

Wundowie Primary School

Yearly Overview: Information for Parents and Carers



WELCOME

On behalf of the Wundowie Primary School community, we would like to extend a warm welcome to you and your family as your child/children commence or continue their education here. We have proudly served the Wheatbelt since 1950 and hope that your association with Wundowie Primary School will be a rewarding and enjoyable experience. We believe that respectful relationships, communication, and exchange of information between family and school are of great importance. We look forward to getting to know you, working in partnership with you and having a common goal of meeting your child's educational and well-being needs.

At **Wundowie Primary School** we aim to provide quality educational opportunities for each child, ensuring they develop a broad range of skills and an industrious nature.

Our challenge, through our motto '**Industry Achieves**', is to develop **successful learners** who are able to reach their full potential by being hard working, conscientious, and productive. We also aim to develop students' **health and well-being**. This ability is further enhanced through our **Independent Public School** status, which allows us to produce learning environments conducive to our student needs. We believe that all students can learn the values of **excellence, equity** and **care** and will model these in and around the school community.

The information contained in this booklet will help you in learning about the Wundowie way. If at any time you have any questions about the school, please do not hesitate to contact me. I encourage you to become active and involved in the life of the school. I believe that together, we can provide the best education possible for your child.

Parents & Carers play a very important part in a child's education and are always very welcome to visit the school to discuss educational programs and academic, social or emotional progress. The school's progress and areas identified for improvement are outlined each year in the Annual Report. The school's Business Plan outlines the strategies being implemented to achieve our goals.

We look forward to meeting and welcoming you to our school community.

Mrs Georgina Wales
Principal

Dear Parents and Carers,

Welcome/Wanjoo to Year 5/6 for 2022. This year in Room 9 we will be working within a job-share situation. My name is Ms Jamy Stallman, and I will be your child's classroom teacher. Mrs Belynda Towers will be teaching the students for Protective Behaviours and Drama on a Tuesday. Mrs Roxanne Jackson will be teaching the students for Science on a Tuesday and Physical Education on a Thursday.

Our morning routine starts off with assembling in the undercover area before school. This is a great opportunity for students to fill up their water bottles and go to the toilet before the day begins.

[Due to Covid restrictions classroom doors will open at 8.30 am until further notice. No parents/carers are allowed in the classrooms.](#)

Our routines this year are as follows:

Crunch and Sip – We encourage students to bring an extra serve of easy to eat vegetables or fruit to eat in class during our Crunch and Sip times. This is generally in the mornings. Students can use this time to also fill their bottles up with water from the drink fountain.

Morning Fitness – 10 minutes of physical activities, such as carnival preparation games, skipping, jogging on the oval, before school starts.

The Arts (Drama) – Every Tuesday with Mrs Towers. Drama is a performing art, a way to express creativity and learn. Drama is an effective learning tool because it involves the student intellectually, physically, socially, and emotionally. Over the semester, students will participate in improvisation, pantomime, play-making, and scene re-enactment.

Protective Behaviours – Every Tuesday with Mrs Towers. Protective Behaviours refers to behaviours which enable children to recognise situations in which their personal space and sense of safety may be compromised. The program develops personal safety skills that help children and young people to learn to stay safe from the risks that surround us in everyday life.

Science – Mrs Jackson will be teaching Science on Tuesdays this year.

The Science strand this term is Physical Science where the students are learning about electrical energy and how it can be transformed and transferred in electrical circuits. They are also learning how electrical energy can be generated from a range of sources. There are many hands-on activities for the students to gain an understanding of the concepts being taught. For example:

- explore circuits – making a working circuit
- investigating how to make a bulb glow brighter by changing the arrangement of the components,
- learning about electrical conductors and insulators, and
- investigating how moving air and water can turn turbines to generate electricity.

There is a strong focus on the science inquiry skills of questioning, predicting, conducting, processing data and evaluating during the investigations.

Physical Education – Mrs Jackson will be teaching Physical Education on Thursdays this year. In term one, students are learning the skills to play cricket. They will further develop their fundamental movement skills of catching,

throwing and object control through many different games with a focus on cricket. We are fortunate to have a cricket coach come to our school for four weeks this term to help with their skill development.

Please ensure that your child has suitable footwear for sport on Thursdays.

