

Principal's Report

Dear parents and carers,

Welcome to Term 2. I hope all our students had a restful break and are ready for the exciting term ahead. It has been wonderful to see both students and staff settle into the new term seamlessly, with great energy and focus.

As we move into the colder months, I want to remind families to ensure students have all the necessary winter uniform items. Staying warm and well-prepared helps support learning and wellbeing during this time of year.

Parking and Drop-Off Safety

Parking and school drop-offs/pick-ups continue to be a major concern for us as a school community. Just last week, I observed 11 cars performing U-turns along Holyoake Parade during peak times. On a separate day, I witnessed 7 cars drop children off while stationary in traffic, with students exiting from both sides of the vehicle. This is extremely unsafe. We must do better. I urge all members of our school community to prioritise safety and drive carefully around the school at all times. The wellbeing of our students must come first not your end destination.

2026 Foundation Enrolments

Enrolments are now open for all 2026 Foundation students. Please note that no exceptions will be made for families residing outside of our designated school zone. Our school is growing rapidly, and it is vital that I reserve space for students living within the zone.

Living Our School Values

Our school values guide everything we do and are shared by the entire community. It is essential that we all live and breathe these values in our daily interactions. I kindly ask all parents and carers to treat our staff with respect and to communicate in a courteous and constructive manner, whether in person or over the phone.

Together, let's continue to build a strong, safe, and respectful school environment.



Beginners Chess After School Monday 5th of May

Competition Chess After School Thursday 8th of May

Subway Thursday 15th of May

Mothers Day Stall Thursday 8th - Friday 9th of May

Foundation Mothers Day Picnic Friday 9th of May

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PRIDE

RESPECT

INTEGRITY

DETERMINATION









PRINCIPAL AWARDS

























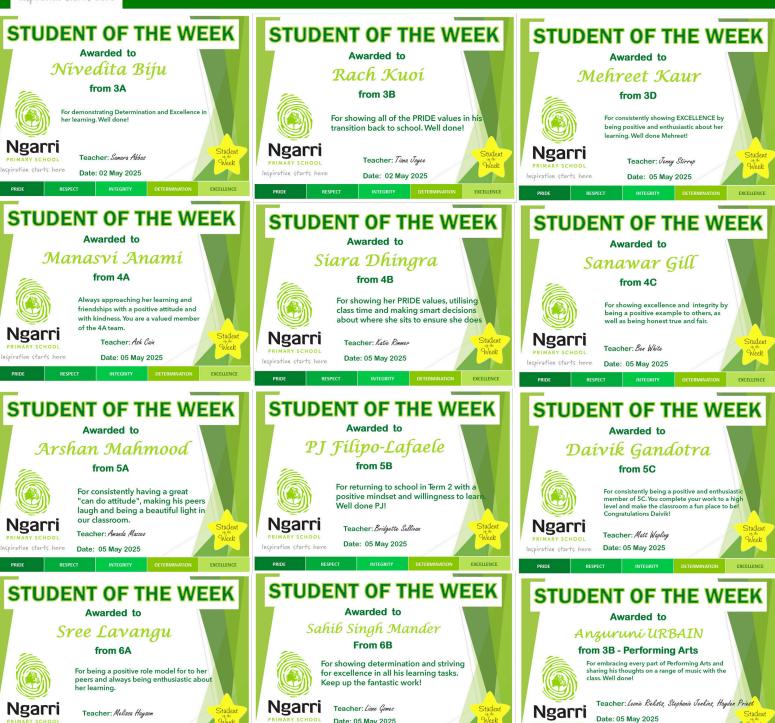




2



STUDENT OF THE WEEK AWARDS - W2T2



PRIDE RESPECT INTEGRITY DETERMINATION EXCELLENCE



Date: 05 May 2025

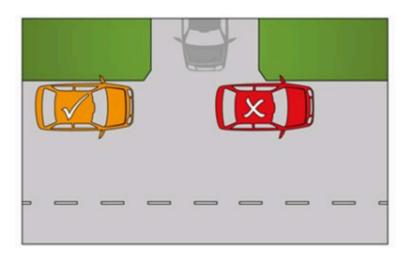






Safety Around Ngarri Primary School





When driving to Ngarri, please show some respect to the residents, who live in close proximity to our school. It is illegal to park on, or across, any driveways. The residents need to be able to get in and out of their properties at all times. We encourage parents to follow the road rules and treat each other respectfully, when dropping and picking up children from school.

