



Newsletter

Term 2 Week 3 2025

Principal's Message

I hope this message finds you well and rejuvenated after the holiday break. As we embark on Term 2, I want to take a moment to share some important reminders and exciting news for our school community.

First and foremost, I would like to emphasise our high expectations regarding student attendance. Regular attendance is crucial for your child's success, and we appreciate your cooperation in notifying the school of any absences in a timely manner. If your child requires extended leave, please ensure you apply in advance according to our school processes.

We also expect all students to demonstrate positive behaviour that reflects our school values. As we continue to develop our School Bytes parent app, you will soon be able to view both positive and negative behaviour incidents within the portal. It is essential to maintain notifications for School Bytes, as this platform will provide updates relevant to your child's class or grade. Please note that this is not a channel for regular communication; it will be used primarily for individual student plans, behaviour, medical updates, attendance, event notifications, and payments.

In alignment with the Department of Education policy, we will introduce a new reporting format this year. Reports will provide an overview of the content covered by students, along with key next steps for each child's individual learning journey. These reports will be sent home via School Bytes on Tuesday of Week 10 in Term 2, so please keep an eye out for them.

We are also thrilled to celebrate our 70th anniversary this year! Mark your calendars for Monday, June 16 (Week 8), as we will hold a formal assembly and an open school experience. Additionally, students will enjoy a mini-fete on Friday, June 20. More information regarding these two exciting events will be shared throughout the term.

As always, Term 2 promises to be filled with excitement, including a myriad of excursions, camps, and events designed to provide our students with a wide variety of learning opportunities that support their academic, social, sporting, and creative abilities.

Thank you for your ongoing support and commitment to our school community. Let's work together to make this a fantastic term!

Wishing everyone a great start to Term 2!

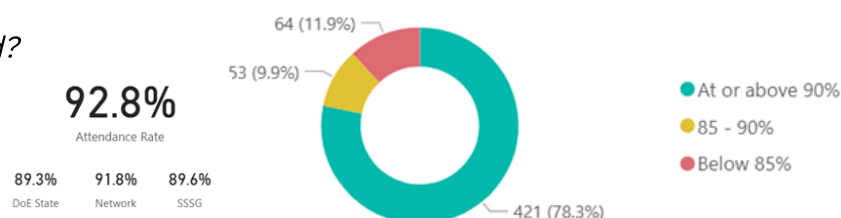
Neil Bourke
Principal

Deputy Principal's Message

Attendance Data

The attendance data for CHPS is looking very good and we are above the state average and just above those schools in our local network. Currently we have 78% of our students sitting in the expected 90-100% attendance range. 22% are sitting below the minimum acceptable attendance rate of 90%.

Which colour is your child?



Attendance Sprints

An attendance sprint is a short period of time when students are encouraged to focus on a particular attendance goal. The sprints are one strategy we are using to raise awareness of the importance of regular attendance at school and to recognise the students who work hard to maintain an acceptable attendance level of 95-100% for the duration of the sprint, which is five weeks.

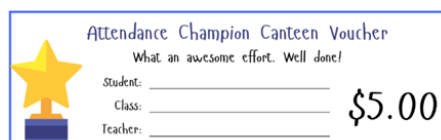
We have five sprints this year and each sprint has a reward to acknowledge those students who have attended 95-100% over the five weeks.

Term	Sprint weeks	Reward
1	6-10	Ice block
2	1-5	Extended play
2	6-10	Disco with glow sticks
3	1-5	Ice blocks
3	6-10	Sausage sizzle
4	1-5	Ice cream
4	-----	Whole school event

We ask that you work with your child to see if they can be one of the students who is included in the reward at the end of the sprint.

Attendance Spinner

This term sees the introduction of the attendance name spinner. The names of students who have attended 95% or more each fortnight will have their names placed on the spinner. Two students will be selected to get a canteen voucher each week.



