

REDFIELD COLLEGE

Key Parent Function

Year 6 Parent Information Sheet

2026



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COLLEGE**

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KEY PARENT FUNCTION
2026**



TEACHER	6B: Nipun Dayasena nipun.dayasena@redfield.nsw.edu.au 6R: Ben Nolan ben.nolan@redfield.nsw.edu.au

TEACHERS FOR YEAR 6 2025

English,	Mr Nolan, Mr Dayasena
Mathematics.	Mr Nolan, Mr Dayasena, Mr Kairouz and Mr Harb
Music:	Mrs Kwon
Sport:	Mr Dayasena & Mr Nolan
Spanish:	Mr Vazquez
Art:	Mr Dayasena
Societies and Culture:	Mr Harb
Religion:	Mr Harb
History and Geography:	Mr Nolan & Mr Dayasena
Science and Technology:	Mr McNamara
Class Parents:	John & Eleanor Maguire, Andrew & Rachel Gabrael

SPECIAL DAYS

Mass (Grade):	Wednesday 10.10am
Assembly:	Monday 12.00pm
Sport:	Friday
Library	Wednesday (6B) Tuesday (6R)
Music	Thursday (6B) Tuesday (6R)
Homework (Weekly)	Maths-on-line Comprehension Daily Reading (Please log in diaries) Spelling
Diary signing check	Monday (6B) Monday (6R)

IMPORTANT DATES

Ash Wednesday:	Wednesday 18th February
Last day of term 1	Thursday 2nd April
Good Friday:	Friday 3rd April
Easter Monday	Monday 6th April
First Day of Term 2:	Tuesday 21st April
Canberra Excursion:	Wednesday 26th August to Friday 28th August
Father and Son Camp:	November 7th - 8th

MAPS GROWTH TESTING



Redfield College strives to cultivate a culture of excellence and empower each student to reach their full potential in all areas of their education. To support this goal, the college has adopted MAPS Growth, an assessment tool that creates an individualised learner profile for each student. This profile identifies each student's strengths and areas for improvement, providing valuable insight to guide their academic growth.

To use this tool, students in grades 2 to 10 will take three online assessments in Reading, Language, and Mathematics, each taking approximately 60 minutes. After completion, the student's report will be generated and sent home, followed by further communication. It's important to note that the information in these reports will solely be used to tailor learning experiences to meet each student's unique needs and will not impact their school report grades.

COMMUNICATION

Please feel free to contact your child's tutor or teacher via either your student's diary, phone or email. We encourage children to also use their diary as a planning tool. If you have any queries, please do not hesitate to call or email. Please sign the diary weekly.

SEESAW

In 2023, Redfield introduced the Seesaw platform, facilitating seamless connections between parents and their son's academic progress, while also streamlining communication between teachers and parents. Throughout this year, we will continue to use this platform, enabling you to celebrate your son's achievements and stay informed about the latest updates.

For those who are new to Redfield, the introduction of Seesaw may be a new experience and we are thrilled to welcome you to this innovative tool. If you haven't already, please check your email for information on accessing your son's profile and establishing connectivity.

Seesaw can be conveniently utilised on your smartphone by downloading the app or accessing it through the web via the website app.seesaw.me.

Should you encounter any questions or difficulties in connecting to your son's profile on Seesaw, feel free to reach out to Mr Nolan, the Seesaw Administrator at Redfield College. He can be contacted for assistance with any concerns you may have. ben.nolan@redfield.nsw.edu.au

HOMEWORK- *Duration – Approx. 30 minutes each night plus 20 minutes reading.*

- Homework is recorded weekly in class diaries.
- Homework will be marked on Mondays.
- Weekly spelling is to be written out three times in homework books, as well as 5 sentences using at least two of their spelling words
- Spelling tests will be conducted on Fridays.
- Maths-online homework is due fortnightly. (Please note that Maths-online is a facility that allows our students to continue working and extending themselves independently if all assigned tasks have been completed)
- Comprehension homework will be marked weekly in class on Mondays.
- Homework is expected to be set out and completed neatly.
- Please write a **note in your son's diary** if he is unable to complete his homework.

