



WELCOME

Year Six
Term One 2020 Parent Letter

Mrs Tahni Green & Miss Alycia Thomas

Dear Parents,

Welcome back!

Thank you for attending the St.Emilie's Parent Information Evening! We look forward to getting to know your child and each of you as the year progresses. The children all arrive with unique gifts and talents that we are going to enjoy discovering as the year unfolds. St Emilie's is a very special school, and we feel that we are all blessed to belong to such a supportive and friendly community. Thank you for the warm welcome and support that you have already shown us. We look forward to working as a partner with you in providing encouragement, support and a 'you can do it' attitude with your children.

Kind regards and all the best for the year ahead.

Mrs Tahni Green and Miss Alycia Thomas

This document will outline important information regarding housekeeping matters and your child's learning for Term One.

If you have any questions and queries regarding information within this document please do not hesitate to email your child's classroom teacher.

HOUSEKEEPING

In the table below is information regarding specialist classes for Term One. Information about what your child will need for these particular classes is also provided.

MON	TUES	WED	THURS	FRI
PE (Students are to wear their house shirt and sport shorts) Music	Banking (Students must hand in their books before 9am) Japanese 6G even weeks 6B odd weeks	Science 6B evenweeks 6G odd weeks	Health Library Library books must be returned or renewed and Library Bag must be used.	Year 5/6 P.E (Students wear their sport uniform - yellow sport shirt and sport shorts)

Specialist Teachers:

MUSIC	JAPANESE	SPORT / HEALTH	SCIENCE
Mr Nicholas Dabbs	Mrs Tracy Aroozoo	Mr Paul Davis	Mrs Kerrie Cogger

Punctuality

At 8:30am each morning classrooms will be opened. Students are expected to be in their classrooms before 8:40am to ensure they have time to set up for the school day.

*Please note that if your child arrives at school between 8:20am and 8:30am, they will need to assemble in the undercover area until 8:30am to receive supervision until their classrooms open.

TEACHING PHILOSOPHY

As your child's class teachers, it is our aim to develop a safe, respectful, positive and stimulating learning environment for your child to thrive in. We will encourage all children to value themselves and each other as unique individuals, created in the image and likeness of God. We will provide your child with engaging and challenging learning activities that will support their spiritual, physical, academic and social/emotional development.

Your child will be presented with learning tasks aimed at providing opportunities for success, challenge and the development of independent work habits. In addition, we will be providing opportunities for the children to continue developing important collaborative team skills and essential social skills. All children are individuals and as such, will develop and learn at different rates, therefore we will endeavour to build upon each child's gifts and strengths and encourage them to value themselves, and one another. And to strive for their personal best. Classroom rules and expectations are created together and these support teachers and students to work and play in an environment where all can flourish.

STRIVE FOR
progress.
NOT
perfection.

A TEACHABLE TEACHER

-UNKNOWN

*follow your
passion.
it will lead
you to your
purpose.*

-Oprah

aliceebooks.com

TERM ONE - RELIGIOUS EDUCATION

UNIT 1 : VOCATION

In the first religion unit titled "Vocation" students will discover ways that people share in God's work and how Jesus teaches people to live the Gospel. Through the Church and the work and teachings of Jesus, people share in God's love and compassion. We as Christians, are encouraged give witness to Jesus in their lives and discover their vocation is 'to love'.

UNIT 2 : LENT - EASTER

In the second religion unit titled "Lent -Easter" students will discover more about themselves as they grow. The unit examines how Jesus came to help people to discover their mystery by living as God is calling them to live, and how the Kingdom of God helps people to do this. As this unit will be taught during the Season of Lent, in preparation for Easter, the children will be introduced to ways to celebrate Lent as a time for love, forgiveness and compassion. Jesus offers the power of his Kingdom to everyone to help them live as God wants and help them discover and further develop their personal talents and qualities.



LITERACY

Literacy dedicated time takes place usually during our morning session. This involves reading, writing, spelling, language conventions activities, as well as spoken language and written and visual comprehension.

Please continue to encourage your child to read as often as possible. We suggest that they read for pleasure for approximately 15-20 minutes each night.



Writing provides learners with powerful opportunities to learn about themselves and their connections to the world. Through writing, they organise their thoughts, remember important information, solve problems, reflect and learn how to communicate for specific purposes and audiences.

