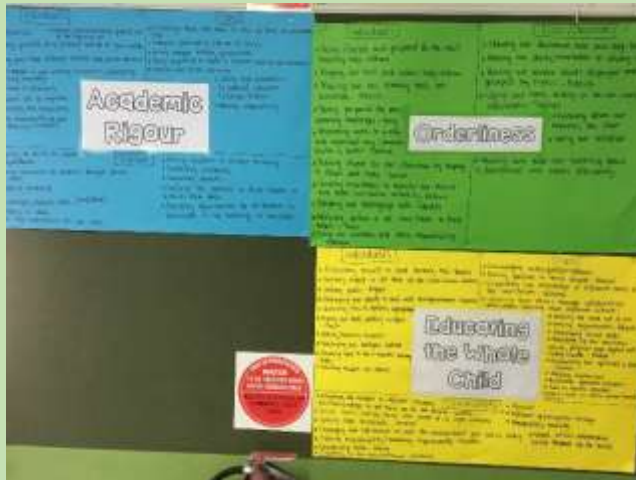


Level Six Term One Newsletter

Welcome to another exciting year of learning at Glen Waverley Primary School we are all super excited to be back to see all of the smiling faces of the students, parents and staff.

There is a tremendous feeling around the school as we start the new year with three foci that will further enhance student learning in all areas, which are:

- **Academic Rigour**
- **Orderliness**
- **Educating the Whole Child**



Academic Rigour refers to the notion that all students need to be challenged in their learning and provided learning tasks where they are required to go through productive struggle, as this is when the most effective learning occurs.

Orderliness is the concept of having a school which reflects order in its physical environment and the overall organisation. For example, a tidy yard, students being punctual and aware of their learning goals to improve their outcomes are all signs of

orderliness within our school. Additionally, Orderliness also is expected of all staff members.

Educating the whole child is the notion that in school, we need to be looking beyond just English and Mathematics in their learning and ensure we are helping to educate students so they can become members of the community who contribute to society in a meaningful way and are aware of their own wellbeing.

It goes without saying, that Level Six is a unique year for all of our students with all of our learners beginning to think about the next phase of their education, making informed decisions with their family about what secondary school they will attend. Throughout this year, the Level Six team will support the children in a number of ways to help make this transition a smooth one. This includes celebrating and reflecting on their time at GWPS, liaising with their new school about their strengths in learning and areas for improvement in addition to supporting their social/emotional needs during this time.

At Glen Waverley Primary School we are in the fortunate position of having excellent teachers who take great pride in their work and this year's Level Six team is no exception. Collectively our team boasts nearly twenty years of teaching experience which will be a wealth of knowledge to draw upon to ensure that your child is able to access learning opportunities to the highest possible standard. We welcome Ms. Grace Hawkins to our

IMPORTANT LEVEL SIX TERM ONE DATES

- Monday 26th February – Swimming Program Begins**
- Friday 2nd March – Athletics Day**
- Tuesday 13th March – Curriculum Day**
- Thursday 22nd March – Level Six Leadership Day**
- Thursday 29th March – Last Day of Term One**



teaching staff, whole comes with previous experience of teaching Level Six at other schools. Other members of the team are Mr Greg Edwards and Ms. Ruby Robertson have made the step across from other areas within the school to join the team, and Ms. Donoghue who has spent the last few years teaching Level Six. Our learning program will be supported by Mrs Nicole Pryde who is in the roll of Targeted Student Learning teacher and will help many students across the year to reach their learning goals.

We would like to thank you in advance for the wonderful support you will offer us throughout the year and are looking forward to a tremendous Term One!

Literacy Overview

In Literacy, during Term One, students are exploring persuasive texts, with a particular focus on editorial pieces. We will begin by reading and analysing examples of good editorial pieces, which will help the students to develop a deep understanding of the strategies the author has used in order to convince the audience of their opinion. Through identifying these skills in their reading, we will aim to have our learners transfer these skills to their own writing and provide them with opportunities to create their own editorial pieces on a topic which they feel deeply passionate about.

Some of the persuasive strategies we will be unpacking to a deeper level with the students will include:

- Using the four traits of effective paragraphs in essay writing, which are topic sentence, evidence to support your argument, explanation of your argument and link the final sentence to the next paragraph.
- Understand how to suggest action in response to an issue in persuasive writing.
- Meaningful use of case studies and statistics as evidence.

