


# Education Week 2026



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# SHOWCASING OUR SCHOOL



Our school is celebrating Education Week 2026 from Monday 18 May to Friday 22 May. There are so many great things about Manor Lakes P-12 College, from our people to our school facilities, our learning programs and our supportive school community. Dive into our special edition newsletter and see all the amazing things happening around campus!

# Prep



*“Prep students are building their understanding of SWPBS expectations, focusing on positive behaviours, classroom routines, taking turns, respectful interactions and the use of brain breaks to support wellbeing and self-regulation.”*

## Building Strong Foundations

In Literacy, Prep students are learning Little Learners Love Literacy Stage 2, focusing on letter-sound knowledge, heart words such as he and she, and strengthening their ability to segment and blend sounds for reading and writing, particularly with CVC words such hot and dog.

In our English topic unit, students orally shared their experiences about their families. They explored who is in their family, their celebrations and traditions, and compared toys from the past and present. Students had the opportunity to practice presenting by sharing their work with their peers.

In Mathematics, students are building number sense to 20 through counting, recognising numerals, and exploring teen numbers using the bundling method to support understanding of place value. They also enjoyed developing their positional language skills through hands-on activities.



# Year 1

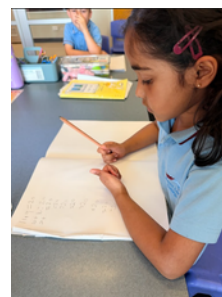
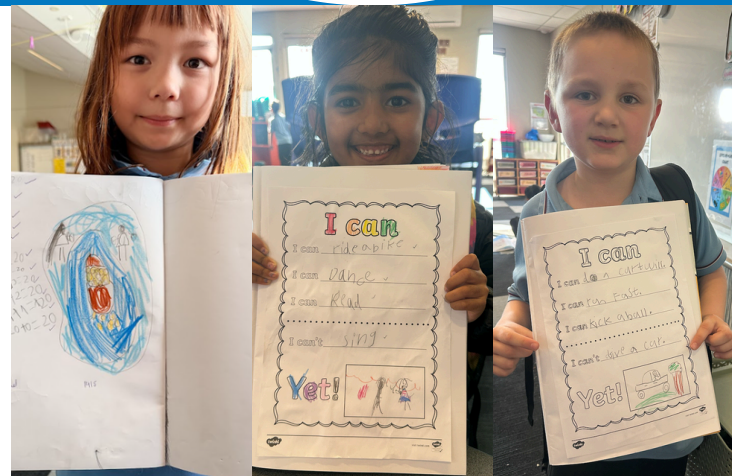


***“In Personal and Social, Grade 1 students deepened their understanding of growth mindset and respectful relationships. We have focussed on our SWBPS values of Aims High and Shows Respect.”***

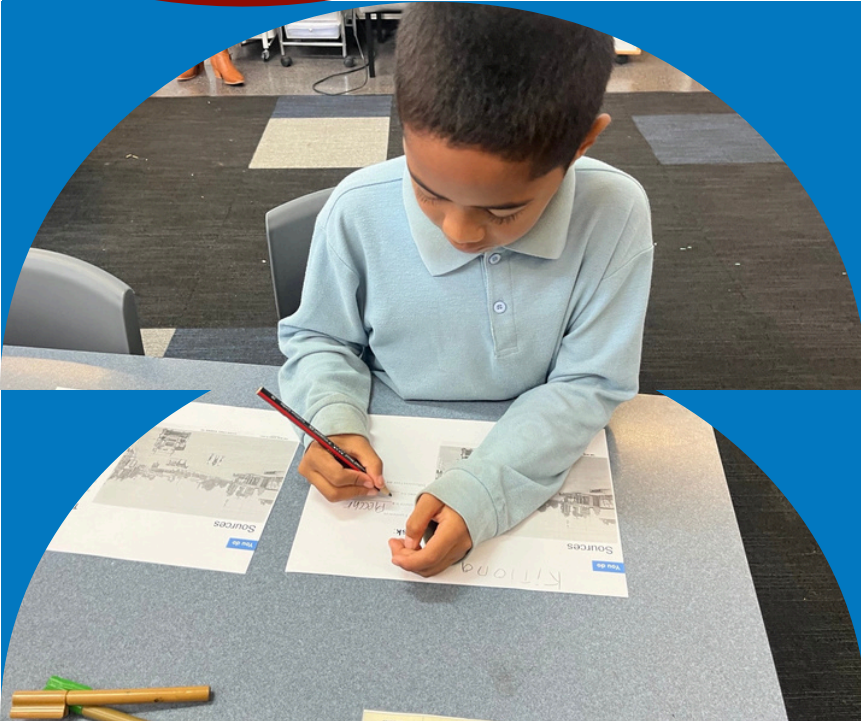
## Grade One Learning!