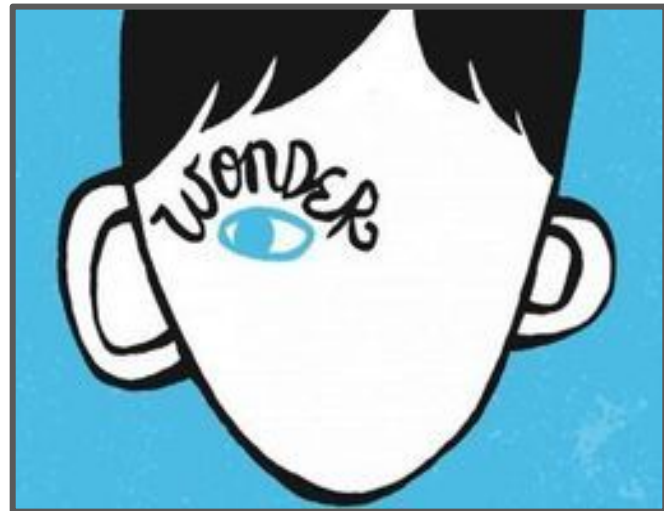
This term, our writing focus will be centred on **recounts** and **procedures**. Students will take an in-depth look at the structure of these text types and will investigate the features and techniques that contribute to successful writing. They will write and analyse their own work and that of other students before beginning to draft edit and publish their texts.

NOVEL STUDY - WONDER

August (Auggie) Pullman was born with a severe facial difference that, up until now, has prevented him from going to a mainstream school.

Starting 5th grade at Beecher Prep, Auggie wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past his extraordinary face. Wonder begins from Auggie's point of view, but soon switches to include the perspectives of his classmates, his sister, her boyfriend, and others. These voices converge to portray a community as it struggles with differences, and challenges readers, both young and old, to wonder about the true nature of empathy, compassion, acceptance, friendship, and—ultimately—kindness. Auggie is a hero for the ages, one who proves that you can't blend in when you were born to stand out.

Alongside their individual, small group and conference reading, the children will complete a novel study unit on the children's book 'Wonder' by R J Palacio. The children will participate in a range of different reading tasks such as vocabulary and word work activities, comprehension and discussion questions. They will also be given a grid which incorporates Gardner's multiple intelligences alongside Bloom's Taxonomy to provide the children with tasks that are accessible and appeal to their differing talents and interests. Here they will respond creatively using technology and other forms of presentation. This will allow students to build reading and comprehension skills while interacting with other group members appropriately and effectively.



NUMERACY

Students will begin working with **Place Value** and number this term which includes being able to:

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across 0
- Solve number and practical problems that involve all of the above

Students will then move onto the **Four Operations** where they are required to solve addition, subtraction, multiplication and division problems in contexts, deciding which operations and methods to use and why and to use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Lastly the students will be learning about **Prime** and **Composite** numbers and investigating rules used in sequences involving whole numbers and decimals.

Prime vs. Composite Numbers

Prime

have only 2
factors:
(1 and itself)

2,3,5,7,11

Composite

have more than
2 factors

4,6,8,9,12,14

0 and 1 are neither



We will continue our whole school approach to learning and mastering times tables. In addition to this, we will also be completing a times table challenge in Year Six.

Mathletics is an excellent resource that is used to assist your child in Numeracy. Each child has their own login and can access this from home. Tasks will be set for your child to complete and once they have been completed these, they will be given them a score. These tasks are linked to topics being covered in class to further develop the student's skills.

MAI groups will work on improving students place value skills through a variety of challenging and engaging hands on educational activities.

HUMANITIES AND SOCIAL SCIENCES

Each term students will complete a different Humanities and Social Sciences topic. HASS involves bringing together traditionally separate learning areas, which supports students to gain a more authentic understanding of a particular concept. During Term One, students will be exploring the concept of '**IDENTITY**' through their guided inquiry.

Throughout the year students will explore a variety of integrated learning concepts. These units of work build upon earlier years and provide students with the opportunity to pose their own questions and develop their research skills. Students are provided with class time to complete tasks related to the inquiry concept. Some aspects may need to be completed in their own time as part of their Purposeful Practice Grid.



identity

IDENTITY

Overview

Your students will consider ethical dilemmas as they learn about the value of honesty, respect, and loyalty. They will consider the influence that the media and others have on them, and the impact that being a fan of someone or something has on our identity. Students will write a story that includes a moral lesson and share aspects of their identity during the 'Identity Expo'.

Rationale

Understanding who I am and what I value prepares me for physical and emotional changes that I will experience.

Essential Questions

- What does it mean to be honest?
- How am I influenced by others?
- What can you say when you don't want to do something that someone is pressuring you to do?

