



2022 YEAR FIVE
PARENT HANDBOOK



Leaders of Learning

Welcome to Year 5P

Mr David Powell

I grew up in the green of the Blue Mountains. Whilst initially shocked by the temperature change, I've learned to enjoy the heat that Moree abundantly provides. I completed a Bachelor of Education (Birth to 12) at the University of Notre Dame in Sydney in 2018. In both 2017 and 2018 I was lucky enough to travel to Tanzania with my fellow teaching students to experience school life in their country. In 2018 I helped lead the adventure alongside the University staff. I came to Moree in 2019 to teach at our wonderful school.

Coming from the mountains is the reason for one of my first hobbies... adventure! Outdoor adventure has always been a passion of mine. On top of this I have a love for sport (especially basketball, AFL and athletics), coffee, music, mathematics and science. I particularly enjoy a good science experiment.

In my spare time my wife (Taylor) and I will most likely be found with our dogs Rey and Sky, or trying to agree on a good show to watch. I am looking forward to what this year will bring and can't wait for the learning and fun ahead.



Welcome to Year 5R



Miss Hanne Pedersen

After living and spending my schooling years in Sydney, I had a wonderful gap year overseas, and knew that I wanted to become a teacher. I studied a Bachelor of Education (Birth to Twelves Years) at the University of Notre Dame, where I had the opportunity to lead learning in India, Kenya and East Timor. After graduating, I worked at the University of Sydney in cultural competence, and the University of Notre Dame as an assistant lecturer and tutor. I then moved to Walgett where I led learning in Stage 1 and Stage 3 over three years. Since starting at St Philomena's in 2020, I have led learning in Stage 3 and Year 1. As well as being a Year 5 Leader of Learning in 2022, I am also the Aboriginal and Torres Strait Islander Focus Leader of Learning, where I support the Aboriginal Educational Assistants in the organisation and inclusion of culture and history within the curriculum and school life.

In my spare time, I love hanging out with friends and family, going on adventures, playing sport and relaxing on the beach. I have a cat named Tac who is my little sidekick, and I'm convinced he believes he's a dog! In April, I am getting married which is why my class is named 5R; R for Radford. I am delighted to be partnering with you this year, as we work together to create a great learning environment for your child.

The Year 5 Learning Team

Year 5P: Mr David Powell

Year 5R: Miss Hanne Pedersen

Stage KLA Team: Miss Sophie Arthur and Mrs Brooke Drogemuller

Specialist Leaders of Learning in Year 5

Japanese Mrs Helen O'Neill

Music Mr Stuart King

Digital Technologies Miss Nicole Huang

Library Skills Miss Belinda Bremner

Drama Mrs Mary Davison

Class Timetable & General Routines

| Year 5 2022 | | | | | |
|-------------|---|--|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00-9:30 | Religion | Religion | Religion | Religion | Big Write Follow Up (9:00-9:45) |
| 9:30-9:50 | Grammar Lesson | Week A 5P Library with Miss Bremner 5R Drama with Mrs Davison | Modelled and Shared Reading (10 mins) | Modelled and Shared Reading (10 mins) | Spelling Strategy (9:45-10:00) |
| 9:50-10:10 | Literacy Workshop (M & S Reading) | Week B 5P Drama with Mrs Davison 5R Library with Miss Bremner | Literacy Workshop (2 x 15 minute rotations) | Literacy Workshop (2 x 15 minute rotations) | Non-KLA Week A Assembly Week B (10:00-10:30) |
| 10:10-10:30 | Word Study (literacy workshop?) | | Word Study | Word Study | |
| 10:30-11:00 | Recess | | | | |
| 11:00-12:00 | Writing | 40 mins Literacy workshop 20 mins Writing | Writing | Writing | Religion |
| 12:00-1:00 | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| 1:00-1:10 | Eating Time | | | | |
| 1:10-1:40 | Play Time | | | | |
| 1:40-2:10 | Visual Arts Echidnas with Miss Arthur | PE | PDHPE | Visual Arts Kangaroos with Miss Arthur | Visual Arts Kookaburras with Miss Arthur |
| 2:10-3:10 | Science Kookaburras with Mr Powell | Elective Music Kookaburras with Mr King Digital Tech Kangaroos with Miss Huang Japanese Echidnas with Mrs O'Neil | | Science Echidnas with Mr Powell | Science Kangaroos with Mr Powell |
| | Geography Kangaroos with Mrs Drogemuller | | | Geography Kookaburras with Mrs Drogemuller | Geography Echidnas with Mrs Drogemuller |

Sports Uniform

Students wear their sports uniform on Wednesday and Friday. They have a timetabled PE lesson on Wednesday afternoon, and there are, at times, opportunities for further physical activity or short games on a Friday.