Deputy Principal's Message

Anzac Day Ceremony

On Wednesday 30th of April, we held an Anzac Day ceremony in the Hall lead by our School Captains and Vice Captains. It was a solemn occasion as we gave tribute to the armed forces who died at Gallipoli and other fronts during the World Wars, as well as those who have fought and died in the many conflicts in decades since.



Mother's Day Breakfast

Once again, we had lovely morning to enjoy a yummy breakfast for Mother's day. It was wonderful to see so many families attending.



Deputy Principal's Message

Student Leadership

I would like to take the time to highlight some wonderful student leaders we have here at Canley Heights. **Ellenna Lay** and **Mason Duong** are doing a wonderful job as our School Captains. On ANZAC Day, they represented their peers at the Canley Heights RSL ANZAC Commemoration Service, reading the Prayer for the Nation. Ellenna and Mason had no hesitation in giving up some time in the school holidays to attend this important event. Thank you to both students who are demonstrating daily why they were entrusted with the role of School Captain.



Henley Ikin has been leading the way with his Aboriginal and Torres Strait Islander peers. He has taken on the informal role of mentor to our younger students, and proven to be of great assistance to Mrs McHale, supporting the K-2 students with the Kulture Klub activities.

Henley accompanied the Kindergarten students to Dharug language classes last year and this year has been ensuring that our new Kindergarten students feel welcomed into the group, picking them up from their classrooms and making sure they are included.







It has been pleasing to see that more of our Aboriginal and Torres Strait Islander students are feeling confident and comfortable to perform the Acknowledgement of Country at school events. Isaiah Sharpe Aodisho took on this role at the recent ANZAC Commemoration at our school, joining our other school leaders in hosting this assembly.

We are very proud of all our students, but those who are leading and guiding in the various leadership roles across the school make us especially proud.

Amanda Miles
Deputy Principal

Preschool - Learning Overview

Assistant Principal Miss S Egan	Preschool Teacher Ms R Donaldson	SLSO - Ms T Nguyen	SLSO - Ms S Shoaib
Outcome 1 – Children have a strong sense of identity. This term, we will focus on understanding our own emotions and recognising the feelings of others. This is a crucial step in developing empathy and compassion for those in our community.		Outcome 2 – Children are connected with and contribute to their world. This term, our preschool children will embark on an exploration of various cultures. We will examine different flags, share diverse stories and music, and discuss the similarities and differences among them.	Outcome 3 – Children have a strong sense of wellbeing. We will be exploring a variety of games, including Duck, Duck, Goose, Red Light Green Light, and What's the Time, Mr Wolf. Through these activities, we will focus on developing sportsmanship, taking turns, and learning to follow the rules of a game.
Outcome 4 – Children are confident and involved learners. We will encourage the children to tackle their problems using various strategies, including trial and error and learning through observation. We will also support them in discussing their challenges and celebrating their successes.		Outcome 5 – Children are effective communicators. Our goal is to enhance the children's vocabulary through dramatic play and by exploring their interests. Given their enthusiasm for transport and birthdays, we will incorporate these themes to not only expand their vocabulary but also to strengthen their literacy and numeracy skills.	
 Teddy Bear Picnic Red Group 27th May Blue Group 29th May	 Vision Screening Red Group 2nd June Blue Group 6th June	 King's Birthday 9th June	 Last day of Term Red Group 2nd July Blue Group 4th July



