



Seniors Term 1 Curriculum Letter 2026

Welcome everyone to what I am sure will be a very productive, exciting and fun year of learning together in 2026.

Parent Teacher Meetings - Wednesday March 26th (12:45pm finish)

On Wednesday 26th March, I am looking forward to hearing from you about the aspirations you have for your child in 2026. I find this initial information about each individual invaluable and it also helps me in establishing the very important partnership between home and school.

Religious Education

The R.E. topics for Term 1 are:

- Prayer
- Lent to Easter

Inquiry

This term our Inquiry unit is based on the Victorian Geography Curriculum. In this unit, we will explore the following:

- how major geological events, for example, earthquakes, volcanic eruptions and tsunamis change affect the Earth's surface
- the ways fire and flood can significantly affect living and non-living aspects of the Australian environment
- the features of maps

English 2.0

English Version 2.0 has been developed to be more flexible and invites skills to be transferred across language modes and contexts and is now organised into the following strands: Language, Literature and Literacy. Within these strands Reading and Viewing, Speaking and listening and writing will now be covered.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others.

In English, Year 5 and 6 will explore different comprehension strategies. To further develop reading strategies, students will commence a novel study centering around the book "War Horse" by Michael Morpurgo. Students will have opportunities to discuss the book's theme, characters and storyline in whole and small group settings. This rich text exploration provides opportunities for students to discuss their different interpretations and to expand their understanding of the text. Incorporated into this book study is a writing component, students will be focusing on building their persuasive writing, narrative writing and language skills.

Students will also continue to participate in silent reading so they must ensure a text is at school at all times.



This year we will continue to use Spelling Mastery from Years 2- 6. Spelling Mastery is a fully scripted Direct Instruction program that has an extensive research base and is teacher directed. This closely aligns with the 2030 MACS Vision for Instruction. The program helps students understand the relationship between sounds, word parts, and spelling patterns.

Spelling Mastery encourages students to learn strategies to spell correctly rather than rely on memory alone. There are three approaches within Spelling Mastery. Phonemic, whole-word, and morphemic.

- Through the **phonemic approach**, students learn sound-symbol relationship between letters and sounds that help students spell using predictable patterns. For example, words like map, tap, fog, fan.
- The **whole word approach** teaches students high frequency words and irregularly spelled words that do not follow a predictable pattern. Examples- answer, 'the' and 'people'.
- The **morphographic approach** teaches students that all words are made of one or more morphograph or word parts. They also learn rules that apply when combining morphographs to form words. Examples- 'Re' as a morphograph has meaning. It means again. (repack, return, rerun) '-est' means the most. (lightest, happiest, friendliest).

Your child will learn to spell using all the above methods through lessons delivered in class. This means that homework may look a little different. Please do not be concerned if word lists aren't being sent home on a regular basis, as the focus of Spelling Mastery is for students to understand how to spell rather than spell 'by heart'.

We also recognise the need for practicing the skills learned in class, so when there are word lists sent home it would be mainly when added practice is called for.

Each child will work through a workbook in class that was purchased via your booklist. All learning will be recorded in this book.

[Book Borrowing](#)

If your child would like to borrow any school library books, they will be able to borrow from our new library. The expectations around borrowing library books remain the same as in previous years, as in they are on loan for two weeks and need to be treated with care. The 5/6s will attend the Library each Monday.

[Mathematics 2.0](#)

The Mathematics Version 2.0 is organised into 6 strands (Number, Algebra, Measurement, Space, Statistics, and Probability).

Mathematics aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- become confident, proficient, effective and adaptive users of mathematics
- become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens

- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

Students will be covering the following areas in Mathematics this term:

- Statistics, Probability - Data Representation
- Number - Factors, Multiples, Prime, Composite and Triangular Numbers
- Number, Algebra - Four Operations
- Measurement - Perimeter and Area

Wellbeing

We will be using the Resilience, Rights and Respectful Relationships program to support students to extend their understanding of emotional literacy and personal strengths. In Term 1, students will explore the links between their emotions and their behaviour and reflect on how their personal strengths assist them in achieving success at home, at school or in the community. Students will also describe different ways to express their emotions as well as recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

Homework

Homework will be communicated to the students via Google Classroom. We ask that parents sight/check homework each week and sign the work. Reading for a minimum of 20 minutes at least four times a week is an expectation - the students can read a range of texts, fiction and non-fiction. We do encourage the students to read aloud at least once a week to a parent/caregiver, and to discuss the book they are reading with them.