In Core Literacy, Grade 1 students have learnt how different letter combinations can represent the same sound, including the -ing ending found in many everyday words. They practised these skills through daily phonics, reading, spelling and handwriting activities to help them become more confident and fluent writers and readers. In English, Grade 1 students have learnt a lot in chemical science. We learnt that different materials have different properties and are combined together for different purposes. We conducted lots of science experiments. We predicted, observed and recorded our investigation about different mixtures and if substances are mixable or unmixable. In Maths, Grade 1 students have been learning about place value and additive thinking through hands-on activities, collaborative tasks, and problem-solving experiences.

In Literacy Skills, Students have been learning about the functions of words such as nouns, adjectives, and personal pronouns, and how to apply this when writing sentences. They were introduced to fragments and sentences and the differences between them. In Topic-Based Activity, This term, students have been exploring science by conducting experiments in their classrooms. They recorded their observations and created posters or booklets to demonstrate their understanding of the topic.



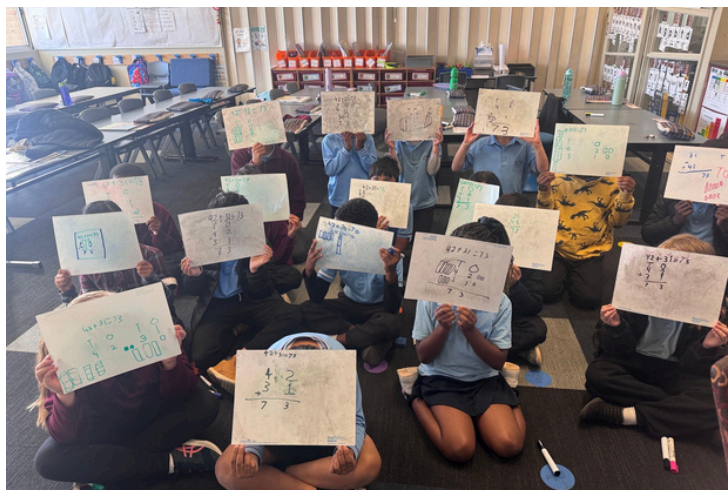
# Year 2



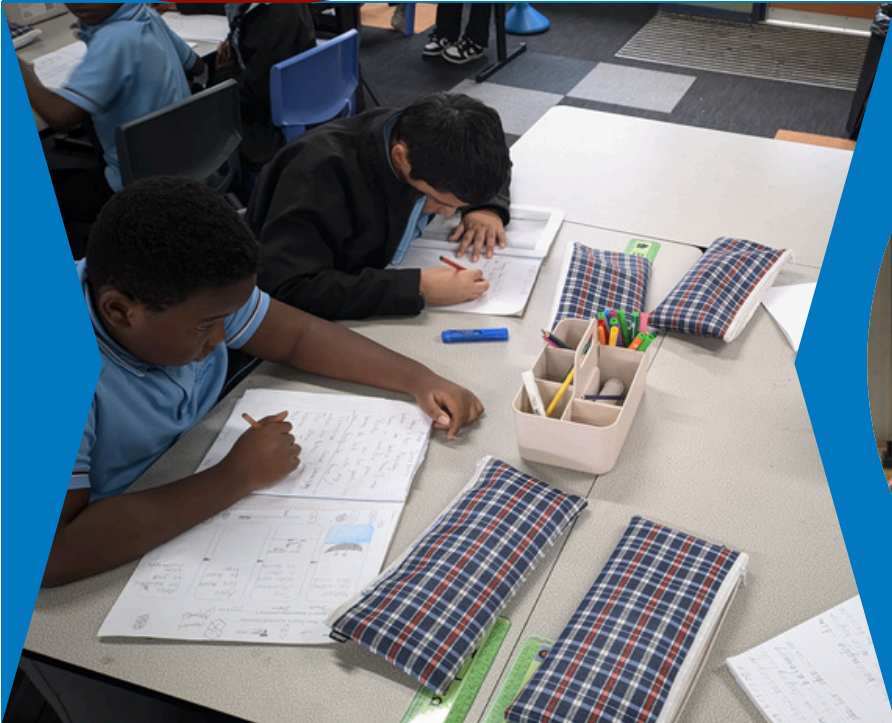
*In Personal and Social Skills, Grade 2 students have been learning about our SWPBS expectations and how to demonstrate them through the AFL Health Program. Students explored the school value of Shows Respect, including the behaviours that support this value, and learnt problem-solving and coping strategies such as positive self-talk and “Brush it off”.*