Support Unit - Learning Overview

Assistant Principal Erika Tsoi	SPurple Teacher Erika Tsoi SLSO Karla Serna	SRed Teacher Alyssa Barratt SLSO Samia Faraj	SGold Teacher Jessica Ear SLSO Inas Omara	SOrange Teacher Dominic Vatovec SLSO Sri Thodupunoora
English This term in English, our focus has been on building essential foundational skills in communication, phonics, and writing. Students have been developing their speaking and listening abilities through structured conversations, role-plays, group discussions, and storytelling activities. In phonics, they are learning to connect letters and sounds using decodable texts that support them in reading simple words and sentences. Students also practise correct letter formation and engage in writing tasks through hands-on activities that support fine motor development.			Mathematics In Mathematics, our students have been exploring number recognition, number operations, measurement, and 2D shapes through hands-on and engaging activities. They are learning to represent whole numbers and quantities using objects, pictures, and number lines. Students are practising combining and separating quantities through simple addition and subtraction, as well as forming equal groups to develop early multiplication concepts. In measurement, they have been comparing and measuring the length of objects using informal units such as blocks and hand spans. Students are also learning to identify and describe basic shapes—such as circles, squares, and triangles—through sorting, matching, and creative play. Each activity is designed to support individual learning needs and help students build confidence in early mathematical thinking.	
Science Our Science lessons have focused on exploration activities that help students identify and describe the properties of different objects. Through hands-on experiences such as touching, smelling, observing, and sorting a variety of materials, students are learning to recognise and describe attributes like texture, colour, shape, and weight. These activities are designed to stimulate curiosity and develop scientific thinking in ways that are accessible and meaningful to each learner. By exploring the world around them through their senses, students are building important observation and communication skills in a fun and supportive environment.				
History In History, our students have been learning about the past, present, and future by exploring how things have changed over time. They’ve been comparing older and newer items, such as toys, technology, and modes of transport, to see how they differ. This approach helps students understand the idea of change and progress, while also allowing them to relate to their own history. Through these hands-on activities, students are developing a sense of time and gaining a better understanding of how things evolve. These lessons encourage curiosity and help students make connections between history and their everyday lives.				

Support Unit

Creative Arts

This term, students have had the chance to engage in a variety of creative activities, including music, dance, and visual arts. In music, they've enjoyed experimenting with various instruments and sounds, while in dance, they've been encouraged to express their feelings and ideas through movement. Visual arts activities have included drawing, painting, and working with different materials to create unique artwork, fostering creativity and helping develop fine motor skills. These activities provide students with a fun and meaningful way to explore their emotions and express themselves artistically.

PDHPE

In PDHPE, our focus has been on supporting students in developing both social and physical skills through a variety of sports and group activities. These experiences have helped students build teamwork, follow instructions, and practise coordination. Through engaging in games and sports, students have had the opportunity to improve their gross motor skills, enhance their overall health, and enjoy the benefits of working together as a team. It has been exciting to watch students interact, collaborate, and have fun while participating in these physical activities.

News and Developments

We extend a warm welcome to Miss Alyssa Barratt and Miss Nicole Khov as they join our team. We are also excited to announce that our new sensory playground is currently being set up for our students. A heartfelt thank you to our school community for making this possible. This specially designed space supports the sensory needs of our learners, offering a variety of interactive and engaging elements to explore. The playground features tactile materials, musical components, and movement-based activities that encourage students to engage their senses in a fun and stimulating environment. It also includes calming areas where students can take breaks and relax when needed.

This new addition is designed to enhance sensory development, promote physical activity, and support emotional regulation—allowing all students to enjoy outdoor play in a way that meets their individual needs. We are thrilled to see the positive impact it has already had on our students' enjoyment and development.



