



## **2022 YEAR 5/6 PARENT INFORMATION BOOKLET**

### **Year 5/6 Team:**

Deb Nield (Team Leader)

Stefan Atkinson

Robyn Unthank

King Tangso

Nadine White (Tutoring Learning Initiative Program)

Deanne Ashton-Smith (Education Support Aide)

Carmelita Gomes (Education Support Aide)

### **Specialists:**

Dianne Burns (STEM)

Cheryl King (Arts)

Brendan McCarthy (Health and Physical Education)

Kathy Van Eck (Kitchen Program)

Deanne Ashton-Smith (Garden Program)

# **How Can I Help My Child To Maximise Their Learning Opportunities At School?**

## **SCHOOL TIMES:**

We encourage students to be at school at 8:45am each day because school begins at 9:00am. This gives students time to go to the toilet, undertake hand hygiene routines, have a drink and settle in before the music begins at 8:55am. School concludes at 3:30pm and students are generally dismissed from the classrooms. We ask parents and siblings to refrain from standing in the gateways, as it can quickly become a very congested area.

## **BREAKFAST CLUB:**

Breakfast Club operates each day before school between 8:30am and 8.45am in the school hall. Teachers and Education Support Staff, ably assisted by some student helpers, supervise Breakfast Club and assist with preparation/pack up. All Hallam PS students are welcome to come to the hall to have a bowl of cereal with fruit/milk, baked beans on toast or toast with jam or vegemite, even if they have already had some breakfast at home. A healthy breakfast provides students with a great start to a busy day of learning and playing with friends.



## **PERSONAL ITEMS:**

Please ensure ALL of your child's personal items are CLEARLY NAMED. Named items can easily be returned to your child. Un-named items are placed in the lost property tub, which is located near the main office.

## **BOOKLIST ITEMS:**

The 2022 Booklist detailed the items recommended for your child for their year level. Teachers spend considerable time formatting this list as each item enables your child's maximum participation in the learning program. Should your child still require some items from the booklist, class teachers will contact you to discuss arrangements.

## **STUDENT-PARENT-TEACHER CONFERENCES:**

Two formal conference times will be offered with your child's class teacher during the year. This will provide an opportunity for the student, parent/s and the teacher to discuss progress and learning goals.

As has always been the case, if you would like to discuss any concerns you may have, please don't hesitate to make an appointment with a 5/6 Team member at a mutually suitable time. It is always best if we are able to sort out small issues before they become bigger worries. Before school can often be hectic, but staff are available most afternoons.

## **STUDENT LEADERSHIP TEAM:**

Student Leadership Team (SLT) members will attend weekly lunchtime meetings. They will assist with junior and senior assemblies and help organise sustainability programs. SLT members will participate in a leadership program that encourages them to build the skills necessary for leadership in our school. They will identify the qualities that make a good role model, and develop these throughout the year.

## **HALLAM PS 2022 PLANNERS:**

The student planner is an important organisational tool that students use daily during the school year. Students use their planner to record their home reading each week. The student planner can also be used as a communication log between parents and teachers, and to remind students of upcoming school events, approaching deadlines, forms that need to be returned, etc.

## **NOTICES, EXCURSIONS AND EVENTS:**

Students at Hallam PS are fortunate to be able to participate in a variety of activities which enhance the curriculum and benefit everyone. Many activities and excursions provide students with 'real-life' experiences related to the current Unit of Investigation.

We would like to think that ALL of our students are encouraged to participate in all special events. The activities, events and excursions are an important and integral part of our curriculum. The activities may have a small cost attached, but many are free or a bus fare only. Please consider carefully when notices arrive home for you to sign, and support your child's learning by encouraging their attendance.

