



RESPECTFUL  
RESPONSIBLE  
LEARNERS

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# Year 5 and 6 Handbook 2024

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**“WE ACKNOWLEDGE THE TRADITIONAL OWNERS OF THIS LAND, AND PAY OUR  
RESPECTS TO  
ELDERS BOTH PAST, PRESENT AND FUTURE.”**

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*VISION*

TOGETHER WE EMPOWER ALL TO LEARN AND ACHIEVE WITH A SENSE OF BELONGING  
AND PRIDE IN SELF, SCHOOL AND COMMUNITY.

*MISSION*

EMPOWER THROUGH KNOWLEDGE, PRIDE AND SENSE OF COMMUNITY.

*VALUES*

BE RESPECTFUL, BE RESPONSIBLE, BE A LEARNER

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## PRINCIPAL WELCOME

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Dear parents and carers,

Welcome to Corryong College and the continuation of your child's education journey.

Corryong College's Foundation to Year 12 program is designed to provide a strong culture of learning, engaging activities, and celebration of the achievements of each of our students. Our early years program aims to ensure a strong relationship between home and school for your child, nurturing each child in their learning journey.

Our dedicated staff are passionate about teaching and sharing their love of life-long learning. Our School Council and Parents Club provide support and guidance for the school community and act with best intentions to guide continuous improvement at our school.

On the following pages, you will find information about our Vision and Values, our curriculum and events we hold throughout the year and detail about how to support your child's journey at school. Please read them and don't hesitate to contact us if you have any questions.

On behalf of all of the Corryong College community, welcome once again to our school.

Chrissie McKimmie

Acting Principal

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## THE JOURNEY CONTINUES ...

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In Year 5 and 6, your child will be immersed in a challenging and exciting learning environment. Our top priority is to build a culture of mutual trust and respect. The purpose-built learning Hub (opened in 2013) gives students the security of belonging to their own small and caring community while providing flexible learning spaces to cater for independent and collaborative learning. Facilities in the learning space are excellent with sports equipment, collaborative learning space, interactive whiteboards, toilets and kitchen for students to use.

Students experience the personal care of a team of teachers creating a network of support for students so they can become confident and independent learners ready to embrace the many opportunities the College has to offer. The College has a wide range of core and specialist subjects providing a varied and engaging program. Students have many opportunities to participate in State and National competitions. Excellent results have been achieved in English, Mathematics and Science Competitions.

When coupled with a range of sporting, dramatic, musical and other extracurricular programs, our Year 5 and 6 students have many opportunities to achieve personal excellence. Our aim is to foster independence, co-operation and a life-long love of learning.

Information and Communication Technology (ICT) is incorporated across the curriculum. Students use state-of-the-art computer equipment as a tool to enhance their learning experiences.

Corryong College is implementing, and reporting on, the Victorian Curriculum. The levels represent typical progress of students but recognise that student's progress at individual rates and the curriculum is developed to cater for individuals within each class.

Corryong College curriculum is designed to promote the well-being of students and to foster self-esteem. We provide many opportunities for students to build self-confidence, learn organisational skills, make new friends, develop a strong identity and accumulate learning skills that will last beyond the school.

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## YEAR 5 AND 6 PROGRAM

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### Core Subjects

English  
STEM (Science  
Technology,  
Engineering  
& Mathematics)  
Mathematics  
Humanities

### Specialist Subjects

Art  
Sport  
Stephanie  
Alexander Kitchen  
Garden  
M.M.

### Co-Curricular

Camps  
House / Interschool Sports  
Instrumental Music Lessons  
College Band/Ensemble/choir  
S.R.C  
English, Mathematics and  
Science Competitions  
School Musical Production  
Lunchtime Sporting/Hub  
Activities

We offer students a rich and challenging personal development program to support them throughout this exciting time in their lives. We understand the importance of students, teachers and parents working in partnership to create a positive learning environment that enhances personal achievement.