Fruit Break (Crunch & Sip)

Please pack a piece of fresh fruit or vegetable in a separate container.

Paint Shirts

Please send in an old shirt to use as a paint shirt.

Library

Students will visit the library fortnightly on a Tuesday. 5P is odd weeks, and 5R is even weeks. Please remind your child to pack their library bag to ensure they are able to borrow. In addition to class time, K-6 will have access to the library from Tuesday to Friday, both in the morning and at lunch-time. Students also have access to SORA, the platform used by the Diocese to borrow e-books and audiobooks.

Assembly

K - 6 gather each alternate Friday for announcements and the distribution of weekly awards.

Grade Assemblies K - 6

Throughout Terms 2 - 4, (COVID-19 Restrictions Permitting) class groups of K-6 students each take a turn to host an assembly where they get the opportunity to showcase and present their new knowledge and skills. Parents and friends are most welcome to attend. These assemblies will be noted on the parent calendar and invitations are extended by the host class prior to the event.

Mass

Our K-10 school community gathers together for whole school masses to celebrate our Opening School Mass, Catholic Schools Week, the Feast day of St Mary of the Cross MacKillop, the Feast of the Assumption and All Saints Feast Day. Parents are always invited to attend our whole school Mass Celebrations.

Mass is celebrated in the Church for students in K-10, in cohort groups on a rotating basis. Each year group plans and organises Mass once a year, and parents are invited to attend this Mass.

This year we will introduce House Masses where students attend Mass in their house groups. In addition, students in Year 2 and above who have made the Sacrament of Reconciliation, visit the church once per term for Reconciliation.

Homework routines

Students are encouraged to read daily, as it is beneficial to all areas of learning.

Students will complete "Talk Homework" weekly prior to the Big Write. We encourage you to "talk" with your child about the stimulus that has been sent home to build their confidence and enthusiasm for writing the next day. As stated, it is simply a conversation - students are not required to write anything for "Talk Homework".

Headphones for Learning (3-6)

Students are required to have headphones available for use with class Chromebooks. Due to COVID-19, students are required to provide their own headphones for learning.

Birthdays

If parents would like to provide individually packaged sweets to celebrate your child's birthday, you must make contact with your child's teacher THE DAY BEFORE. We ask that you be mindful of allergies.

Travel, absences and contacting Leaders of Learning

If your child's travel arrangements change, telephone the office to notify.

If your child is sick or absent, complete an online form in the Compass App or email the office.

If you need to speak to your child's Leader of Learning, email the office to arrange an appointment.

Our Contemporary Learning Environments

Uninterrupted Literacy Block K - 6

As part of a diocesan and school commitment we seek to have an interruption free dedicated literacy block as per each grade's timetable.

We ask for your support by ensuring your child is at school by not making medical appointments etc between the mentioned times and scheduling birthday celebrations for 1:00 pm.

Language of Contemporary Learning Spaces

Each learning space facilitates the learning through both physical and cultural contemporary design. This is research based and best practice in order for students to learn from the expert (campfire), discuss collaboratively with peers to challenge and consolidate their learning (watering hole) and finally embed the learning into something they understand and can apply (cave). In our learning spaces these learning experiences can be facilitated in specific physical spaces, but they can also refer to a phase of learning that the student is in.

In addition to this contemporary learning design, we facilitate the learning through the Gradual Release of Responsibility Model. This is once again a research based "best practice" form of learning where the control of the learning moves slowly from the teacher to the student through a strategic process of modelling, then sharing together, guiding and finally independent practice by the learner. This is a K-10 approach to learning.

Campfire

- The campfire is a space where people gather to learn from an expert.
- Teacher models a new skill or explains a new concept.
- Expertise can be shared in person or via technology.

Watering Hole

- The watering hole is the place for social learning among peers (conversations, not lectures).
- Peers act as both the learner and the teacher simultaneously.
- It is vocal - although accountable to the learning.

Cave

- A private space/time where an individual can think, reflect and transform learning from external knowledge to internal belief.