Future Action

Students will have a greater capacity to maintain their equilibrium throughout puberty. They will have a range of coping strategies as they move into secondary education. Students will have a repertoire of strategies that support the maintenance of their sense of self-worth and well-being.

KEEPING SAFE

Aim

The KS:CPC teaches all children from a young age, in an age appropriate way, to:

- Recognise abuse and tell a trusted adult about it
- Understand what is appropriate and inappropriate touching
- Understand ways of keeping themselves safe.

Focus Area: The right to be safe

Children and young people learn about the various feelings they might experience in different situations. They are taught about warning signs: the external signals and internal messages (emotion/feeling) that help children and young people recognise a situation where they may be at risk of harm. The curriculum acknowledges that some children and young people who have been or are being abused may not have these warning signs. Risks and emergencies are explored, with older students also looking at psychological pressure and manipulation.

TERM ONE



YEAR SIX

1.Warning Signs

Explore theme 1 "we all have the right to feel safe"

What does safe look like, feel like and sound like?

2. Risk taking and Emergencies

Risk Taking - Exploring Emergencies

3: Psychological Pressure

Defining Psychological pressure and manipulation

Brainstorm psychological pressure and manipulation. Identify examples. Children create a series of questions to identify the pressure or manipulation.



JAPANESE PURPOSEFUL PRACTISE 2020

This year in Japanese we are aiming for mastery of the first Japanese alphabet HIRAGANA. Years 5 & 6 have been studying hiragana for many years in class and are expected to be familiar with reading and writing hiragana characters. Our Year 3 class have had a gentle introduction in the last 2 years, need to practise at home. Year 4 students have also been practising Hiragana in year 2 and 3 and will now be expected to read and write Hiragana regularly in class. In every Japanese class, opportunities are given for students to practise and many have opted to take home some extra work over the holidays. Well done! **Years 4-6 will once again be consolidating their Hiragana with a variety of assessments with an expectation of them achieving fluency.** This will give them confidence when they continue onto the next alphabet, Katakana. Some students in our year 5 & 6 classes have already started studying this second alphabet and are progressing well.

Motivated students are welcome to come and see me at lunchtime any day for guidance and feedback. Students have shown such persistence and responsibility towards their learning! SUBARASHI! (Wonderful!)

Please encourage your child to practise writing and reading the Japanese Hiragana and Katakana alphabet as it is a regular part of their Purposeful Practise Grids, in years 3 to 6, every term for **10 minutes twice every week to ensure their continuing success.** Looking at an online free resource for the year 3-6 is **Japanese Pod 101** for visual imagery and ways to remember the characters. This has been introduced in class to all students and they are aware of how to use this resource. All students are familiar with the expectation of this study as well as a study program resource called DUOLINGO (which is an app) and the year 5 & 6 classes having the App 'Real Kana' added to their I pads for extra support. Below is a copy of both alphabets (Katakana for years 5/6) chart to help them with their learning.



Kind Regards,

Tracy Aroozoo

Japanese Teacher

Please read the following EAL_D Parent information sheet: <https://drive.google.com/file/d/1jXmgloPFHUqdsFRPEeIV3aAo823lBi7O/view?usp=sharing>

FRUITS OF THE HOLY SPIRIT

KINDNESS

Do nothing out of selfish ambition or vain conceit. Rather, in humility, value others above yourselves, not looking to your own interests but each of you to the interests of others.

Our Fruit of the Holy Spirit focus for the next five weeks is 'Kindness'. Acts of kindness, even in the simplest ways, are what make our lives meaningful, bringing happiness to ourselves and others. Kindness is love lived out. It is valuing others above myself by being friendly, loving, thoughtful, and considerate. I really like how the verse this week tells us exactly what kindness in action looks like—valuing others above ourselves and looking to the interests of others.

SELF CONTROL

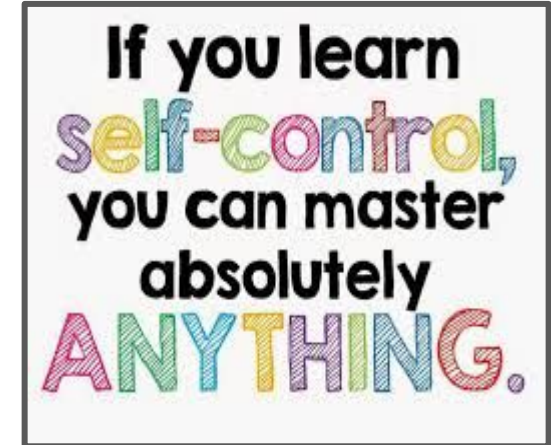
For God gave us a spirit not of fear but of power and love and self-control.