Year 5 and 6 students are offered a camp every two years, with 2024 being the next year for school camp. At this stage, the camp has not been organised but will more than likely be a two to three day camp with a focus on team building and outdoor pursuits. The cost of the excursion should be within the range of \$300 to \$400. More information will be sent home as it comes to hand. Students will also be offered the opportunity to apply to attend the Lord Somers Camp. This generally takes place towards the end of the year.

### **Year 5 and 6 students have many opportunities to be part of the wider school community.**

This sense of community is developed and fostered with opportunities for students to create friendships and learning networks outside their immediate peer group. The College band performs regularly in the local community. The College drama production offers a variety of experiences in performance, backstage, makeup, costume design and publicity. A College social is organised and run by the Student Representative Council each year. The College training restaurant, Faulty Towers, operates a coffee shop twice weekly where students and teachers gather for cappuccinos, hot chocolates and cakes.

### **Parent Involvement**

#### **We strongly promote and value the partnership between parents and staff in order to provide the best education for each individual child.**

Corryong College Parents' Club is an informal group that meets regularly to discuss and plan activities that will add to our students' experiences at Corryong College. Anyone can join and new members are always welcome. The College is very appreciative of the work that Parents contribute to the life of the school- for example catering for sporting and CFA events as well as providing a uniform for representative teams to name a few. The Stephanie Alexander Kitchen Garden (SAKG) program is a very successful initiative started by the Parents' Club. The garden is now incorporated into classes with students learning how to grow, harvest and cook delicious healthy meals. This year (2022) the Parents Club generously supported the student's planning and creating of a large mural that is to be mounted on the concrete wall near the Hub.





## **Use of Digital Technologies at Years 5 and 6**

The use of digital technologies is now an integral part of the world in which we live. At Years 5 and 6 students use digital tools to expand their horizons. Student laptops (see Laptop Program section) are used on a daily basis to do things such as access class material, create learning artefacts, update assessment data and learning goals and maintain a digital portfolio. The student use of GAFE (Google Apps for Education) provides a work environment for the students which enables them to collaborate on tasks, both within the school environment and without.

## **Year 5 and 6 Curriculum Overview**

### **English**

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.

**STEAM** is an area of the curriculum that uses the integration of Science, Technology, Engineering, Arts and Mathematics to explore topics of local and global interest.

### **Science**

Students learn how to look for patterns and relationships. They recognise the important role of variables in investigations. They develop explanations based on evidence.

### **Technology**

Students use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data; they improve their computational thinking.

### **Mathematics**

Students extend their knowledge of the key areas of mathematics, particularly of fractions and decimals. They increasingly use models, pictures and symbols to represent and communicate mathematical ideas. Part of this program includes the weekly Math Mate homework task which is purchased from the College at the start of the year.

### **Humanities**

Students draw on their growing experience of the wider world and use concrete information sources to learn about history, geography, civics and citizenship, and economics and business.

## Health and Physical Education

Students become even more connected with their peers and the world around them. They learn what influences them, how relationships change over time and how to promote health. They develop more complex movement skills. At the end of Term 2 teams are selected to represent the College in competitions against ten other schools in the Ovens and Mitta District. The teams travel to Albury/Wodonga venues for these competitions. Students also participate in the Kanga 8's cricket competitions.



## The Arts

Students explore the way the world is represented by artists as well as continue to develop their own understandings and experiences. They further develop their technical skills and explore how others create artworks. With the introduction of the new Victorian Curriculum, the Arts program will be extended to include experiences in areas such as music, dance, media art, studio art and drama.

## SAKG

The Stephanie Alexander Kitchen Garden is one of the many successful programs operating at the College. Students in Years 5 and 6 have three sessions devoted to this program, one session in the garden and two in the kitchen. The purpose of the SAKG program is to assist students to make informed decisions about the food they eat. The program tries to integrate the vegetables grown in the garden with the recipes cooked in the kitchen.

## LOTE (Indonesian)

Students at Years 5 and 6 have one period of Indonesian every week. This subject not only looks at the written and spoken language but also the culture and people of that country.