The following list contains some of the events we hope offer our 5/6 students this year:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Lunchtime Clubs             | <input checked="" type="checkbox"/> Free Dress Days             |
| <input checked="" type="checkbox"/> Sporting Gala Days          | <input checked="" type="checkbox"/> Lunchtime Discos            |
| <input checked="" type="checkbox"/> HPS Cross Country Carnival  | <input checked="" type="checkbox"/> Kitchen and Garden          |
| <input checked="" type="checkbox"/> District Cross Country      | <input checked="" type="checkbox"/> Premiers' Reading Challenge |
| <input checked="" type="checkbox"/> District Athletics          | <input checked="" type="checkbox"/> Excursions and Incursions   |
| <input checked="" type="checkbox"/> District Swimming           | <input checked="" type="checkbox"/> Leadership Program          |
| <input checked="" type="checkbox"/> HPS Swimming Program (BFLF) | <input checked="" type="checkbox"/> Transition Programs         |
| <input checked="" type="checkbox"/> Hallam Sports Day           | <input checked="" type="checkbox"/> 5/6 Module Sports Day       |
| <input checked="" type="checkbox"/> Colour Fun Run              | <input checked="" type="checkbox"/> Year 6 Farewell             |
| <input checked="" type="checkbox"/> Movie Night                 | <input checked="" type="checkbox"/> Year 6 Celebration Day      |

As buses and numbers of students must be confirmed in advance, all notices will have a clearly marked DUE DATE. Payments sent after the due date CANNOT be accepted and money will be returned home, resulting in your child being unable to participate in the activity.

A Hallam PS envelope will accompany notices home (or can be obtained from class teachers), and monies are to be returned in this envelope with your child's details clearly filled out. It is preferred that any payments are given to the class teacher so they are able to be sent to the office in the class cash book before 9:30am. Money is processed through the office every day.

## **HOME LEARNING TASKS:**

Class teachers monitor Home Learning, Home Reading, the use of student planners, school attendance and participation, and overall student achievement. Please help to support this worthwhile program by asking your child about their Home Learning Tasks and regularly signing their Record of Reading.

## **READING AT HOME:**

Students are expected to read for 20-30 minutes **at least five nights a week**. On two of these nights students should read aloud to an adult or older sibling, if possible. Students who choose to read more than this are consistently rewarded by their teachers. Students should record this reading in their school planner each night, including the book title and pages read. Every time they finish a book they should write one or two sentences about the book, for example detailing what they liked most about the plot/characters, if they would read another book by the same author, etc.

The school planner should be viewed and signed regularly by a parent as it is used as a communication log between parents and teachers.

Please work with us to ensure your child has access to a wide range of reading materials, for example newspapers, letters, recipes, TV guides, magazines and puzzle books. You might like to take your child to a local library (Doveton/Bunjil) so that they can choose books of particular interest to them.



## **MATHS AND SPELLING/VOCABULARY:**

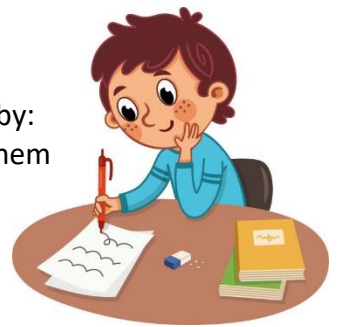
Students will be given Home Learning Tasks related to the programs they are working on in class. Students who complete these tasks on a regular basis will be eligible for rewards at the end of each term.

**Task 1:** Students will complete the Tuesday, Wednesday, Thursday and Problem Solving questions in their Mental Maths books at home. The Monday and Friday activities will be completed in class. A copy of each week's questions will be uploaded to Google Classroom on Mondays for students who do not have access to their book. Answer sheets will be uploaded to Google Classroom on Wednesdays so that students can get valuable feedback on their performance prior to their Friday tests.

**Task 2:** Once the DiPL program recommences in class, students will be expected to neatly write out their spelling words **three times** using the 'Look-Say-Cover-Write-Check' method. They will also be asked to choose at least six words from their spelling lists and either put each one in a 'full sentence' to show they know the meaning, or look up and write out the dictionary definitions of these words. Please note, a 'full sentence' should begin with a capital letter, contain a subject and a verb, have a closing piece of punctuation (e.g. a full stop) and be a complete thought.

