Term 4 Important Dates

<table>
<thead>
<tr>
<th>Date:</th>
<th>Event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 7th, 14th and 21st October</td>
<td>Year 5 Soccer Clinics</td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
</tr>
<tr>
<td>17th, 24th, 31st October</td>
<td>Year 6 Summer Sport</td>
</tr>
<tr>
<td>7th, 14th, 21st, 28th November</td>
<td></td>
</tr>
<tr>
<td>Wednesday 22nd October</td>
<td>Crazy Hair Day- Junior School Council Fundraiser</td>
</tr>
<tr>
<td>Thursday 30th October</td>
<td>Count Us in Music</td>
</tr>
<tr>
<td>Monday 3rd November</td>
<td>Melbourne Cup Dress Up Day</td>
</tr>
<tr>
<td>Tuesday 4th November</td>
<td>Melbourne Cup Day: Public Holiday</td>
</tr>
<tr>
<td>Wednesday 12th November</td>
<td>Year 5 T20 Milo Cricket</td>
</tr>
<tr>
<td>Wednesday 3rd December</td>
<td>Talent Show and Band Performance</td>
</tr>
<tr>
<td>Tuesday 9th December</td>
<td>2015 Student Leadership Day</td>
</tr>
<tr>
<td>Wednesday 10th December</td>
<td>Graduation Practice</td>
</tr>
<tr>
<td>Thursday 11th December</td>
<td>Year 6 Graduation Practice</td>
</tr>
<tr>
<td>Friday 12th December</td>
<td>Year 6 Community Links Day</td>
</tr>
<tr>
<td>Tuesday 16th December</td>
<td>Year 6 Fun Day</td>
</tr>
<tr>
<td>Wednesday 17th December</td>
<td>2015 Day</td>
</tr>
</tbody>
</table>

Transitions and Pathways

The Transitions and Pathways team is focused on ensuring that students moving into, within and from Glen Waverley Primary School are given the support they need to succeed in their new environment.

As part of assisting year 6 students with the transition to high school they will be meeting and working with year 7 students from Glen Waverley Secondary College. The aim of the program is to help our students understand what type of work to expect next year and discuss their concerns and questions with year 7 students.

Each year 6 class will walk over to Glen Waverley Secondary where the Glen Waverley Secondary College students will be exhibiting their mathematics projects. Our students will learn about the project and provide feedback to the year 7 classes. After the exhibit, the students will eat lunch together, giving them an opportunity to talk about high school.
During Term 3, selected Year 5 and 6 students from Glen Waverley Primary School were fortunate enough to participate in the Mathematicians in Schools program. Mathematicians in Schools is a sub-program of the successful Scientists in Schools program. Funding for both programs is provided by the Australian Government Department of Education, Employment and Workplace Relations and this has been supplemented by funding from CSIRO. The programs are managed by CSIRO Education.

The aim of Mathematicians in Schools is to create and support long-term professional partnerships between mathematicians and teachers. Its purpose is to promote a deeper understanding of the importance of mathematics in our society for students and teachers, and through them, the wider school community.

The definition of a mathematician for this program includes any professional who engages with any field of mathematics as a primary function of their professional life. It includes both research mathematicians, and applied mathematicians in fields such as statistics, IT and finance. Our students had the opportunity to work with Mathematician Mr Asitha Samarasinghe, who is currently working as a Consultant | Market Risk Analytics | Group Market Risk at the National Australia Bank.

In order to utilise Asitha’s expertise in the area of financial mathematics, a selected group of students from Years 5 and 6 completed a mathematics project based around interest, banking, saving money and borrowing money. These students were extended in their knowledge and understanding of financial mathematics through completing the project with Asitha’s guidance, real world experiences and support.

Students worked with Asitha on two occasions, Monday 1st September and Thursday September 11th, and also received support from their classroom teachers, Mr Di Xue and Mr Damien Kitch. The students’ work on this wonderful project culminated in a presentation to their peers, where they were able to share and further explore the new concepts they’d learnt. An afternoon tea was shared with parents to thank Asitha for his time and commend the students involved on their outstanding work.

This opportunity allowed the students at Glen Waverley Primary School to continue to view Mathematics as a real-world concept, and extend their understanding of financial mathematics in their lives to a new level. We would sincerely like to thank Asitha for his time working in our school, all the teachers involved, and to also congratulate the students involved for their excellent work.