Kindergarten - Learning overview

Assistant Principal Sally Egan	Kinder Blue Carmen Nguyen	Kinder Green Vivian Phuong	Kinder Yellow Sally Egan Michelle Nguyen	SLSO Sandy Tran
<p style="text-align: center;">English</p> <p>In English, your child engages in lessons each day through whole class, individual and group activities in the following areas:</p> <ul style="list-style-type: none"> • Phonics and Phonological Awareness: Learning the 26 letters of the alphabet and the sounds they represent. Blending syllables and phonemes together to make words and developing an understanding of words that rhyme. They will learn listen to words and identify the initial sound. • Reading: Reading decodable texts using their knowledge of letters and sounds. Listening to stories and answering simple questions about the events in the book. • Writing: Writing simple sentences in response to texts. Learning how to form letters correctly and use them to create words. Thinking of ideas for writing. 		<p style="text-align: center;">Mathematics</p> <p>In Mathematics this term, students will consolidate their knowledge and skills when comparing, ordering, and making connections between collections of objects using the language more, less and equal. They will continue to learn to connect number names, numerals, quantities, and symbols to 20. Students will learn to identify the number before and after any given number within the range of 0-30. They will solve simple addition problems by combining two or more groups of objects. Students will solve simple subtraction problems by separating part of a group of objects. They will learn to identify known facts to 10. Other Mathematics strands that will be taught are listed below: Time, Position, 3D Objects, Volume & Capacity</p>		
<p style="text-align: center;">History</p> <p>Personal and Family Histories: Students will continue to learn about their history and that of their family. They will build their knowledge and understanding of how the past is different from the present. Students will begin to recognise the importance of family events and the ways in which these are celebrated. They will learn that events have significance within theirs and others' cultures.</p>		<p style="text-align: center;">Science</p> <p>Personal and Family Histories: Students will continue to learn about their history and that of their family. They will build their knowledge and understanding of how the past is different from the present. Students will begin to recognise the importance of family events and the ways in which these are celebrated. They will learn that events have significance within theirs and others' cultures.</p>		



Kindergarten

Personal Development, Health and Physical Education

Unit 1 – Health: My Body Matters

Students will learn about safe and positive health practices that promotes their own wellbeing such as personal hygiene and healthy eating. They will focus on making connections between their feelings, thoughts, body responses and body language to recognise the benefits that physical activity has on their health.

Unit 2 – Sport: Fundamental Movement and Object Control

Students will engage in lessons to develop their Fundamental Movement Skills (FMS) with a focus on object control skills to send, control and receive objects at different levels and in different ways. They will be learning these skills through lessons that involve interactive games.

Creative Arts

This term, we are studying Dance. Students will explore elements of dance such as space, time, levels, and force. They will learn to express themselves through movement and short routines.

PBL/ Social Emotional Learning

Students will develop skills for learning, including developing skills in learning to listen, focusing attention, following directions, self-talk for staying on task and being assertive. Following this, students will engage in lessons in empathy where students will learn about feelings across different situations, how people can have different feelings about the same problem and how students can show empathy by doing something kind.

Reminder

Library Days



Kinder Blue: Friday
Kinder Green: Wednesday
Kinder Yellow: Monday

Sports Day



Wednesday

Stage 1 - Learning overview

Assistant Principal Ms Petrie - 2S	Mrs Cathie Munro - 2H	Mrs Julie Kang - 2P	Ms Emel Ibrahim - 1P
	Mrs Petrie - 2S	Mrs Nava Govender - 1H	Mrs Alison Venebles - 1S

English

Phonics and Phonological Awareness: Students will learn to decode words with less common digraphs and apply this when reading texts. They will learn to apply their knowledge of morphology as a strategy to spell words in a range of writing contexts.

Reading: Students will strengthen their automaticity, prosody and their rate of independent self-correction of errors during sustained reading. They will develop their comprehension of independently read texts by activating background and word knowledge, connecting and understanding sentences and whole texts, and monitoring for meaning.

Oral Language and Communication: Students will learn to communicate effectively by using interpersonal conventions and language to extend and elaborate their ideas for social and learning interactions.

Conceptual: Students will explore a variety of literature developing their understanding of context and representation. They will express their own personal responses to the real and imagined worlds that are represented in culturally diverse ways as well as adapt well-known texts for different audiences and purposes. Students will recognise ways that setting and situations are represented in texts and identify how language and form of a text varies according to the purpose, audience and mode.

Mathematics

A mathematics lesson consists of a number talk, quality learning experiences and reflection time at the end. This term students are:

Representing Whole Numbers – Identifying numeral before and after any given 2- to 3-digit number. Recognising that ten ones is the same as one ten. Count and represent large sets of objects by systematically grouping into tens and hundreds.

Combining and Separating Quantities – Use non-count-by-one strategies to combine and separate quantities, model how addition and subtraction are inverse operations, use number bonds to determine a missing number. Create, model and solve word problems using number sentences.

