



Ainslie School

Donaldson Street,
BRADDON, ACT 2612
ABN 49 137 579 425

info@ainslies.act.edu.au
<http://www.ainslies.act.edu.au>
Tel: (02) 6142 3060



Year 5/6 - Term 2, 2026

Dear 5/6 Families,

Welcome back to school. We've hit the ground running, reconnecting with each other and transitioning back into routines which promote collaborative learning and personal growth. Over the last few weeks, students have re-engaged with curiosity about their place and belonging, through boundary walks and community events. Our senior leaders have demonstrated their sense of community leading the ANZAC Day commemoration and supporting junior students in House Meetings and the Cross Country Carnival.

We have welcomed the return of Mr Wayne Margetts, who has joined 5/6GM with Sarah Grosse. Sarah is on class Mondays, Tuesdays and part of Wednesdays and Wayne teaches on Wednesdays, Thursdays and Fridays. Jen McGann and Stephen Loy continue to co-teach 5/6LM throughout the week, and Hannah Lutz and Jessie Copeman continue full time on their respective classes. Saori Nara works across the cohort engaging us in Japanese language and culture and Beck Palethorpe is providing optional home learning opportunities for students aligned with the 5/6 inquiry. These learning experiences are designed to support increasing independence and responsibility for learning routines. All students are welcome to engage in these learning activities and parents are encouraged to contact your child's teacher if you would like to know more.

This term a purpose-built resource, *The Story of Ainslie School* will lead us to celebrations of the school's 100 birthday next year. The resource links to our inquiry of shared stories and perspectives. As we delve deeper into our understanding of how stories shape us and our responsibilities, we look forward to connecting with community members to enhance our learning.

As part of the ACT's system of public schools, Strong Foundations initiatives are guiding our work. This year will see us embedding resources, strategies and planning frameworks introduced during Phase 1. In the senior years we continue developing literacy and numeracy skills through a thoughtful balance of explicit, evidence-based teaching and opportunities for investigation across the curriculum. We know that young learners thrive when structured learning is combined with opportunities for inquiry, creativity, and social development. Our commitment to Strong Foundations reforms focuses on building skills and capabilities for reading, writing, and number sense, and fostering confidence, through strong relationships, clear routines, and partnerships with families.

B.U.S. continues this term and we encourage all students to practise with their instruments every day. Students need to bring their instruments into school on Mondays (Year 5 odd weeks, Year 6 even weeks), Wednesdays and Fridays.




Last term we began our 5/6 Rotations focusing on Fuel for Thought, Leadership initiatives and Japanese connections. This term we are preserving pears, finalising jar labels and writing postcards to students at the Tsubai School in Japan.

Over the next weeks, teachers will be initiating conversations with families through a range of communication platforms to further discuss 2026 goals and Semester 1 reporting.

5/6 Education Team
May 2026

Learning Assets

At Ainslie School, we support students in considering how they learn. In doing so, they develop skills and dispositions that are important assets in school and beyond. 'Learning Assets' are skills and disposition sets that are required of us as learners: thinking, communicating, self-managing, researching and collaborating. We encourage you to use this language with your child/ren when describing their learning experiences and would love to hear and see examples you notice.

Self Manager	Communicator 	Researcher 	Collaborator	Thinker 
<p>Manage our impulses and think before we speak. Set short-term goals and reflect on them.</p>	<p>Select the right communication form for the purpose or context. Persuade or convince an audience. Keep an audience engaged when we are communicating our ideas.</p>	<p>Record the information we gather in efficient and effective ways. Understand the difference between fact and opinion.</p>	<p>Share our ideas respectfully when we are working in a group. Respect the feelings and efforts of others. Do our fair share when we are working in a group.</p>	<p>Give reasons or evidence to explain our thinking. Consider how beliefs and culture can influence people's thinking.</p>

A snapshot of Term 2 so far!

We have enjoyed engaging in our learning spaces and look forward to more wonderful experiences together.



The Arts - B.U.S (Brass, Ukulele, Strings)



By the end of the inquiry, students will develop their skills as musicians and ensemble members by learning to play an instrument, compose original music, and perform collaboratively. They will explore rhythm, melody, harmony, and structure to create and refine musical ideas, using appropriate musical vocabulary to describe their learning. Students will practise instrumental techniques and apply listening and rehearsal strategies to improve accuracy, expression, and ensemble performance.

<p style="text-align: center;">English</p> <p>By the end of the inquiry, students will have developed an understanding of how shared stories and histories shape our understanding of responsibility. They will develop and justify their ideas using evidence from texts, with a focus on persuasive writing, especially through Rostrum speeches. Students will create structured paragraphs, use complex sentences and topic-specific vocabulary, and learn how language can influence an audience, while building their spelling and communication skills.</p>	<p style="text-align: center;">Key QUESTION <i>How do shared histories impact our understanding of society today?</i></p> <p style="text-align: center;">Key Concept <i>Responsibility</i></p>	<p style="text-align: center;">Maths</p> <p>By the end of the inquiry, students will have developed an understanding of multiples and factors, square and prime numbers, rules of divisibility and ways to use this understanding to aid in mathematical tasks. They will be able to connect objects to their two-dimensional nets and perform and describe the results of transformations and identify any symmetries.</p>
<p style="text-align: center;">HASS</p> <p>By the end of the inquiry, students will have developed an understanding of different contributions to, and perspectives on, how the six colonies came together in Federation in 1901. Students will gather information on Federation from a range of different sources, both primary and secondary, and develop skills in evaluating sources as historical evidence. They will explore questions of whose voices were prominent within discussions of Federation, and who benefited following 1901 and consider how this history has shaped, and continues to shape, our country and society today.</p>	<p style="text-align: center;">Core Question <i>How does understanding of our shared stories and histories shape how we are responsible?</i></p> <p style="text-align: center;">Contribution Questions <i>What shared stories, histories, and past decisions have shaped our community? How do people care for Country and plan for future generations? What responsibilities do individuals, communities, and governments have when learning about the past and protecting important stories, places, and histories?</i></p>	<p style="text-align: center;">HPE</p> <p>By the end of the inquiry, students will evaluate evidence to draw conclusions and describe how they can contribute as effective group members to support fair play, inclusion, and wellbeing across a range of movement contexts. They will explore health information to refine strategies that enhance their own and others' health, safety, relationships, and overall wellbeing. Students will explain how stereotypes and other influences shape roles, responsibilities, and identities. They will recognise how personal and shared stories contribute to a deeper understanding of themselves and others.</p>
<p style="text-align: center;">Japanese</p> <p>By the end of the inquiry, students will initiate and sustain interactions in Japanese related to their immediate environment. They will compare language structures in Japanese and English using appropriate metalanguage, demonstrating understanding of how language reflects cultural practices. Students will apply correct hiragana sounds, pronunciation, intonation, and rhythm, and use modelled structures, punctuation, and scripts when creating and responding in Japanese.</p>	<p style="text-align: center;">Big Understandings <i>Communities are influenced by past decisions, events, and experiences that continue to affect how people live today. Learning about the past supports fair decision-making and helps communities plan for positive futures. Different groups have roles in remembering, protecting, and learning from stories, places, and histories. Revisiting and understanding history can support reconciliation, understanding, and positive change. Students have a role in protecting stories, caring for places, and shaping respectful communities.</i></p>	<p style="text-align: center;">Fuel for Thought</p> <p>By the end of the inquiry, students will explain how food grown in the kitchen garden and prepared through production processes influences the design of labels and packaging that meet community needs, including sustainability and safe practices.</p>

*** Kindness * Respect * Responsibility * Excellence * Community ***