



WAVERLEY COLLEGE

Information Booklet

Year 6, 2023

Welcome

A warm welcome to the 2023 academic year. This booklet is intended to inform you of the more detailed aspects of life at Waverley College Junior School. The first section deals with overall aspects of the College and the second section is more class specific. I hope that you get involved in the many facets of life at Waverley College and enjoy being part of our great community.

Ms Gabrielle Bransby
Director of Junior School

Contact

Absence	Reporting an absence	1st Contact	Waverley College App
		2nd Contact	Danielle Brown attendance@waverley.nsw.edu.au Absentee line: 02 9369 0632
Accounts	School fees, payment schedules	1st Contact	Finance schoolfees@waverley.nsw.edu.au
Co-Curricular	Matters relating to team training sessions, team expectations, selection, venues and times	1st Contact	Mr Jack Wachtel, Assistant Director of Co-Curricular jwachtel@waverley.nsw.edu.au
Contact Details	General information, change of address, phone number or email	1st Contact	Ms Samara Sanchez - Administrator juniorschool@waverley.nsw.edu.au or ssanchez@waverley.nsw.edu.au
Wellbeing	Academic, social, physical, emotional, and spiritual development, including discipline, peer relationships, attendance	1st Contact	Class Teacher
		2nd Contact	Mr Stephen Ghattas, Assistant Director of Junior School/ Identity & Student Formation sghattas@waverley.nsw.edu.au
		3rd Contact	Ms Gabrielle Bransby Acting Director of Junior School gbransby@waverley.nsw.edu.au
		Optional	College Psychologists, Ms Alex McCredie and Ms Dawn Young
Uniform Shop	Fittings, sales, trading	1st Contact	waverley@noone.com.au

	hours and FAQs.		waverley.nsw.edu.au/information/uniform-shop/
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Wellbeing in the Junior School

Reward

The Junior School looks to acknowledge the skills, talents, leadership and achievements of our students. This occurs in many ways, both in and out of the classroom; on sporting fields, in music and drama productions, and in the daily life of the College. This is achieved through positive reinforcement, encouragement, and gratitude for student effort. Our Pastoral Care system within the Junior School is based on promoting positive behaviour. Within each class, individual teachers have their own merit systems for rewarding positive behaviour. Our whole-school approach also rewards students for displaying positive behaviour both in the classrooms and on the playground. Some examples of our positive rewards are:

- Class Merit System
- Honour Awards
- Positive Notes
- College Awards (outlined below)

The following award system is a 5 - 12 approach and is outlined on p42 of the College Diary

Blue Merit Award

These will be awarded by staff members to a student in recognition of any form of good effort/ behaviour/ achievement/ service. This will be recorded on the student's TASS record.

Gold Award

Once a student receives FIVE (5) Blue Merit Awards they earn a Gold Award. This award will be presented at a House Assembly. This will be recorded on the student's TASS record.

Principal's Award

Once a student has received THREE (3) Gold Awards they earn a Principal's Award. This will be presented at a full College Assembly and recorded on the student's TASS record.

Principal's Award for Excellence

The accumulation of THREE (3) Principal's Awards will result in the presentation of the Principal's Award for Excellence at the Presentation Function. This will be recorded on the student's TASS record.

Encouraging Positive Behaviour

The Junior School has implemented a Positive Behaviour initiative, which consists of awarding House points to students who are actively seen doing the right thing in the Junior School community. These points will then be accumulated, and at different points throughout the school year, the leading House group will be rewarded.

Discipline

Waverley College Junior School policies ensure that our students learn and prepare for secondary school in an environment where they feel safe, cared for, and encouraged to achieve to the best of their personal ability. From time to time, students make decisions that breach the College expectations, therefore they may need to think about their behaviours and decision making as a consequence. Some examples of these are:

- Restorative Conversations with teachers
- Lunchtime Detentions (25 minutes) (notification sent to parents/carers via TASS Lounge)
- Afternoon Detentions (1 hour) (accumulation of 5 Lunchtime detentions in one term or for serious breaches of College expectations – notification sent to parents/carers via TASS Lounge)
- Further consequences may include withdrawal from special school events including incursions, excursions, camps and school representative sport.
- Suspensions – students may be suspended from school for a serious breach of the College expectations.

