



Glen Waverley Primary School
774 High Street Road Glen Waverley 3150
Ph: 9802 9938 Fax: 9886 159

www.glenps.vic.gov.au

LEVEL TWO

2018 Term 1 Newsletter

Dear Parents / Guardians,

A warm welcome to the 2018 school year! The students have settled in well and are excited about the year ahead with many new and challenging learning experiences. We believe that your child's education is a partnership between both school and home. The more you are involved as a parent, the better your child will learn. It is important that we continue to promote open and honest forms of communication so we achieve our aim of providing the best possible learning environment for your child.

The Level Two teaching and learning team are Peter Shen, Alicia Di Petta, Raquel Kane, Monique Kelly and Adriana Ballestrin. We welcome Alicia and Adriana joining the Glen Waverley community. Please check out their short biography attached to this newsletter. We also welcome you to pop in and make an appointment with your child's teacher to discuss any concerns no matter how big or small or simply come in and say "Hello".

In our school, we believed that children are at the centre of everything and that everyone can learn to the best of their abilities. We endeavour ourselves to plan and deliver high qualities of learning experience in all area of studies. Please take a few moments to read what we have planned for this exciting term.

CURRICULUM UPDATE

READING

Reading during Term one will see students continue to develop their comprehension skills through activating their prior knowledge of known strategies, in addition learning new strategies such as 'Checking for understanding', 'Backing up and re-reading', 'Monitoring and fixing up' and 'Tuning into interesting words' – just to name a few! Through these strategies, students will learn how to interpret, analyse and evaluate the texts they read. In addition, students will have regular conferences with their teacher to set, monitor and work on personalised reading goals, tailored to each individual student's need to support our relentless pursuit of excellence.

To support your child's learning at home, you could:

- Read with your child each night.
- Encourage your child to read aloud.
- Ask your child questions before, during and after the reading process, such as "Why do you think this little pig used straw to build his house?"
- Prompt your child to compare their life to that of the character in the book.
- Encourage your child to re-read parts of the text that don't quite make sense.
- Support the use of chunking when coming across challenging words.
- Keep a list of new and interesting words found in texts to expand your child's vocabulary.

WRITING

In Writing, students will explore various learning experiences to deepen their love of writing. They will learn how to communicate their ideas, share experiences and events through our rigorous recount and Writer's Workshop writing units. We will be following our whole school approach of VOICES to support the development of student authorship. Learning experiences of Voice, Organisation, Ideas, Conventions, Excellent Word Choice and Sentence Fluency will support students in their writing journey. Students will also be immersed in a world of writing exploration through both 'Sustained Writing' and 'Lightning Writing.' 'Sustained Writing' will aim to increase student writing stamina, with 'Lightning Writing' enhancing our student's ability to write and respond to a stimulus in a short period of time. Students will have regular writing conferences with their teacher to set personalised writing goals that is tailored to their need and to ensure they are guided and supported throughout their journey as authors.

To support your child's learning at home, you could:

- Take photos of activities you do at home for your child to use as a stimulus for writing at home.
- Write a joint story together with your child.
- Tell your child a story of when you were little or something that happened at work that day. Leave off the ending and ask your child to write how they think the story ended.
- Encourage your child to write for a sustained period, keeping a timer and encouraging to beat their personal best time.
- Assist your child to write letters to grandparents, family and friends.
- Encourage students to plan their writing through drawing pictures and using adjectives to deepen descriptive writing.

SPELLING

In Spelling, students will explore various spelling inquiry sessions to investigate sound blends, spelling patterns, generalisations and exceptions. These learning experiences are designed to provide our students with hands-on, authentic and interactive workshops to develop a deeper knowledge as well as a love to spelling. Each week, students will select

five words they want to learn from our spelling focus and five personalised words which are generated from their writing. Students will be explicitly taught how to use Look, Say, Name, Cover, Write, Check (LSNCWC) strategy to learn how to spell their words, and will be encouraged to use their personalised words in their writing throughout the week to ensure transfer of learning.

