You Can Do It!

The 5 Keys to success.

• Getting along
• Confidence
• Persistence
• Organisation
• Resilience

Student Engagement and Wellbeing at GWPS.

In 2014, Glen Waverley Primary School has embraced a new, whole school approach to student well-being and engagement.

The “You Can Do It” program is a system structured around five fundamental and researched interpersonal character traits that are linked to student achievement, known as the five keys of success.

The five keys of success are; Getting Along, Confidence, Persistence, Organisation and Resilience. These are aptly named the “keys” of success as they are essential to developing children/students into strong, independent, considerate and successful individuals.

The You Can Do It program is effective because it is practical. Classroom teachers, teachers of our specialist programs such as Art and Music, and support staff, have all been provided with the resources and background knowledge to implement the program in an effective and engaging way. The program is scaffolded so it builds student understanding throughout their years at GWPS.
**English and Literacy**

At Glen Waverley Primary School our English program is based around research on good literacy practice, the Australian Curriculum and most importantly the students. Each student has individualised goals and are supported to achieve them through targeted teaching and one on one conferencing with their teacher. The following is a rundown of what to expect in Term 3 English at GWPS.

**Reading:**

During Term 3 the students in Years 5 and 6 will continue following GWPS’s whole school approach to reading. Students will learn comprehension strategies reflective of the CAFE program.

CAFÉ stands for the strategies of:

- Comprehension – I understand what I read
- Accuracy - I can read the words
- Fluency - I can read accurately, with expression and understand what I read

Expanding vocabulary – I know, find and use interesting words.

Reading sessions at Year 5 and 6 are comprised of a mini lesson, guided/ independent practise and independent reading time. During the mini lesson and guided/independent practise, students learn and trial a reading ‘strategy’. During Term 3 some of the strategies students will be learning include: identifying literary elements (such as characters, plot and settings), analysing the authors’ purpose and identifying bias and prejudice. During independent reading time, students work on their own reading goals. The teacher conferences with students during this time to set and review goals, ensuring all students have an individualised reading goal and the support to achieve it.

**Writing:**

Recently the staff of G.W.P.S have undergone professional learning in the area of good writing practice. During Term 3 we will be launching writing lessons reflective of the VOICES writing strategies and the students in Years 5 and 6 will be developing their Writer’s Notebooks.

VOICES is an approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps students break down the task and understand it better.

VOICES stands for the strategies of:

- V: Voice
- O: Organisation
- I: Ideas
- C: Conventions
- E: Expand Word Choice
- S: Sentence Fluency

In the Writer’s Notebooks students will collect and refine their writing ideas and follow the ‘writing process’ to turn these ideas into published pieces. This writing process is an integral part of being an effective writer and consists of prewriting, drafting, sharing/ conferencing, revising, editing and publishing. As students work through these stages, teachers will confer with them, set writing goals and model effective writing practise reflective of the 6 VOICES strategies.

Home Learning has a new look in 2014. Previously known as Homework, the relabeling of Home Learning has placed emphasis on the fact the learning activities are devised to meet students’ learning needs. Home Learning activities are aimed at complementing and extending learning activities completed at school.

Each week Home Learning addresses a range of curriculum areas; English, Mathematics, Humanities, Science, Spelling and Interpersonal Development. Home Learning activities are based upon or linked to classroom content that students are addressing at school. This provides students with the opportunity to elaborate and explore concepts that are engaging them at school. For example, in Term 2, students were required to complete Science Projects, that could then be displayed and explored during Education Week, linking school and home learning effectively.

Glen Waverley Primary School is committed to providing students with personalised learning. Open-ended learning activities allow students to complete activities at their own level. This ensures that each student’s needs are addressed, whilst providing students with the opportunity to extend themselves as far they require.

Home Learning activities are aimed at complementing Level 5/6’s one-to-one iPad program. Each week students are required to complete a variety of activities utilising a range of iPad applications.

**Home Learning in the Classroom**

Each Friday, students are given the opportunity to present Home Learning to their peers. Allowing students to present their learning is essential. Explaining information that the students have learnt involves higher-order thinking, meta-cognitive skills. Presenting their work validates the effort students put into their Home Learning.

Presentations provide students with an authentic opportunity to improve their Speaking and Listening skills.

