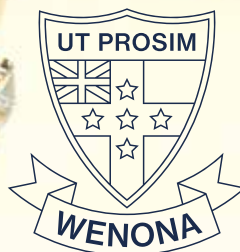


Wenona

JUNIOR SCHOOL

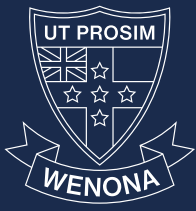
A Learning Journey



We are thinkers, inquirers,
communicators, risk takers,
knowledgeable, principled,
caring, open-minded,
balanced, reflective.







VISION

To educate and empower young women in a global learning community, to serve and shape their world.

MISSION

To provide a preeminent global education for the girls in our care by developing a contemporary, innovative and engaged learning community, committed to the inherent value and potential of each child.

VALUES



COURAGE



STRENGTH



GRACE



WISDOM



KINDNESS

WELCOME FROM THE PRINCIPAL

“Drawing on our values of courage, strength, grace, wisdom and kindness we challenge each girl to pursue her passions, and to think and learn independently.”

Wenona is a leading day and boarding school (K to 12) that has remained at the forefront of girls' education since its establishment in 1886. Our reputation for academic excellence can be traced back to our founder, Miss Edith Hooke, whose determination to provide young women with an outstanding liberal education was revolutionary in its day.

Today, we remain as focused on educating strong women leaders, equipping them for a rapidly changing world, combining innovation with 134 years of history. Drawing on our values of courage, strength, grace, wisdom and kindness, we challenge each girl to pursue her passions, and to think and learn independently. Our aim is to bring out the best in our young people, helping them to develop the skills they'll need to lead a life of purpose and fulfilment, and to make a positive contribution in a global world.

Our approach to learning is underpinned by the principles of the Renaissance, a time of great intellectual rigour, personal inquiry and creative enrichment. We offer a holistic education across a broad range of disciplines and experiences. While academic endeavour is important, our students are encouraged to participate in a variety of extra and co-curricular activities, and to give back to society by demonstrating service through action.



For our students, the journey towards independent learning begins in Junior School, where our approach follows the framework provided by the International Baccalaureate's Primary Years Programme (PYP). Outstanding Junior School teaching staff set high standards and expectations for our students. We want students to become inquirers, thinkers, communicators, and risk-takers, becoming knowledgeable, principled, caring, open-minded, balanced and reflective. Above all, we want each girl to be valued and to develop as an individual, with the freedom and space to explore her own ideas and interests.

Our community is unique, with a focus on generosity, inclusion and strong relationships. It's a place where every girl is seen, known and loved for who they are and who they want to become. We are proud of Wenona's tradition of pioneering girls' education, and we look forward to an innovative and exciting future.

Dr Briony Scott
Principal

WELCOME TO JUNIOR SCHOOL

The Junior School at Wenona is a place of welcome, wonder and wisdom. Our smallest girls are brimming with big ideas about life. They are big hearted and open-minded and most of all, they are capable beyond measure.

Our teachers know the power of novelty in cultivating a sense of awe that inspires a spirit of curiosity. The classroom atmosphere is contagious and generates great energy to question, to investigate and to share discoveries with others; to celebrate the power and

joy of learning. We design engaging and dynamic learning experiences that empower girls from Kindergarten to Year 6 to direct their own learning in authentic and developmentally appropriate ways. This nurtures independence and a life long love of learning.

At Wenona, our students are excited to be a part of a such a strong and inspiring IB global community of like minds.

Ms Justine Lind
Head of Junior School



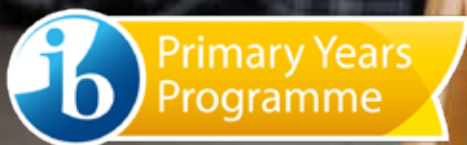
*“What is honoured in a place
will be cultivated there.”*

PLATO



THE PRIMARY YEARS PROGRAMME

Our Junior School introduced the Primary Years Programme (PYP) in 2020 and was awarded official certification in 2021.



communicator
principled I am reflective
I am knowledgeable



IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with other schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



What is the IB Learner Profile?

The International Baccalaureate (IB) Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



RISK TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



PRINCIPLED

We act with integrity and honesty with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

CARING

We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.



OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.



BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.



REFLECTIVE

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.



TRANSDISCIPLINARY LEARNING

At Wenona we understand that children are curious about the world and don't operate in disciplinary silos. By approaching teaching and learning through a multidisciplinary approach, students develop deeper conceptual understanding, strengthening their knowledge and skills beyond traditional subject areas.

THE PYP TRANSDISCIPLINARY THEMES

The transdisciplinary themes mark the starting point of student inquiries. It is within the context of each theme that students explore related central ideas and assimilate knowledge. The themes engage the learning community in rich dialogue and ongoing collaboration to build an understanding of themselves, their wider community and their world. Designed to have enduring value, regardless of the geography or background of students, the six themes provide guidance for student inquiry.

WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

WHERE WE ARE IN PLACE AND TIME

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.

HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

SHARING THE PLANET

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

HOW THE WORLD WORKS

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

HOW WE ORGANISE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and the environment.



LEARNING IN A TRANSDISCIPLINARY WAY



All the leaves are brown...

When Miss Bouterakos's Kindergarten students went outside to play and explore this Autumn, they inevitably started to notice signs of the changing seasons, which sparked their curiosity.

“My favourite season is winter because we can play in the snow. I like to walk and make snowmen.”

DOROTHY, Kindergarten

A symphony of fallen leaves in the corner of Woodstock brought untold joy to Kindergarten on their first day back at School in Term 2. Not only was it a brave new world of reds, browns and oranges, but they had great fun playing with the leaves. So much so that when it was time to head back inside, they asked Miss Bouterakos if they could bring some of the leaves into the classroom to use in their learning.

“We used them when we were learning about teen numbers, to draw representations of numbers on the leaves,” explained Miss Bouterakos. She was pleased to see the students taking agency and co-constructing their learning, a key indication of how engaged they were in the activity.

It led them to become curious about the weather and think about the gradual shift from one season to another. This can be a difficult concept to grasp, but for Miss Bouterakos, it was the perfect

way to introduce a variety of concepts while having fun along the way. It allowed her to talk about the environment and how daily and seasonal changes affect humans and other living things.

Over the following week, Kindergarten read stories, which represented seasonal changes. One of their favourites was *My Tree and Me* by Jo Witek, which centres on a little girl and the tree in her backyard. The girl loves her tree, and as the seasons change, she explains how her tree changes and all the fun things they can do together as a result.

Afterwards, Miss Bouterakos asked the students to think about their favourite season and how it affects what they do. She then asked them to write about why they liked their chosen season. The students then shared their stories with each other on Zoom.

Kindergarten then brought in lots of amazing leaves of different sizes, shapes, and textures, which they’d collected from

their own gardens. Miss Bouterakos asked them to choose a leaf and write a story about it, depicting how it changes during the seasons through their drawing. She explained that stories have a beginning, a middle (which normally involves some kind of complication) and an end. Perhaps their story could start in Spring when the tree was in full bloom. Perhaps in the middle, an insect could nibble on the leaf. Perhaps it could finish up in winter with the tree, bare and without any leaves.

These beautiful and simple leaves were the impetus for observation, outdoor exploration, creativity and curiosity that transcended traditional disciplinary silos. It made the students think about the many ways that their world was connected.

And, best of all, there was the added joy of going outside and jumping into a big pile of Autumn leaves!

Spring is Sophia’s favourite season, *“because it is my birthday. I like that the flowers bloom in Spring.”*

Tracey said, *“My favourite season is summer because I like to eat ice-cream on the beach. I like to pick up some shells.”*

Bridie agreed, *“My favourite season is summer because I can go in the pool.”*



ASSESSMENT AT WENONA

The prime objective of assessment at Wenona is to provide feedback on the learning process. Assessment is integral to all teaching and learning and is embedded authentically in all that we do.

Assessment is central to the goal of thoughtfully and effectively guiding students through their learning. Our students benefit by understanding that assessment is an ongoing process, they learn how to give and receive feedback, reflect on their own learning and engage in respectful dialogue with their teachers and peers to develop new learning goals.

Teachers employ a range of strategies for assessing student work that are differentiated to account for the diverse ways that individual students understand their experiences. Our approach to assessment stresses the importance of both student and teacher self-assessment and reflection. It also recognises the importance of accessing the process of inquiry as well as the product(s) through assessment for, as and of learning.

ASSESSMENT FOR LEARNING

Assessment for learning, also known as formative assessment, starts with collecting evidence of what students already know, understand and can do, to enable teachers to use this information for forward planning and contributing to the development of every student. It emphasises that learning is an ongoing process and the data is used to plan the next stage in learning. Students are given opportunities to be involved, conferencing with their teachers, and actively setting goals which are then communicated through ongoing reporting.

ASSESSMENT AS LEARNING

Teachers enable and encourage students to take responsibility for their own learning by involving them in the feedback process. In this way, students become their own assessors and develop ways to monitor their own learning, pose questions and use a variety of strategies to demonstrate what they know and can do. Teachers provide students with learning intentions and success criteria and throughout a unit or learning process, students are given opportunities to reflect on the progress they have already made, consider how they are achieving their goals so far, consider the steps they have already taken and whether they need to adjust their strategies or receive more support.

ASSESSMENT OF LEARNING

Assessment of learning, also known as summative assessment, is the culmination of the teaching and learning process where students demonstrate what they have learned, measuring students' knowledge and understanding as well as how they can apply this information to new situations. It is usually a culmination of the teaching and learning process at the end of a unit, term or a semester.

“Assessment is like an ongoing conversation. It’s a nuanced art of gathering continuous information about each student and using that data to inform practice about how to best guide, stretch and support students to the next point of their learning journey.”

MS KATE CAMERON,
Head of Curriculum (K to 6), PYP Coordinator



“It helps our brains learn.”