## Learning, Language and Community Connections

This term in Core Literacy, Grade 2 students have been learning about the schwa “uh” sound and the different ways the /e/ sound can be represented in words, such as ea in head, ai in said, e in bed, and a in many. In handwriting, students have been practising correct letter formation by revisiting magic letters, walking stick letters, and cup letters to develop neat and fluent handwriting skills. In English, Grade 2 students have been learning about the community and how it has changed over time, including what has changed and why. Students explored important people in the community, compared the past and present, and discussed the differences they noticed. In Literacy Skills, Grade 2 students have been learning about boundary punctuation, including capital letters, full stops, question marks, and exclamation marks to show the beginning and end of sentences. Students also explored the subordinating conjunctions before and after, and practised editing sentences using a checklist. In Mathematics, Grade 2 students learned how to solve addition and subtraction problems by recording number sentences in vertical form using place-value columns. They also practised regrouping numbers using virtual and hands-on materials.



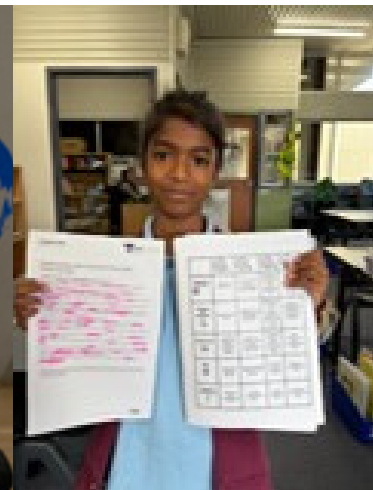
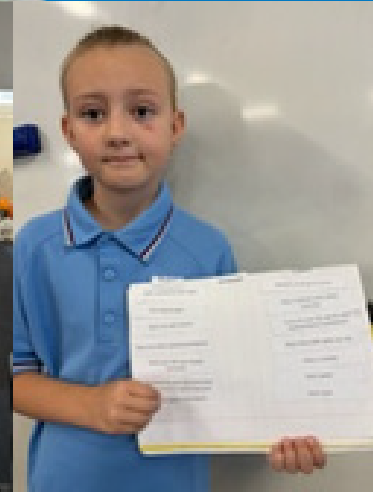
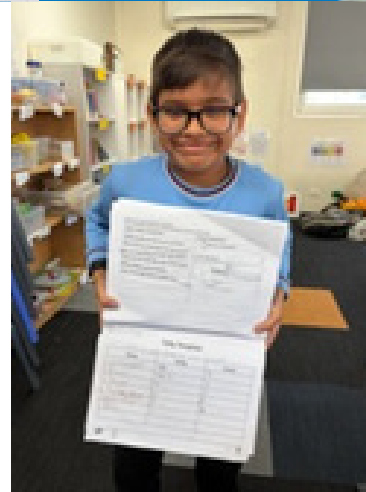
# Year 3



## A Term of Discovery, Learning and Teamwork

This term, Grade 3 students explored Indigenous and European perspectives through Strangers on Country and investigated local history and cultural celebrations such as Diwali, Chinese Lunar New Year and Ramadan. In Literacy, students built confidence writing structured paragraphs using different tenses, while in Mathematics they strengthened multiplication, division and data interpretation skills through hands-on activities.

Students also developed personal and social skills through teamwork, emotional regulation and growth mindset activities. We are proud of their achievements and look forward to an exciting term ahead with upcoming events and learning opportunities.



# Year 4



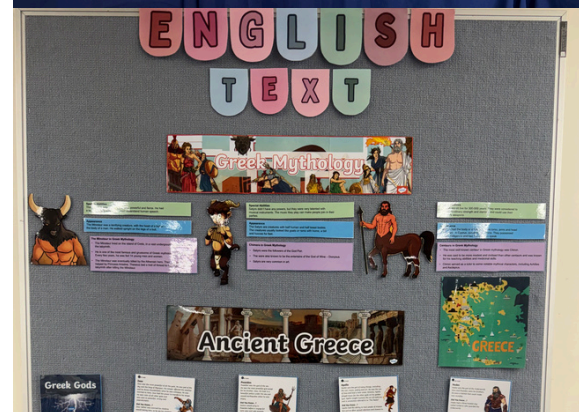
*“In Personal and Social Skills, Grade 4 students learned about kindness, identifying the size of a problem, and knowing who to ask for help when needed.”*

## Building Strong Skills Across the Curriculum

In Mathematics, students have been exploring geometry by identifying similarities and differences between 2D (flat) and 3D (solid) shapes. They have been naming key features such as faces, edges and vertices, and learning how complex 3D shapes can be created from 2D nets. In English Topic, our Geography unit has taken students around the world to investigate different climates. Students can now define climate and identify major climate types across continents, including tropical rainforests, polar regions, Mediterranean coastlines, arid deserts and temperate zones. As they research the characteristics of these environments and their animals, students are also developing fluency when reading complex informational texts. Finally, in Literacy Skills, students have been investigating “chameleon prefixes” such as com-, con-, cor-, co- and col-, which all mean “with” or “together.” They are learning how these prefixes change spelling to match the root word and are applying spelling rules accurately in their writing to create more descriptive sentences.