CLOTHING

All students are required to wear their Redfield sports uniform to school on Fridays. The sports uniform consists of blue shorts with the Redfield logo, white sports socks, sports shoes, and the Redfield red polo shirt with a collar. They are required to wear their Redfield College tracksuit during winter. The hat and house T-shirt should be brought to school separately and not worn to school. Further information can be found in your son's diary.

SUBJECT INFORMATION

ENGLISH

Spelling: Spelling will be facilitated within class and differentiated for students' individual learning needs. Components of the spelling lesson include word meaning, application and handwriting. There is a heavy focus on comprehension, vocabulary and word usage in both written and oral speech.

Writing: The boys will be focusing on Narrative writing during Term 1. The school is taking a uniform approach to develop the students' writing skills using a "Seven Step" approach. We place a great deal of emphasis on planning and brainstorming before the writing begins. In Year 6, we aim to develop complex sentences that contain higher-order adjectives, adverbs and vocabulary. Other focus points include correct sequencing of ideas, tense, connectives and inferential writing.

Renaissance Reading Program

At our school, we use the **Renaissance Reading Program** to support students in developing strong reading and comprehension skills.

What is Renaissance Reading?

Renaissance Reading is a program that helps match students with books that are **appropriate to their current reading ability**. This ensures students are challenged without becoming frustrated and can grow as confident, capable readers.

How it works

- Students are given books that fall **within their reading range**
- As students finish a book, they will:
 - Choose a **new book** within their level
 - Complete a **short comprehension test** based on what they have read
- These tests help teachers check students' understanding and track progress over time

Why reading within a level matters

Students are encouraged to select books that are appropriate to their reading level because this:

- supports an accurate understanding of the text
- builds vocabulary and fluency
- strengthens comprehension skills
- promotes steady and meaningful reading growth

While students may still enjoy reading books for fun at home, the books used for Renaissance Reading are chosen specifically to support learning and development.

Our focus

The goal of Renaissance Reading is **not speed or competition**, but:

- thoughtful reading
- strong comprehension
- building confidence and enjoyment in reading

Teachers closely monitor students' progress and adjust reading ranges as their skills improve.

How parents can help at home

- Encourage regular reading (20 minutes a night)
- Ask your child to talk about what they are reading
- Praise effort and persistence, not just test results

If you have any questions about the Renaissance Reading Program or your child's reading progress, please don't hesitate to contact your child's teacher.

MATHEMATICS

In Year 6, students will be using **Understanding Year 6 Maths: Advanced Level** as their core mathematics textbook. This is an **extension and enrichment resource** designed to deepen students' understanding of key mathematical concepts required for **Stage 3 (Year 6)**.

Students participating in the **Mathematics Extension** program will use **Cambridge Maths Year 7** as their primary learning resource.

This program is designed for students who demonstrate strong mathematical understanding and readiness to work beyond the Year 6 curriculum.

SCIENCE AND TECHNOLOGY

This term, students will develop an understanding of the causes of earthquakes and how they change the Earth's surface. Students will be able to describe and discuss the Richter and Modified Mercalli scales. Through investigations, students will explore earthquake magnitude data from Australia and neighbouring countries drawing conclusions about patterns in the data.

HISTORY

During Term 3, Year 6 students will undertake a History unit titled **Australia as a Nation**. Throughout this unit, students will explore how Australia developed into a nation and how our democracy, government and national identity have been shaped over time.

Students will investigate key events and figures that led to Australia's Federation, including the influences of Britain and the United States on Australia's system of government and law. They will learn about the structure and roles of local, state and federal governments and how laws are made in Australia.

A significant focus of the unit is on **rights, freedoms and citizenship**. Students will examine how Australian society has changed throughout the twentieth century, particularly for Aboriginal and Torres Strait Islander peoples, migrants, women and children. They will explore important moments in the struggle for rights and freedoms, such as the Stolen Generations, voting rights, the 1967 Referendum and the Mabo decision.

Students will also learn about migration to Australia, including stories of families who migrated from Asia, and will investigate the valuable contributions made by individuals and groups to Australian society across areas such as culture, education, science, sport and the arts.

Throughout the unit, students will develop key historical skills including researching, analysing sources, sequencing events and communicating their understanding through written, visual and collaborative tasks. This unit supports students in building a deeper understanding of Australia's past while developing empathy, critical thinking and intercultural understanding.

