

Year 6 2026 Handbook

Year 6 Teaching Team:

Ms Laura Kenny 6G

Mrs Heidi Mayoh 6R

Mrs Dorothy Skinner 6B

#SPS2026

Welcome to the Year 6 Handbook! This guide has been created to provide you with an overview of the curriculum and behavioural expectations for Year 6. Inside, you'll find helpful information about our learning goals, teaching approaches, and the values we aim to instil in our students. By working together, we can ensure your child has a successful and fulfilling year.

Staffing

	6G	6R	6B
English	Ms Kenny	Mrs Mayoh	Mrs Skinner
Mathematics	Ms Kenny	Mrs Mayoh	Mrs Skinner
HASS	Ms Kenny	Mrs Mayoh	Mrs Skinner
Science	Ms Kenny	Mrs Mayoh	Mrs Skinner
Digital Technologies	Ms Kenny	Mrs Mayoh	Mrs Skinner
RAVE	Ms Kenny	Mrs Mayoh	Mrs Skinner
HPE	Mr Taylor	Ms Liessi	Ms Liessi
Japanese	Ms Donaghy	Ms Donaghy	Ms Donaghy
Art	Ms Plasto	Ms Plasto	Ms Plasto
Music	Mrs Keomahavong	Mrs Keomahavong	Mrs Keomahavong
DTE	Ms Lutton	Ms Lutton	Mrs Slow
Library	Mrs Hamling	Mrs Hamling	Mrs Hamling
Learning Support	Ms Barratt	Ms Barratt	Ms Barratt
Learning Support Aid	Mrs Parker	Mrs Parker	Mrs Parker
Junior School Teacher Aide	Miss Willemse	Miss Willemse	Miss Willemse

*As the year progresses, students may rotate between the three core Year 6 teachers for some activities/classes.

School bell times.

In 2026 the school is working on a new schedule of bell times. The major difference for Year 6 is that our lessons now start at 8.35 am and we have our pastoral care time at 10.25 each day. This means that it is imperative that children are at school and ready to start their lessons by 8,35 am.

PERIOD	TIME	LENGTH IN MINUTES
1	8.35 – 9.25am	50
2	9.30 – 10.20am	50
Tutor	10.25 – 10.45am	20
MT	10.45 – 11.05am	20
3	11.05 – 11.55am	50
4	12.00 – 12.50pm	50
Lunch	12.50 – 1.35pm	45
5	1.35 - 2.20pm	45
6	2.25 – 3.10pm	45

Diaries

Each student has a St Paul's diary. In preparation for their transition into the Middle Years of Schooling, we emphasise organisation and the use of this diary. Students have a copy of their class timetable in their student diaries. Please ask your son/daughter to show this to you. We will support the students, helping them move from one class to another and in prioritising tasks and deadlines. They must have their diary at school EVERY day. We ask that parents help their child with diary accountability at home each day to establish effective organisational routines.

Homework

St Paul's homework policy states that children in Year 6 must complete up to 45mins of homework per night. In preparation for next year, the students will occasionally be given tasks and assignments in addition to their regular weekly homework. These **will not** be given on a Monday and handed in on a Friday, rather they will reflect the need for work to be completed or revised as needed. This will help them establish effective organisational strategies around time management. Homework will generally reflect work covered in class, revision, or unfinished classwork. At times, however, students will be asked to complete research tasks. Your child will enter due dates for homework and assessment tasks into their diary.

Reading novels at home is encouraged and is seen to be part of the child's nightly homework. A minimum of 20 minutes per night is recommended.

If your child has difficulty completing a task, either because of lack of understanding or because of the time factor, please encourage them to speak with their teacher before the assignment is due so that a solution may be found. Alternatively, ask them to email their class teacher and cc you in the correspondence. In the senior school they will be responsible for emailing their teachers so this is a good practice to establish.

If there is a family of personal reason for non-completion, such as extended illness or crisis, we ask that parents please email the class teacher to advise them.

Students are expected to complete homework fully and to the best of individual ability. They will be required to finish incomplete homework at homework club. Homework club is also for those who choose to work on their activities during lunch breaks. This is an excellent opportunity for students who have a very active extracurricular life.