REMEMBER: when driving to school, show some respect and keep clear of driveways at all times.





Before/After School Yard Supervision

Before school (in the morning) yard supervision, by teachers, is from 8.35am, and after school is until 3.10pm.

Students are **not permitted** in the yard **before 8.35am**

If no one has collected students by 3.10pm,in the afternoon, they will be walked to front reception.

Please enter and exit through the front, rear and side gates only-not via the staff carpark.

<u>Dropping Off and Picking Up Strudents</u>

PLEASE-PLEASE-PLEASE-PLEASE-PLEASE

More care needs to be taken when dropping and picking up your child/ren from school.

Please park safely around the school before allowing your child/ren to get out of or into your car. we have had a few complaints and near misses of hitting parents and children, especially in Ricotta Street. We know that you are all in a hurry, but an extra 5 minutes spend parking safely could save a life!

PRIDE RESPECT INTEGRITY DETERMINATION









PHOTO DAY COMING SOON!

Wednesday, 4th June 2025

Head to our website to view the available packages and to place your order

VISIT OUR WEBSITE & ENTER THIS CODE:

X3096PTRI58N





ORANGE

Ngarri Primary School

www.theschoolphotographer.com.au

PRIDE RESPECT

INTEGRITY

DETERMINATION









Invites you to...

Afternoon Tea to say thank you for volunteering at Ngarri Primary School

20TH MAY 2025



RSVP by 13/05/25 by completing the google form below. https://forms.gle/8hfJ59oqEG7Vc6x26

National 19 - 23 MAY 2025

VOULDICELE 6
Week

NGARRI PRIMARY SCHOOL



Dont forget to buy something special for your mums, stepmums, carers, grandmas or special person.

Please send cash in an envelope with your child's name and class or purchase a gift voucher in Compass via Events prior.

Choose a voucher from \$5, \$10, \$15, or \$20 for your child to spend at the Mother's Day Stall.

The option to purchase gift vouchers on Compass will close on the 5th of May at midnight!

Cash and EFTPOS will be available on the day

PRICES RANGING FROM \$2 TO \$15.

SIMPLY GRAB A GIFT BAG AT THE ENTRANCE AND FILL IT WITH THOUGHTFUL GIFTS YOUR MUM WILL LOVE!

Don miss this special opportunity to surprise Mum with something special!

Over 50 Beautiful

GIFTS TO CHOOSE FROM!

Some items include:

- **Diffusers**
- **Photo holders**
- Slippers/Socks
- Vases
- **Jewellery**

- Stationary
- **Skincare**
- **Perfumes**
- Key rings
- Mugs/Cups



- Foundation - Curriculum Newsletter

What will students be learning?

| Key learning | Key vocabulary | How you can support learning at home |
|--|---|---|
| Inquiry: We will be exploring the big question 'How do things move and change?'. We will investigate how objects are moved by different push and pull forces, and how different surfaces affect movement. | movement, push, pull, forces, surfaces, hypothesis, observations, analysis, conclusion, forces, impact, strengths | -Encourage your child to identify some examples of when they use push and pull forces at home, for example; pushing or pulling a door, or pushing a ball. |
| Reading: Students will be learning: -how to segment and blend sounds in cvc (consonant, vowel, consonant) words to read them, for example: c-a-t, d-o-gto infer how characters are feeling in texts and to make connections between their own lives and events in the books they read (making text to self connections). | segment, blend, consonant, vowel, infer, feelings, text to self connections, emotions such as happy, sad, angry, worried or excited | -Encourage your child to say the sounds in words to read themAsk your child how something in the book reminds them of their own life and ask them how the character might be feeling. |
| Writing: Students will be learning: -to write sentences with capital letters, full stops and spaces between wordsto write a procedural text ('how to' texts including simple recipes, and directions). | spaces, capital letters, full stops, procedural texts, title, materials, ingredients, recipes | -Encourage your child to write a sentence about their day, for example: something special they did or something they madeEncourage them to start their writing with a capital letter, leave spaces between their words, and finish with a full stop. |
| Maths: Students will be learning: -to separate one collection from another to find what is left (beginning subtraction)to identify oridinal numbers (e.g 1st, 2nd, 3rd and the position of objectsto sort, name and make 2D shapes such as circles, squares, rectangles, triangles, and hexagons. | separate, collection, take away, how many are left, ordinal numbers, 1st, 2nd, 3rd 4th 5th, shape, 2D, flat | -Encourage your child to take a certain amount away from an original collection and find what is left. -Ask your child questions such as which house is 1st or 3rd on our side of the street. -Ask your child to identify some different shapes they might see, for example: a door can be a rectangle. |