Living Well, Learning Well

Promoting a Positive Culture for Learning at St Philomena's

Catholic Context

The Catholic school sets out to be a school for the human person and of human persons, "the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school". (Congregation for Catholic Education, 1998, para 9)

At St Philomena's Catholic School we strive to promote a positive culture for learning that ensures a universal and unconditional positive regard for children and young people, and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity for children and young people.

At St Philomena's Catholic School, this is achieved through:

- Student centred pedagogy
- Working in and developing strong learning teams
- Early and ongoing intervention through a collaborative case management approach
- Promoting high levels of connection and participation
- Maximising access and opportunity for all students
- A multi-tiered system of support for academic, positive behaviour and wellbeing domains

At St Philomena's Catholic School, we have identified a number of goals necessary to promote and educate our students of our high standards of responsible behaviour while at school:

- [K-2 Plan for Living Well, Learning Well](#)
- [3-6 Plan for Living Well, Learning Well](#)

Of particular importance is the inclusion of the Uniform and Appearance expectations in our goal of "Being Responsible"

| | |
|-------------------------------|---|
| Uniform and Appearance | Wear the full school or sports uniform in the correct manner, including school hat Have their hair groomed neatly - hair that is longer than collar length at the back and eyebrow length at the front will be required to be tied back Not wear make-up and coloured nail polish Not wear jewellery - with the exception of a signet ring, simple chained necklace with religious cross attached, watch and maximum of 2 sets of sleepers or sleeper sized ear-rings or small studs per ear (gold, silver, pearl) Not have any nose, facial or tongue piercing |
|-------------------------------|---|

A guide to Primary Uniform expectations:

| | | |
|--|---|---|
| <u>Primary Girls Uniform Options</u> | <u>Primary Sports Uniform</u> | <u>Primary Boys Uniform</u> |
|  |  |  |
| Dress Blouse and navy shorts | Sports shirt and Sports CCC shorts | Blue school shirt and navy shorts |
| *CCC shorts are for sports days only | | |
| <small>A St Philomena's School V-Neck Fleece Jumper, Zip Fleece Jacket or Soft Shell Jacket can be added to the summer uniform. All these items can be purchased from the School Uniform Shop via Qkr!</small> | | |
| St Philomena's Catholic School, Moree NSW  | | |

Learning Awards that Acknowledges and Promotes A Positive Culture for Student Learning

Each fortnight, students' efforts and achievements will be acknowledged and celebrated in our Kindergarten to Year 6 Assembly. Our fortnightly class awards include:

Recognition of Learning

This award recognises student growth and achievement and is presented to encourage continued efforts towards achieving academic success. The recipient is a positive role model.

Application to Learning

This award has been presented for outstanding attitude and commitment to learning; for taking pride in their work and for setting an exemplary standard for others to follow.

Mary Mackillop Award

This award has been presented for commitment, attitude and consistency to school work; for displaying pride in themselves as a member of the St Philomena's school community; for displaying Christian values in all aspects of school life.

Taking Responsibility

We acknowledge that as they grow, children are learning to act in ways that are SAFE, KIND, RESPONSIBLE AND RESPECTFUL. On occasions when they do not, we respond by helping children to

- identify what their action was
- identify why they acted the way they did
- be aware of the effects of their actions on others
- plan for more positive interactions

This may be done through discussion with members of the Leadership team at lunchtime via the completion of a [Taking Responsibility](#) sheet. These are sent home for parent signature and returned the next day.

Consequences of ongoing incidents may include:

- Loss of playground privilege
- Parent meetings
- Suspension
- Withdrawal of enrolment

School Communication

How will I know WHAT my child is doing at school?

- Weekly parent email
- Regular communication (Letters, notes, reminders) published in the Compass Parent Portal
- Newsletter published digitally fortnightly available in the Compass Parent Portal and link shared on St Philomena's Facebook page.
- St Philomena's Facebook Page showcasing current school and diocesan events.
- Digital sign on Gwydir Street is regularly updated.

How will I know HOW my child is progressing/developing at school?

Date with Data Conversation (with parents)

- Week 2, Term 2
- An opportunity for leaders of learning to share specific data regarding your child, along with goals for their learning during 2022
- An opportunity to discuss further how you can support your child's learning at home.

