



## LEVEL THREE, TERM ONE NEWSLETTER, 2018



Dear Parents and Guardians,

Welcome to Level Three and another exciting year of learning at Glen Waverley Primary School. The students have started the year with great enthusiasm and commitment to their learning and we know it will be a wonderful, action packed year.

A special welcome to all the new students who have joined us from other schools. We are sure you will thrive on the learning and friendship at Glen Waverley Primary School. We take great pride in our supportive and friendly school community and celebrate the diverse multicultural background that is the fabric of our very proud school.

The teachers in the Level Three team this year are Mrs Debbie Hunter 3A, (Teaching and Learning Leader), Miss Wageesha Silva 3B, Mr Ashley Jacobs 3C, Miss Christine Marotti 3D, and Miss Bianca Liburti (3E). A very warm Glen Waverley welcome to Miss Silva and Miss Marotti who are also new to our school this year. We are very excited to have you join our Level Three team. Mrs Lindy Tran will also be working with our team in the area of Targeted Student Learning, which some of our learners will be taking part in.

Looking forward to a wonderful year of guiding and assisting your students to be the best that they can be in all areas of their development throughout 2018!

Debbie, Wageesha, Ashley, Christine and Bianca.

### GETTING TO KNOW OUR NEW TEACHERS:

**Wageesha** loves going to the beach and being in the ocean. She really enjoys camping and bouldering and is a huge fan of Seinfeld. Wageesha enjoys home cooked meals and one of her goals this year is to improve her drawing skills.



**Christine** has one brother, one sister, three nephews and one niece. She also has an eight year old cat, named Milo. She enjoys spending time with friends and family members and enjoys travelling. She is a bit of a dare-devil having sky dived in New Zealand. Christine enjoys music and danced for approximately eighteen years. She loves relaxing and reading interesting stories and her worst fear is SPIDERS!



Stay tuned for future newsletters when we will profile your other Level Three teachers!

## IMPORTANT DATES:

**Tuesday February 27<sup>th</sup>** – 'Smart 8' begins

**Monday March 12<sup>th</sup>** – Labour Day Holiday

**Tuesday March 13<sup>th</sup>** – Curriculum Day

**Friday March 16<sup>th</sup>** – P- 3 swimming begins

**Monday 19<sup>th</sup> – Friday 23<sup>rd</sup> March** – Cultural Diversity Week

**Wednesday March 21<sup>st</sup>** – Twilight Sports

**Friday March 29<sup>th</sup>** – End of Term One – Dismissal at 2.30

**Monday April 16<sup>th</sup>** – Curriculum Day

**Tuesday April 17<sup>th</sup>** – First day back for Term Two



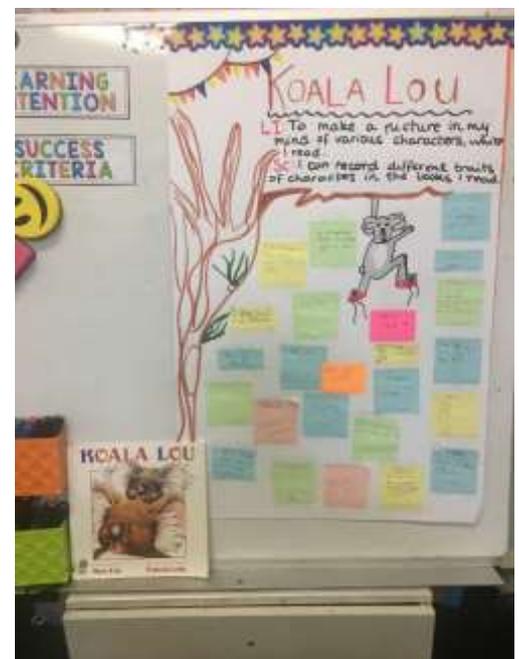
## ENGLISH:

### READING:

As part of the whole school approach to Reading at Glen Waverley Primary School in Level Three, we continue to use the CAFÉ strategies to improve the students' reading abilities. CAFÉ represents the goals 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.

This term the students will be focusing on such comprehension strategies as making pictures from a mental image, predicting what will happen in the text, determining and analysing the author's purpose and recognising literacy elements (genre, plot, character, setting, problem/resolution, theme) in texts. Students will also be tuning into interesting words and using their new vocabulary in speaking and writing. In the area of fluency they will be adjusting and applying different reading rates to match text, including when they read



the narratives they have written themselves. This will ensure our reading program is linking to and complementing the writing program, which will in turn reflects meaningful and linked learning.

Through explicit teacher instruction and modelling, as well as individual and small group conferencing, the teacher and learner can work together to identify a particular reading area as a point of need. This will then become the student's personal reading goal.

## WRITING:

VOICES (Voice, Organisation, Ideas, Conventions, Excellent word choice and Sentence fluency) will continue to be implemented as part of our whole school approach to teaching writing. VOICES consists of strategies that aim to develop the students to become better writers. The strategies are explicitly taught and the learners will implement these strategies during their personal writing.