## Civics and Citizenship Incursion

During our Civics and Citizenship unit, students took part in engaging incursions to learn how local government operates and supports the community. They explored the voting process and discovered how representatives are elected to make decisions for their local area. These experiences helped students build a stronger understanding of democracy, active citizenship, leadership and community involvement. It was wonderful to see students actively participating in discussions and making real-world connections to their learning.



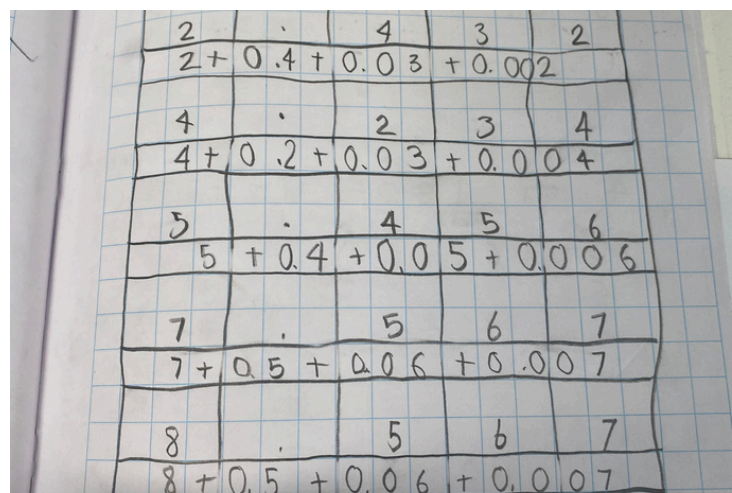
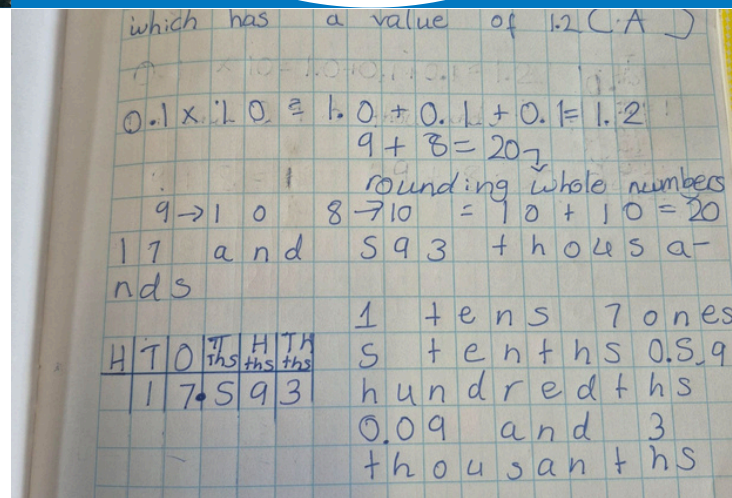
# Year 5



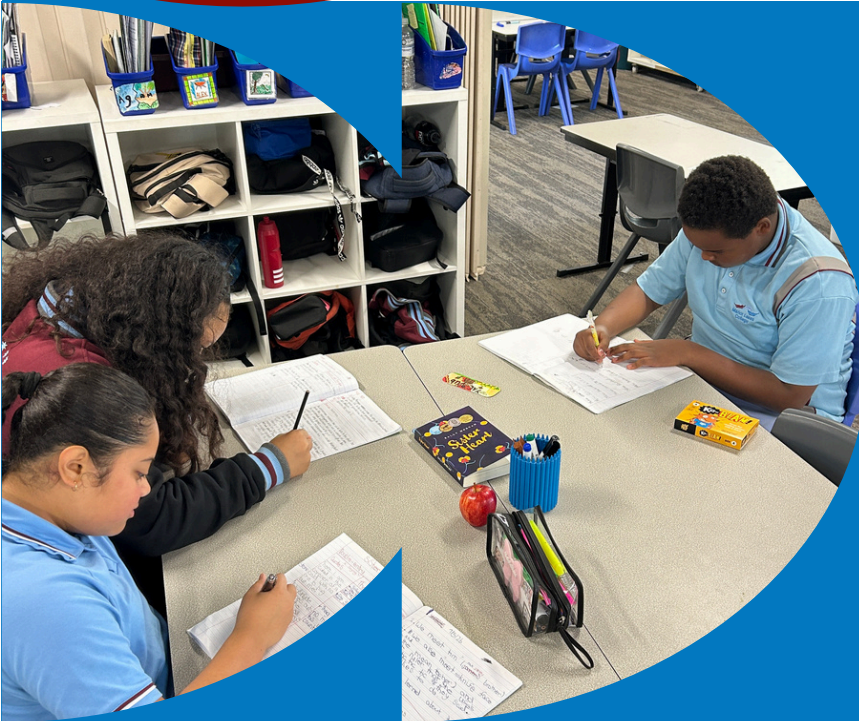
**"A big term of Maths learning for the Year 5s at Manor Lakes P-12 College!"**