### **WAYS YOU CAN HELP YOUR CHILD WITH THEIR HOMEWORK:**

- ✓ Talk through the expectations of the tasks
- ✓ Explain any terms that your child is unsure of
- ✓ Once students have completed written tasks, assist them to edit their work by:
  - ✓ Helping them identify words that may not be spelled correctly. Get them to sound out the word and discuss which letter(s) are not correct.
  - ✓ Encouraging them to have another go.
  - ✓ Praising them for the parts that are correct.
  - ✓ Encouraging them to use a dictionary.
- ✓ Lastly, reading regularly can help your child with his/her spelling confidence.

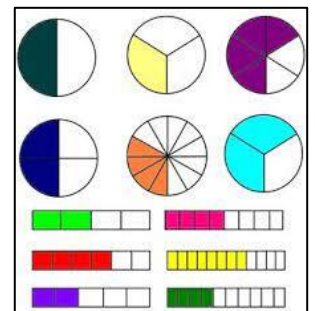


### **PRACTISING MATHS AT HOME:**

It is vital that students support their learning at school by practising Maths at home. Students should be able to count and order numbers to and from 10,000 as well as recall their multiplication facts, both in and out of order. There are many other ways you can help your child with their Maths at home:

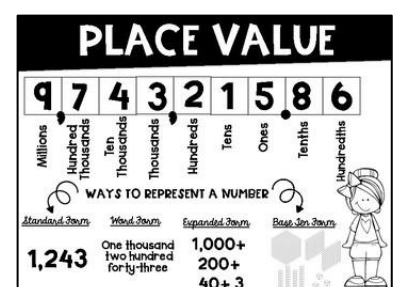
#### ***Fractions***

- ✓ Go back to the basics – what your child knows, e.g.  $\frac{1}{2}$ ,  $\frac{1}{4}$  and illustrate them.
- ✓ Discuss 'equal' parts – how 'fair'/'unfair' it is.
- ✓ Discuss the parts of fractions, for example:  
Numerator (the top number) – what it represents (less than one whole)  
Denominator (the bottom number) – what it represents (the number of equal parts in one whole).
- ✓ Mixed numbers:  $1\frac{1}{2}$  (one and a half) – understanding that one whole has equal parts.
- ✓ Look for fractions in everyday life, e.g. half an apple, quarter of a cup of flour, part of a pizza, etc.



#### ***Decimals***

- ✓ Estimate answers by just adding the whole number before you start (e.g.  $23.1 + 77.8 \approx 23 + 78$ ).
- ✓ Understanding place value (tenths, hundredths, thousandths) – know where each number goes after the decimal point and how many decimal places are involved,  
e.g. 5 tenths – 0.5 (1 decimal place)  
8 hundredths – 0.08 (2 decimal places).
- ✓ Understanding the value, e.g. tenth – is less than one whole.
- ✓ When it comes to addition and subtraction, hands-on activities involving money can be fun, e.g.  $\$23.50 + \$78.95$ .
- ✓ Always line up the decimal points in addition and subtraction.



## **INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)**

At Hallam PS, ICT is incorporated into all areas of the curriculum. Leased computers are updated every three years and each of the 5/6 classrooms has an interactive screen. Students use a variety of programs to enhance their English and Mathematics skills and to research information related to their Units of Investigation. Students also have access to online learning sites, such as Typing Club, Epic and Mathletics, so they can revise and extend their skills at school and at home.



Hallam PS also has a Science and Technology Space where students will have access to a wide range of hands-on resources to help develop their critical thinking and digital skills. You will find more information about this program towards the end of this booklet. Students also have access to digital cameras, netbooks, video conferencing equipment, a suite of challenging software, the local network (Hallam PS Intranet) and the global network (Internet) to support their learning. Students gain this access at different levels based on parental permission. Access to our school's ICT equipment also requires students and parents/ guardians to provide a signed HPS Internet Protocols agreement.