Teachers will continue to use the whole school writing approach of VOICES to assist students in the writing process, particularly in relation to editing their writing to improve grammar and express themselves in a more sophisticated way. Students will use their writing as a stimulus, to facilitate the development of their individual writing goals, which will be created in collaboration with their teacher.

Each day students are encouraged to continuously expand their vocabulary, and this process is assisted through the Spelling Inquiry Program. They will identify words misspelled in their writing, and then exam each words etymology and spelling patterns, developing a rich understanding of the origin and other important elements relevant to their spelling words.

If you wish to support your child's learning at home in the area of Literacy this term, you can:

- Discuss current issues with them that are prevalent in the media, asking for their opinion and to support their opinion with reasoning.



- When discussing the current issues with your child, help them research some of the current facts or case studies on the topic and help them to identify if this supports their opinion.
- Read editorial text with your child from the newspaper and discuss with them the strategies the author has used to persuade the audience of their opinion.

Mathematics Overview

During Term One, Level Six learners will be involved in a variety of Maths investigations that are academically rigorous and personalised to their zone of proximal development. This term, you may hear your child refer to SURF when discussing mathematics. This has no reference to grabbing a board and catching some waves, but instead refers to the four proficiencies students use to deepen their conceptual understanding of mathematics.

The acronym SURF stands for Problem **Solving, Understanding, Reasoning and Fluency**. When working mathematically people tend to focus largely on the two areas of Problem Solving and Fluency, which refers to what processes are needed to solve the problem and correct calculations of the numbers. However, research shows that to create deeper knowledge of mathematical concepts we need to be talking with children about their Understanding and Reasoning. A great way to do this is by requesting your child to explain their thinking behind their answers or alternatively, asking them is there another way you can demonstrate that that is correct?

Concepts that are covered include:

Number and Algebra

- Prime and composite, square and triangular numbers.
- Using the four processes of addition, subtraction, multiplication and division.
- Positive and negative integers.
- Index notation and the powers of numbers.

Sitting with your child and completing research on index notation and integers using real life case studies can be an excellent way of helping them to understand its application beyond the classroom. The website www.passyworldofmathematics.com has some excellent examples of how this connects to their learning in a meaningful way.

Measurement and Geometry

- Developing fluency and reasoning strategies to calculate the area and perimeter of regular and irregular shapes.
- Finding the size of unknown angles, with and without the use of a protractor.

To help you child enhance their understanding of these concepts, take opportunities to discuss with them ideas such as moving furniture around the room and using strategies to estimate what will fit where (the learners may even want to rearrange their own bedroom).



Additionally, when working with angles students can again make connections to the real world by taking the opportunity to view, build and design various structures, looking for the different places that trigonometry occurs and thinking about how it has been used during the construction process. Furthermore, the Mathletics website can also provide your child with an excellent opportunity to practice many of the math skills they are learning in class.

Inquiry Learning Overview

During Inquiry learning our students will be investigating the question *"How does our physical, social, emotional and digital health shape our identity within different societies?"*

In this unit, learners will explore the influence of physical, social, emotional and digital health and wellbeing in their personal lives. They will be given the opportunity to develop an understanding of the influence people and places have on personal identities, as well as recognizing the influence of emotions on behaviors.

At a deeper level, students will investigate the factors that influence how people interact, including internal and external motives, as well as describing their own and others' contributions to health, physical activity, safety and wellbeing at home, at school and in the community. In class, we will discuss how individual, social and cultural differences may increase vulnerability to stereotypes, and how these may impact others' wellbeing and overall health.

This unit has an excellent connection to the whole school focus of "Educating the Whole Child" and allows us to create strong links to a number of events that occur in Level Six during Term One, such as Interschool Sports, Swimming and the Positive Change Project. As the unit progresses we will also discuss strategies for handling different situations and why these strategies are more effective than others.

To support your child in this area of learning you may find the following tasks at home beneficial:

- Discuss with your child how much exercise they are getting each day; do they feel it is enough?
- Have conversations about what they do if they are feeling worried or stressed, can they identify their strategies for calming themselves down?
- Look at stereotypes in the media and discuss what implications these stereo types may have on people in the wider community.
- Encourage your child to reflect on their own behavior and how this might change based on the setting or scenario that they find themselves in.