TABITHA
Kindergarten



“Our teachers give us tasks to see what we already know so they don’t re-teach us these things.”

CAITLYN
Year 4

“These activities help teachers know what we should learn next.”

SOPHIA
Kindergarten

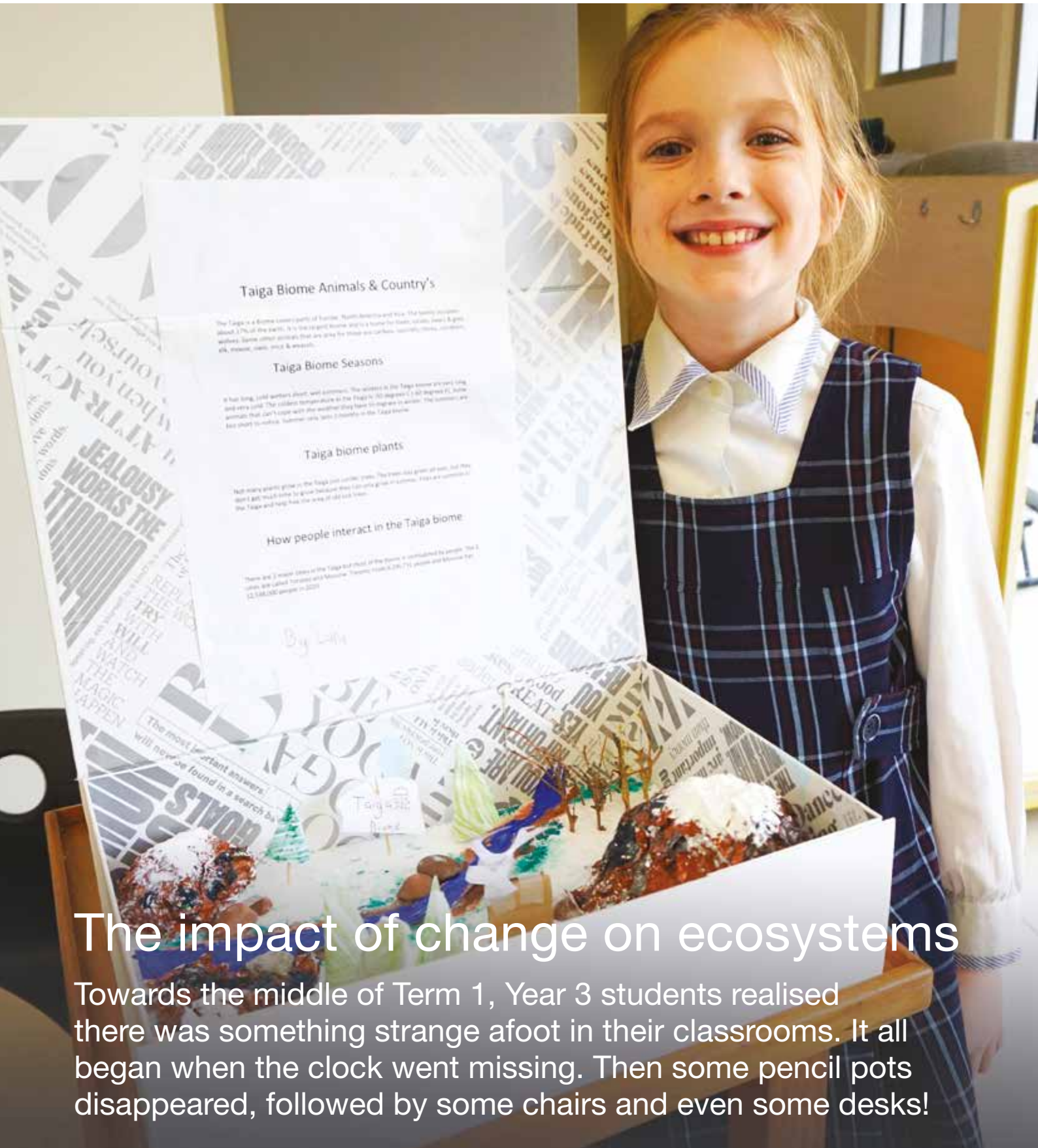


“When students are in a classroom environment where feedback is a firmly established part of the learning journey, they engage in dialogue with their teachers and peers with ease and appreciate the impact these discussions have on the quality of tasks they produce. Assessment is not an event, but a process, which is why regular and effective feedback allows students to reflect on their progress and keep setting new goals.”

MS KIMBERLEY PECK
Junior School Teacher



EMBRACING CHANGE - ATHENAEUM LEARNING PATHWAY



The impact of change on ecosystems

Towards the middle of Term 1, Year 3 students realised there was something strange afoot in their classrooms. It all began when the clock went missing. Then some pencil pots disappeared, followed by some chairs and even some desks!

Over the course of the day, the students had to adapt to different changes in their learning environment. It was all part of Year 3's provocation into their Unit of Inquiry 'How the World Works'. By adapting to change in their classrooms, Year 3 were able to draw a direct parallel to the way in which animals and plants must adapt to change within their ecosystems.