## YEAR 5 Education Week Celebrations!

This term in MATHS, the Grade 5 students focussed on learning about place value while working with decimals. They learnt how to interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding. They also represented these on a number line, compared and ordered common unit fractions with the same and related denominators, including mixed numerals, while applying knowledge of factors and multiples. In addition, Students had a chance to solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies.



# Year 6



*“Year 6 students have been developing their understanding of Australia’s past while strengthening their critical thinking, problem-solving and collaborative learning skills.”*

## A Busy Term With More To Come!

This term in English Text, Grade 6 students have been unpacking the novel *Sister Heart* by Sally Morgan. Through the text, students explored the impact of the Stolen Generations and developed their understanding of important themes such as kinship, identity and belonging. Students participated in rich discussions, completed analytical responses and reflected on the experiences and perspectives of Aboriginal and Torres Strait Islander peoples throughout Australia’s history.

In English Topic, students have been exploring Australian History and investigating how Australia has changed from the 1800s to the present day. Students examined migration and immigration patterns over time, learning about the many reasons people came to Australia, including the Gold Rush, war, and the search for new opportunities and a better life. Through these learning experiences, students developed a deeper understanding of how migration has shaped Australia’s diverse society today.



In Mathematics, Grade 6 students have been learning how to use the Cartesian plane to plot and interpret coordinates. They have also explored 3D shapes by investigating nets and identifying the properties of prisms and pyramids through hands-on activities and problem-solving tasks. Students have continued participating in the SNMY program, strengthening their multiplicative thinking skills while enjoying creative and collaborative Friday Masterclasses. Excitingly, the Grade 6 students have also met their new buddies and are looking forward to building positive relationships while developing their leadership skills as role models.



# Inclusion



*“Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits!”*

## Empowering All Learners!

Inclusive education is more than a philosophy; it is embedded in everyday practice. As part of our ongoing commitment to equity and belonging, we have reformed our learning support model to ensure all students learn, grow, and thrive together in every classroom. Since the integration of our Supported Learning area, we have continued to strengthen inclusive practices across the whole school, creating learning environments that celebrate diversity, value individual strengths, and support every learner to reach their full potential, regardless of their point of need.

## Thriving Together!

Across our Believe and Achieve classes, there is a strong focus on purposeful skill development that supports every student to grow in confidence, independence, and capability. Through personalised learning experiences, strong explicit teaching, and inclusive classroom practices, our students are empowered and supported to build their academic, social, and life skills needed to succeed both within and beyond the classroom.



# The Arts



*“The Arts give students the opportunity to explore their passions, develop creative skills, and share their unique perspectives with the world.”*

## The Arts In Action

Our Arts electives give students the chance to explore their creativity, develop practical and technical skills, and express ideas through a range of visual and digital mediums.

In Visual Art, Year 8 students have created Imaginative Landscapes and are now learning clay techniques, whilst in Year 9 students have created Still Life artworks and are now focussing on lino printing. Year 10 students have been focussing on portrait drawing techniques and will create an urban landscape painting next. VCE Art students are currently refining ideas prior to completing their final artwork that will be exhibited at the end of the year.

In Media, students are developing creative and collaborative production skills whilst exploring how stories are told through various forms, including film, animation, photography, podcasts, and comic books.

In Visual Communication, Year 9 students designed a logo and packaging for lollies and are currently developing their photography skills. Year 10 students designed an Australian postage stamp and are now working on designing their own chair. Meanwhile, our VCE Year 11 students had the opportunity to design a logo for a real-life car club and are currently focusing on redesigning a piece of furniture. Year 12 students are developing design solutions to address two different communication needs for one selected client.



## Arts Masterclass

Advanced senior art students participate in an extra curricular Arts Masterclass on Thursday afternoons with Ms Taylor. Students have been refining their knowledge and skills, developing a variety of techniques, and using a range of materials. Students also aim to understand a variety of styles and subject matter.



# Performing Arts

*“Performing Arts empowers students to express themselves through music, drama, dance, and creativity.”*

## Showcasing Student Talent

Throughout the year, Performing Arts students explore music, drama, dance, and performance through a range of practical and collaborative learning experiences. Across all year levels, students have been encouraged to step outside of their comfort zones, develop confidence, and express themselves creatively in supportive classroom environments. Through rehearsals, group performances, classroom workshops, and performance-based tasks, students have strengthened their communication skills, teamwork, resilience, and stage presence.