Focus sounds for each week

| Week | Week | Week | Week | Week | Week |
|--------|--------|------|--|--------|--------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| l v | y r | е | QU Z pulse q is offered by followed by | j u | k c |





What's happening in specialist classrooms?

| Inquiry Question | Key vocabulary | How you can support learning at home |
|--|--|--|
| Physical Education: How do we stay healthy, safe and active? | health, eating, safety | Discuss healthy choices we are making at home, such as eating balanced meals and getting enough sleep. |
| STEM: How do people use technology to help things move? | push, pull, technology, slide, spin, twist, roll, motor | Notice different technologies that help things move in real life, such as cars, motors, bike pedals etc. Ask your child how they think the object might move, and whether it needs a push or pull to move. |
| Performing Arts: How can we use our bodies and music to express the beat in performing arts? | beat, clap, tap, stamp, march, shake | As you listen to music, identify the steady beat. You can clap, move or tap objects to keep the beat. |
| Visual Arts: How do I use my fingers to make art? | pinch, squeeze, grip, hold | Give opportunities to use a range of objects including scissors, tongs, play dough, pegs etc. |
| Spanish: What are the most useful words in Spanish? | instructions, man (hombre), woman (mujer), boy (niño), girl (niña), family (familia), numbers (números) | Discuss vocabulary that are instructions such as stand, sit, listen; people words such as man, woman, boy, girl, friend; and numbers 1-10. |



| KIS | Actions | Outcomes |
|---|--|--|
| KIS 1a | The school will embed a rigorous instructional | Students will: |
| Embed a consistent and rigorous process for | model so that all teachers deliver high-quality, | Demonstrate deeper engagement and |
| implementing the instructional model | consistent lessons, leading to improved student | understanding of concepts due to consistent |
| | engagement and academic outcomes. | and high-quality instructional practices. |
| | | Show improved academic performance and a |
| | | stronger ability to apply knowledge in different |
| | | contouts |





- Friday 9th May- Mother's Day Picnic from 12:30-1:20pm
- Friday 23rd May- Payment for Scienceworks excursion due.
- See show and tell schedules which were sent home by your child's teacher
- Return home reading bags, diaries and Magic Words every day. $\ensuremath{_{9}}$



- Year 1-

Curriculum Newsletter

What will students be learning?

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|--|---|---|--|--|
| Key learning | Key vocabulary | How you can support learning at home | | |
| Inquiry This term students will be focusing on 'What causes the observable changes in the sky and landscape?'. We will be learning about how the world works, for example: the changes in the seasons and day and night. | change observable landscape seasons weather | When you're driving around the neighbourhood or going for a walk, notice things that are changing. Point out leaves changing colours on trees, clouds in the sky, different kinds of weather, how the moon changes, sunrise and sunset. | | |
| Reading Students will continue to build their knowledge of letter sound patterns, beginning with all the ways to make long /i/ sounds in words. We will also be exploring plurals. We will continue to practice our reading comprehension strategies, using new techniques like synthesising, skimming and scanning, analysing, exploring and identifying new ideas in the text. | phonemes graphemes plurals synthesising skimming scanning | Continue to read every night with your children. Make sure to discuss the pictures and the story. Ask them where they can find the "information" in the book, such as the problem and solution. Ask them their opinion of the book and how it ended. If you read non-fiction (real information), talk about what the children already know about the topic before reading. Then talk about the new information from the text after reading. See if they can find any long /a/, /e/, or /i/ sounds in the words. | | |
| Writing We are introducing a new writing style called 'writers' workshop'. This will help foster our creativity and curiosity. We'll engage in experiences that can be written about as an explanation text. We'll also continue to practice handwriting and letter patterns that we are focusing on in reading. | explanation author purpose text features | When you read a book, talk about the author's purpose - was the author wanting to entertain the reader or explain important information or something else? | | |
| Maths Students will develop an understanding that time is a unit of measurement. We will begin to explore digital and analogue clocks to identify their features. We will also revisit data from Term 1, collecting information and turning it into pictographs or bar graphs. | seconds, minutes, hours days, weeks months, seasons, years data, pictograph bar graph | Give children a job to do and tell them a job you will do, start at the same time and see which job takes longer, for example: tie your shoe and put away a book. Complete challenges like 'how many star jumps can you do in one minute?' and use a timer. Look at clocks around the house and name the features such as hour hand, minute hand, second hand, the numbers and where they are on the clock face. | | |