But even greater change was afoot for our Year 3 students. When the global pandemic forced Australia into lockdown in 2020, Wenona moved to a distance learning program, the Athenaeum Learning Pathway (ALP). Both students and teachers were forced to adapt to a different style of learning, making them reflect on the importance of embracing change and managing challenges in a positive way - just like plants and animals must do in their ecosystems.

The students drew on Wenona's values of courage, grace, wisdom and strength, as well as the learner profiles of being open-minded, principled and caring, as they learnt new digital skills and navigated online learning platforms. They also improved their self-management and organisational skills, as they adapted to a blend of synchronous and asynchronous learning.

During this inquiry time, students had an opportunity to learn more about themselves, but they also conducted their own research into biomes, learning all about tundras, forests, grasslands,

deserts, and freshwater and marine biomes, and discovering where they are located on a world map.

Year 3 were then set a challenge: conduct their own research into the biome that most interested them. And find out as much as they could about its location, climate and the species of plants and animals that exist within it. Have these characteristics changed over time and if so, what are the causes of these changes?

The students also had to think about the producers (living things like plants that take the Sun's energy and store it as food), the consumers (the herbivores, carnivores and omnivores that feed on producers or other consumers to survive) and the decomposers (the organisms that primarily feed on waste or dead organisms to get energy). What are the interactions between the living and non-living organisms in their biome? What impact, if any, have humans had?

Year 3 were then given an opportunity to bring their knowledge to life by creating an exhibition for other Wenona students. Initially, they planned a virtual exhibition, but with the transition to on-campus learning, the students had to adapt to change by setting up a self-curated exhibition in the Woodstock piazza - much to the delight of their fellow students.

Ella chose a tundra biome because she likes the cold. She created a detailed

poster, complete with handmade snowflakes. "Humans have changed the landscape through the construction of residences and other structures, ski resorts, tourist attractions, mines and roads," she said. "Hunting, oil drilling and other activities have polluted the environment and have threatened wildlife in tundra ecosystems."

Issy focused on a marine biome. Her diorama featured a large fish swallowing a smaller fish, cleverly bringing to life the idea of the food chain. In the course of her research, she was fascinated to discover the different zones of the ocean. "The Abyssal zone is pitch black where only some fish can survive," she explained. "One of these fish is the Anglerfish. It has a light on its head. I know that sounds funny, but I'm not joking it has an organic light on its head which is pretty cool!"

Possibly, the most popular biome belonged to Ruby, who created a game of Twister based on her temperate forest biome. Students had to land on different coloured circles and answer questions about temperate forests.

This Unit of Inquiry was an opportunity for our Year 3 students to display resilience and determination in adapting to change - and using it as an opportunity to learn and grow! In making the transition to the ALP, Year 3 learnt first-hand that all living things are part of a complex network and that we all depend on each other and the environment to survive and thrive.



APPROACHES TO LEARNING

Learning how to learn is fundamental to a student’s education at Wenona.

There are five interrelated skills - thinking, research, communication, social and self-management - which aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.



A concept is a big idea that is enduring and not limited by subject matter or place in time. Concepts represent ideas that are broad, abstract, timeless and universal.

THE SEVEN KEY IB CONCEPTS:

- | | |
|-----------------------|-----------------------------------|
| Form | What is it like? |
| Function | How does it work? |
| Causation | Why is it as it is? |
| Change | How is it transforming? |
| Connection | How is it linked to other things? |
| Perspective | What are the points of view? |
| Responsibility | What are our obligations? |

CONCEPTS HELP US TO:

- Explore the essence of a subject
- Add coherence to the curriculum
- Deepen disciplinary understanding
- Build the capacity to engage with complex ideas
- Build understandings across, between and beyond subjects
- Integrate and transfer learning to new contexts

Sensés

Caring

Équilibrés

Balanc

Angerous, think and talk with
and sharing when they found their
answers with the students. Curious

Background: My name is ...
I am ... years old ...
I am turning ... on the ... of Decem
of my family are



All About Me
Background: My name is ...
I am ... years old ...
I am turning ... on the ... of Decem
of my family are

EXPLORING APPROACHES TO LEARNING



No place like home!

The best journeys always lead us home, just ask Year 1! When investigating their Unit of Inquiry 'Where we are in Place and Time', they explored this central idea, learning a lot about their mums and grandmas in the process.

“I wonder why the girls did all the cooking. And I wonder why the mum did not go to work.”

AMELIA, Year 1

Some would say that families today are almost unrecognisable compared to families in the 1950s. What is certain is that as we alter the way we live, work and raise children, family life is changing shape. Ms Christofa’s Year 1 students looked at the transformation and adaptation of family structures over the last 70 years, conducting empirical research into the maternal side of their family history.