## Instrumental Music (class and elective)

There are two forms of music instruction at Corryong College. The first is classroom music. In this case, each student attends one period of music a week along with their class. This provides the student with experiences in music production and formation.

The second form is elective music. Students can choose which instrument they would like to learn according to their interests/abilities, subject to availability. Tuition is available for the following instruments: Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet, Tenor Horn, Baritone, Euphonium, Trombone and Percussion.

Instruments are available for hire from the College subject to the agreement of certain conditions. Students who elect to take this subject will be issued with an individual Instrumental Music timetable at the beginning of each semester. Please note this is a fee-based elective. Previous experience is not a prerequisite.

## Homework

First and foremost, we recognise the importance of regular physical activity for promoting the health and wellbeing of our students. Therefore in Year 5 and 6, we encourage students to seek after-school activities that see them moving and enjoying the social elements of physical pursuits.

The second task that is encouraged is the reading of fictional and non-fictional text. Both the town and senior campus libraries have an excellent collection of books. **It is often worthwhile sitting down and listening to your child read, asking them questions about the text and whether they are enjoying reading it.**

### An example of a timetable for Years 5 and 6

Session	Monday	Tuesday	Wednesday	Thursday	Friday
1	Literacy	Literacy	Literacy	Literacy	Literacy
2					
3	Numeracy	Numeracy	Numeracy	Numeracy	Sport
4					
5	Science	Art	Health LOTE	Digital Tech	Cooking
6				LOTE Health	

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## LAPTOP PROGRAM

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One of the bigger changes for students transitioning into Year 5 is acquiring a personal laptop. These laptops will be used right up into their years as secondary students.

The Department of Education provides students with access to a wide variety of software including Microsoft Office programs, Photoshop, Google Apps and many others. These programs are designed to assist and benefit the learning opportunities of the students. Furthermore, students will be educated on how to get the most out of their digital device through peer collaboration.

The integration of laptops into the education environment provides students with an additional avenue of learning mode. This means that while students will also be engaging in physical learning through things like writing and discussing, they will also have the virtual world to explore new learning ideas. Digital technology can complement education by assisting with organisation, engagement and multisensory learning.

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## TOOLS FOR SCHOOL

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The laptops that the students receive are primarily for education at school. During Year 5, students will keep their laptops at school throughout the term and will be able to bring them home over the holidays. Year 6 students will have the privilege of being able to take their computers home on the weekends if they are given permission by their parents.

The main reason for this recommendation is due to the many issues arising from students having access to the internet in their freetime at home. Cyber bullying, exposure to inappropriate material and excessively late nights are all problems that we have seen from allowing this age group of children to have their own personal laptop at home.

As the children grow and mature they will build a better understanding of the internet and develop mental strategies for using this resource to benefit their learning. However, while they are in their primary years, it may be best to limit their access to the internet by keeping their laptops at school to be used for education.

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## HOW TO PURCHASE A LAPTOP

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For all new students to Corryong College and any students that do not already have a device.

Due to the new Department of Education and Training (DET) Parent Payment policy, parents can no longer purchase laptops direct from Corryong College. Corryong College has partnered with “Learning with Technology” (LWT) who will supply Lenovo laptops to students.

LWT offer a range of notebooks and tablets to meet your needs with a combination of warranty, insurance and finance offerings. <https://www.lwt.com.au/AboutUs.aspx>

### **How to order student laptops via LWT website.**

Parents logon to <https://corryong.orderportal.com.au/> Parents have an option to “pay now” or those wishing to use payment options select ‘Pay with Finance’.

Lenovo ThinkPad L13 Yoga  
Gen 3 - 13.3", Core i5, 8gb  
256GB



**In Stock**

**While Stocks Last.**

**\$1,155.00 inc GST**

13.3" Convertible Notebook with Core i5 processor and active stylus that charges in the device.