What's happening in specialist classrooms?

| Key learning | Key vocabulary | How you can support learning at home |
|---|--|---|
| Physical Education How can I effectively move my body in games? | running, arm bend, dodging, focus | Ask your child to explain or demonstrate the techniques they've been practising in PE. |
| STEM How do living things work together to grow the food I eat? | plants, grow, pollination, processed food, unprocessed food | Identify processed and unprocessed foods that you eat for dinner or breakfast. |
| Performing Arts How do rhythms in music and dance from different cultures tell stories and create movement? | rhythm, melody, beat, tempo, volume, dynamics, instrument, movement, pattern. | Listen to music from a wide variety of cultures and discuss what the music is trying to communicate. Dance to different types of music and discuss what kind of rhythms you can hear. |
| Visual Arts How have landscapes been represented in art? | landscape, horizon, flora, fauna, sketch, represent, building | Open a discussion with your child about what they notice in different settings. Prompt them with questions like: What do different landscapes or places look like and include? |
| Spanish How can we use language to explore a culture? | culture (cultura), España, capital, instruments (instrumentos), dance (baila) | Watch videos on Spanish culture and become aware of Spanish speaking countries, instruments, and dance. |

| KIS | Actions | Outcomes |
|---|---|--|
| KIS 1a Embed a consistent and rigorous process for implementing the instructional model | The school will embed a rigorous instructional model so that all teachers deliver high-quality, consistent lessons, leading to improved student engagement and academic outcomes. | Students will: Demonstrate deeper engagement and understanding of concepts due to consistent and high-quality instructional practices. Show improved academic performance and a stronger ability to apply knowledge in different contexts. |



- Students need to be in full school uniform every day, including hair accessories.
- Home learning bags need to come to school every day.
 We will change books every Friday.
- Please check Compass for photo permissions, ICT user agreements and local walking permission.



- Year 2 -

Curriculum Newsletter

What will students be learning?

| Key learning | Key vocabulary | How you can support learning at home | |
|---|--|--|--|
| Inquiry- How does the survival of livir things depend upon a unique and complex ecosystem? | components, unique, complex, interdependent, ecosystem | Ask your child what different ecosystems are made up of? Have a discussion with your child about what ecosystem they are most interested in, to create a diorama of at school? | |
| Reading- We will be investigating nor fiction texts and their features, whils using various comprehension strategies such as summarising, questioning and inferencing. Little Learners- Understanding open and closed syllables within long vowe such as a as in acorn. | text features, glossary, index, contents page. vowels, open and | When reading a non-fiction book at home you may ask your child to summarise the key language they identified within the book. | |
| Writing- We will be developing strategies to create an information report that links to our Inquiry, using the information gathered during reading. Our reports will focus on animals that live in specific ecosystems. | I ecosi istems animais | Support your child by researching together an ecosystem or animal that is of interest to them. They can share their learnings with their class. | |
| Maths- We will be learning about capacity and mass through week on followed by length and measuring wi informal units. We will then move ont place value with a focus on 2- and 3-digit numbers. | th shorter, longer, longest, bundling, ones, tens, hundreds | Support your child by measuring everyday objects with uniform units such as Lego, or toy cars. Estimate before measuring, and record your results. Give your child a 2-digit number and ask them to tell you how many tens and ones, eg 28 is 2 tens and 8 ones. Now try 3-digits. | |
| Embed a consistent and rigorous process for implementing the instructional model | model so that all teachers deliver high-quality, consistent lessons, leading to improved student | emonstrate deeper engagement and inderstanding of concepts due to consistent of high-quality instructional practices | |

engagement and academic outcomes.

and high-quality instructional practices. Show improved academic performance and a stronger ability to apply knowledge in different

contexts.