It all started when Ms Christofa showed the students a video featuring a family dinner in the 1950s. It was a time when typically, dad was the breadwinner and mum stayed home to care for the children. The video really piqued the girls’ thinking skills, prompting all sorts of questions and debate. Amelia said, “I wonder why the girls did all the

cooking. And I wonder why the mum did not go to work.” Charlotte said, “I wonder why the dad only went to work. I wonder why the boys did not help with dinner.”

After much discussion, Ms Christofa asked the girls to go home and interview their mums. Using their research skills, they had to find out what family life was like for their mum when she was a child. Where was she born? What was her house like? What responsibilities did she have? Ms Christofa also asked them to find out about their grandmothers too. They also searched for their home address on Google Maps, using the street and aerial view to look at their homes from different angles.

Students drew on their communication skills to record their interviews in their

‘Family History’ booklet. Using their own words, they drew up Venn diagrams to compare their own family life to that of their mums and their grandmas. This gave them a very visual illustration of how life has changed. Their creativity shone through in the beautiful poems they wrote about their family life, which they also presented in class.

Ms Christofa then drew a giant world map on the classroom window so the girls could plot the different life stages of their families. Displaying this information in such a visual way gave the students an opportunity to see where their families had come from and made them reflect on their connections to the past.

Students demonstrated perseverance and other self-management skills as they tested and trialed coding instructions with Bee Bots to bring the life stages of their families to life.

This unit triggered so many rich opportunities to learn and practise different approaches to learning. The most valuable discovery of all though was something they’d never expected: a thread of connection from their family’s past to the present day.



STUDENT ACTION

Everything we do at Wenona is underpinned by our School motto, Ut Prosim, that I may serve. Drawing on our values of courage, strength, grace and wisdom, our students are encouraged to reflect, make informed choices and take self-initiated and voluntary action that will help their peers, families, schools and the wider community.

THE PYP INSPIRES STUDENT ACTION BY:

- Acknowledging the different forms of action that can occur
- Helping them to connect action with lived/ personal experiences
- Engaging them in dialogue around what action is
- Encouraging them to think about the impact of their actions
- Helping them to plan for inquiry that supports making informed choices
- Providing opportunities for skills development that facilitates action
- Collaborating as needed, to plan and carry out action
- Allotting time for them to apply their learning about action
- Supporting them to connect with local, national and international communities through Service Learning opportunities.



“After learning about the rights of children worldwide, I wanted to do more to help children in need. I researched how to make slime and then sold ‘Slime and Smiles’ at School to raise money for The Smith Family.”

LUCINDA (Year 4)



DRIVING STUDENT ACTION



Light up, Light up

In Term 3, our Year 4 students were compelled to help children in remote communities in PNG have a brighter future, by making solar lights for them so they can study after dark.

Through their 'Sharing the Planet' Unit of Inquiry, Year 4 passionately investigated the rights of all children to an education. It prompted students to examine the United Nations Convention of the Rights of the Child and reflect on how children's access to education in Australia differs to neighbouring and developing countries.

They were surprised to learn that even though a mere 3.6 kilometres separates the top of Australia from Papua New Guinea (PNG), there is a striking disparity of poverty and wealth between our two countries. Approximately 38 percent of children under the age of eight in PNG are unable to read or write.

PNG holds a special place in Ms Gordon's heart. She was last there in 2018, when she accompanied a group of Wenona students and their mums on the Kokoda Trail. While she was there, she saw first-hand the implications of unreliable electricity. "A lot of people rely on kerosene lamps, candles and wood," she said. "They are bad for their health, bad for the environment and they are expensive, with a lot of the household income going towards these types of fuels."

Over the course of their research, Year 4 also discovered that 1.4 billion people from around the world don't have access to reliable electricity - something that here in Australia, we largely take for granted.

This prompted the students to think creatively and explore alternative solutions, including solar power. The consensus was that solar lights have huge economic and health benefits for people living in isolated regions of the world, without access to electricity and the students decided they wanted to take positive action.

The first step was to contact the Kokoda Track Foundation (KTF), who work closely with Australian charity, Solar Buddy, enabling students in Australia to build solar-powered lights to send to children living in remote communities overseas. The lights are small, easy to use, portable and waterproof, making them perfect for kids to use, especially in the tropical conditions of PNG.

Prior to making the solar lights, Year 4 also reached out to Martha Bentley, Programs Manager, Education with KTF, chatting to her via Zoom. She explained how hard life can be for people living in remote and rural communities in PNG, and how important education is as a way out of poverty. She said that access to a solar light can be life-changing for a child there, enabling them to study out of school hours. It made the students reflect that as Australia is a neighbour of PNG, we really have a duty to lend a hand.

After talking with Martha, the students were excited to make the Solar Buddy lights.

They worked collaboratively together, following the instructions to make their light packs. They were also excited to write messages to the families who will receive their solar lights. And they all hope that one day, they can pop over to PNG on a field trip to further their research and meet some of the children in remote communities and see how they do school.

After the lesson, Lucinda reflected long and hard on what she had learnt. She decided she wanted to do more to help children in need, so she researched how to make slime and came up with the idea of selling slime and smiles to raise money for the Smith Family here in Australia.