Uniform

The children in Year 6 are expected to set an example for the rest of the Junior School. It is imperative that children remember their broad brimmed hats each day (red sports caps are for PE lessons ONLY). Boys also need to remember their ties every day in Terms 2 and 3, and when requested for special occasions in Term 1 and 4. Girls are expected to always wear a tie with their uniform. Badges are to be worn appropriately. All students with hair longer than their collar need to have it tied back using plain coloured accessories in either red or green. Ear piercings must be limited to one per ear lobe. Earrings must be plain silver or gold studs or small sleepers. Incorrect earrings will be asked to be removed. This is clearly outlined in the student handbook and diary. *Please encourage your child to be aware of their personal hygiene. Roll-on deodorant makes a great gift for Year 6 children.*

Technology

Many students in Year 6 begin to access their own devices. While this offers students a huge range of opportunities, it also brings many pressures regarding the differences between face-to-face and online interactions. Experience shows that it is essential for parents to be actively involved in monitoring student use of technology, including the sites/apps utilised, the quantity of use, and the communication students undertake on their devices. This reference is a great place to get information about pressures online. <https://www.esafety.gov.au/young-people>

As per the school policy, mobile phones and smart watches with communication capabilities must be handed to the class teacher at the start of the school day and collected at the end. **Students should not be using their devices while waiting to start school in the morning or straight after school while waiting to be collected.**

In Year 6, many students ask for access to different sites and apps. We urge you to be aware of social media and the many pitfalls for preteens/teenagers. Legally, most social media sites have a minimum age of 13 years for a subscription. The *Online Safety Amendment (Social Media Minimum Age) Act 2024* introduces a mandatory minimum age of 16 for accounts on certain social media platforms, forming one part of a broader strategy to create safer digital spaces for everyone. This will come into effect in December 2025. At school, we spend considerable time explaining digital profile and footprint to students, and your support in reinforcing this cyber safe and cyber smart attitude is appreciated. We also recommend you enforce a 'technology off time' at night – keeping devices in a room other than a student's bedroom is a good idea. Effective sleep patterns are a crucial part of effective learning behaviours.

Private Information/Communication

Sometimes students experience social issues. For most of these, it is the age and the move to become more independent. It is essential that when this occurs, we (parents and teachers) work together to help them to try to solve their problems themselves. We are there as the safety net under the tightrope walkers.

Consequently, there may be times when you as parents wish to discuss issues your child has without them being made aware of it. There may also be times when we want to discuss matters with you without involving the children. The most efficient mode to begin this is via email. Please feel free to use this mode of contact.

Ms. Kenny – l.kenny@stpauls.qld.edu.au

Mrs. Mayoh – h.mayoh@stpauls.qld.edu.au

Mrs. Dorothy Skinner – d.skinner@stpauls.qld.edu.au

St Paul's Code of Conduct

As children reach puberty, they can push boundaries a little. Throughout Year 6, we will regularly reinforce the school code of conduct as a baseline for their actions and behaviours. We also actively encourage them to make decisions that promote their positive well-being.

This code states that a St Paul's student:

- « Co-operates, treating others with dignity and respect.
- « Respects the rights and property of others.
- « Takes responsibility for their own learning.
- « Demonstrates support across a range of school activities.
- « Demonstrates self-respect and adheres to the school's dress code.

Extracurricular Program

Students in Year 6 have a wide range of choices within the extracurricular program. As well as many sport and music options, students in Year 6 can join in the school service clubs – Early Act and Eco Marines, take on Debating and Chess, or participate in the many activities available in the library during lunchtimes. All students are encouraged to participate in three extra-curricular activities each year.

Adult Volunteers

In the past, volunteering opportunities have included:

- Excursions
- Supporting the Term 4 business venture, through volunteering to accompany the shopping trip and cooking/food assembly.

School OH&S regulation requires that everyone who volunteers in the classroom, except for parents, have a current blue card. The school can provide forms to assist with this.

Camps and Tours

Year 6 Outdoor Education Camp

Term 1 – Week 7

Wednesday 11^h March – Friday 13^h March

A three-day camp at Emu Gully which incorporates outdoor education activities that encourage students to challenge their comfort zones in a safe, supported environment. The camp cost is included in the school fees. The army style camp encourages independence – helping prepare students for High School.