What's happening in specialist classrooms?

| Key learning | Key vocabulary | How you can support learning at home |
|--|---|---|
| Physical Education - How can I effectively move my body or an object in games? | projectile, under- arm, over-arm | Ask your child to explain or demonstrate the steps to perform an accurate over-arm throw. |
| STEM - What language must I speak to get technology to do what I want? | code, sequence, technology, debug | Identify how you get technology to do what you want it to do at home (push a button, etc). |
| Performing Arts - How can we use rhythms, sound combinations, and movement patterns to tell a story? | rhythm, combinations, combine, parts of the body, jump, wave, shake | When you read stories together, discus the sounds you might hear. How can you move to show the characters through dance? |
| Visual Arts - How have landscapes been represented in art? | landscape, horizon, flora, fauna, sketch, represent, building | Open a discussion with your child about what they notice in different settings. Prompt them with questions like; What do different landscapes or place look like and include? |
| Spanish - How do we express tastes and preferences in Spanish? | likes (gusta), dislikes (no me gusta), a lot (mucho) , a bit (un poco) | Discuss various levels of likes and dislikes when talking about food, sports, colours, etc. |



- Correct School uniform every day
- Reading satchels every day
- Mothers Day Stall 8th & 9th May
- Werribee Zoo 27th May
- School Photos 4th June
- Photo permissions on Compass



- Year 3 -

Curriculum Newsletter

What will students be learning?

| Wilat Will Students be leaf illing. | | | | |
|--|---|--|--|--|
| Key learning | Key vocabulary | How you can support learning at home | | |
| Inquiry- This term students will be investigating 'How can innovation drive a more sustainable future?'. Students will be researching impacts to the environment and coming up with sustainable solutions and actions to create a better future. | Innovation Sustainability Environment Pollution Renewable Climate change Solution | Talk about it: Discuss how your family reduces waste or uses sustainable practices (like turning off lights, recycling, or bringing reusable bags). Spot innovation: Point out everyday innovations, like solar panels, electric cars, or reusable water bottles. Explore together: Watch short videos or read books about caring for the environment or inventors helping the planet. | | |
| Reading- Students will be reading and analysing texts to confirm what is a fact vs what is an opinion. Students will then be moving onto comparing and contrasting texts to see what is simlar/different. | FactOpinionCompareContrastSimilarDifferent | Ask: "Is that a fact or opinion?" when reading or watching something. Compare two stories, shows, or characters: "What's the same? What's different?" Try drawing up a table at home with your child to sort/compare ideas. | | |
| Writing- Students will be learning to write persuasive texts. They will be working towards writing an essay, letter, advertisment and debate. They will form an opinion on a topic, writing reasons with supportiving evidence. | OpinionReasonsEvidencePersusaive devices | Ask: "What do you think about that?" then prompt: "Why?" or "Can you give me a reason?" Encourage your child to back up their opinion with facts or examples, for example: "I think dogs are better than cats because they can protect you. They do this by" | | |
| Maths- Students will be working on Addition and Subtraction units. They will be investigating different strategies to solve 2 and 3 digit addition and subtraction problems. | Split strategyJump strategyPartitioningCompensating | Ask your child to share the new strategy they have learnt that day and have them demonstrate how to use it. Play maths games that involve addition/subtraction where students can use strategies they have learnt. | | |

What's happening in specialist classrooms?

| Key learning | Key vocabulary | How you can support learning at home |
|---|---|---|
| Physical Education- How can we apply movement and teamwork strategies, inclusion, and respect to territory games? | TeamworkInclusionRespect | Discuss our school values and how they apply when you are working as a team. |
| Performing Arts- What do the Performing Arts of Aboriginal and Torres Strait Islander peoples teach us about our connection to Country and Place? | Elements of dramaRoleCharacterVoiceMoodAudience | Listen to Dreamtime stories such as Bunjil the eagle or Tiddalick the frog on Youtube and have a go acting out the characters in that story. |
| Visual Arts- How can I make art three dimensional? | 3 Dimensional, construction | Support your child at home by noticing and discussing three dimensional art and constructions in the environment. |
| Spanish- How do I express feelings about others and myself? | Feelings Expression Likes (Me gusta) Dislikes (No me gusta) Do you like? (Te gust a?) | Open discussions with your child about how they are feeling and name those emotions. |