Forming Groups- using a range of mental strategies such as skip counting, repeated addition, arrays and concrete materials to solve multiplication and division problems.

Non-Spatial Measure (Time)- Read analog clocks and describe the position of the hands on a clock.

Geometric Measure (Position): give and follow directions to a position in models and drawings. Describe the path from one location to another.

give and follow directions to position in model and drawings

Chance – Compare familiar activities and events and describe them as being more or less likely to happen.

Three-Dimensional Spatial Structure– identifying, describing the features of the three-dimensional objects and representing 3D objects by making simple models. Measure and compare the internal volumes of two or more containers using appropriate informal units.

Stage 1

Science – Living World

Students will focus on the features of living things, their environment and how they change and reproduce. They will investigate how plants and animals are used to satisfy our needs for food and fibre. Students will develop the understanding of how living things, and their environment play a central role in the support for and survival of humans.

Key inquiry questions:

- What are the external features of living things?
- How can we improve a local environment to encourage living things to thrive?
- How do living things change as they grow?
- How do humans use plants and animals?

History – Past and Present Family Life

We will study present and past family life within the context of the students' own world. They will learn about the similarities and differences in family life by comparing the present with the past. They will begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.

Key Inquiry Questions:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Personal Development, Health and Physical Education

Personal Development and Health – Getting Along with Others

Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active. Students are provided with opportunities to explore actions that enhance their own and others' health, safety, wellbeing and participation in physical activity.

Big ideas: wellbeing, mindfulness, regular physical activity

- How can I be responsible for my own, and others' health, safety and wellbeing?
- How can I act to help make my environments healthy, safe and active?
- What influences my decisions and actions to be healthy, safe and physically active?

Physical Education – Sport

Students will participate in regular fitness activities that will build upon skills required to participate successfully in all types of physical activities. They will continue to develop their fundamental movement skills as an important step towards ensuring lifelong involvement in physical activity. Lessons will aim to foster cooperation, teamwork and the ability to listen to and follow directions.

Big Ideas: Fundamental movement skills

- What are the different ways we can move our body?
- How can we move and improve our involvement in physical activity?
- How can we participate safely and fairly during physical activity?

Stage 1

Creative Arts – Dance

Students perform dances demonstrating expressive qualities and use a range of body parts to present simple movement combination in dance. They identify and use the elements of dance to create and perform dance activities and express ideas, feelings and moods via the body movement. They provide personal opinions about the dance movement, and talk about the feelings, moods and ideas that present in the movement as well as its related elements including costume, set, music and physical location of the performance. Students experience different styles and cultural dance movement, e.g. the movement patterns used in an indigenous dance, Latin hand/foot rhythms, Australian folk dance.

Important Dates

Last Day of Term 2 – 4/7/25

First Day of Term 3 – 22/7/25

Sydney Zoo Excursion – 20/5/25



Library Day

Monday - 1S, 1P, 1H, 2H, 2P

Friday - 2S

Sports Day - Year 1 and 2

Monday

Assembly

Friday (Odd Weeks) from 2pm -2:30pm

1,3,5,7,9

Stage 2 - Learning overview

Assistant Principal Ms C Whitfield	Miss Shanita Narayan – 3P	Miss Juliet Tang / Mrs Ann Trieu (Fri & even weeks) 3/4C	Mr George Natuilagilagi 4H
	Mrs Bhupinder Kaur – 3H	Miss Emele Petrie – 4P	Mrs Yunah Slewa – SLSO

English

Conceptual English- Through the study of the text ‘Wandi’, students will gain a deeper understanding of the textual concepts of ‘argument and authority’ and ‘genre’. They will explore how an argument may be a single perspective that is presented or defended. The difference between authorship and authority will be explored and how they can enhance an argument presented. Students will develop texts using language choices for persuasive effect. They will also plan and deliver spoken presentation.