The year 5 and 6's will be participating in the T20 cricket in week 8, 24 March 2022. Further information will be coming out closer to the date.

Library – Every Friday after lunch. Please ensure students bring library bags and books to school every Friday.

Home Reading Book Exchange – We have many books in the class the students can take home and read. Students fill their reading card each day in with the name of book, title, pages read and a parent/carer is to sign to acknowledge that they have read.

Indonesian – Every Wednesday with Ms Stallman in the Computer Room. This Semester, students will be designing an entry for a 'My Dream School' competition. This will involve students considering what schools need to provide to meet the needs of students (for learning, enjoyment, safety and hygiene). They will look at an innovative school in Indonesia for inspiration and will learn language relating to places at school. They will also revise a range of language introduced in the previous years to write an identity card to include with their competition entry.

Absences/Early Pickup

Students are not permitted to leave school grounds unless picked up by a parent/carer. Parents/carers wishing to take students out of the school during the day must complete details in the 'Student Sign Out' Ipad which is available in the front school office. Once that has been completed the office staff will provide the parent/carer with a printed slip to hand to the teacher. Staff must be handed a printed slip before the student can leave the classroom.

ATTENDANCE PROGRAM – SMS (Short Message Service)

The school uses an SMS Attendance Program. An automated SMS will be sent to your mobile phone by 10 am on the day your child is absent. We encourage you to reply to this message and give a reason for your child's absence. You may also reply with a brief note or telephone call. Under the provisions of the Education Act, all absences and late arrivals must be explained.

A medical certificate is required for any extended absences. Attendance letters are always sent to parents who fail to authorise a child's absence or lateness. When replying to these letters please include your child's name, the date and a specific reason for the absence. Please save the following number in your contacts 0418 924 097.

EARLY CLOSE

Every Thursday is early close; with school finishing at 2:40 pm. Parents are requested to collect their child/children promptly. Any children who are not picked up by 2:45 pm will be taken to the office to wait for their parents.

HEALTH PLANS

There are many and varied medical conditions that require specific handling, such as allergies, heart conditions or epilepsy. Children with special health needs that require specific handling will require a Health Management Plan. Forms are available from the school office which your Doctor will need to complete. This medical advice is used by school staff to create an individual Health Management Plan in consultation with the parent/carer. Health Management Plans with a photo of your child is displayed in the medical room, staff room, offices and other staff work areas.

Homework

Homework is handed out on a Monday and students are to hand it back in on a Friday. This will consist of:

- Daily spelling practice (these will be tested on a Friday each week).
- There may also be a piece of work that needs consolidating from the previous week (for example, their times tables or some grammar that needs a little extra practice etc).
- Reading - Students fill in their daily reading practice - including the title, author, pages read, and a parent signature.

This should take around 10 minutes to complete (not including the reading). If you would prefer your child not participate in homework activities, please let me know.

Online programs

We will be using the following online programs to supplement their learning where your child has their own individual login:

Maths Online: <https://www.mathsonline.com.au/>

SoundWaves online: <https://www.fireflyeducation.com.au/series/soundwaves/features/>

Typing Club: <https://www.typingclub.com/>

Languages Online: <https://www.education.vic.gov.au/languagesonline/> (This is used in Indonesian. It works better on a tablet device rather than a desktop computer. No login is required for this).

Language Learning Space: <https://www.ils.edu.au/home> (This is used in Indonesian).

StudyLadder - <https://www.study ladder.com.au/login>

Read Theory - <https://readtheory.org/auth/login>

Communication:

We are contactable via school phone at 08 9573 7250 outside of teaching times.

Connect and Email – messages (before 8am)

jamy.stallman@education.wa.edu.au – Ms Jamy Stallman - Classroom Teacher / Indonesian Teacher.

belynda.robertson@education.wa.edu.au – Mrs Belynda Towers – Protective Behaviours Teacher / Drama Teacher.

Roxanne.Jackson1@education.wa.edu.au – Mrs Roxanne Jackson – Science Teacher / Physical Education Teacher.

Shauna.Egan@education.wa.edu.au – Ms Shauna Egan – HASS (Civics and Citizenship) Teacher.

We are looking forward to a very enjoyable year working together with you for your children.