Please note: Notifications sent through TASS Lounge are there to inform parents/carers of both positive and negative incidents throughout the year. It is important that you click into the Parent Lounge to read the details of the incident. It is not always necessary to contact your son's teacher if they receive a negative note or detention. Please be aware that teachers will be in contact with you if the incident is serious.

Bullying

Every student at Waverley College has the right to learn, play and grow in an environment where he is treated with fairness and respect; where he feels safe, happy, and has a sense of belonging to the Waverley College community.

Bullying is always considered a serious offence at Waverley College, and the College has a zero-tolerance policy in this regard. You can find more information on bullying in the College Diary pp14-15.

School Uniform

A high standard of uniform is expected at all times. This includes attention to hairstyles. The College school bag and sports bag are compulsory for all students at Waverley College. The uniform can only be purchased from the College Uniform Shop, located on the Senior School campus. You can find more information on the uniform (p36-37) and haircuts (p25) in the College Diary.

Technology – PEDs and Acceptable Use

The College Personal Electronic Device (PED) Policy is outlined on pp 30-32 of the College Diary. The Junior School abides by this, but also supports variations, based on what makes good sense for our younger students. One example is our differing rules about the inappropriate use of mobile phones. You can find more information on technology (p32) in the College Diary.

The Junior School policy on Mobile Phones and Smart Watches

- Phones must be switched off once boys enter the College gates.
- Mobile phones/Smart Watches must be presented to the classroom teacher every day, and placed in the tub, where they will be held in the school office.
- Phones may not go on again until boys are outside the school buildings.
- No boy is to be carrying a mobile phone with him during school hours.
- Being caught on websites that are not a request of staff, will be seen as inappropriate use.
- Boys will be placed on detention for any breach of these rules.
- The school maintains the rule of Social Media companies such as Instagram, Facebook, Snapchat etc. that require account holders to be 13 years of age, and Junior School boys should not have these types of accounts.

Home Learning

Waverley College Students are encouraged to develop positive learning habits through our structured Home Learning program. Students in Years 5 and 6 are recommended to complete 30-60 minutes of home learning per night Monday–Thursday. Home learning tasks are consistent across year groups and are set once a week through CANVAS on a Monday. You can find more information on home learning (p44-46) of the College Diary.

Home Learning tasks can include:

- Reading – a minimum of 10 minutes reading every night
- Consolidation of Learning Tasks – tasks designed to give students the opportunity to consolidate learning that has happened in the classroom, including tasks from specialist teachers.
- Flipped Learning Tasks – tasks designed around concepts or topics that are upcoming in the classroom, so students can do prior investigation or learning, and bring to class background knowledge or questions.
- Major assignments and assessment tasks – students receive an assessment notification through CANVAS at least two weeks before any major assignment is due.
- Mathematics home learning tasks are set by individual maths teachers.

Students are expected to engage fully with the Home Learning program. If your son is having any ongoing difficulties completing his tasks, please contact his classroom teacher to discuss further.

Participation

All boys are expected to contribute in a significant and relevant manner to the life of the College in its fullest sense. This benefits the whole Waverley Junior School community – staff, students and families – in enriching relationships and building character, teamwork, skills, fitness and dedication.

Commitment to any sport or activity involves full participation in training sessions, rehearsals, games, carnivals and performances. It is also necessitated by our membership of the sporting association IPSHA. If a student is gifted in any sport or activity, he is expected to share and develop that talent within and for the College. For example, if a student sings well, he sings for Waverley College.

Mathematics

Mathematics in the Junior School is streamed into ability groups and classes are graded into groups from one (1) to three (3). Ability-based groups occur in both Year 5 and Year 6. This allows teachers to work with a group of students of similar ability. We incorporate several resources into our programs including Mathletics, Education Perfect and Signpost Maths. These resources are specifically chosen to fit with the College's learning philosophy and the introduction of the NSW Syllabus for the Australian Curriculum.