## Learning Through Performance

Students have engaged in a variety of learning experiences including vocal training, instrumental music lessons, drama activities, movement exercises, improvisation tasks, and ensemble performances in Senior and Junior Concert Bands. These activities have encouraged students to think creatively, work collaboratively, and develop confidence in both individual and group settings. Through performance-based learning, students have strengthened important life skills such as communication, discipline, leadership, adaptability, and problem-solving.



# Humanities



*“Tell me and I forget.  
Involve me and I learn”  
-Benjamin Franklin  
Founding Father of the United States*

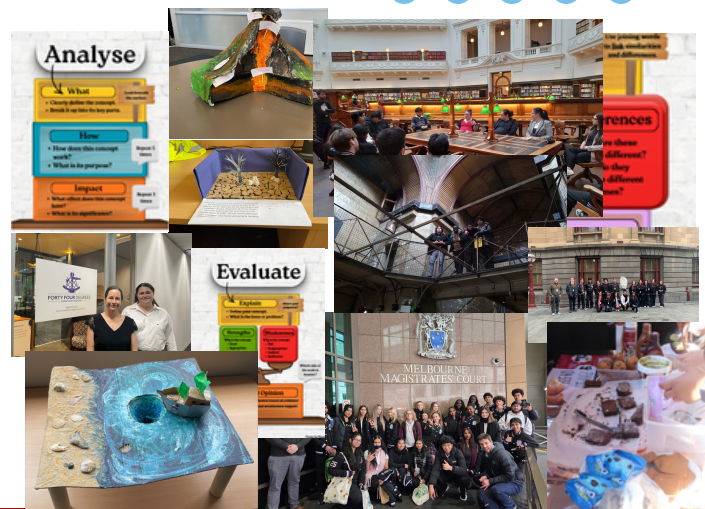
## Oh, the Humanities!

Humanities is the exploration of human civilisation through the lens of Business and Economics, Civics and Law, History, and Geography. Across Years 7 to 12, students are given the opportunity to investigate the peoples, places, systems, and the choices that shape our world.

Students explore everything from ancient civilisations and democracy to liveability, consumer choices, human rights, environmental change, global connections and much, much, much more. Our mission is to help students understand the world they live in and the world that they will spend the rest of their lives shaping.

## Learn By Doing

The best way to learn about the world is to experience it first-hand. While studying humanities, students are given opportunities to take their learning beyond the classroom through Market Day, mock trials, project-based learning, simulations, excursions, incursions, and debates. By connecting the curriculum to real experiences, students develop the skills, confidence, and curiosity to succeed as lifelong learners.



# Mathematics



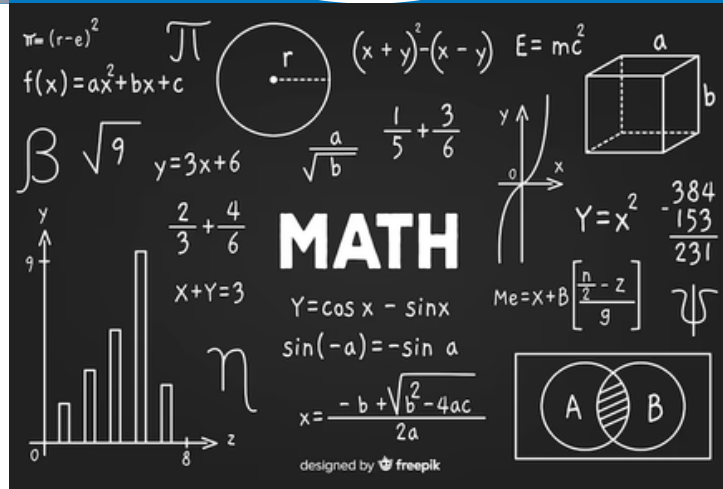
*“The only way to learn Mathematics is to do Mathematics”*

## Maths In The Real World

At Manor Lakes P-12 College, we are proud to offer a curriculum where students engage in mathematics in real world contexts. We encourage students to use Mathematics in real world scenarios including: money and personal finance, cooking and baking (this helps a lot on market day!) and even travel! By showing students the "why" behind the numbers, we empower them to approach mathematical challenges with confidence, curiosity, and practical capability.

## We Offer Senior Maths Pathways for All

At a senior level (10-12), we are proud to offer to a curriculum that caters for all. We offer foundation maths, where students focus on practical, everyday maths skills used in real-life situations. General maths, is broader and more analytical - it develops practical maths skills while introducing more advanced concepts and technology. We also offer Maths Methods, which is a more advanced and theoretical mathematics subject that focuses heavily on algebra, functions, and calculus.