Kind regards,

Ms Jamy Stallman

Year 5/6 Classroom Teacher

Room 9 Weekly Timetable - Ms Jamy Stallman

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 – 9:15	MORNING FITNESS				
9:15 - 11:15	Attendance, Attendance chart, Crunch and Sip. ENGLISH	Attendance, Attendance chart, Crunch and Sip. ENGLISH SCIENCE <i>(With Mrs Roxanne Jackson - in Science Room 9:45am – 11:15am)</i>	Attendance, Attendance chart, Crunch and Sip. ENGLISH	Attendance, Attendance chart, Crunch and Sip. ENGLISH	Attendance, Attendance chart, Crunch and Sip. ENGLISH
11:15-11:30	RECESS				
11:30-12:30	Mindfulness (5 minutes) Handwriting (10 minutes) MATHEMATICS	PROTECTIVE BEHAVIOURS <i>(With Mrs Belynda Towers – in Room 9)</i>	INDONESIAN <i>(In the Computer Room)</i>	SPORT <i>(With Mrs Roxanne Jackson - outside)</i>	Mindfulness (5 minutes) MATHEMATICS
12:30-1:30		DRAMA <i>(With Mrs Belynda Towers – in the library)</i>	Humanities and Social Sciences (HASS) CIVICS and CITIZENSHIP <i>(With Ms Shauna Egan – in Room 9)</i>	Mindfulness (5 minutes) MATHEMATICS	
1:30-2:00 LUNCH	LUNCH				
2:00-3:00	Silent reading (10 minutes) Humanities and Social Sciences (HASS) – HISTORY	Silent reading (10 minutes) MATHEMATICS (Measurement & Geometry)	Silent reading (10 minutes) DIGITAL TECHNOLOGIES	HEALTH 2:40 Early Close	LIBRARY <i>(In the library)</i>

Year 6 Core Curriculum Skills

These reflect the expectations of achievement for the end of Year 6 and continue on from the skills taught in the previous years.

ENGLISH	
Reading and Viewing	<ul style="list-style-type: none"> ▪ Understand how the use of text structures can achieve particular effects. ▪ Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters, and events. ▪ Compare and analyse information in different and complex texts, explaining literal and implied meaning ▪ Select and use evidence from a text to explain their response to it.
Writing and Creating	<ul style="list-style-type: none"> ▪ Understand how language features and language patterns can be used for emphasis. ▪ Show how specific details can be used to support a point of view. ▪ Explain how their choices of language features and images are used. ▪ Create detailed texts elaborating on key ideas for a range of purposes and audiences. <p>Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words</p> <ul style="list-style-type: none"> ▪ Understand how to use phonic knowledge and accumulated understandings about blending, letter sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words Adopt a range of spelling strategies to spell unknown words ▪ Use a dictionary to correct own spelling ▪ Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases
Speaking and Listening	<ul style="list-style-type: none"> ▪ Listen to discussions, clarifying content and challenging others' ideas ▪ Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect
MATHEMATICS	
Number and Algebra	<ul style="list-style-type: none"> ▪ Apply efficient mental and written strategies to solve problems involving all four operations with whole numbers. ▪ Check the reasonableness of answers using estimation and rounding. ▪ Identify and describe factors and multiples. ▪ Identify and explain strategies for finding unknown quantities in number sentences involving the four operations. ▪ Solve problems involving addition and subtraction of fractions. ▪ Add and subtract decimals and use estimation and rounding to check the reasonableness of answers. ▪ Make connections between equivalent fractions, decimals, and percentages. ▪ Solve problems with multiplication of large numbers by 1- or 2-digit numbers using mental, written & digital strategies. ▪ Solve problems using division by a 1-digit number, including those that result in remainders Continue and create sequences involving whole numbers, fractions, and decimals. ▪ Explain plans for simple budgets. ▪ Create simple financial plans.
Measurement and Geometry	<ul style="list-style-type: none"> ▪ Convert between common metric units of length, mass and capacity Calculate perimeter and area of objects. ▪ Connect volume and capacity and their units of measurement. ▪ Compare 12 hour & 24-hour time systems. ▪ Interpret and use timetables. ▪ Connect 3D objects with their nets & 2D representations Use grid reference system. ▪ Use landmarks & directions to describe routes. ▪ Construct simple prisms and pyramids. ▪ Investigate combinations of translations, reflections, and rotations. ▪ Introduce the Cartesian coordinate system using all four quadrants. ▪ Investigate angles on a straight line, angles at a point and vertically opposite angles
Statistics and Probability	<ul style="list-style-type: none"> ▪ Describe probabilities using fractions, decimals, and percentages ▪ Collect categorical or numerical data by observation or survey ▪ Construct displays of column graphs, dot plots & tables with & without digital technologies. ▪ Describe & interpret different data sets in context. ▪ Pose questions to gather data, and construct data displays. ▪ Conduct chance experiments with both small and large numbers of trials. ▪ Interpret and compare a range of data displays.