Lenovo ThinkPad L14 Gen 4 -  
14" Non Touch, Core i5,  
16GB, 256GB



**In Stock**

**\$1,228.00 inc GST**

A perfect balance between mobility and productivity, durable device with bright 14" screen

Lenovo ThinkPad L13 Yoga  
Gen 4 - 13.3", Core i5, 16GB



**In Stock**

**\$1,320.00 inc GST**

13.3" Convertible Notebook with new Core i5 13th Gen processor and active stylus that charges in the device.

*\*the above is based on 2023. Prices and devices may change.*

### **Should I take out Accidental Damage, Warranty and Insurance?**

We highly recommend that you take out “3 year onsite warranty, 3 year battery and accidental damage protection” for an extra \$242. If you decide not to purchase the added protection bundle, then as a minimum we recommend you please consider the “3 year onsite warranty and 3 year battery warranty” for an extra \$65 depending on which laptop model you purchase. You can make this selection by clicking on your preferred “warranty” when purchasing your device.

### **Terms and conditions**

<https://www.lwt.com.au/Policies/Terms.aspx>

### **Shipping and Imaging**

If purchasing a device we would encourage you to do this prior to December. Delivery dates are available on the website upon device selection. All laptops will be shipped directly to Corryong College where they will be imaged with Department of Education (DET) required software.

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## DISABILITY INCLUSION & WELLBEING

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### The Disability Inclusion (DI) and Wellbeing Team

The DI and Wellbeing team consists of the following roles that work to support our inclusive practices and wellbeing supports for all students.

**Principal**—Oversight of all policy and subsequent processes and practices across the school.

**Assistant Principal**—Guidance for the DI and Wellbeing team and leads connection with parents and department.

**Leading Teachers**—Leads implementation of processes and practices for teaching and learning and DI.

**Wellbeing Coordinator**—Leads implementation of processes and practices for wellbeing, counselling and chaplaincy.

**Year Level Leaders**—Leads wellbeing supports through connections with students, parents and the team.

### SHARE Principals for Inclusive education

The following principles provide guidance for all members of the school community on the main features of inclusive education.

**Student Centered.** Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

**Human Rights focus.** Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

**Acknowledges strengths.** Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

**Respects Legal obligations.** Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disability. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

**Evidence Based.** Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

## Tiers of Support

Students are identified and supported through a tier based approach that best supports them. Students may move across the Tiers depending on need.

**Tier 1**—Provides a preventative framework and requires the learner, Parent / Carer, Classroom teacher or Year Level Leader to be in regular communication. This may include input from school level Health and Wellbeing supports.

**Tier 2**—Identifies that some additional support is needed and engages additional Health and Wellbeing members to provide more complex supports. An Individual education Plan (IEP) is developed and SSGs are held per to assess the students' individual needs and progress.

**Tier 3**—External supports are sought, broadening the team to include relevant professional support staff including members from the Department, and local and Government programmes.

## Disability Inclusion Profiles (DIPs)

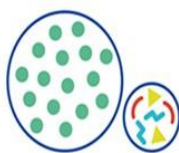
Disability Inclusion Profiles enable individual funding to assist students with disabilities or additional needs. Students are identified through the frequency and level of adjustments they require to function at school.



Inclusion



Exclusion



Segregation



Integration

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## STUDENT SUPPORT & WELLBEING

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Corryong College's mental health and wellbeing support incorporates universal school wide wellbeing programs, early intervention and cohort tailored supports for students who have specific needs or vulnerabilities in addition to intensive targeted interventions for individuals or small groups of students through both internal and external mental health supports.

Members of our wellbeing team will work closely with students, their families/carers and external support services to provide a care team approach to improved mental health and wellbeing, support for families and working with the family unit to facilitate in increased school attendance and engagement.

### **The Wellbeing Team**

Our caring and approachable wellbeing team comprises Christine McKimmie (Acting Principal), Warren Sinclair (Vice Principal & Student & Engagement), Katrina Karlson (Counsellor & Wellbeing Coordinator), Margaret Walker (Teacher & Disability and Inclusion Co-Ordinator) Christian Boscolo (Chaplain), and a visiting Adolescent Mental Health Nurse.