| KIS | Actions | Outcomes |
|---|--|--|
| KIS 1a | The school will embed a rigorous instructional | Students will: |
| Embed a consistent and rigorous process for | model so that all teachers deliver high-quality, | Demonstrate deeper engagement and |
| implementing the instructional model | consistent lessons, leading to improved student | understanding of concepts due to consistent |
| | engagement and academic outcomes. | and high-quality instructional practices. |
| | 55503 | Show improved academic performance and a |
| | | stronger ability to apply knowledge in different |
| | | contexts. |



- Camp Deposit of \$115.00 due by 9^tMay
- Reading Journals due one day a week (student's reading day)
- Mother's Day Stall 15th May
- School Photos 4th June
- · Curriculum Day 6th June
- Public Holiday 9th June
- Remember to have iPads fully charged and apps installed
- Local walk permission on Compass
- Photo permissions on Compass



- Year 4 -

Curriculum Newsletter

What will students be learning?

| Key learning | Key vocabulary | How you can support learning at home |
|---|--|---|
| Inquiry: Students are exploring the question of 'How do living things survive in a changing environment?'. | Adaptations Environments Animals Living Non-Living | Explore some different animals from around the world and their environments. How do the animals survive in these environments and if their environment was to change how would they need to adapt? |
| Reading: Students are learning to synthesise information through reading non-fiction texts. | Fluency Synthesising Non-Fiction texts | Read a book about animals or environments. Before reading talk about what you already know about the topic. Discuss what you wonder about the topic. During reading talk about what you are learning. What do you now know about the topic? |
| Writing: Students are learning to write a narrative text. A narrative is a story and follows the structure of beginning middle, end and will often have a problem and solution in the story. | Narratives Story Beginning Middle End | Who: Make up a character Doing: What is this character doing in the story When: When is the story taking place Where: Where is the story set Example: The witch is flying on a broom over the castle in the night sky. Now together create a story. |
| Maths: Students are learning to apply additive thinking to their learning. They are also understanding the connection between addition and subtraction. | Addition Subtraction | Explore where you use maths in your daily life. Encourage your child to help add or subtract numbers. This could be numbers you create or when you are at the supermarket or online shopping. |

| KIS | Actions | Outcomes |
|---|--|--|
| KIS 1a | The school will embed a rigorous instructional | Students will: |
| Embed a consistent and rigorous process for implementing the instructional model | model so that all teachers deliver high-quality, consistent lessons, leading to improved student engagement and academic outcomes. | Demonstrate deeper engagement and understanding of concepts due to consistent and high-quality instructional practices. Show improved academic performance and a stronger ability to apply knowledge in different contexts. |

What's happening in specialist classrooms? (1)

| Inquiry Question | Key vocabulary | How you can support learning at home |
|---|---|--|
| Physical Education - How can I effectively move my body in games? | running, arm bend, dodging, focus | Ask your child to explain or demonstrate the techniques they've been practising in PE. |
| STEM - How do living things work together to grow the food I eat? | plants, grow, pollination, processed food, unprocessed food | Identify processed and unprocessed foods that you eat for dinner or breakfast. |
| Performing Arts - How do rhythms in music and dance from different cultures tell stories and create movement? | rhythm, melody, beat, tempo, volume, dynamics, instrument, movement, pattern | Listening to music from a wide variety of cultures and discussing what the music is trying to communicate. Dancing to different types of music and discussing what kind of rhythms you can hear. |
| Visual Arts - How have landscapes been represented in art? | landscape, horizon, flora, fauna, sketch, represent, building | Open a discussion with your child about what they notice in different settings. Prompt them with questions like: What do different landscapes or place look like and include? |
| Spanish - How can we use language to explore a culture? | culture (cultura), España, capital, instruments (instrumentos), dance (baila) | Watch videos on Spanish culture and become aware of Spanish speaking countries, instruments, and dance. |



- Please wear full school uniform every day Remember
- to bring your fully charged iPad each day Read every
- night and record your nightly reading Please
- complete local walk permission and photo permission on Compass



- Year 5 -

Curriculum Newsletter What will students be learning?