To support your child's learning at home, you could:

- Practise with your child on his/her weekly spelling words.
- Encourage your child to use his/her personalised words in the writing.
- Ask your child about the generalisation and exception from each week's spelling focus.
- Further explore our weekly spelling focus with your child by coming up with other generalisations or finding more exceptions.

MATHEMATICS

Our approach to teaching mathematics at Glen Waverley Primary School is based on developing our learners' fundamental understanding of concepts taught. As well as teaching the 'how' of maths, we also teach the 'why', encouraging learners to think creatively, embrace challenges and make connections to every-day life. Learning is personalised to target zones of proximal development, and learning tasks are often open-ended with multiple entry and exit points catered to individual mathematics needs. It is for this reason that we give students experiences with authentic mathematics tasks that have cross curricular connections.

In addition, we will be focusing on the Mathematics Proficiencies of Problem Solving, Understanding, Reasoning and Fluency (SURF) to ensure that every student is learning maths holistically. Similar to our Reading and Writing program, personalised Maths goals will be developed and displayed in our classroom for students to track their learning.

During Term One, students will be expanding their knowledge of Number and Algebra by deepening their understanding of Place Value, revising skip counting strategies and practicing number patterns. In the Statistics and Probability unit, they will have opportunities to conduct surveys to gather information, use a range of graphs to present their findings and also interpret data in a variety of ways.

To support your child's learning at home, you could:

- Encourage your child to explain his/her thinking and strategies when solving a maths problem. For example, you may ask "How did you know $13 + 8 = 21$? What strategy did you use? How can you prove that it's correct?"
- Assist your child with our weekly Mathematics Home Learning task and encourage him/her to apply the Maths goal through the task.
- Spend time discussing set learning tasks on Mathletics or support their development of fluency when using Live Mathletics.

We are looking forward to a great term of Mathematics!

INQUIRY (Humanities focus)

Our Inquiry topic for Term One is based on Identity and Communities. More specifically, students will investigate “How do our identities shape our communities?” We are extremely privileged to be a part of a diverse community where our identities are made up of a wide range of cultural backgrounds. Students will deepen their understanding of what shapes our identity by exploring primary sources and their personal histories. They will reflect on their own identity and the impact it has had on their school community and the broader communities that they are a part of.

Students will then transfer their knowledge to explore the effects of identities on communities over time. They are going to explore, recognise and appreciate the history of their local environment by examining the remains of the ‘past’ in contrast to the ‘present’. They will use this knowledge to infer future growth within their local and global environment and the ways in which this can be sustained.

Students will identify the reasons as to why groups of people, identities, sites or locations have either changed over recent times or remained the same. In doing so, the unit will expose students to the life of Australian traditional owners, aided through an interactive storytelling incursion. They will learn many aspects of traditional and contemporary Aboriginal culture, customs and experiences. Students will reflect on how over Australia’s history, many identities have shaped the way we live today and the impact we have on our future.

To develop students’ historical understanding the following key concepts will be covered:

- Continuity and change
- Personal identities and Community history
- Cause and effect
- Perspectives
- Empathy and significance



To support students’ learning, an incursion titled ‘The First Australian’ will be presented by ‘The History Box Ballarat’. There is no doubt this experience will build on students’ perspective of how Australia’s history is made up of a range of identities.

This Inquiry topic offers a wonderful opportunity for students to collaborate with families given Glen Waverley Primary School’s diversity in backgrounds and journeys travelled.

IMPORTANT DATES & EVENTS

There are a number of important events this term, please take a moment to mark these dates in your diary:

- 27th February (Tuesday) – History Box Ballarat Incursion
- 12th March (Monday) – Labour Day Public Holiday
- 13th March (Tuesday) – Curriculum Day (pupil free)
- 14th – 26th March – P-3 Swimming Program
- 19th – 23rd March – Cultural Diversity Week
- 29th March (Thursday) – Last Day of Term 1, 2:30pm dismissal



For regular updates of the whole school events, please refer to the fortnightly school's newsletter that can be access from our school's website.