Foundational English- Students will learn how to use reading strategies to enhance their comprehension of texts. Some specific reading behaviours for modelling may include leading students to make predictions about the story, identifying familiar words and phrases, recognising new words and phrases, fluency, phrasing and comprehension strategies. Students will participate by reading new texts in various forms and respond to the texts in detail, and complete reading activities independently to extend their understanding of texts.

Creative Arts - Dance

In Creative Arts, Students will learn the five elements of dance and demonstrate movement skills, expressive qualities and perform dances from a range of contexts. They will explore, select and combine movement using the elements of dance to communicate ideas, feelings or moods. Students will provide personal opinions about dance movement in their own and other’s dances. They will explore and move to a range of dance styles. Students will compose and perform their own dance within a group context using skills acquired and provide opinions and feedback on others dance performances.

History - First Contacts

This topic provides a study of life for Aboriginal people before early settlers arrived in Australia. Students will explore the historical features and diversity of Australia in the context of Aboriginal Australia. They will examine the various consequences of settlement for Aboriginal and Torres Strait Islander people and reflect on the contributions made by various settlers. Students will engage in research and group work activities to delve deeper into the topics explored.

Key Inquiry questions

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
- Why did Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

Stage 2

Personal Development, Health and Physical Education

Personal Development and Health - Child Protection Unit

Focus: My right to be safe

Students explore factors that support and contribute to their resilience when faced with adversity, and how to manage their emotional response in varying situations. Students explore how to build and maintain caring, respectful, and inclusive relationships.

- How can we manage change?
- Why are empathy, inclusion and respect important in our relationships?
- How can I contribute to promote healthy, safe and active communities?
- How can I take action to enhance my own and other's health, safety, wellbeing and participation in physical activity?
- What skills and strategies do we need to be healthy, safe and empowered?

Physical Education –This term we will focus on Athletics, Netball and AFL. The skills learnt during this unit encourage students to be active during playtime and promote physical activity that is appropriate to their stage of development.

- How can we move our bodies to perform skills in different ways?
- How can we demonstrate our understanding of movement to solve challenges?
- How can we include others in physical activity?

Science – Living World

Stage 2 of the Living World strand focuses on the classification, life cycles and survival of living things. Students will consider the agricultural processes used to grow plants and raise animals. Students design and produce a product or system to support the growth of a plant and/or animal.

Key Inquiry Questions

- How can we group living things?
- What are the similarities and differences between the life cycles of living things?
- How are environments and living things interdependent?
- How do we create food and fibre products from animals and plants?

PBL (Positive Behaviour for Learning)

All classes will revise PBL expectations and procedures. Students will develop the skills to create positive and respectful relationships amongst their peers. Students are given one smiley sticker for displaying positive learning behaviour to put on the PBL award chart when they show positive behaviours at school. These stickers go towards the Bronze Award, Silver Award, Gold Award and Principal Award.

Stage 2

Mathematics

A mathematics lesson consists of a number talk, quality learning experiences and reflection time at the end. This term students are-

Number and Algebra- representing whole numbers using place value to thousands and applying place value to partition and regroup numbers up to 4 and 5 digits

Number and Algebra (Partitioned fractions)- creating, modelling and representing unit fractions, and their multiples, to complete whole on a number line

Multiplicative relations- using arrays and recalling multiplication facts of 2 and 4, 5 and 10 and related division facts

Additive relations- selecting a range of strategies flexibly to solve addition and subtraction problems of up to 3 digits

Non-Spatial Measure (Time) - representing and reading analog time

Geometric Measure (Length) - measuring and comparing objects using metres, centimetres, and millimetres

Measurement & Space (Position) - creating and interpreting grid maps, using directional language and describe routes with grid maps

Statistics & Probability (Chance) - experimenting with chance situations and provide probabilities

Data- collecting, organising, displaying, interpreting and comparing data using tables and graphs

2D Spatial Structure (2D Shapes) - comparing and describing features of two-dimensional shapes