### **The Wellbeing Space**

The wellbeing area provides easy, centralised access to our wellbeing team. The Counsellor & Wellbeing Coordinators office and an additional cosy wellbeing space provides a safe and inviting environment where students can come and seek help and parents/carers are also invited within the privacy of these spaces to chat with a member of our wellbeing team.

### **Student Wellbeing Services**

Our Wellbeing Team are experienced in a range of areas and caring and passionate in supporting students to navigate their way through social and emotional challenges they may face.

These challenges may include:

- Social difficulties
- Emotional challenges
- Behavioural difficulties
- Learning needs
- Family challenges, including family break-up
- Grief and loss
- School refusal



- Risk-taking behaviours
- Mental health
- Child safety concerns

### **Services Available Through the Student Wellbeing Team**

- Individual and small group counselling for students
- Triage counselling
- Family support
- Positive mental health promotion and liaison with school-wide programs relevant to student wellbeing
- Student Support Group support with parents and young people regarding any learning, behavioural, social or emotional concerns they have
- Referral to external support services and specialist assessment/treatment services

### **Referral to the Wellbeing Team**

Secondary School Students can self-refer to the Wellbeing Team by visiting the Wellbeing Office.

Principals, teachers and support staff can arrange for a referral to the Student Wellbeing Team if they have concerns about a student's wellbeing.

Parents/carer/s can also request an appointment for their child with the Student Wellbeing Team by contacting the school office and asking to speak to our Counsellor & Wellbeing Coordinator Katrina Karlson.

Primary school students are required to have signed consent from parent/s/carer/s prior to accessing counselling services. Consent forms are available from the Counsellor & Wellbeing Coordinator or accessible to staff via the 'Wellbeing Resources' Microsoft Teams folder to print off. Parent/s/Carer/s are welcome and encouraged to meet and talk with one of our wellbeing team members to foster positive relationships and seek any additional support or guidance and our team can also provide links and contact to external services.

## **Wellbeing Partnerships**

The wellbeing team work with external supports that focus on providing group-based and individual support and the provision of specialised services. Some of these include Gateway Health, Albury Wodonga Health, UMFC, CHIPS program, Junction Adolescent Support and Junction Counselling services and many more.

## **Wellbeing Programs**

The Wellbeing Team and staff facilitate and/or support a range of proactive, preventative and early intervention programs across the school. Examples of some of the health, wellbeing and inclusion programs include: Breakfast Club, Lunch Clubs, SAMS Club to raise awareness and support for sexual and gender diversity and inclusiveness in the school community, Restorative support through mediation for students in conflict with each other, Health & Wellbeing Days to promote mental health and wellbeing, Wear it Blue Day promoting anti bullying, R U OK? Day to raise awareness of engaging in regular and meaningful conversations with others...and many more.

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## WELLBEING DOG - FRANKIE

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Corryong College has partnered with Dogs Connect and are fortunate to have a Wellbeing Dog named "Frankie" at our school.



### **Rationale**

Dogs in Education can assist students with attendance, behaviour, social connection and emotional regulations. They can help engage students in many curriculum areas by supporting children in feeling less self-conscious than they may feel around teachers and peers.

### **Vision**

Together we empower all to learn and achieve with a sense of belonging and pride in self, school and community. We will integrate our Wellbeing Dog into our school community so it can assist with trauma, anxiety, communication, awareness, leadership, behaviour, emotional regulation, resilience, sensory processing, stress management and emotional literacy.

### **Beliefs**

At Corryong College our values drive us to:

Have a duty to develop and model practices where teaching and learning can be linked to the love, care and connection of our school wellbeing dog.

Draw on the skills and knowledge of the school wellbeing dog, Dogs Connect staff and the wider community and enter into practices that are mutually beneficial to all community members.

Implement effective decision-making practices in collaboration with School Council, Dogs Connect staff, school staff and where appropriate the wider community.

### **Aim**

We aim for the responsible implementation of a structured program through which a school wellbeing dog will be used to assist the school community in experiencing connectedness, developing links to learning throughout the school community, and helping to develop students who are socially adept, respectful and appreciation of diversity.