Our aim is that through inquiry, our students come up with responsible, thoughtful and meaningful action that will make a positive impact. Over the course of Term 3, it was great to see Year 4 become more internationally-minded and develop higher-level reflective thinking skills about the world and their place in it. It was also great to see them connect their learning about rights and responsibilities and give it a sense of purpose by making solar lights. And it was fantastic to see this impact have a domino effect, in that it also inspired Lucinda to think critically and creatively about how she could take personal action to make a difference for people in need.



THE IMPORTANCE OF LANGUAGE

Language learning and engagement require the collective effort of students, staff, executive and the broader school community.

The PYP fosters a coordinated, whole-of-school approach, enabling Wenona to provide a cohesive and consistent framework to support conceptual development and critical thinking to make sense of the world around us.

We consider language learning as the foundation of all learning and it is provided in a multi-faceted approach, through immersion in language and learning about language. We focus not only on the development of language for its own sake but also on its application across subject areas.

“Language learning at Wenona is a dynamic and ongoing process, with rich opportunities for students to create, explain, explore, evaluate, and share their ideas and experiences.”

MS DIANA DRUMMOND
Deputy Principal (Teaching and Learning)



icious, pretty, play
on a pink and purple plushie.
- Year 2 Joint Construction

Saffron sat on the
salmon and sabb
Honey was hungry for
honey
- Shue

The big brown
bear bought
the biggest
box of blue
bubblegum.
- Harriet

Hanna had a
hungry hippo
huge

COME
TO
R 2

and ate a slimy
towards my head
tortoues
- Natalie
slimy
slimy
Charlotte

Jeana the jumper jump
to the gym with joy!

She rode the
elevator to see
enormous, exc
elephant
- Audrey Chan

Beautiful butterflies
bring bunnies to
babies.
- Issy

Pink, puffy, pandas
picked pink pants.
- Jessica

red rabbit
rival

Pirates love prett
Pom-Poms, playfull
Pasta!
- Zoe McQueen



FOCUSING ON LANGUAGE



Art of Communication

Judging by their creative use of literary devices, Year 2 are shaping up to be powerful communicators! They've immersed themselves in figurative language, making clever use of alliteration, personification, similes and metaphors to express themselves.

“How can we use figurative language to express ourselves? How can the arts be used to communicate ideas and express emotion?”

Figurative language refers to the colour we use to amplify our writing or our speech. As Ms Peck explained to Year 2, whenever writing goes beyond the actual meaning of your words, you're using figurative language. Put simply, figurative language is a great way of taking an ordinary sentence and dressing it up in a fancy frock! And not just in poetry, fiction, music or drama, but in our everyday speech too!

Year 2 explored the following lines of inquiry: What are the arts and their

various forms? How can we use figurative language to express ourselves? How can the arts be used to communicate ideas and express emotions?

This prompted Year 2 to think critically about concepts such as perspective. We are all unique and the way we think or interpret things can be very different. This can be as a result of our upbringing or our belief systems.

It also prompted them to think more deeply about the function of language and why we choose certain words. It led them to unpick sentences and categorise the literary devices within them.

Thinking about the effect of alliteration, personification, similes and metaphors made the students appreciate the power of language and how it can influence people's mood and emotions.

Then came the exciting part. Thanks to the powers of green screen technology, Year 2 were transported to Disney's Magic Kingdom, where they unleashed their imaginations and thought very carefully about what they could see, hear, feel or smell there.

Students had the choice to travel to their own place in time, whether it was the seaside, the snowfields or outer space, and using green-screening, create a poster of themselves in their chosen place.

After reading a passage of figurative language and asking them to identify the literary devices used, Year 2 wrote about a moment in time, using their poster as a visual prompt. They used the literary devices they'd investigated to excite, move and inspire their readers.

Saffron headed off to the Hundred Acre Wood, inhabited by Winnie the Pooh and friends, where she gate-crashed a tea party. Shae, who is apparently getting a baby sister later this year, was transported to the nursery, where she imagined spending time with her new sibling. And Samantha took herself off to the theatre, where she peeped out from behind the curtains imagining her fear of being centre stage.

Our Year 2 students used powerful, evocative and clever language in new and exciting ways. They learned that figurative language is a great way to make their verbal and written communication skills shine.



INQUIRY AT WENONA

For PYP, inquiry is the leading pedagogical approach. This recognises that students are actively involved in, and take responsibility for, their own learning.

By drawing on transdisciplinary themes and their individual interests, inquiry is an authentic way for students to relate to, explore and understand the world around them. It incorporates problem solving, play, question, wonder and research, and it supports students to achieve their personal and shared goals. Inquiry also extends student learning by using their initial curiosity to generate new questions and reflection. By using meaningful and relevant contexts as a basis for inquiry, students can make connections between their own personal experiences and local and global opportunities and challenges. Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly.