# Technology



## All Systems Are Go!

Our Technologies electives give students the chance to design, build, and create across a huge range of disciplines. From Automotive and Wood Technology to Textiles, Horticulture, Software Development, Computing, Food Studies, and Systems Engineering, students develop practical skills, problem-solve with their hands, and learn what it takes to bring an idea to life. The projects speak for themselves. Automotive students work on real car engines, Wood Tech students build their own cabinets, and Textiles projects range from magic wallets to handmade dresses. Horticulture students cover everything from soil to harvesting, while Software Development and Computing students build their own apps and games. Food Studies takes students from cooking fundamentals through to running a mini-cafe and understanding how food fuels the body, whilst Systems Engineering students prototype their own inventions, including full Iron Man helmets.

## Cooking Up A Storm

In Year 10 Food Studies, students build confidence in the kitchen while exploring the role of food in health and culture. They learn about macronutrients and how to design balanced, nutritious meals while considering dietary needs such as allergies and specific requirements. Students develop practical skills through hands-on experience with a range of cooking techniques, deepening their understanding of how different methods affect food preparation and outcomes. The semester also introduces global perspectives on food, as students investigate cuisines and culinary traditions from around the world, fostering an appreciation for cultural diversity through food.



# English



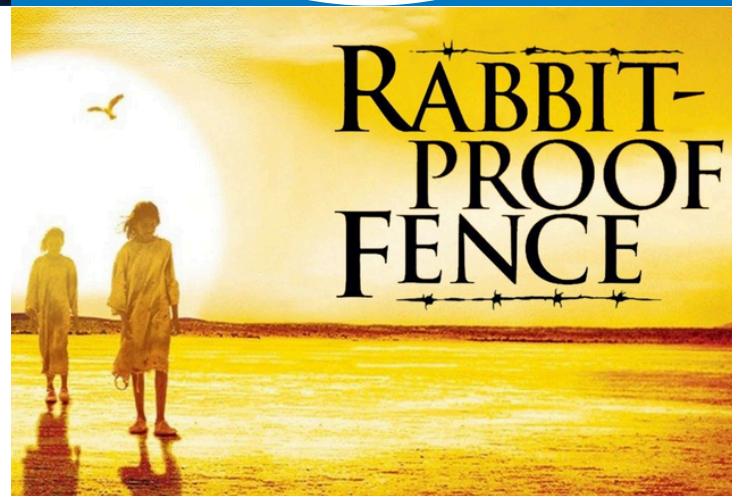
*“In Year 10 we get to film and edit our own Live-Cross News Broadcast!”*

## Program Overview

The English program across Terms 1 and 2 is organised around the core strands of Crafting Texts, Text Response, and Argument & Persuasion. Students engage with a wide range of novels, films, media texts and creative forms, including contemporary and classical works, to strengthen their reading, writing, speaking and analytical skills. Through units exploring identity, belonging, culture, adversity and social issues, students develop confidence in responding to and creating a variety of written, spoken and multimodal texts.

## Learning Focus

Throughout the program, students build their understanding of how language features, text structures and genre conventions shape meaning and influence audiences. Learning experiences are designed to develop analytical writing, creative expression, argument analysis, oral communication and critical literacy skills. Students are encouraged to think critically about perspectives and ideas while producing thoughtful and purposeful responses across imaginative, persuasive and analytical contexts.



# EAL



*“Every language a student speaks is a resource for learning, connection and success.”*

## Celebrating Identity, Language and Learning

Our EAL program adopts a translanguaging approach, enabling students to draw upon their full linguistic repertoire to demonstrate understanding and participate confidently across all learning areas. By valuing students' first languages alongside Standard Australian English (SAE), we create an inclusive and culturally responsive learning environment where all students are supported to achieve academic success. We encourage students to take pride in their identity, culture and home language, recognising multilingualism as a valuable strength that enriches both learning and community. In a multicultural society such as Australia, linguistic diversity is an important asset that fosters connection, inclusion and broader global understanding.

## English as an Additional Language

Students with English as an Additional Language (EAL) are encouraged to draw on their existing language knowledge to strengthen both social communication and academic language skills across their core subjects and EAL English classes. Teachers support EAL learners through explicit vocabulary instruction, targeted language support and culturally responsive teaching practices, creating an inclusive environment where all students feel valued and empowered to succeed.



# Health and Physical Education



*"Health and PE teaches essential life skills: movement, resilience, teamwork, respect, and wellbeing. It's not just about sport – it's about equipping every young person with the tools to thrive."*

## Building Healthy, Active and Connected Learners

Our Health and Physical Education program supports students to develop the knowledge, skills and confidence to thrive physically, socially and emotionally. Through engaging practical experiences and meaningful health education, students build teamwork, resilience, self-awareness and lifelong habits that promote wellbeing. We value each student's individual strengths and experiences, creating an inclusive learning environment where all students are encouraged to challenge themselves, work collaboratively and make positive choices that support healthy communities.