<http://www.glenps.vic.edu.au/>

SCHOOL PROCEDURES

ENCOURAGING AND CELEBRATING INDEPENDENCE

Please encourage your child to become more independent. You can help them by simply **allowing them to be responsible** for bringing in their own school bags, readers, notices and lining up independently. Also, in the afternoons, when collecting your child, it would ease congestion in the hallway if there is a meeting place outside the school building to pick up your child. Naturally, come on in to see your child's teacher or when your child would like to show you something special in their classroom.

BRAINFOOD



Each day at 10.00am the students are encouraged to have a healthy snack such as fresh fruits or vegetables to assist with sustained concentration. It would be wonderful if students could bring their fruit and vegetables in their natural packaging (Nude) to reduce waste in our school.

CLASSROOM HELPERS

We are grateful for your support and assistance. If you would like to help we would love to hear from you. Generally you would be supporting with our Literacy program by providing additional opportunities for children to practise reading aloud or some classroom organisation. Please note that all volunteers are required to have a current 'Working with Children' (WWC) card which can be obtained at the following website:

<http://www.workingwithchildren.vic.gov.au/>

PUNCTUALITY

Students can enter the classroom between 8.50-9.00am to organize and prepare for the day and complete quiet activities such as reading. The classroom bell rings at 9.00am which indicates school instruction begins with a reading lesson. Please be aware that students who have to walk into class late can sometimes become distressed and embarrassed and miss the important 'tuning-in' which is designed to engage students in a day of learning.



ABSENCES

Parents are reminded of their responsibility, to ensure that all children attend school regularly. Frequent absences have a huge impact on children's learning. If children are absent, **a reason in writing is required by law**. This can be done via Compass.

SCHOOL HAT & WATER BOTTLE

Our school's policy is 'hats away on the 1st of May' as that's when the UV treats are typically lower. Therefore, it is essential that students wear their school hat during recess and lunch play to minimise sun damage to their skin. Please also organise drink bottle of water for your child to bring to school each day to keep hydrated and replenish fluids.



COMMUNICATION DIARY

All the students in Level 2 have been provided with a school diary. This diary can be used to track **home reading** and aide **communication between the teacher and parents**. It would be fabulous if parents could communicate via the diary, which is checked by the teacher for important correspondence. **Please sign the diary each day indicating that you have heard your child read**. To complement our school reading program, each child is encouraged to use a take home book or library book to practice their independent and shared reading skills at home, consolidating the concepts and strategies they have learnt in class.

Hello to all GWPS,



My name is Adriana Ballestrin and I am the teacher this year of the excellent 2E learners. I taught at Birrale Primary School in Doncaster last year where I taught a lovely bunch of Prep students. Before becoming a primary school teacher I was a dedicated and passionate Swimming Instructor, where I taught children of all ages to become the best swimmers they could be.

I am recently engaged to the amazing Cameron and getting married in November 2018 in the beautiful Dandenong Ranges.

A little more about me.... I love the beach and I love to travel. I have recently come home from my first trip to Malaysia. It was a new experience and I hope to be able to go back and explore again soon. I am a crazy Richmond Tigers supporter and I love going to AFL games.

Thank you to everyone who has made me feel so welcome over the past week. This is a truly warm and welcoming learning environment.

Ciao!

My name is Alicia Di Petta and I teach the delightful learners of 2B. It has been a fabulous welcome to GWPS from the learners, the staff and the wider community.



I come from a large Italian family and enjoy the Italian culture, language, traditions and my most favourite part, the food! I have been fortunate enough to visit where my family comes from and learn about the history of my family as well as travelled to many other countries.

I am recently engaged to a wonderful man named Simon and we are currently planning our wedding for March next year.

Besides teaching, I have many interests from travel, to floristry, watching my favourite AFL football team (Essendon), going to Zumba and cooking my Nonna (Grandma).

Thank you to everyone who has made me feel so welcome. I am so excited to be a part of the Glen Waverley Primary School Community and look forward to meeting you all.

We hope this newsletter gives you a better insight and understanding of your child's exciting learning journey during Term One. If you require further information, please speak to your child's classroom teacher.

Kindest Regards,

Mr Peter Shen (2A and Level Two Teaching and Learning Leader), Miss Alicia Di Petta (2B), Mrs Raquel Kane (2C), Miss Monique Kelly (2D) and Miss Adriana Ballestrin (2E)