley Walshe

Visual Art



Over the year, the art program includes the exploration of both two and three-dimensional materials in the form of drawing, printing, painting, collage, modelling, construction and threads and textiles. Particular focus is given to the art elements of line, shape, colour, texture, tone and pattern. It is very important to provide children with hands on, sensory experience.

The students are given time to explore and experiment with different materials and techniques enabling 'discoveries' to be made along the way. These basic skills are extended and developed as both the projects and materials become more challenging. All students are encouraged to push and challenge their materials and techniques as the process of making is just as important, if not more, than the outcome. In learning to respond to various aspects of the arts we will discuss and draw inspiration from many artists and great periods of art, both historical and contemporary, famous and those in our classroom.

Student work is often displayed in and outside the Art room and will be showcased later in the year during the production and art show. Please note that all students are required to wear a smock (this can be anything that covers the uniform from an apron to an old thick t-shirt or shirt) during art lessons.

Teacher: John Davey

Instrumental Music Program



Music Lessons

Instruments Available

- Piano
- Violin
- Cello
- Guitar
- Drums
- Flute
- Clarinet
- Saxophone

* For more information on which instrument would be most suitable for your child, please contact the office on 9572 3391 or admin@music-world.com.au

Individual Lessons

- Individual/private lessons can be provided during school hours, once a week for 30 minutes.
- Individual/private lessons can be provided outside school hours at our Music World studios, once a week for 30, 45 or 60 minutes.
- Private lessons are encouraged for students wishing to progress at a faster rate with their music. Private lessons are more suitable to prepare students for music exams and/or solo performances, competitions and scholarships.

Paired/Group Lessons

- Paired/Group instrumental lessons will be provided during school hours – once a week for 30 or 60 minutes.
- Groups will be organised according to ability of students, expertise of teachers as well as the number of students enrolled.
- Group lessons are particularly suitable for when students are at the same level. They offer a low cost, non-intimidating, and fun introduction to instrumental music playing for beginners or experienced students wishing to try a new instrument.

Band, Orchestra and/or Ensemble:

- Music World offers Band, Ensemble and Orchestra opportunities for students who wish to enhance their ensemble skills and play along with their friends.
- Currently, Music World offers band practice once a week before school hours.
- Band Practice does not occur during the first and last full week of school term.
- To be able to participate in our Band/Orchestra/Ensemble, the students must have at least one year of experience on their preferred instrument in order to be able to sight read music adequately.
- Fees for band, orchestra and ensembles are determined separately from the student's individual/paired/group lesson.
- Student will also participate in school performances, Eisteddfods and competitions where the opportunity arises and if the teacher thinks they are ready to do so.

Equipment and books:

- Instruments and other support materials can be purchased through the Music World shop at 296 Waverley Road, East Malvern.
- Music World also offers instrumental hire if required.

Academic Competitions

Wattle Park Primary School participates in the Australasian Schools Competitions. This year the Year 5 & 6 students will be given the opportunity to undertake the English, Maths, Science and Spelling competitions. This is not a compulsory activity. As we approach this time we will provide students with practice opportunities to prepare them for this process. Talented Year 5 and 6 Mathematics students have the opportunity to participate in the Australasian problem solving competition, 'Maths Olympiads'.

SunSmart



Please remember that the months of September, October, November, December, January, February, March, April and May are SunSmart terms. Students are to wear a broad brimmed school hat which is named. Students are encouraged to wear sunscreen which may be applied before recesses and lunchtime. Water bottles – ‘pop top’ for classroom use (containing water only) are encouraged.

Communication

Term 1 is an opportunity for parents, teachers and students to meet at our Information Evening where teachers will be on hand to discuss teaching and learning in their level. **Written reports** are provided twice a year. There is a time set for parents and teachers to meet to discuss the student report. These reports will indicate the level your child has achieved.

Throughout the year we encourage you to stay informed by reading the Year level newsletter, the school newsletter and accessing the school website for information. We also ask that you check your child’s diary on a weekly basis and use this as an extra form of communication between student, parent and teacher. We welcome and value your input and encourage you to contact your child’s teacher if you have any queries or concerns.

Medical Issues



If a child is well enough to attend school but requires medication to be administered during school hours, parents should supply the medication to the office in a pharmacy-dispensed container with the name of the student and the dose required. The name of the medication should be clearly marked on the container. Accompanying the container, parents are requested to provide written instructions regarding the medication required, and the date/s, dose and the time it is to be administered. Proformas are available from the office. If your child is absent due to sickness, please send in a short note upon their return.

Parent Involvement

We encourage you to become involved in your child’s education. Excursions always require parent support and your child’s teachers may ask for support in specific activities throughout the year. You may also like to join a school committee such as School Council, Communications & Marketing, and PFA, Education and

Grounds Committees. Parents are welcome to assist in the classroom program. Please ensure you have a current 'Working With Children' check and identification card.

The process is now online at: [www.workingwith children.vic.gov.au](http://www.workingwithchildren.vic.gov.au) You will also need to read and sign the new 'Child Safety Code of Conduct' that is available on the school website.

Events

All students will have the opportunity to experience sports, camp, excursions and incursions. Students will be attending **Camp Coonawarra** from **Monday 18th September to Friday 22nd September**. In addition to whole school fundraising for community associations, Year 6 students will also be involved in many leadership opportunities. Prior to camp more information will be provided to parents.



We very much look forward to a close home and school partnership this year and hope that you will not hesitate to contact us if you have any queries.

The Senior School Team

Steve Donohue, Haydn Thompson, Kathy Skantzos, Ainslie Peszynski, James Feather