### **HALLAM PS YEAR 6 TRANSITION PROGRAM:**

As soon as students enter the 5/6 Module they begin their preparation for transition to secondary education. Several strategies are put in place in order to further their independent working skills.

These include:

- Pigeon holes instead of tubs
- Different subject teachers
- Student planners

All Year 5 students have been, or will shortly be, offered a copy of the Secondary Education booklet. This booklet provides a brief overview of the variety of Secondary Colleges operating in and around the Melbourne area. Parents with students currently in Year 5 are encouraged to start exploring the options available for their child as soon as possible.

### **LOCAL SECONDARY SCHOOLS:**

The Secondary Colleges closest to Hallam PS are:

- Gleneagles Secondary College, Reema Blvd, Endeavour Hills
- Fountain Gate Secondary College, Josephine Ave, Narre Warren
- Doveton College, 62 Tristania Street, Doveton
- Hallam Senior Secondary College, Frawley Road, Hallam

You can use this link to check you designated secondary school zone:

<https://www.findmyschool.vic.gov.au/>

### **SOUTHERN METROPOLITAN REGION PLACEMENT TIMELINE:**

It is the responsibility of Hallam PS to ensure that all students have a place in Secondary Education. The Department of Education and Training (DET) provides a strict timeline governing each step of the process. Detailed below is what to expect over the coming weeks and months (exact dates yet to be confirmed):

- ☑ From start of Term 2 onwards – Government primary schools distribute a Transition Information Pack to all parents/carers of Year 6 students containing, amongst other things, an Application for Year 7 Placement form and a Privacy Notice
- ☑ Mid May – Application for Year 7 Placement forms must be returned to Hallam PS
- ☑ Early June – Primary schools submit initial placement requests to secondary schools
- ☑ Mid-June – Primary schools will be informed of unsuccessful initial placement requests (primary schools then submit all subsequent preference requests until these students are placed)
- ☑ Mid/end July – Secondary schools notify primary schools of the names of all students who have been accepted into Year 7
- ☑ Early August – Hallam PS officially notifies parents/carers, in writing, of all placements
- ☑ Early December – Year 6 students' 2022 Orientation Day



## HEALTHY FOODS AT SCHOOL



Starting the school day with sugary snacks or salty potato chips is not in the best interests of any learner, and we all want the best for our children. A solid breakfast of quality cereal, toast, yoghurt, milk, juice and/or fruit is a great way to begin learning. Hallam PS is a healthy eating school, and we encourage our families to ensure their children have breakfast every day, and bring healthy foods for snack and lunch. Students are welcome to attend Breakfast Club and enjoy a healthy start to the day with cereal, fruit and/or toast... at no cost!

Lunch needs to be a substantial sandwich or wrap with fruit/vegetable sticks/cheese/yoghurt and a bottle of water. Soft drinks and cordials are not permitted on the tables in classrooms. Please keep bags of chips/sweet slices/cakes/biscuits, etc., for special times or as an extra with a sandwich. We have a strict 'no-sharing food' policy at HPS, as some of our students have severe allergies to food colourings, preservatives, additives, nuts and sugar.

**\*\* Please remember: No lollies at school.**

Lollies found at school will be confiscated and returned to the student/parent at the end of the school day.

### Try these tips:

- ☑ Think about what your child likes to eat at home and try to translate that into a lunch box option.
- ☑ Try cutting up some carrot sticks or putting in a handful of cherry tomatoes, celery, cucumber, lettuce, avocado etc.
- ☑ Consider apples (sturdy and hard to squash), and also think about cutting softer fruit up and putting it into a smaller container for protection. Berries and kiwi fruit survive very well this way.
- ☑ Dairy can be hard to include, particularly in hot weather. If you can't safely get a yoghurt into the lunch box, make sure you offer dairy when he/she comes home from school.
- ☑ Last night's leftovers in a container with a small spoon can make a welcome change.
- ☑ Try putting together a small picnic in his/her lunch box - slices of tomato, ham, grated carrot, grated cheese and some bread and butter - so students can build their own sandwich.
- ☑ Homemade pikelets, mini quiches, veggie slices are a great snack - easy to make ahead of time, they're filling and don't require any extra toppings.