Year 5 Core Curriculum Skills

These reflect the expectations of achievement for the end of Year 5 and continue on from the skills taught in the previous years.

ENGLISH	
Reading and Viewing	<ul style="list-style-type: none"> ▪ Read and apply text processing strategies. For example, predicting and confirming, monitor meaning and skimming and scanning. ▪ Investigate the organisation of texts into chapters, headings, and subheadings. ▪ Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.
Writing and Creating	<ul style="list-style-type: none"> ▪ Write imaginative, informative, and persuasive texts Re-read and edit work. ▪ Develop a fluent and legible handwriting style. ▪ Use software to construct, edit and publish written text. ▪ Spells words using silent letters e.g. wreckage. ▪ Spells words using prefixes and suffixes e.g. unbelievable. ▪ Understands antonyms, synonyms, homonyms, and homophones. ▪ Identify and use nouns, verbs, adjectives, adverbs, and pronouns. ▪ Use conjunctions to write compound sentences e.g. because, but. ▪ Uses punctuation - full stop, question mark, exclamation mark, comma, apostrophe, capital letters, quotation marks and ellipses.
Speaking and Listening	<ul style="list-style-type: none"> ▪ Plan, rehearse and deliver a short presentation. ▪ Participate in pair, group, and class discussions. ▪ Ask specific questions to clarify a speaker's meaning. ▪ Choose vocabulary and sentence structure to offer a point of view and attempt to persuade others.
MATHEMATICS	
Number and Algebra	<ul style="list-style-type: none"> ▪ Solve simple problems involving the four operations using a range of strategies. ▪ Check the reasonableness of answers using estimation and rounding Identify and describe factors and multiples. ▪ Identify and explain strategies for finding unknown quantities in number sentences involving the four operations. ▪ Order decimals and unit fractions and locate them on number lines. ▪ Add and subtract fractions with the same denominator. ▪ Continue patterns by adding and subtracting fractions and decimals. ▪ Identify & describe factors & multiples of whole numbers. ▪ Compare, order & represent decimal. ▪ Use estimating & rounding to check answers. ▪ Solve problems with multiplication of large numbers by 1- or 2-digit numbers using mental, written & digital strategies. ▪ Solve problems using division by a 1-digit number, including those that result in remainders Use efficient mental & written strategies & apply appropriate digital technologies to solve problems. ▪ Explain plans for simple budgets. ▪ Create simple financial plans. ▪ Create patterns with fractions, decimals & whole numbers using addition & subtraction. ▪ Use equivalent number sentences with multiplication & division to find unknown quantities.
Measurement and Geometry	<ul style="list-style-type: none"> ▪ Use appropriate units of measurement for length, area, volume, capacity, and mass. ▪ Calculate perimeter and area of rectangles. ▪ Compare 12 hour & 24-hour time systems. ▪ Connect 3D objects with their nets & 2D representations Use grid reference system. ▪ Use landmarks & directions to describe routes. ▪ Translate, reflect & rotate 2D shapes. ▪ Identify line & rotational symmetries. ▪ Enlarge 2D shapes & compare with the original. ▪ Estimate, measure & compare angles using degrees & construct angles using a protractor.
Statistics and Probability	<ul style="list-style-type: none"> ▪ Use fractions to represent probability of chance. Recognise that probabilities range from 0 to 1. ▪ Collect categorical or numerical data by observation or survey. ▪ Construct displays of column graphs, dot plots & tables with & without digital technologies. ▪ Describe & interpret different data sets in context. ▪ Pose questions to gather data, and construct data displays.