| Key learning | Key vocabulary | How you can support learning at home |
|---|---|--|
| In Inquiry, we will be exploring the question "How can human activities impact the magnitude of natural disasters and extreme weather?". In this unit students will demonstrate an increased independence by setting personal learning goals based on our topic and taking initiative to explore concepts that align with their interests in natural disasters. | natural disasters, tectonic plates, volcanoes, earthquakes, tsunamis, bushfires | To support students at home, you could talk about what natural disasters we have in Australia and how these could impact us if they occur. |
| In Reading, students will be practising fact finding in order to summarise a non-fiction text, specifically focusing on various natural disasters. Students will also use their prior knowledge to develop and answers key questions about the texts they read. | summarise, information, disasters | To support students at home, you could share with your child different forms of reading information including news articles, newspapers, radio updates and ask students what key information was shared. |
| In Writing, students will be deepening their understanding of the purpose of explanation texts by exploring natural disasters. They will also be developing an appreciation of the Writer's Workshop. | explanation, paragraphs | To support students at home we encourage you to ask your child to record 2-3 key facts each night that they learnt about natural disasters in school today. |
| In Maths, students will be investigating 12 and 24 hour time durations. They will solve elapsed time worded problems and also be looking at strategies to solve both addition and subtraction worded problems. | time, problems, key words | To support learning at home we encourage you to ask students to read both digital and analogue clocks. You could also ask them to calculate what the time may be in 15, 20, 30 minutes? |

| Actions | Outcomes |
|--|---|
| The school will embed a rigorous instructional | Students will: |
| model so that all teachers deliver high-quality, consistent lessons, leading to improved student engagement and academic outcomes. | Demonstrate deeper engagement and understanding of concepts due to consistent and high-quality instructional practices. Show improved academic performance and a |
| | stronger ability to apply knowledge in different |
| | The school will embed a rigorous instructional model so that all teachers deliver high-quality, consistent lessons, leading to improved student |

What's happening in Year 5 specialist classrooms?

| Inquiry Question | Key vocabulary | How you can support learning at home |
|--|---|--|
| Physical Education - How can we use good communication skills to resolve conflicts and solve challenges in a team setting? | communication, conflict, challenge, teamwork | Talk about effective communication at home and in team sports |
| STEM - What is electrical energy - where does it come from and how is it used? | electricity, energy, transform, transfer, circuit | Identify different forms of energy in your homes (electricity, light, heat, sound, chemical). |
| Performing Arts - How can we layer rhythms, movements and sounds to reflect a Dreamtime story? | rhythm, pitch, harmony, texture | When listening to music, try to identify the different layers of sound. When watching movies and shows, analyse how sound and movement are combined. |
| Visual Arts - Can music and art be connected? | music, emotion, memory | When listening to music talk about how it makes you feel, memories that are triggered etc. |

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- 9th of May- First Camp Instalment \$107.00 due
- 12th of May- As a part of the Victorian Curriculum students will begin exploring the changes that occur during puberty.



- Year 6 -

Curriculum Newsletter

What will students be learning?

| spiration starts here | | |
|---|--|--|
| Key learning | Key vocabulary | How you can support learning at home |
| Inquiry Students have launched their new unit exploring the question, 'How can living things survive on Earth and in space?'. They have shared their current understanding through discussions and used thinking routines to generate questions that will guide their learning. In the coming weeks, they will deepen their scientific knowledge on survival factors, gravity, and technological advancements in space. | Survival Adaptation Gravity Space exploration Technological advancements | Ask your child to share one new fact they learn about space each day. Look at the stars or the moon and talk about what they notice or wonder. |
| Reading Students are building their skills as young scientists by researching the Sun and planets for a Reader's Theatre presentation to younger students. In the coming weeks, they will critique, analyse, and annotate texts to strengthen their comprehension. They will also continue exploring non-fiction texts to deepen their scientific knowledge, skills, and decision-making. | ResearchNon-fictionAnalyseAnnotateComprehension | Play a quick "fact hunt" — see who can find three facts the fastest in a text. Encourage your child to tell you one interesting thing they learned after reading. |
| Writing Students are drawing on their reading skills to write engaging scripts for a Reader's Theatre performance for younger students. They are deepening their understanding of the 6+1 Writing Traits through mentor texts and guided practice. In the coming weeks, they will plan, draft, and refine their own non-fiction pieces, developing both their voice and technical skills as writers. | Script Dialogue Non-fiction Organisation Voice Ideas Word choice Revision | Ask your child to describe something they see or do around the house. Have them practise writing a short dialogue between two characters (can be silly or based on something they enjoy). |
| Maths Students have kicked off their measurement unit by investigating angles - classifying, measuring, and drawing them, and spotting examples in the world around them. Next, they'll dive into graphs and data, where they'll learn to interpret information, uncover patterns, and draw meaningful conclusions. | Angle (acute, obtuse, right) Ray Vertex Graph Data Interpret Conclusion | Find angles around the house. When shopping or cooking, spot and talk about simple graphs |