Self-Control isn't always easy. It means fighting against the temptation to sin and keeping our emotions, thoughts, and actions in control. There's good news though! We don't have to do it on our own. The Holy Spirit working in our hearts helps us and when we are tempted we can stop, think, and pray for God to help us obey Him.

Stop what I'm doing.

Think about how my actions, thoughts, words will impact others.

Pray for help to obey God.



P A R E N T - T E A C H E R - S T U D E N T

Parent Interviews/Open Night

Two Way Interviews, Three Way Interviews and Parent Open Nights are a great way for parents to find out more about their child's learning. Students thrive on celebrating their success and attainment of goals. Three Ways give students a positive, supportive avenue for sharing their learning progress. Please be reminded that Three Way Interviews and Open Nights are not forum for parents to discuss matters that are best left for a parent-teacher conversation.

Fresh Grade

Student work samples will continue to be showcased in their own **personal digital portfolios**. These portfolios are created using **Fresh Grade**, the same digital platform that we have used to display work samples over the last few years. **Prior to each Three-Way Interview day**, you are asked to log into your child's personal digital portfolio on FreshGrade to view their work samples **at home** with them.

When viewing your child's FreshGrade account please keep in mind the hard work your child has given, not only to the learning task itself, but also to learning and applying a variety of different information technology (IT) skills. It is also important to remember that these are 'working' portfolio's and occasionally, some work may be missing, incomplete, or not yet marked.

Parent Handbook 2020

All families are asked to please read and be familiar with the content in the online Parent Handbook - found on the school website. <http://web.stemiliescps.wa.edu.au/?p=13416>



STUDENT WORK

While not every piece of work completed by students will be marked, this doesn't mean that it has not been viewed by ourselves or others e.g. support teacher, peers etc. Some tasks are marked digitally, some are self-marked; other pieces are marked in small groups or as a class. We will mark the work that the students will be referring back to at a later stage, along with assessment tasks. Regular verbal feedback is a powerful and effective means by which students are able to monitor their progress and this type of feedback is used regularly.

TECHNOLOGY

Responsibly monitoring your child's Internet use at home **is essential**. Technology is a wonderful and powerful tool for learning, however without strict parental supervision and vigilance, technology also has the power to harm relationships and cause unnecessary anxiety and friendship issues back at school. You are to please take the lead in your family and make rules surrounding Internet, computer and all technology use clear, responsible and consistent – if not you, then who? **The school device is a school device, however it comes home each evening to be recharged and for homework purposes.** It is not to be used for gaming, social media activity, downloading movies etc. Your support and vigilance is appreciated.



BEHAVIOUR MANAGEMENT

Rewards for positive behaviours in Year Six include:

- House Tokens
- Merit Awards
- Verbal praise and recognition
- Reward cards/prizes
- Individual/class rewards such as free choice of seating, game time etc

Parents will be contacted should a behaviour warrant your attention. If a student has continued to ignore class rules and teacher reminders, or if a particular one-off behaviour is worthy of further investigation, the Principal and or members of the Leadership Team may become involved. While this generally doesn't happen often, if it does, parents are reminded that it is in the child's best interest. Facing the consequences of their choices is part of growing up. Here at St Emilie's, we work closely as a team to address behaviour issues as close as possible to the time it occurs so that good learning can be made from inappropriate choices. When parents and staff are 'on the same page' and support one another, there will always be better outcomes for the children.

Leadership

Year 6 students are commissioned as School Leaders early in the school year. This leadership role is taken very seriously and it is an expectation that Year 6 students present excellent role models to all children in the school community.

Weekly roles and responsibilities include:

- Peer Mentoring
- Various Committee Roles
- School Assemblies
- A range of other important jobs and responsibilities.



OTHER - INFORMATION

Absentees

An email from parents **must** be given if a child is absent from school for **any** period of time for accountability/legal purposes. **Please send these in promptly** to both your child's **teacher** and the **office before 9am** on the day of absence. Holidays during term time are not encouraged or endorsed in our school, however should you are planning a holiday, you must complete a form from the office for school records and for legal purposes.

Afternoon Procedures

Children are dismissed at 3pm on Monday to Friday. The back gate will be open from 2:50pm until 3:10pm each day. Once the gate is closed students will be asked to make their way to the front of the school and wait to be picked up from there.