Writing sessions throughout the week will be made up of:

- genre learning experiences where the students will be explicitly taught a particular text type;
- sustained writing where learners will write for up to an hour freely on topics and genres of their own choice
- a spelling inquiry session
- a handwriting session focusing on accurate formation of letters, joining of letters using cursive script and writing fluency.



The students will also participate in 'lightning' writing sessions where they will write for a short time and then build up their skills when editing their work. Students will participate in individual writing conferences with their teacher where personal writing goals will be formed collaboratively for the learners to work towards.

This term the students are focusing on the genres of narratives and persuasive texts in preparation for the Naplan assessment in Term Two.

## SPELLING:

As part of the Spelling program, the students are encouraged to continuously expand their vocabulary, and this process is assisted with the Spelling Inquiry. They will identify words misspelt in their writing, and then research these words, developing a rich understanding of the origin and other important elements relevant to their spelling words. The structure of words will be investigated to understand how to use prefixes, suffixes and base words (e.g. re, dis, mis, un, under, ly) and investigate what makes a compound word and a contraction. Various letter patterns will also be investigated relevant to the student's needs. Both, when working in the classroom and for their Home Learning, the students will complete the Look, Say, Name, Cover, Write, Check approach with their selected spelling words. The students may bring home the same words several times. This will occur if they have not fully mastered the ability to spell them independently. They need to continue to practise the word until they can spell it four times independently when tested, without any errors.



## SPEAKING AND LISTENING:

Every opportunity will be given for the students to improve their speaking and listening skills through presentations of their learning, group discussions, circle time when each student contributes to a particular topic being reviewed and also through oral presentations of Home Learning and other topics with which the students need to prepare a talk to present to the class. We encourage confident, clear speaking and active listening at all times. Respect for others thoughts and taking turns are paramount to any speaking and listening learning tasks implemented in the class.



## MATHEMATICS:

This year, the Level Three students will be learning and applying their skills, knowledge and understanding to the content strands of Mathematics: Number and Algebra, Measurement and Geometry as well as Statistics and Probability. In the first few weeks the learners have been completing learning tasks in the very important area of Place Value. They have investigated numbers up to and beyond 10,000, focusing on the name of each unit and transferring their understanding from digits to words. In the following weeks, they will complete learning experiences in the areas of Addition, Subtraction, Multiplication, Division and the Probability area of Chance. Throughout these units, students will investigate multiple strategies to solve problems, focusing on developing their conceptual understanding and reasoning. They will then apply these understandings to solve a range of problems, connecting to real life situations such as working with money. Learning tasks are personalised to ensure all students are working at their zone of proximal development and are followed up with Home Learning tasks relevant to the areas of study in class.



In Mathematics, the students will also be working on the four proficiencies (SURF – Problem solving, understanding, reasoning, fluency). This will ensure that as well as understanding and applying a particular concept with speed and fluency, the students are also able to problem solve and reason to solve real life problems. This is building the students' capacity to take their mathematical thinking and application to a higher level outside the classroom.

## INQUIRY:

In Term One, the Level Three students will be learning about the different communities they are a part of through the focus question, 'How do communities work?' This will be largely a 'Civics and Citizenship' inquiry with an emphasis on identity and diversity, including where and how the students fit into their different communities. The learners will begin with a study of the classroom learning community, building up to a deeper understanding of the diverse backgrounds of their classmates and their families and the various contributions they make to our community. The learners will investigate the school community, progressing to their family community and then the local community. This will then extend to exploring the local council and how it operates to assist our families and personal communities. The need for rules and laws



for us to function as effective citizens within our different communities, will be reflected upon and connected to the differences between the definitions of rules and laws.

## 3 FOCI:

In Level Three we are very excited to ensure we are all developing the areas of the 3 Foci that Mr Catalano introduced this year. As year levels and individuals and as students and teachers we are all focused on ensuring we implement:

- **Academic Rigour** – the effort we place in teaching and learning, which ensures that all learners are challenged and working towards success in their learning.
- **Orderliness** – the importance of ensuring everything is in order, organised, neat, tidy, etc.
- **Educating the Whole Child** – academic education is one element of raising happy, healthy children, however it is important that we also focus on concepts, values or skills such as persistence.

These foci will be at the forefront of our planning and actions to ensure Glen Waverly Primary School and the school community continue to be the best that we can be!

## REMINDERS:

Just a few more reminders for you:

- **Hats** – As we are a sun smart school hats must be worn at all times when the students are outside in Term One.
- **Home Learning** – Home learning will be distributed on Friday and will be due the following Friday. It is expected that it will be fully completed and to a high standard. Please refer to the expectations inside the student's Home Learning book for further information.
- **Home Reading** – It is important that the students read for at least fifteen minutes each evening. Please sign their diaries after they have read and encourage them to read a wide variety of material at home. Again for further information, please refer to the notice sent home earlier in the term.

If you have any other queries or matters you would like to discuss with your teachers please don't hesitate to organise a meeting. Your students well being is always at the centre of our thoughts and actions.

Thanking you for your ongoing support and assistance and looking forward to a wonderful year,

Kind Regards,

Debbie Hunter, Wageesha Silva, Ashley Jacobs, Christine Marotti, Bianca Liburti, Lindy Tran