Finally, Home Learning presentations provide students in the audience with a variety of new information about their topic.
Child Fund Connect

Child Fund Connect is a global education program that uses multimedia technology to help Australian children connect and learn with their peers in developing countries. Students in Year 6 have used their understanding of multimedia and technology to develop photo stories and videos about their everyday lives. They exchanged their videos with schools in Sri Lanka and one in Laos.

During Term Two we were fortunate to have Clinton, one of the ChildFund coordinators to come to the school to teach students how to create and edit their movies. Students were also given the opportunity to Skype their partner school. It was a great opportunity for students to meet and ask question to their new friends.

Using the ideas and questions from the Skype call, students created a movies to help their connecting school to develop a better understanding of Australian culture and lifestyle. Once the videos were finished, Clinton took the videos back to ChildFund Connect where they translated them.

In the second last week of Term Two, Clinton visited the school again to share all the videos for Sri Lanka and Laos. They compared the similarities and difference to the Australian culture and environments. Students were enjoyed watching videos and learnt new things from other children around the world.

The next upcoming project is the ChildFund Connect Film Festival. It is a film competition that is open to many countries around the world. This year’s topic is Dreams. The competition is open to students who are interested in film making. One video will be selected to represent Glen Waverley primary school. Then only two videos will be then selected to represent Australia.

On Tuesday 22nd July until Friday 25th July 2014, students from Year 5 attended the annual Year 5 Camp at Cave Hill Creek. Students were extremely excited about this fun-filled adventure and had a fabulous time.

The camp was located 19km past Beaufort in Victoria. approximately a 2 hour drive from the CBD.

The itinerary included:
Day 1 – travel to Cave Hill Creek, settle in, activities around the camp, bush walk and Trivia night.
Days 2 and 3 – rotations throughout the day including: canoeing, bush cooking, hut building, archery, ropes course/ initiative games. Evenings of disco and movies.
Day 4 – a birds of prey exhibition and returning to school.

Year Six Camp

This term the Year Six classes are heading off to Maldon for the Derby Hill Blue Light Camp. The camp is a week full of fun activities that help develop life skills. The students learn how to be safe when riding bicycles on different types of tracks including dirt, sand and asphalt roads. They learn about sustainability and how to use recycled items at Ro- ham Mannah, which is a self-sustained property, generating all its own wa- ter and power. Catching the historic steam train from Muckleford to Mal- don is a wonderful experience that allows the students to appreciate the beautiful Victorian countryside. The students explore the town of Maldon, a highlight being an ice- cream making demonstration and tasting.

The parent information evening for camp is on August 30th. The camp is in the last week of Term 3, 15th to the 19th of September.
Inquiry

During Term Three, Years 5 & 6 will be immersed in an Inquiry unit combining Australian History & Geography. It has been titled "How have significant events in History changed Australia and its people?" Key understandings that will be explored include:

1. Aboriginal and Torres Straight Islanders were the first people of Australia.
2. The role of explorers in Australian History.
3. The economic, political and social reasons for Colonial Settlement.
4. How Colonial Settlement changed the environment and impacted on social groups.

During the first weeks of the Term, students have been exploring Aboriginal and Torres Straight Islander culture and lifestyle, building an understanding of what life was like prior to European settlement. Students have also been given an opportunity to pose their own questions that they would like to explore, as part of this topic, showing great curiosity about Federation, Explorers, and the development of Australia as a Penal Colony.

Stories from The Dreaming have been integrated into the Reading program, and some of the tests nominated for this year’s Children’s Literacy Awards have dovetailed nicely, examining the life of Captain James Cook, and the story of Jandamarra.

As part of Home Learning, students will be researching an explorer of their choice, and presenting their findings as part of the Speaking and Listening Curriculum.

Exploring different types of maps as part of the Geography component of the unit, has uncovered interesting Historical facts that have sparked student interest with questions such as "Why was Australia originally referred to as New Holland?", "How many countries were within Australian boundaries in the Indigenous People’s time?" and "What is the difference between Agrarian and Nomadic lifestyles?", I know 56L thoroughly enjoyed answering this last question by dividing themselves into two ‘tribes’ and participating in a farming vs hunting & gathering learning task that clearly illustrated for them the difference between the two.