Group ONE (1) has 52 students shared between two classes (26 students x 2 classes). Group TWO (2) has 78 students shared between three classes (26 students x 3 classes). Group THREE has 26 students shared between two classes (16 students and 10 students). The students in these classes benefit from extra assistance in the understanding of Mathematics. Student groups are allocated based on marks received during exams and in consultation with teachers.

The Maths Group taught by Ms Edwards (Learning Support Teacher), completes a different program and is assessed differently to the remainder of the cohort. While the students in this group will cover the Stage 3 Outcomes using the Signpost Maths text, the program is presented at a pace accessible to the students, and the activities are differentiated to cater for student needs. Therefore, when it comes to reporting, the results will be in comparison to the group members as opposed to the year group. Additionally, students in this group will be given the opportunity to practise use of the four mathematical operations on a more regular basis, in order to cement these basic concepts.

Students have the opportunity to move between groups based on their results, to provide further extension or more individualised assistance. Movement between groups occurs at the end of each Semester (Term 2) and the beginning of Year 6.

English

Literacy Block

This year at the Junior School, we are continuing to implement an allocated time for a Literacy Block. The Literacy Block is a classroom session that occurs every day for approximately one and a half hours. Research proves that committing a larger portion of the school day to uninterrupted teaching increases student achievement. This is particularly evident in the area of English. All aspects of the English curriculum are developed during this session and students are engaged in a sustained period of literacy learning. Children make the literacy connections because they develop the knowledge and understanding over time, through scaffolding their learning, collaboration, explicit instruction, discussion and working with peers, experimenting with ideas, and having opportunities to experience success. All students will have access to 'Writer's Toolbox', an online program that provides outstanding levels of feedback. It allows students to improve their writing at a sentence, and paragraph level to become cohesive and fluent writers. The Literacy Block is current best practice, and gives the teacher the opportunity to differentiate the curriculum and provide students with the best possible learning outcome.

Reading

One of the best ways you can support your son's learning is to listen to him read for at least 10 - 20 minutes a day. Once children are fluent readers, we listen to them read aloud on a less frequent basis. There are a huge number of benefits to making 'reading aloud' a regular habit, which sets your child up for success in learning.

Boys also have a subscription to an online program called 'Reading Eggs.' This forms part of the English program and is used during class time, but can also be accessed from home to further develop their comprehension skills.

Specialist Lessons

Performing Arts - Music and Drama

Ms Michelle Rollins will teach Performing Arts in 2023, with Ms Alison Jinga taking Year 6 Drama. Each class has two Music, one Music Technology and one Drama lesson per cycle. These lessons are taught in the College auditorium.

This course focuses on developing creative ideas and performances with an emphasis on the practical application of skills.

Music

The Music course is based on a pedagogy developed by Carl Orff (Orff Schulwerk). This holistic approach to music encourages children to speak, sing, play and move musically. Each lesson at the Junior School includes singing, moving and playing instruments to explore the musical elements of duration, pitch, structure and tone colour. Compositions and performances are also developed throughout the year.

Performing, organising sound and listening skills play an important part in this course, as each student is encouraged to participate, observe and evaluate their own work, as well as the work of others in the class.

Students are assessed as follows:

- Performance – two assessments per year
- Organising sound – two assessments per year
- Project – one per year

Extra-Curricular music opportunities:

- Private music lessons
- Cantores (40-voice choir)
- Junior School Concert Band
- Junior School Guitar Ensemble
- Junior School Percussion Ensemble
- Junior School String Ensemble
- Junior School Stomp

Drama

The Drama course is designed to take students from exploring basic skills and techniques in Terms 1 and 2, to formal performances in Terms 3 and 4.

Drama games, improvisation, role playing and storytelling are used to explore the dramatic elements of tension, contrast, time, space, focus and mood. Communicating their ideas within the class, and then to a wider audience, is an important part of the course. Choreography, set design, lighting, sound and costume design are also explored.