3D Spatial Structure – identifying, describing the features of the three-dimensional objects and representing 3D objects by making simple models

Important Dates

Last Day of Term 2 – 4th July
First Day of Term 3 – 22nd July

Athletic Carnival - 13th May



Library Day

Tuesday- 3H
Thursday- 4H, 4P
Friday – 3/4C, 3P

Sports Day - Year 3 and 4

Monday - Fitness
Friday - Sport

Assembly - Friday at 2pm- 2:30pm

Week 2 - 9th May
Week 4 – 23rd May
Week 6 – 6th June
Week 8 – 20th June
Week 10 – 4th July

Stage 3 - Learning Overview

Assistant Principal 5/6C Ms M Stevanovic- (Mon-Thurs) Assistant Principal Mr Ngo- (Fri)	5/6C Ms M Stevanovic (Mon-Wed) Miss J Truong (Thur-Fri)	6H Mr H Tram	6P Ms K Huynh
5H Ms J Filpi (Mon-Wed) Mrs K Miladinovski (Thurs/Fri)	5S Miss H Giang (Mon-Tue) Mr S Ngo (Wed-Thur)	5P Miss E Pou	SLSO - Ms R Siddiqui SLSO - Ms M Ly

English

Foundational addresses content from the focus areas: vocabulary, reading comprehension, creating written texts, Spelling, Handwriting, and digital transcription. It centres on the development of foundational skills and knowledge through regular, systematic, and repeated practice.

The conceptual addresses of the focus are Oral language and communication, Vocabulary, reading comprehension, creating written texts, and understanding and responding to literature. It centres on the conceptual understanding of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts.

Mathematics

Students will ask questions and use known facts, objects, diagrams, and technology to explore mathematical problems and develop mathematical fluency. They will link mathematical ideas and use appropriate language and diagrams to explain the strategies used. Strands taught: Working mathematically, Number and Algebra, Statistics and Probability, Measurement and Space.

History

This topic moves from colonial Australia to the development of Australia as a nation, particularly after 1901. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. They understand the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

Science

The topic investigates the Living World. Students will focus on the growth and survival of living things and how their adaptations over time suit their environment. Students will investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This strand further develops students' knowledge and understanding of the environmental and biological sciences.

Creative Arts

Students will be exploring Dance this term. This unit provides a sequence of learning experiences where students explore the elements of dance to develop their ability to choreograph their own dance. Students will explore and learn different eras of dance and styles of dance each week. They will have opportunities to collaborate in groups to select, practice and perform dance movements for each style of dance.

Stage 3

Personal Development, Health and Physical Education

Students need to participate in regular healthy fitness activities that will build skills required to participate successfully in all types of games, physical activities and sports.

Sport/PE program: Students will be combining a range of movement skills to engage in Soccer, Netball, Tag and European Handball.

Health program: Students will examine the challenges people face to stay physically active.

PD program: Students will examine factors that influence identity and behaviour. They will investigate strategies to manage the changes associated with puberty. Students will practise skills to establish and maintain caring and respectful relationships. They will discuss protective and inclusive actions to support their own and others' health, safety and wellbeing.

Important Information for Year 6

- School T Shirt payment
- Selective High School Testing

New Arrival photos engaging in Oral Language Development in class activities



ANNOUNCEMENTS

PCYC FAIRFIELD CABRAMATTA

MULTISPORT PROGRAM!



CALL: 9727 8908



EMAIL: FAIRFIELD CABRAMATTA@PCYCNSW.ORG.AU



162 RAILWAY PDE CABRAMATTA



FRIDAYS 4:00PM-5:00PM

DODGEBALL

NERF WARS

FUTSAL



ANNOUNCEMENTS

PCYC FAIRFIELD CABRAMATTA



KIDS ART CLASSES

AGES 5 - 12 YEARS

TUESDAYS 4:00PM - 5:00PM

PCYC FAIRFIELD CABRAMATTA

162 RAILWAY PDE

\$115 FOR 10 WEEKS!

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