## DENTAL HEALTH

**It is vital that students brush their teeth every day before school.**

For healthy teeth, food and drinks should be free of added sugar whenever possible.

Tooth decay is a diet related disease. Sugars in the food and drinks you consume mix with the bacteria in the plaque on your teeth and produce acids. These acids attack the outer layers of the tooth (tooth enamel).

Consuming sweet food and drink between meals is a major cause of tooth decay; this is because there is no between-meal period for teeth to undergo recovery. The more often sweet foods and drinks are consumed, the higher the risk of tooth decay.

### What you can do to help maintain healthy teeth:

- ☑ Limit sweet drinks, including fruit juices (even if diluted, fruit juice contains natural sugars which can lead to tooth decay).
- ☑ Choose fresh fruit over dried fruit, as dried fruit will leave a sticky residue on your teeth and can contribute to tooth decay.
- ☑ Drink fluoridated tap water and plain milk instead of soft drinks, juice or cordial.



- ☑ Brush your teeth at least twice a day. Brushing your teeth and cleaning between your teeth is important because it removes plaque. If the plaque isn't removed, it builds up and can cause tooth decay and gum disease.

## ATTENDANCE

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally.

Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

- ❖ Regular, on-time attendance is vital for all students.
- ❖ When students are not at school on time, they can miss out on important instructions given by the teacher first thing in the morning, or they may be too late to hand in monies/notices, etc. Late arrivals can also cause embarrassment and increase anxiety.
- ❖ Please allow extra time for travel to school in the mornings to avoid a disruptive late arrival.
- ❖ When absent from school, a parent/carer is required by the DET to provide an explanation for the absence to the school.
- ❖ Birthdays, shopping, meeting family/friends at the airport are unauthorised absences from school.
- ❖ Staff will closely monitor school attendance and will keep Student Wellbeing personnel informed.

Parents are required to ensure their child attends school and to provide an explanation for their child's absence from school, and the principal must record in writing the reason (if any) given by the parent. The principal must be able to determine from the records if the excuse given was **reasonable** in terms of the parent meeting their legal obligations.

Parents should inform the school of the reason for their child's absence so that the school can:

- determine if the child's absence needs to be excused by the principal, in line with school policy and these guidelines
- determine the appropriate follow up to ensure the child's education and wellbeing is supported
- record if the parent has a reasonable excuse for not meeting their obligation to ensure their child attends school each day.

Where possible, parents should inform the school in advance of upcoming absences.

Please refer to the DET website for further information.

[www.education.vic.gov.au](http://www.education.vic.gov.au)



If you have any Student Wellbeing concerns, please contact  
Shirley Fletcher, Assistant Principal/Wellbeing. 9703 1536

# Year 5/6 Units of Investigation

## Term 1: Community – ‘Making Democracy’

### Rationale

It is important to understand the values of your community, the rules that are designed to protect your rights, and the responsibilities you have to others.

### Essential Questions

- ☒ What are the values of Australian democracy?
- ☒ What are roles of the levels of government in Australia?
- ☒ How are elections conducted in Australia?
- ☒ How can we refine our ideas as we make an argument?
- ☒ What are the responsibilities of leaders and followers?



### Future Action

Students will be able to participate in school elections with an understanding of preferential voting and silent ballots. They will be able to participate in discussions about news and issues that relate to the values of Australian democracy and the parliamentary system. Students will be able to formulate an argument and participate in a structured debate.

## Term 2: Sustainability – ‘Think Global, Act Local’

### Rationale

Learning about the natural world, and how we are changing it, motivates us to live sustainably.

### Essential Questions

- ☒ What causes natural disasters?
- ☒ How do geographers and scientists study the environment?
- ☒ How do meteorologists collect weather data and why is it important?
- ☒ How does the environment influence how people live, work and play?