What's happening in specialist classrooms?

| Inquiry Question | Key vocabulary | How you can support learning at home |
|---|---|---|
| Physical Education - How can we use good communication skills to resolve conflicts and solve challenges in a team setting? | Communication, conflict, challenge, teamwork | Talk about effective communication at home and in team sports |
| STEM - In what ways can technology inspire us to discover more, know more and share more about our world? | Technology, organism, ethical, code, sequence | Identify the types of technology you use in your lives, and discuss how this impacts you. |
| Performing Arts - How do Aboriginal and Torres Strait Islander songs and stories reflect the natural patterns of the Earth? | Pitch, beat, melody, character, plot, audience. | Encourage them to watch a wide range of tv shows/ movies and listen to different music. Discuss what they like and dislike about these. |
| Visual Arts - Can music and art be connected? | music, emotion, memory | when listening to music talk about how it makes you feel, memories that are triggered etc. |

| KIS | Actions | Outcomes |
|---|---|---|
| KIS 1a Embed a consistent and rigorous process for implementing the instructional model | The school will embed a rigorous instructional model so that all teachers deliver high-quality, consistent lessons, leading to improved student engagement and academic outcomes. | Students will: Demonstrate deeper engagement and understanding of concepts due to consistent and high-quality instructional practices. Show improved academic performance and a stronger ability to apply knowledge in different |

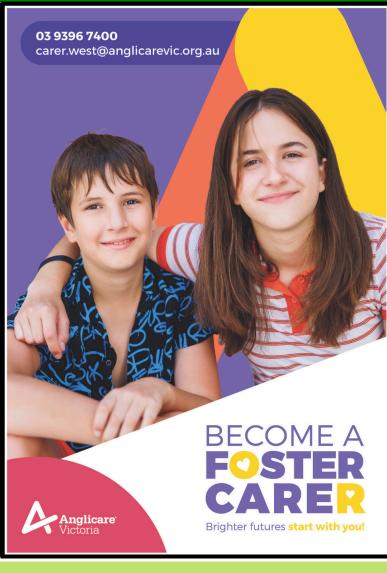


- Please remember to read every night and record your reading in your diary
- Please bring fully charged iPads to school each day
- All students should be in full school uniform each day



Community News







Thank you to all our students and families who helped raise money for Anglicare last year.

Because of your hard work and generosity each child was able to receive pyjamas this easter.

Every child deserves a champion—be the reason their story changes.

PRIDE

RESPECT

INTEGRITY

DETERMINATION









Ngarri News





THURSDAY 15H OF MAY

THURSDAY 29TH OF MAY

OUR SCHOOL CANTEEN IS OPEN EVERY MONDAY, WEDNESDAY AND FRIDAY

Orders can be placed ONLINE at **www.flexischools.com** Create an account and follow the prompts.

Students will be able to purchase snack foods and baked goods over the counter at recess and lunchtime.

No hot foods will be available over the counter.



The uniform shop is open every **Tuesday.**

2.30pm - 4:00pm

Located in the Gym Foyer

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MUSIC BUS

Classes offered are:

Keyboard Ukulele Drums Guitar



Lessons:

Will be 30 minute duration - once per week

held in the hi tech music classroom on wheels on our site



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RESPECT

INTEGRITY

DETERMINATION









Community News









PRIDE RESPECT INTEGRITY DETERMINATION EXCELLENCE

87643999









Community News



4 PM EVERY TUESDAY
JOIN US DURING SCHOOL TERMS
COURT 4, EAGLE STADIUM (WERRIBEE)







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