GEOGRAPHY

During Term 1, the students of Year 6 will be completing a unit on *Cultural Diversity and Global Connections*. Students will explore how places people and cultures differ across the world and investigate Australia's global connections with a focus on Asia. They will examine how people's connections to places shape their perceptions and explore the importance of intercultural understanding. They will also consider how stereotypes influence perceptions and how they can promote cultural awareness and respect.

STUDIES IN WESTERN CIVILISATION

Students will be learning about the treasures of human history, in particular the great heroes, battles and discoveries from different civilisations. In Year 6, the students will learn about the Modern Age from Queen Victoria's Empire to the end of the USSR. During the lessons, the students will read, discuss different events and respond to questions in oral and written form. These lessons will take place during the class's Library period, which will give students enough time to borrow books they'd like to read.

ART

During Term 1, the students of Year 6 will create artworks to express ideas and use a range of visual art skills, techniques and practices. The students will produce the following artworks:

- One-point perspective
- Snapshots of Redfield (drawings)
- Indigenous exploration
- Surrealism – Joan Miró, Max Ernst, Henri Matisse

These activities will provide an opportunity to learn about various artists and different art styles to build a broad spectrum of techniques and skills to produce works that are meaningful to the students.

SPANISH

This year, students will work through the second half of the textbook *Viva 1*, covering themes like *My School*, *Family Life* and *My Town*. This will be supplemented by work from the *Viva Workbook* and a variety of activities taken from other resources. The cultural focus for this year is Spanish-speaking nations around the world, with units focusing on South America, Central America and the cultural traditions of these countries. We encourage you to support your son using the *Duolingo* Spanish language app when possible.

RELIGION

The “Following Christ” text is used in Year 6 and covers topics related to the Ten Commandments, the Holy Mass and The Last Things. One chapter is read aloud each week and students are required to engage in discussions and answer questions in oral and written form. Apart from weekly Mass, the students will also have class time every three weeks to visit the chapel for spiritual reading and confession.

Each student will be given a copy of the TOBET book, which should be read at home with a parent. The book is in two parts, one for each semester, and it must be returned to school by the end of the semester.

This year, the **TOBET books** will not be kept by the students permanently. The school will give the books at the beginning of each semester, and students must return them to their teachers at the end of the semester. If a book is not returned, a replacement fee will apply. Each book will be placed inside a plastic pocket, and students must keep it in the pocket for the entire semester. Students may keep the book in their school bag or at home, as long as it is returned at the end of the semester in the plastic pocket. The Religion teachers will distribute the books, keep a record of which students have received a book and which have not, and collect them at the end of Semester 1.

MUSIC

In Year 6 this term, students will be learning to play the ukulele. The ukulele provides a hands-on, performance-based experience to teach the fundamentals of music in a meaningful context. Students will enhance their strumming and chordal techniques while tackling increasingly challenging melodies. They will have opportunities to play both individually and as part of an ensemble, fostering collaborative skills and a deeper appreciation for ensemble music. This comprehensive program aims to develop both performance skills and musical knowledge in an engaging and interactive environment.

Diverse Learning

The following Learning Support programs may be conducted by the Learning Support Team on a case-by-case basis:

- Literacy Intervention (usually Spalding)
- 1:1 or small group instruction where the student is removed from the classroom to target particular learning areas. This may be ongoing, or for a set period of targeted intervention.
- Numeracy support is also offered through small group sessions in class each week. Students will be assisted in class, working with a Learning Support Team Member, or withdrawn in a small group as needed.

If you have any queries or would like further information please contact our Diverse Learning Coordinator, Julie-Ann McLoughlin julieann.mcloughlin@redfield.nsw.edu.au

If you have any documentation from a GP, Occupational Therapist, Speech Therapist or Educational Psychologist, please submit a copy to your Class Teacher. This information is crucial for us to provide quality, cohesive support for your son.

After-School Care

After-school care will start next week (Week 2). It will run from Tuesdays to Thursdays in the library. It will be the same format as last year and will finish at 5 pm. Details about Term 2 will be advised.

LOVE Programs PARED

Event: Talking about Love Seminar (Level 2 - for years 5&6)

Date: Saturday 30th May

Time: 1-3pm

Location: Atrium

Love Programs at Pared