Semester 1 Report

- Distributed through the Compass Parent Portal
- Week 10 Term 2

Parent/Teacher Meetings:

- Follow up from Semester 1 Report
- Week 1 Term 3

Semester 2 Report

- Distributed through the Compass Parent Portal
- Week 9 Term 4

Optional Parent/Teacher meeting

- Follow up from Semester 2 Report
- Week 10 Term 4

Supporting Learning at Home

Why we focus on READING

Starting in kindergarten, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by 6th grade and on standardised tests, they will likely score better than 90% of their peers.

From the time your child is born, reading out loud is a positive influence. As your child grows, daily reading will help the brain make connections between the written and spoken word, widening vocabulary in the process.

Adding to that benefit, vocabulary knowledge equates to masterful spelling. In fact, reading, spelling and vocabulary are critically important to a child's lifelong achievement.

Literacy Development through Writing and VCOP

VCOP stands for vocabulary, connectives, openers and punctuation. These four elements quickly and easily enhance writing by creating the writer's voice. Together with GHaSP (grammar, handwriting, spelling and punctuation) - the building blocks to correct and clear writing, VCOP adds the icing on the cake - excitement, pizzazz and flow to keep the audience engaged throughout the piece.

Students take part in a variety of oral and written activities and games throughout the week to develop their skills in these areas. As a celebration of their learning, students in all classes complete a piece of extended writing once a week or fortnight. Known as 'The Big Write,' it has proven an exciting and effective way of encouraging children to think about the four key areas for developing both their spoken and written language.

Big Write and VCOP is a writing approach which aims to specifically support students in increasing their skills in uplevelling the writing elements of

- Vocabulary
- Connectives
- Openers
- Punctuation

Students participate in specially dedicated writing opportunities known as 'Big Write'.

As part of the 'Big Write' approach, students will be given 'Talk Homework'. The idea of Big Write and Talk Homework is; *'if the children can't say it, they can't write it'*.

Talk Homework

Speaking about ideas before they can be used in writing always forms a key part of the 'Big Write' sessions. In order for children to produce their best writing they need to discuss the topic in advance. This is referred to as "Talk Homework." Your child will come home with a new stimulus prior to each Big Write. This will inform you of the topic to discuss with your child in order to help them with the content of their writing the following day.

We ask that children discuss the topic with an adult at home in preparation for their writing. This homework involves discussion only. It is clear that those children who complete their 'Talk Homework' feel more confident leading into their written tasks and produce more engaging pieces.



Talk Homework

For Big Write this week I am writing a _____ (Insert Text Type in **Bold** and remove spacing)
 Our (insert text type) will be about _____.

I need to talk about my ideas and opinions with as many family members as possible. A great time to do this is while we are all sitting at the table for dinner. Can we please not have the television on so that I can concentrate.

I would love to hear your ideas and opinions on the topic to help me shape my ideas. Please remember to use the "because" word and remind me to do the same. That way when I write tomorrow I will have so many ideas and will be able to use a connective like "because" to make my ideas really valuable.

I would love it if you could offer me some up-levelled V.C.O.P. suggestions/ideas for my writing.

V = Vocabulary, wow words (for example, *fearful, marvellous, glimmering*)

C = Connective, words that join ideas together (for example, *although, besides, because, however*)

O = Openers, amazing ways to start a sentence. (*Eventually..., Another thing..., Before too long...*)

P = Punctuation. (*capital letter . ? , ! " "*)

Suggestions Promoting for a Talking Homework Conversation

- Encourage as many family members as possible to be involved in the Talking Homework
- Make it an enjoyable activity
- Switch off the television to try to ensure that this is dedicated talking and listening time
- Begin a conversation by modelling... "I think that... because ..."
- Ask other family members to give their ideas, opinions and reasons why
- Encourage thinking about exciting words to use to make their writing more interesting.
- Encourage students to talk to whoever is available. Nothing needs to be physically produced for this task. However, if students do happen to bring a list of words etc. as a result of talk homework, welcome it. Remember, Big Write is supported writing.

Supporting the Development of Numeracy

Maths is everywhere! When learners see, hear and use maths in real life, it gives their learning purpose. Use maths whenever you see the chance. Play maths games in the car. Involve the kids when you're cooking, shopping or budgeting. Add up the footy and cricket scores together. Talk about fractions as you serve food. Any numeracy work you do at home with your child will help them in their learning. These NSW Dept Education 2018 booklets also provide useful tips for helping support numeracy development at home.