Students will be given homework on a Monday, to be returned each Friday. Reading is to be recorded in diaries.

Sport

In 2026, the students will be engaged in a range of sporting activities. There are numerous District Sports Events and Interschool Sport Gala Days that the school has nominated teams for, and there are other sporting opportunities that the students will participate in. In addition, this year there will be a range of intra-school sporting events and sporting incursions that the students will participate in.

Specialist Lessons

Thursday
Visual Art - Mrs Burnes Physical Education - Mr O'Shea Performing Arts - Mrs Mulhall Mandarin - Mrs B Chen

Important Additional Information

SACRED HEART IS A CHILD SAFE SCHOOL

Catholic schools have responded positively and proactively to the new child safe standards, strengthening policies and strategies for the ongoing wellbeing and safety of every child in our schools.

- The Victorian child safe standards were introduced into law in late 2015.
- The Minister for Education, the Hon. James Merlino MP, issued Ministerial Order No 870, which came into effect for schools from 1 August 2016 as a registration requirement.

- On 15 November 2016, further legislation was passed in Victoria providing the Commission for Children and Young People, powers to oversee and enforce compliance with the child safe standards by relevant organisations.
- The Children Legislation Amendment (Reportable Conduct) Act 2017 (Vic.), was passed by the Victorian parliament, preparing the way for the introduction of a Victorian Reportable Conduct Scheme (Scheme).

At Sacred Heart we require all volunteers to have as a minimum a current Working with Children Check, however a current Police Check will be necessary for those wishing to attend excursions or to transport children in private vehicles for school events throughout the year. Please check your documents for expiry dates.

The following forms will need to be completed on nForma:

- **2026 Volunteer Application Form and other relevant information**
- **2026 Sacred Heart Kew Parent/Guardian/Carer Code of Conduct**
- **2026 Sacred Heart Kew Student Code of Conduct**

If you have not submitted the above forms to the school previously, you will need to do so before volunteering to assist with any school related activities.

To protect the privacy of our students, and at the request of parents, please note that any videos/photos that you take of your child which include images of other children and/or identify our school, cannot be uploaded on to any social media without written permission.

STUDENT ATTENDANCE

In 2017 the Victorian Minister for Education reviewed the student attendance guidelines. As a result ... 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students'.

After the attendance rolls are taken in the classrooms teachers will alert the office to absent children. If we have not heard from you by 9.30am via phone or the Audiri App, you will be contacted by the school.

ANAPHYLAXIS AND ALLERGIES

Sacred Heart is a 'Nut Aware' school. We would appreciate your cooperation in refraining from sending food, snacks or treats (made or packaged) that contain nuts (e.g. peanuts, cashews, peanut butter and Nutella) to school or any school gathering. If your child has a medical management plan, please ensure that this is uploaded to the nForma Portal.

BIRTHDAY TREATS

Should your child be celebrating a birthday and wish to hand out treats please send in a commercially wrapped treat to share with the class. For safety purposes no lollipops. Please also let the teacher know in case they need to cater for a child with an allergy.

SEESAW

Sacred Heart uses the Seesaw App to support our sharing of student learning with parents. It is our intention this year that real time, ongoing examples of learning will be uploaded regularly to keep you informed of the curriculum being covered in each grade and your child's progress.

SCHOOL COMMUNICATION

Clear and consistent communication to families is important to Sacred Heart. The Sacred Heart Newsletter is published on a fortnightly basis. In addition, communication to families will be facilitated in 2026 through the following access points:

- Audiri App
- nForma Portal - please let the school office know if you are experiencing any difficulties
- Sacred Heart website
- Parents Association Reps

Please support us in our endeavours this year to reduce, reuse, repurpose.



Dates for your diary

February

- 13th** Interschool Sport
- 13th** Whole School Picnic
- 19th** Open Day
- 20th** Interschool Sport
- 20th** Leaders Assembly
- 26th** District Swimming
- 27th** Interschool Sport

March

- 5th-6th** School Closure Days
- 11th-23rd** NAPLAN
- 11th-13th** Reconciliation Week
- 13th** Interschool Sport
- 20th** Interschool Sport
- 20th** Multicultural Day
- 24th** Open Day
- 25th** Parent Teacher Chats
- 26th** GRIP Leadership Excursion

April

- 1st** Sports Day
- 2nd** End of Term 1

If you have any need to contact us throughout the term I would love to hear from you via the usual methods, a note in the diary, a phone call to the office or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and I will respond as soon as possible.

I am looking forward to a very positive and motivating year of challenging and productive learning with the students.

Alyssa