This opportunity allowed the students at Glen Waverley Primary School to continue to view Mathematics as a real-world concept, and extend their understanding of financial mathematics in their lives to a new level. We would sincerely like to thank Asitha for his time working in our school, all the teachers involved, and to also congratulate the students involved for their excellent work.

During Term Four and going into 2015, the Mathematics team will continue refining a whole-school approach towards teaching Mathematics at Glen Waverley Primary School. This approach to teaching will be structured similarly to the school’s Reading and Writing programs, utilising the Gradual Release of Responsibility as an instructional model and lesson structures that include a mini-lesson, differentiated learning tasks and revision/sharing to conclude. Learning tasks should be open-ended, challenging and engaging for all students. It is important as a school that we approach the important task of teaching Mathematics in a uniform way, to ensure that all students receive consistency throughout their education.

The whole-school approach to teaching Mathematics will include a more explicit focus on the proficiency strands of Mathematics learning, as outlined in AusVELS. These four strands are: Fluency, Understanding, Reasoning and Problem Solving. It is also intended that students will work with their teachers to set Mathematics goals to work towards throughout the course of their learning.

It will be an exciting journey as we further improve the teaching of Mathematics at Glen Waverley Primary School. Stay tuned!
Student Wellbeing and Engagement at
You Can Do It

The You Can Do It (YCDI) student wellbeing and engagement program is a part of our Whole School Approach to student wellbeing and it is in full swing at GWPS. Since being introduced in Term 1, the initiative has permeated all aspects of the GWPS community.

The YCDI program is a structured system of instilling five fundamental interpersonal character traits in students, known as the five keys of success.

The five keys of success are; Getting Along, Confidence, Persistence, Organisation and Resilience. Through research, these traits have been identified as essential for developing our students into strong, independent, considerate and successful individuals.

The program has been established and fostered through learning activities and celebrations of student achievement.

In Level 5/6, YCDI keys of success are explicitly taught as well as integrated into the classroom through the use of the language when applying the keys to real situations. For example; commenting on a student’s ability to work tough when they complete something difficult, or encouraging students when they are taking risks.

The YCDI keys of success are also used to complement the curriculum.

YCDI is used effectively in reading and writing lessons, for example, when developing a protagonist’s profile for a narrative.

The whole school approach to You Can Do It has been important to the successful implementation of the program. Teachers have been able to coordinate You Can Do It activities with their buddy classes. In addition, the language of You Can Do It is used in peer media- tion, student achievement awards and school displays.

The language of You Can Do It is being used effectively and consistently throughout the school to ensure that the students are given a cohesive message with feedback from all teachers they work with.
The itinerary included:

Day 1- Ride to a nearby BMX track and night bush walk.

Day 2- Ride to the emu farm and trivia night.

Day 3- Steam ride to Muckleford and ride back to Maldon. Town walk to visit the Maldon Lolly shop, Cherry’s ice Creamy and various local shops. Then Skit Night.

Day 4- Ride to the dredge, bush walk, panning for gold and hut building. Camp site games rotations (mini golf, obstacle course, team sports) and Movie Night.

Day 5- Pack up, clean, outdoor games, staff versus students basketball and back to school.

On Monday 15th of September, the Year 6 students were very excited to go on their 5 day bike riding camp to the Victorian Blue Light Youth Camp in Maldon. We were very fortunate to have beautiful weather; perfect bike riding conditions. Every day consisted of a bike ride, where students learnt how to ride safely on various types of roads and tracks.

We had a marvellous time at camp, with plenty of fun, laughter and exercise. It was pleasing to see every student displaying resilience and persistence as they complete the some of the more challenging bike rides.
VOICES: The Six Traits of Writing

During Term 3 the teachers and students in Years 5 and 6 have embraced GWPS’s new and exciting whole school approach to writing. This program has consisted of the development of a Writer’s Workshop book, in which students have begun collecting ideas and practising their writing strategies. The writing strategies we work on follow the ‘Six Traits Writing’ model, which at Glen Waverley Primary we are referring to using the acronym VOICES.