Canberra

Monday 15th June – Friday 19^h June.

Year 6 Canberra Tour, a five-day, four-night excursion that combines curriculum learning with exciting activities and memorable experiences will be held this year. We start the tour in Sydney seeing the major sites and then we are bused to Canberra. Students will explore our nation's capital, engaging in educational visits that align with the curriculum, while also enjoying fun activities such as bowling, the movies and a visit to the National Zoo.

This trip is a wonderful blend of learning and recreation, designed to deepen students' understanding of key subjects while fostering independence and teamwork. An information session for parents will be held on Thursday 19 March. Further updates and communications will be provided to keep you informed. We look forward to an unforgettable adventure with our Year 6 students!

Learning Area Information

All curriculum will be from ACARA Version 9

HASS

The HASS curriculum is based on content and skills. Geography, History, Civics, and Business/Economics are integrated throughout the unit. The unit will consider the geological and demographical data of the Asia region. In History and Civics, students will research the Federation of Australia. They will evaluate how rights and responsibilities shape the nation's laws and consider how this impacts the migration of people from overseas. In Business, students will undertake their own business venture as a culminating project in Term 4.

Science

Each unit features learning through hands-on experimentation and content development. In addition, students will use ICT to enhance their learning through relevant websites and learning objects. Finally, students develop an assessment profile to show their knowledge and understanding through various mediums throughout the year, including tests, reports, presentations, and experiments.

Biology concepts explore the growth and survival of living things are affected by the physical conditions of their environment.

Earth and Space Science looks at the Solar System and patterns in our universe.

Physics explores electrical circuits – simple and parallel – and transferring and transforming electricity.

Chemistry explores reversible and irreversible. Students create mixtures and describing what happens when materials are mixed, investigating the solubility of everyday materials in water, studying the change in the state caused by heating and cooling of a familiar substance and investigating irreversible changes such as rusting, burning, and cooking are all explored.

English

The Sound Waves program is a crucial part of our English program. It emphasises listening to the separate sounds that constitute a word and then choosing how to represent the sound visually. There are 43 recognised graphemes (units of sound) in the Australian language. The children have charts to assist them in making their choices. Grammar and punctuation are essential functions in the writing process, and so each week, lessons will be devoted to these areas as well as word building

and derivations as this assists the students in understanding our language and enables them to apply this knowledge when reading and writing. Reading for enjoyment and knowledge is also an essential part of the curriculum. As well as oral reading, children will engage in specific activities designed to improve their comprehension. They will also learn to make notes as they read to paraphrase correctly. Each student will receive a Lexile number, and this will help them select books at their reading level. The Lexile number is based on an online test. In class, comprehension will focus on various sources and styles of analysis.

Speaking tasks will be offered throughout the year. These tasks are not designed to stress the parents, but to encourage children to speak before an audience. Writing for an audience is a crucial skill this year. Therefore, lessons dedicated to the many different writing genres will be scheduled. In addition, students will apply their English skills in other curriculum areas, including science and HASS.

Mathematics

In 2026, the Maths Trek Program continues to provide a comprehensive approach to mathematics education. The initial focus in mathematics is on building accuracy and a deep understanding of processes, particularly in number and algebra. Students will also develop their skills by applying their knowledge to mathematical investigations, fostering critical thinking and practical application. Problem-solving strategies are a key component of mathematical reasoning and will be taught with intention to empower students in tackling unfamiliar problems. Automaticity is emphasised as essential for success, ensuring students can recall key concepts and operations effortlessly. To support retention and preparation for assessments, weekly homework will include the revision of class concepts. This structured approach will also form part of a focussed revision program leading up to assessments, helping students consolidate their learning and build confidence.

Digital Technology

Digital Technology will be taught explicitly and integrated through the other curriculum areas. After exploring responsible digital citizenship, students will work with programs that support their learning in all subject areas. Programs such as CANVA and Excel will be utilised to represent understanding of Digital Technology whilst integrating content from other parts of the curriculum.

Media Arts/Dance/Drama

This year we have an exciting "Who I Am" project that will incorporate these three areas of the arts curriculum. Students will spend the year learning many skills that will culminate in showcase of who they are.