Across Health and PE, students explore topics that strengthen personal identity, relationships, physical activity and community connection. From developing teamwork and navigating change in Year 7, to digital wellbeing, nutrition, identity and health promotion in later years, students are empowered to make informed decisions and apply their learning to real-world contexts. Through supportive teaching practices and diverse learning opportunities, we foster confidence, inclusion and leadership, helping every student build the skills to lead active, healthy and connected lives.

### My Smart Goal

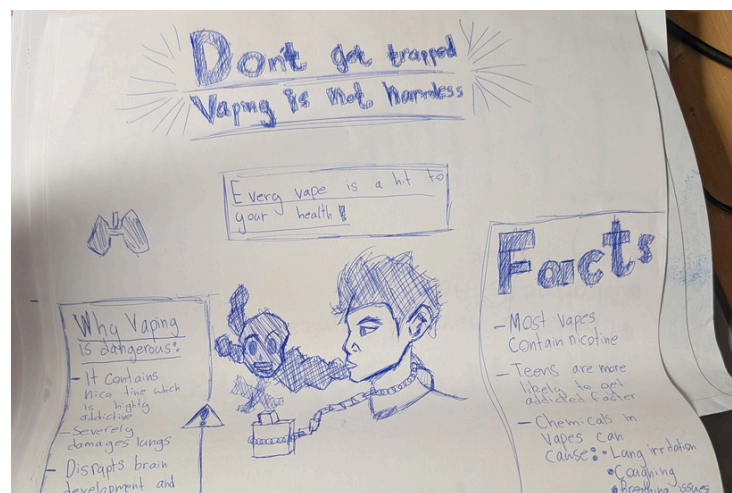
**Specific:** I want to better my netball skills like my attacking (passing and shooting) and my defending and improve my fitness for the game.

**Measurable:** I will use reps counts and to measure my netballs drills and my fitness drills but when I run I will time it.

**Achievable:** This is achievable because I like netball it's a sport I enjoy to play and the training I'll do can fit it into my schedule.

**Relevant:** Netball is one of my favorite sports to play and I want to get back into playing it.

**Timebound:** 1 week



# Science



***“Nothing in life is to be feared.  
It is only to be understood.”  
-Marie Curie  
Physicist and Chemist***

## Why Science Is Important For All Students

Science is more than facts and formulas — it encourages students to think critically, ask questions, and explore the world around them. Through science, students develop valuable skills such as problem-solving, creativity, resilience, and communication. Learning science helps young people understand the rapidly changing world they live in and prepares them for future opportunities and challenges. Importantly, science teaches students that mistakes are not failures, but an essential part of learning. Experiments may not always succeed the first time, and progress is achieved through persistence, critical thinking, and the confidence to keep trying.

At Manor Lakes, the Science program provides students with opportunities to engage in hands-on learning, develop critical and creative thinking skills, and confidently communicate their understanding. As students progress through the program, they are encouraged to explore their individual interests and passions within science. The program aims to build confidence, curiosity, and lifelong skills that will support students in their future learning, career pathways, and contributions to the wider community.



# Vocational Major



*"Everyone plays a part of creating a peaceful, strong and productive local and global community"*

## Developing Skills for Life, Work and Community

Our Vocational Village learning community brings real-world learning to life and aims to create a strong sense of connection and community for all students and staff. Whether it be exploring their own identities, sense of belonging or connection, understanding the importance of health and wellbeing for self and others, or becoming empowered to advocate and create change for their own and outside communities, our work in both the VCE-VM and VPC spaces always emphasises our shared enduring understanding goal for learners which is “everyone plays a part in creating a peaceful, strong and productive local and global community”. Our Year 11 program places a strong emphasis on understanding self, concepts that make up our identities and how our community can support our health and wellbeing. We ask students to explore their values, their beliefs and their strengths through viewing and responding, creating and making and folio based work.

In Year 12, our curriculum shifts toward empowering students to make their community stronger and navigate adult life with independence. In Unit 3, our Year 12's begin by exploring leadership and teamwork by forming political parties that will make up our Vocational Village Parliament. They explore concepts of being an adult across Literacy, Numeracy and Work Related Skills by learning about things like workplace law, taxation, purchasing a car and have professional difficult conversations. In Unit 4, our core work is all focussed on celebrating our students actively demonstrating that they are ready to participate, lead, and grow as valuable, respected members of society. They do this by creating portfolio Google sites and preparing and presenting their learning journey to a panel of teachers, leaders and their peers.