Drama topics:

Term 1	Term 2	Term 3	Term 4
Play building and character creation	Puppets and masks	Drama productions	Drama productions

Students are assessed as follows:

- Informal Performance – one assessment per year.
- Creative Task – one assessment per year.
- Formal Performance – one assessment per year.

Extra-Curricular drama opportunities:

- Wakakirri

If you have any questions or concerns regarding Performing Arts at the Junior School, please contact Ms Rollins.

Science

Mr Mancinelli will teach Science in our state-of-the-art Science Laboratory at the Junior School campus. The Science program will focus on providing students with the opportunity to work scientifically through experimentation in order to prepare and equip them with the scientific skills they will need in the future.

The aims of our Science program are to;

- Nurture students' curiosity and passion for science
- Increase opportunities for students to be presenting, critically analysing and applying their understanding of scientific data and related concepts
- Demonstrate the scientific inquiry skills required to be successful in Stage 3-6 Science

Working Scientifically challenges students to imagine and pose questions, develop processes that can be used to solve problems and, explain observations and phenomena. These scientific processes are informed by the unexpected. An unexpected result, or no observable change, does not necessarily indicate that an investigation was unsuccessful, but rather can be used to direct further questioning and scientific investigation. Having this skill set will set students up for the future, and provide wonderful opportunities in latter years of their education. Each class receives one double period per cycle of Science in the laboratory.

Junior School Learning Hub

The Junior School Learning Hub is run by Ms Natasha Zivanovic. The Learning Hub aims to guide the students with lifelong transversal skills – critical thinking, collaborating, innovating, and problem solving. This will be achieved through a myriad of activities, including the maker space, mentors, guest speakers, competitions, visible thinking routines to enhance thinking skills, and debating.

Each class receives two lessons per cycle in the Learning Hub. The Learning Hub is open to the students every morning from 8:15am, as well as every lunchtime. Home Learning Club also operates out of this space from Monday – Thursday 3pm – 4pm.

Students can elect to be involved in a number of enriching events in the Learning Hub throughout the year:

- Waverley's Reading Challenge
- Lunchtime Talks
- Guest Speakers
- Author visits
- Illustrator visits
- Writing workshop
- Drawing Club
- Board games
- Competitions
- Public speaking
- ICAS

The purpose of this two-period course is to teach students literature and innovation skills, a love of reading, and how to locate and analyse resources in a safe and concise manner.

Throughout the year students will learn to:

- Locate all sections in, and the layout of, the Learning Hub
- Borrow and return resources in a consistent manner at an appropriate level
- Operate the online catalogue to locate a resource
- Use a range of information literacy skills to define, locate, select, organise, present and assess work
- Access and use resources in a variety of formats
- Connect, build confidence, exchange ideas and learn from each other
- Understand and use effective and efficient research strategies
- Develop future-ready skills of the Digital Revolution, and activities comprising research, inquiry, critical and creative thinking, and public speaking

Junior School Psychologists

Waverley College recognises that many factors can impact a student's performance, and prevent him from being happy and achieving his best in school and in life. Ms Alex McCredie and Ms Dawn Young are the Junior School psychologists who work Monday - Friday. Their primary role is to support your son's social, emotional and academic wellbeing at school. They also run termly mental health sessions in class to educate students about the importance of wellbeing and to teach coping strategies. Topics covered include: friendship and kindness; stress and anxiety; teasing and bullying. During Term 4, our Psychologists coordinate a Transition program designed for students that may benefit from some extra support as they prepare to progress to Senior School. This program typically involves visits to the Senior School, meeting staff and experiencing a Year 7 lesson. If you think your son would benefit from involvement in this program please let your teacher know.

Our psychologists can be contacted on 9369 0774 or via email:

Ms Alex McCredie amccredie@waverley.nsw.edu.au

Ms Dawn Young dyoung@waverley.nsw.edu.au