THE INQUIRY PROCESS INVOLVES:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between past and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Applying concepts to deepen conceptual understandings
- Researching and seeking information
- Establishing and testing theories
- Solving problems in a variety of ways
- Taking and defending a position.

Members of the wider community can also play a meaningful role in the inquiry process. For example, there are many ways that parents and guardians can support student inquiry.

THIS INCLUDES:

- Talking about the inquiry being explored in class
- Discussing the value of the inquiry process and learning goals
- Encouraging interest and curiosity with learning activities at home
- Nurturing and modelling communication skills
- Browsing online content to support children in developing research skills
- Encouraging children to share their inquiries with extended families or friends
- Conducting open inquiries or building projects together.



EXPLORING GEOMETRY



The shape of things to come...

What's the point of Geometry, Year 5 asked? Well, just think of all the man-made wonders of the world. The Sydney Harbour Bridge, for example. Or the Eiffel Tower. And what about Hogwarts School of Witchcraft and Wizardry, which is actually called Alnwick Castle in real life, but let's not quibble!

“Inquiry-based learning, exploring angles, geometry, measurement, space, art and coding... all part of a day’s work for Year 5.”

The creative geniuses who thought up these wonders, all used geometry to make their creative thinking come to life. Without geometry, they would have remained ideas and dreams floating around inside their heads.

And think about the planet we live on, provoked their teachers. It’s situated in a universe full of interesting stars and planets; all of them are different shapes and sizes. Put simply, they explained, geometry is a great way to discover patterns, areas, volumes, lengths and angles, and it’s a great way to better understand the world around us.

Convinced it was worth exploring, Year 5 rolled up their sleeves and

got to grips with geometry, starting with two-dimensional shapes and angles. They then used their research skills and computational thinking to work out how to program Spheros, carefully coding them to create different shapes and trace different-sized angles. In doing so, Year 5 transformed their learning into a highly interactive experience.

The Year 5 students unpacked what was what meant by ‘computational thinking’. Put simply, computers don’t make assumptions like humans do. So, when coding, we need to think carefully about what sort of instructions the computer needs to know in order to function. This means giving them precise and relevant instructions tailored to the task at hand.

Before they started to code, students explored different forms of geometry by investigating the properties of two-dimensional shapes. They looked at circles, triangles, squares, and rectangles, and they looked at polygons: pentagons, heptagons and octagons. Then they talked angles: acute, right, obtuse, straight and reflex. And they talked different triangles: isosceles, equilateral, scalene and right angled. Finally, they put all their new-found knowledge to the test by drawing two-dimensional shapes and angles using their iPads.

It was then time to program their Spheros. However, Year 5 discovered that nothing in life is as simple as it may initially appear. In order to succeed, they had to devise a list of instructions and look for patterns, setting out the steps and rules for their Spheros to follow in order for it to weave its magic and trace the perfect equilateral triangle.

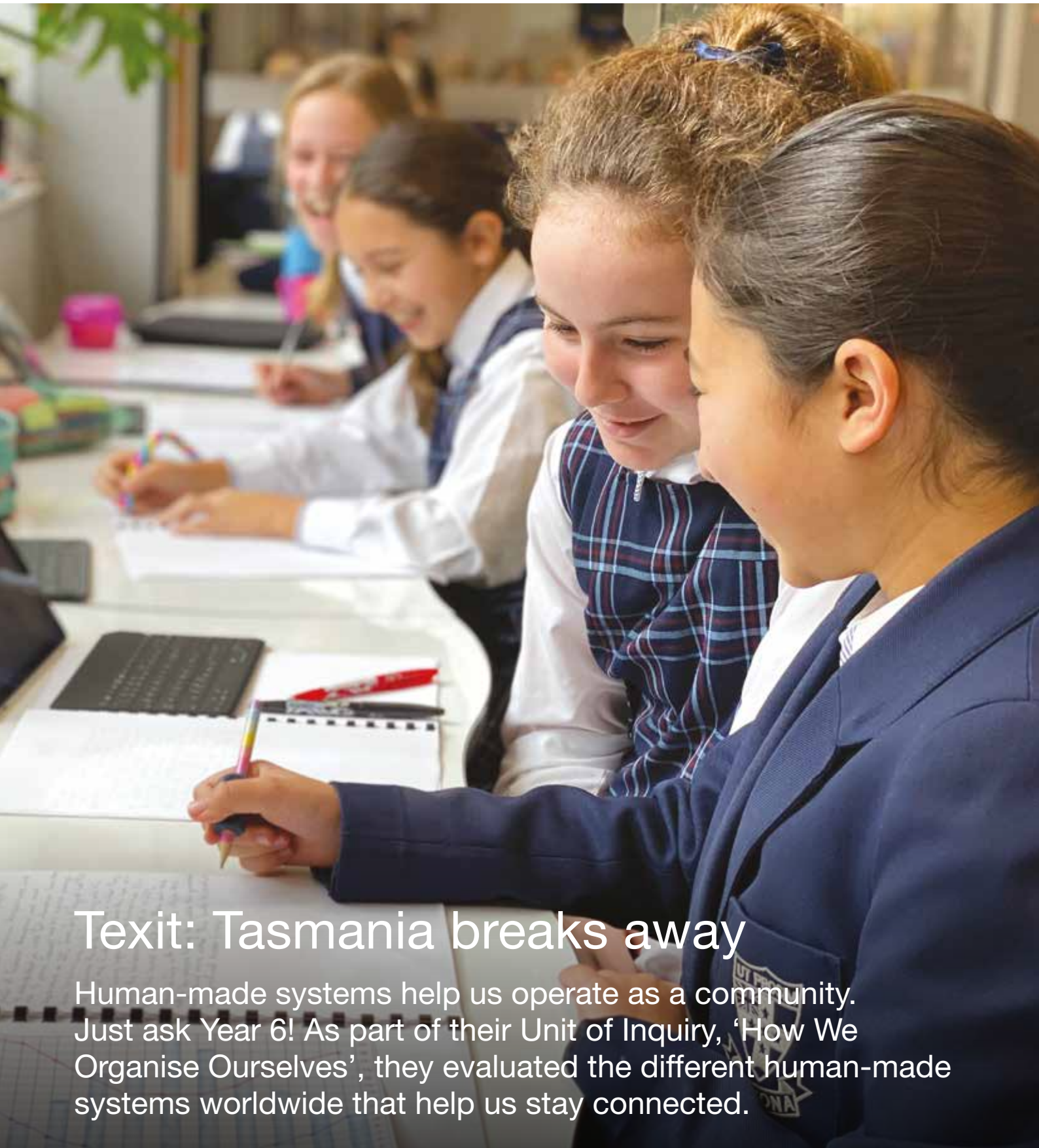
Year 5 found they needed all their self-management skills of perseverance and resilience in order to persist with their task, which actually proved to be quite tricky. Although they experienced challenges and setbacks, they succeeded in coding their Spheros to trace out different shapes and angles.

