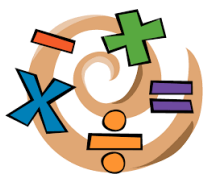


Year 6 Term 1 2026				
 Are you on TRACK? Thoughtful Respectful Accountable Cooperative Kind	Meet the Burnside Year 6 Team			Specialist Team
	6B Class Teacher: Maree Barrink (Mon-Wed)		A big hello to all Year 6 parents and carers, my name is Maree Barrink. I am very excited to be teaching Year 6B this year (Mon – Wed). I have been teaching for 22 years and have taught all year levels, and have a huge passion for Art. I enjoy spending time with my family, sailing, bush walking, cooking, reading and relaxing. I am looking forward to getting to know our 6B children individually and building on their love of learning. I can be contacted on mbarr84@eq.edu.au if you ever need anything.	Performing Arts – Shane McLennan 
	6B Class Teacher: Jack McGill (Thurs-Fri)		Welcome to the students of 6B for 2026. My name is Jack McGill. I can be contacted by email on jmcgi112@eq.edu.au. I have been at Burnside for 3 years. I love AFL, running, going to the beach and playing card games. I enjoy teaching in the upper years as I can help students have success academically, while learning and growing as people.	Languages - Natascha Atanasoff 
	6J Class Teacher: Emily Mark-Hudson		Hello Year 6 parents and carers! My name is Emily Mark-Hudson, and I am excited to be teaching 6J in 2026. I have experience teaching across a range of year levels and am passionate about creating a positive, engaging classroom where students feel supported and challenged. Outside of school, I enjoy playing netball, relaxing at the beach and reading. I am really looking forward to getting to know the students in 6J and working together to make this a successful and enjoyable year of learning. I can be contacted at emark53@eq.edu.au if you ever need to get in touch.	Physical Education - Liam Schofield 
	Inclusion Teacher: Nikita Mason-Caine (Mon -Wed) 	Hi, my name is Nikita Mason. I am excited to be the Inclusion Teacher for Years 5 and 6. I am extremely passionate about education and love supporting students to reach their potential. Outside of school, I enjoy dance, creative activities, and going to the beach with my dog. You can contact me at kcain@eq.edu.au or find me in the middle room of B Block. I can't wait to see what 2026 brings for us all!	Inclusion Teacher: Kassann Reid (Thurs & Fri) 	Hello, my name is Kassann Reid. This year I will be the Inclusion teacher for grade 5 and 6 on Thursdays and Fridays. You can find me in the middle room of B block. I can be contacted by email on kreid76@eq.edu.au. I have been at Burnside for 15 Years. When I'm not at work, I enjoy reading, relaxing at the beach, hanging out with family and friend. Fun Fact: I absolutely love donuts 🍩. I look forward to learning and growing with your child in 2026.
Key Events		Year Level Messages		
Parent information sessions 10th February Clean up Australia Day 2nd March P&C AGM Meeting 10th March Harmony Day 20th March P-6 Cross Country 25th March Parent Teacher Interviews 31st March P&C Movie Night 1st April Good Friday 3rd April		To all our returning families, welcome back, and to all our new families - welcome to Burnside! The Year 6 'Dream Team' is eager to share the Year 6 journey with you. There are so many adventures to look forward to with exciting events coming up like Year 6 Camp, Surf Skills, Volleyball and Transitions to Burnside High School and several footy days along the way. Make sure you follow our Facebook page and download the School Stream app so you have the latest information as it comes up. Preparation for High School is one of our main focuses in Year 6 and so homework is strongly encouraged to start building good work ethics that will pay off as the students develop. Homework will be handed out as a whole-term booklet and students are encouraged to complete it weekly. Being leaders of the school, we will be encouraging them to be fantastic role models for the lower years by wearing whole, correct school uniform, including hat, being on time, using kind language and actions and doing their best work. In short, showing they are nearly ready for high school. Definitely have fun and engage in activities but be proud of who they are, like who they are, understand they are all unique individuals who make up the best ever Year 6 cohort in 2026 and enjoy the year.		
		Parades Friday 8:50am Friday 8:50am Even weeks 6th February – Week 2 20th February – Week 4 6th March – Week 6 20th March – Week 8		

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Languages
Speaking and Listening Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances. Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect. Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events. Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work. Assessment Task: Students will share and elaborate on ideas about a literary text for an audience.  	Unit description Students further develop proficiency and positive dispositions towards mathematics and its use as they: - expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane - build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers - use combinations of transformations to create tessellating patterns - conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings. Assessment Task: Number and Space Students will locate and represent points on a number line and ordered pairs on the Cartesian plane, and to create tessellating patterns using combinations of transformations. Assessment Task: Statistical Investigation Students will conduct a statistical investigation to compare distributions of data and critique arguments presented in advertisements based on statistics.	Solar System Students continue to develop understanding of how system components are interdependent through modelling the distances and relationships between the sun and planets in the solar system, and Earth’s movements in relation to the sun. They recognise the role of gravity in keeping the planets in orbit around the sun. Students work collaboratively and engage with virtual simulations and research to develop models. They use these to explain planetary movement relative to the sun and how Earth’s axial tilt, rotation and revolution around the sun relate to cyclic observable phenomena, including variable day/night length and amount of sunlight on the surface of different regions on Earth. Students acknowledge Aboriginal peoples’ and Torres Strait Islander peoples’ knowledges of the night sky. They explore use of these knowledges for timekeeping purposes, and representation and communication through oral cultural records, rock paintings, paintings and stone arrangements. Students construct a timeline showing ways in which international collaboration and contributions of scientists, mathematicians and astronomers have advanced ideas about the solar system, for example: the International Space Station program. Assessment Task: Students will use models to show relationships between the sun and planets in the solar system and explain how Earth’s position relative to the sun relates to observable phenomena. Students will investigate how scientific knowledge of the solar system has developed through collaboration and individual contributions. 	Australia in the past In this unit, students will explore the following inquiry question: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> Assessment Task: Australia in the past Students explain the significance of key people, events, institutions and processes to the development of the Australian nation. 	Dramatic transformations In this unit, students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces. Assessment Task: Dramatic transformations: Collection of work Students make and respond to drama and media by investigating forms that use technologies and objects to support dramatic action. 	Strengthening identity (Semester of work) Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture and media shape their values, beliefs and self-perception, including the influence of stereotypes. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes. Assessment Task: Students analyse health information to propose improvements that enhance health, relationships and wellbeing.	People in motion (Semester of work) Students refine and modify movement skills across different movement contexts, such as net/court, invasion and striking and fielding games and activities. They experiment with different techniques and strategies to enhance their performance and develop ways they can support fair play and inclusion. Through team based and individual activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes and inclusivity. They practise adapting their movement skills to suit the demands of various activities, helping them build confidence and improve their physical capabilities. Assessment task: Students refine and apply movement skills, transfer and evaluate movement strategies in various situations. 	Welcome to Japan Students are introduced to the language of Japanese through a study on culture where they will gain a greater awareness of the world around them and notice similarities and differences between Japanese language and culture and our own and create a poster demonstrating key similarities and differences. Students will also be introduced to the Hiragana alphabet (46 characters) including voiced sounds, long vowel sounds, double consonants and blends. They will learn to read and write hiragana using correct stroke. Assessment Task: Japanese Poster Students create a poster about the culture of Japan using high frequency kanji.

BURNSIDE STATE SCHOOL 2026