- [Kindergarten Parent Support Numeracy](#)
- [Year 1 Parent Support Numeracy](#)
- [Year 2 Parent Support Numeracy](#)
- [Year 3 Parent Support Numeracy](#)
- [Year 4 Parent Support Numeracy](#)
- [Year 5 Parent Support Numeracy](#)
- [Year 6 Parent Support Numeracy](#)

Stage 3 Religious Education Learning Statements

Units of Study

- **Profession of Faith**
- **The Celebration of the Christian Mystery**
- **Life in Christ**
- **Prayer**

Students recognise that all of creation reflects the mystery of God. They propose and explain ways they might respond to the call to stewardship. They demonstrate an understanding of the Church as a community of faith, hope and love which is inspired by the Holy Spirit. They explore the Traditions, beliefs and history of the Catholic Church including Mary and the Saints. They identify, describe and analyse key events associated with the Paschal mystery as revealed in the Scriptures and celebrated in the sacramental life of the Church.

Students demonstrate their understanding of the use of sign, symbol, ritual and tradition as celebrated in the Church community. They examine ways in which the liturgical life of the Church nourishes and challenges the Christian community in response to the presence of God. They explore the sacraments as key celebrations of the Christian mystery.

Students explore their responsibility to continue the mission of Jesus by reaching out in love and justice. They reflect on and consider the implication of the message of the Scriptures, the Church's teaching and Tradition. They articulate how they use the gifts of the Holy Spirit to live a life of love and service. . They evaluate and describe ways in which they can build the Kingdom of God.

Students use a range of prayer techniques to explore their own relationship with God. They participate in a variety of prayers and prayer forms of the tradition using appropriate signs, symbol, rites and rituals. They explore the elements of liturgy and prayer through planning a variety of liturgical and prayer celebrations

Stage 3 (Year 5 & 6) NSW Syllabus Learning Statements

English

By the end of Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions and to develop different points of view. They express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.

Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary and from growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.

Mathematics

By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors

and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.

Students select and use the appropriate unit to estimate measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.

Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments.

Science & Technology

By the end of Stage 3, students have developed an appreciation of the role of Science and Technology in local, national and global issues relevant to their lives and a sustainable future. Students engage in the skills of Working Scientifically, and Design and Production independently and collaboratively. They pose questions for investigation, predict likely outcomes, and demonstrate accuracy and honesty when collecting, recording and analysing data and information. Students plan and conduct fair tests, isolate variables and select appropriate measurement methods. They construct tables and graphs to organise data and are able to identify patterns, using evidence to compare with predictions, draw conclusions and develop explanations. Students develop criteria to evaluate success based on their intended outcome. They examine needs and opportunities for design projects, using research and existing solutions to inform their ideas. Students are able to reflect on their processes to identify risks and improve their design ideas, methods and findings. They communicate their ideas in tables, graphs, diagrams and multimodal texts, using digital technologies where applicable.

Students examine how environmental conditions affect the growth, adaptations, structural features and survival of living things. They explain how food and fibre are produced sustainably in managed environments for health and nutrition. Students examine the properties of materials and observe how changes of state occur and new substances are formed. Students explain how energy is transformed, describe the difference between contact and non-contact forces, and investigate how electrical energy can control movement. They compare the regular events in the solar system with the irregular events that cause rapid changes to the Earth's surface. Students collect, store and interpret different types of data and explain how digital systems connect to form networks that transmit data. They define problems, and design, modify and follow simple algorithms that involve branching, iteration and user input.

Geography

By the end of Stage 3, students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They

represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action in response to a geographical challenge and describe the expected effects of their proposal.

History

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Personal Development, Health & Physical Education (PDHPE)

By the end of Stage 3, students investigate developmental changes and transitions. They examine the influence of people and places on identity and practise skills to establish and manage relationships. Students identify controllable and uncontrollable factors and recognise the influence of contextual factors on health, safety, wellbeing and participation in physical activity. They plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives. Students examine the connections they have to their community and implement actions to increase physical activity levels. They access and interpret health information and apply skills to seek help to enhance their own and others' health, safety and wellbeing.

Students participate in a wide variety of moderate to vigorous physical activities to apply, refine and adapt movement skills with increased confidence and consistency. They perform specialised movement skills and sequences in a variety of contexts. Students select, manipulate and modify movement concepts and strategies to achieve movement outcomes and solve movement challenges. They demonstrate fair play and skills to work collaboratively. Students apply and adapt strategies and tactics when participating in individual and team activities.

Creative Arts

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.



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