### Future Action

Students will consider how their actions affect the sustainability of their world. They will understand how scientific and geographic thinking can impact on sustainable practices. Students will understand how meteorologists collect and record weather data. They will develop a curiosity about other countries and identify themselves as global citizens.

## Term 3: Social Justice – ‘Care for the Kids’

### Rationale

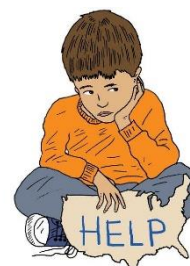
Understanding the biggest problems facing children around the world provides us with perspective and motivation to make a difference.

### Essential Questions

- ☒ Who helps children around the world?
- ☒ What are the big problems facing children around the world?
- ☒ How can we encourage people to act?

### Future Action

Students will use an appreciation of the biggest problems facing children around the world to put their lives into perspective. They will use skills to persuade people at home and at school of their opinion. Students will be aware of the use of literary devices when they consume media and be able to use these devices when communicating. They will be confident when performing in front of an audience.





## Term 4: Creativity – ‘Bizarre Bazaar’

### Rationale

Thinking creatively helps when we are planning, designing, building and improving.

### Essential Questions

- ☑ Why is market research important?
- ☑ What makes a good advertisement and why?
- ☑ How do I overcome the challenges of producing more than one of the same item?



### Future Action

Students will be able to analyse the ways that things they consume and use have been mass produced. They will be more discerning about ways in which products are marketed. They will apply creative thinking to anything they design and/or produce.

## Stephanie Alexander Kitchen Garden Program

A Kitchen Garden is created to provide edible, aromatic, beautiful resources for a kitchen. The creation and care of a Kitchen Garden teaches children about the natural world, about its beauty and how to care for it, how best to use the resources we have, and an appreciation for how easy it is to bring joy and wellbeing into one's life through **growing, harvesting, preparing** and **sharing** fresh, seasonal produce.

FROM: [www.kitchengardenfoundation.org.au](http://www.kitchengardenfoundation.org.au)

Stephanie Alexander, well-known chef and food writer, wants young children to learn how to grow and eat good food every day of their lives. Hallam PS began working in partnership with the Stephanie Alexander Kitchen Garden Foundation several years ago, and we have our own on site garden and kitchen to provide this exciting experience for your child.

Each fortnight in Semester 1, the Year 5/6 classes participate in a one-hour garden session on Tuesdays. The students work with our garden specialist, Deanne Ashton-Smith, digging, weeding, planting, watering, propagating, harvesting, etc. Students also participate in a fortnightly, two-hour kitchen session, either on Tuesdays, Wednesdays or Thursdays. Our kitchen specialist, Kathy Van Eck, organises this program in consultation with our teachers, and a meal is consumed at the end of each session.



**School Co-ordinator:** Louisa Carey

## Language Other Than English (LOTE): Auslan

This year, all Hallam PS students will continue learning how to communicate using **Australian Sign Language** (Auslan). Auslan relies on a combination of hand shapes, movements and facial expressions to deliver messages. Around 20 000 Australians use Auslan to communicate every day. Many commonly used words have their own unique sign. When there isn't an agreed sign for a particular word, fingerspelling is used. Please ask your child's class teacher if you would like to receive a printed copy of the fingerspelling alphabet.





## Science and Technology



Students from Prep to Year 6 take part in a one-hour Science/Technology lesson each week. This program creates links between Science, Technology, Engineering and Mathematics, expanding our students' scientific and technological understanding.