Six Traits Writing/VOICES is a systematic approach for looking at writing part by part. Writing is a complex activity, so this approach can help people break down the task and understand it better. During writing lessons the teacher models and supports students to develop skills in the six VOICES areas. Each student works on a writing goal in one of these areas as well.

If you would like to learn more about VOICES please see your child’s classroom teacher.

VOICE: Voice is the personality of the writer coming through on the page. It is what gives the writing a sense of uniqueness, and gives the reader the feeling that the writer is talking directly to him/her.

ORGANISATION: Organisation is the structure of a piece of writing. Good writing begins with a strong lead or hook that engages the reader from the beginning. The details along the way should add to that lead and should help build toward the conclusion, pulling the reader along right to the very end.

IDEAS: Ideas are the heart of the paper--what the writer has to say. Writing should be about a topic that is important to the writer. Ideas should be clearly expressed so every reader can understand them and it should provide the reader with interesting insights.

CONVENTIONS: Conventions are the rules of a language. They are the common patterns of grammar, spelling, punctuation, paragraphing and capitalization that readers come to expect in good writing. They make writing easy to read and understand. Using conventions correctly requires students to work on their editing and proofreading skills.

EXCELLENT WORD CHOICE: Excellent word choice involves being able to look critically at words and select ones that are powerful. It means being able to choose just the right words to make the writing sound natural and engaging. Excellent word choice is what helps the reader visualise what has been written.

SENTENCE FLUENCY: Sentence Fluency is the way words are connected within and between sentences. In any piece of writing, there are many possible ways to write any sentence correctly, but usually, of those correct versions, one or two will sound better than others. A writer who can pick out those versions and use them frequently will have a strong sense of sentence fluency. Good sentence fluency stands out when a piece of writing is read aloud.
In the fortnightly School Newsletter, you may have read about the work done over the last three months to ensure our Curriculum remains progressive, detailed and scaffolded, while responding to the most current Australian Curriculum Documentation. The new Curriculum plan will be rolled out in Term One, 2015 and as we transition into that new document, the Level Five and Six teachers have developed an engaging Science Unit, structured to support inquiry into the question “How do living things adapt to survive in the desert?”

Inquiry learning in our school is structured over the year, to ensure an even focus on Science and Humanities (Geography and History). Humanities also incorporates studies in “Civics and Citizenship” as well as “Economics”, however these areas are also often covered in Mathematics or English as well. The Whole School cyclic pattern we follow is as follows:

<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Focus</td>
<td>Science Focus</td>
<td>Humanities Focus</td>
<td>Science Focus</td>
</tr>
</tbody>
</table>

To maximise Student Voice, many students were questioned prior to Planning this Unit. In this way, teachers can establish prior student knowledge and develop tailor made units to suit the current student cohort. Following is an outline of the guiding questions that teachers will be using to structure inquiry learning for the rest of 2014.

### LEVEL: Year Five & Six

**TOPIC QUESTION**: How do living things adapt to survive to live in the desert?

**Learning Focus:**

The Desert is a Biome. Living things have structural features and adaptations that help them to survive in their environment.

**Conceptual Understandings:**

**Students understand:**

1. The unique features of a desert environment.
2. The meaning of adaptation and its importance to survival.
3. How plants and animals survive in the desert environment with limited water.
4. Who makes their life in the desert.

**Focus Questions:**

1. What is a desert? Where are they located in the world? How are they similar, how are they unique?
2. What lives in the desert; plants, animals & people, and how have they adapted to the harsh environment?
3. How does the scarcity of water effect plants and animals in the desert, and How does this impact upon the food chain?
Graduation

Year 6 Graduation is a highlight on our school calendar, and often an occasion eagerly anticipated by students for a very long time.

The graduation ceremony for our 2014 Graduands is already being planned, and it promises to be a fantastic evening for our students and their families.

As always, family are invited to a formal ceremony, which will then be followed by a students only disco (naturally with teacher supervision!).

HOLD THE DATE;

Notices will be circulated early in Term Four, but until then, please mark the following details in your diary and keep the evening free.

Graduation will be held this year on;

The evening of;
Thursday 11th December 2015

Glen Waverley Anglican Church
800 Waverley Road,
Glen Waverley

A REAL
EDUCATION IS
THE
ARCHITECTURE
OF THE SOUL.

- WILLIAM BENNETT