Not only was this a great visual task that captured the transdisciplinary nature of mathematics, art, science and technology, it also tested the students’ critical thinking, and their analytical and risk-taking skills, forcing them to break down a complex problem into small, manageable chunks.

Inquiry-based learning, exploring angles, geometry, measurement, space, art and coding... all part of a day’s work for our Year 5 students!



PURSUING INQUIRY



Textit: Tasmania breaks away

Human-made systems help us operate as a community. Just ask Year 6! As part of their Unit of Inquiry, 'How We Organise Ourselves', they evaluated the different human-made systems worldwide that help us stay connected.

They examined the roles and responsibilities of local, state, federal and international governments, and considered the related concepts of fairness, prejudice and discrimination. And finally, they imagined that Tasmania had 'done a Brexit' and created their own country!

Year 6 pursued the following lines of inquiry: How and why alternative government systems work? How do human-made systems allow global connections between people and places? And how does the management of places and environments have a global impact?

They began by exploring Australian history, starting 60,000 years ago when Australia was made up of Aboriginal nations. They looked at the arrival of the First Fleet and then Federation. This helped them to understand supreme law, under which the Government of the Commonwealth of Australia operates, including its relationship to the States of Australia. Groups of students examined different political systems such as monarchies, republics, oligarchies, military regimes, communist countries and dictatorships. And they reflected on the roles and responsibilities of their heads of state.

They then thought about the structures necessary for a country to function in a fair and just manner. They researched the

legal system, including the Separation of Powers, and acknowledged its importance in ensuring equity. They explored how countries are divided up geographically, thinking about topography, climate and natural resources. They unpacked the concept of perspective, reflecting on Indigenous populations around the world and the importance of respecting their cultures and rights. And they discussed transportation and the importance of communication for passing on knowledge and values to a society.

They then debated what happens when systems break down. It prompted the students to question what would happen if there was no rubbish collection, health regulations or defence force? And what if people could simply migrate to Australia without making an application first? It made them realise just how interconnected our systems are and how important they are for our quality of life.

The Year 6 teachers then challenged the students to draw on their transdisciplinary skills, imagining Tasmania had broken away from the rest of Australia to form its own country. Working in groups, students had to divide their nation into states, develop a constitution, choose a head of state, form a government, and create a flag and a national anthem.

What should they call their new country? Should it be a democracy or a dictatorship? How should they elect their head of state and why? How should they map out their borders? And what kind of flag would symbolise their values?

Just when everything was finally going smoothly, they ran into a BIG problem. They learnt that their economy was on the verge of collapse and they needed to raise billions of dollars by selling off one of their states. Which state were they going to sell and who to? China? Indonesia? New Zealand? The USA?

“This Unit of Inquiry helped Year 6 understand how interconnected our human-made systems are and the importance of collaboration”

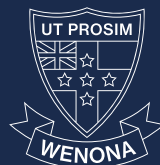
And it made them appreciate the role of government in developing robust legal, policy and institutional frameworks that enhance our quality of life.





*Wenona's vision is to educate and empower young women,
in a global learning community, to serve and shape their world.*

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