The Science/Technology lesson format incorporates the school instructional design process:

- s A revision of previous lessons
- s An introduction, which includes a discussion about the Learning Intentions and expected Success Criteria
- s The lesson content, which includes instructions and demonstrations
- s Students designing, observing, experimenting and completing activities
- s Students reflecting, discussing and evaluating their work
- s Presenting their findings using a digital format. This may include stop motion animation, green screen movies, Scratch Jnr, Dash robots, Bee Bots and PowerPoint presentations

The four Science strands of Biological, Earth and Space, Chemical and Physical sciences will be covered throughout the year. Students will be given the opportunity to explore plants, animals, geology, properties of materials and forces. Students present information they have learnt during their Science activities using the three key areas of the *Digital Technologies* curriculum: Data and Information, Creating Digital Solutions and Digital Systems. Clinical sessions focus on the skills involved in learning about, and mastery of, digital resources. Digital resources include: 3D Printers, Prime VR, iPads – including AR apps, Google Apps for Education, LEGO Mindstorms kits, Beebots, Dash and Dot robots and our NAO Robots.

Through participation in regular Science/Technology lessons, we want our students to:

- s Be interested in and understand the world around them
- s Be able to identify questions, investigate and draw evidence-based conclusions
- s Make informed decisions about the environment and their own health and wellbeing
- s Develop their ability to think scientifically, mathematically and to understand technology
- s Develop the skills to utilise technology effectively
- s Create, manage and evaluate sustainable and innovative digital solutions
- s Present information in entertaining, creative and innovative ways

Students will also be given the opportunity to learn and practice their coding and programming skills during classroom sessions and lunch-time programs

**Mrs Dianne Burns**

**Science and Technology Teacher**

## The Arts 2022

In the Victorian Curriculum, the Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design. Students from Prep to Year 6 attend one 60-minute session of The Arts each week.

Visual Arts, Media Arts and Visual Communication Design sessions involve students in learning the design elements and principles fundamental in creating, making and responding to works of art. They explore techniques used by historic and contemporary artists, locally and globally. Students produce artworks to develop skills in areas such as designing, painting, drawing, collage, construction, print making, digital arts and sculpture.



In Performance Arts sessions which include Dance, Drama, and Music, students participate in creative and engaging activities that provide opportunities for them to listen, reflect and respond to a wide range of scenarios. They use their imaginations to create role-plays and experiment with ways to express and communicate their ideas and feelings. Puppets, costumes, and props are used to enhance their creative experiences.

Students develop their music skills when singing or exploring sound using a variety of instruments. They create their own musical compositions to enhance their dance or drama performances.

In addition, students are given opportunities to experience The Arts through performances and workshops run by visiting performers and artists. It is expected that all students participate in these activities as they are a **vital** part of The Arts Curriculum.



Mrs Cheryl King  
The Arts teacher for 2022

## Health and Physical Education



The Health and Physical Education Program consists of a 60-minute specialist session, 90-minute Interschool Sport training and regular fitness sessions taken by the classroom teachers each week. The Physical Education lessons aim to develop students' skills and knowledge across areas of movement/co-operative team games, invasion fun games, Lacrosse, Handball, Netball, Athletics, Basketball, Hockey, T-Ball, Soccer, Coaching Games, physical fitness and sport education.

Students participate in a variety of activities, drills and games, and full participation is an expectation. The students are also encouraged to develop qualities of good sportsmanship such as fair play and teamwork.

**School hats are compulsory during Terms 1 and 4, and it is recommended that students wear appropriate footwear. Students are also expected to bring a drink bottle (water only) to all Physical Education sessions.**

In addition to lessons, students will be given opportunities to participate in a variety of sports clinics, 5/6 Interschool Sport Gala Days, a swimming program (Big Fish Little Fish), after school sport programs and whole school sports events such as the Colour Run Explosion, Hallam Cross Country Carnival and Hallam Sports Day. All 5/6 students will also have the opportunity to try out for the District Swimming, Cross Country and Athletics Carnivals to represent Hallam PS at the district level. Dates and information for these programs will be distributed at relevant times throughout the year.

### **Waratah Bay Beach Camp – Term 4**

In Term 4, 5/6 students will have the opportunity to participate in an adventure camp from Monday 7<sup>th</sup> November to Wednesday 9<sup>th</sup> November. The camp is a 3 day/2 night experience at Waratah Bay. More information about the camp will be distributed in Term 3.

**Mr Brendan McCarthy**  
**Physical Education Teacher/Sport Coordinator**