Belongings

All students should have each item of their property labelled with a name. Students are responsible for their own items, including hats and will need to maintain the presentation of them. For example, any books that have graffiti on them or are torn will need to be replaced immediately.

Birthdays

Please do not send in any food treats to share with the class on your child's birthday. Rest assured we will certainly celebrate them and their special day.

Lunches / Snacks

Parents are reminded that there is a very high expectation that children's lunchboxes contain **healthy, nutritious food choices every day**. Please refer to the following document:

<https://docs.google.com/document/d/1j80lgrtb9RhkMi7-R-uLK-UPiG7cDfewWxWMvSshgw8/edit>

All children must be sent to school with a healthy snack for "**crunch and sip**" and a healthy recess/lunch to ensure they have enough energy to concentrate during the day. St. Emilie's is a nut free and 'Allergy Aware' school. Lunches on-line are available each Wednesday and Subway lunches each Friday. These are provided as 'a service' for families. If you are able to donate half an hour of your time on a Wednesday lunchtime roster, please contact the School Office on 92569696.

Medical Issues

If your child needs to take medication that will affect their participation in school activities, please advise the school via the form in your pack from the Office. In addition, if your child requires medicines to be administered during school hours the appropriate form needs to be completed. These are also available from the office.



Feb 1st onwards

Enrolment forms for Sacraments available from the Church

Feb 3rd

Students Commence

Feb 3rd

Parent Information Night 5 - 6:15pm

Feb 5th

Community Mass-8am

Feb 15th, 16th, 22nd & 23rd

Sacramental Commitment Masses

Feb 21st

Family Picnic 5 - 7:30pm

Feb 25th

P&F AGM and School Board ACM

Feb 26th

Ash Wednesday Mass 9am

Feb 27th

Year 6 Girls Football Carnival

March 2nd

Labour Day Public Holiday

March 3rd & 4th

School Photos

March 3rd - 13th

Two way parent interviews

March 10th

Marriage and Fertility talk:Parent session
1:10 - 2:40pm

March 17th

Gannon House Day

March 17th: Marriage and Fertility talk: Becoming a Man & Becoming a Woman

March 23rd - 25th

Year Six Woodman Point Camp

March 30th

Interscholar Swimming Carnival @ Aqua Life Victoria Park (Year 4-6)

April 1st

Community Mass - 8am

April 1st

Open night 4 - 6pm

April 2nd

Year Six Leadership Speeches

April 3rd

Year 6 Leadership Assembly

April 8th

Holy Week Tableau - Year 4
Last day for students

PURPOSEFUL PRACTICE

This year we will be continuing with our whole school approach to **Purposeful Practice**. We thank you for your ongoing parental support to ensure that your child is completing the set tasks at home.. Students will be given a homework grid to complete in any way they choose (digitally or in a homework book) For more information on the Purposeful Practice Policy, please see the School Website.

Wk 1 - No set tasks
Wk 2 & 3 - Due 21st Feb
Wk 4 & 5 - Due 6th March
Wk 6 - No set tasks
Wk 7 & 8 - Due 27th March
Wk 9 - No set tasks

SACRAMENTAL DATES

Workshop for Children and Parents - Wednesday
12th Aug - 4pm or 5:30pm, Thursday - 13th Aug at
4pm. Facilitator--CEWA

Confirmation Mass Rehearsal : Tuesday 1st
September - 3:30pm Only children need to attend.
Reconciliation: Children receive reconciliation before
a Mass prior to Confirmation

Sacrament of Confirmation Saturday 12th
September - 6pm, Sunday 13th September - 9am



ST. EMILIE'S CATHOLIC
PRIMARY SCHOOL

Growing in Grace



COMMUNICATION

The best way to contact your child's classroom teacher is via email.

As outlined in the Parent Information Handbook, teachers do their best to reply within 48 hours. Appointments can be arranged via email.

Important messages, reminders and dates will be on the school website. Please check it weekly.

<http://www.stemiliescps.wa.edu.au/>

alycia.thomas@cewa.edu.au

tahni.green@cewa.edu.au



A PRAYER FOR PARENTS

All praise to You, Lord Jesus,
Lover of children:
Bless our family,
And help us to lead our children to You
through our own example.

Light our way and give us
strength and courage when we face the challenges of
parenthood.

May Your Spirit fill us with a love and peace
that shines through all we say and do..

All glory and praise are Yours, Lord Jesus,
For ever and ever.

Amen.