

Level Six Term One Newsletter

Welcome to 2019, a year that promises to be full of rigorous and challenging learning opportunities for our Year Six students. It has been fantastic to see all of the familiar faces looking refreshed and rested, as well as meeting our new children to the year level. The Level Six teaching team are looking forward to getting to know all of the students better throughout the year.

As we begin the new school year, we have a strong focus on our 2019 School Foci that will guide students to become respectful, independent and curious learners. The foci are:

- Healthy Connections
- Evidence in Learning
- Self-regulation

Healthy Connections refers to the concept of building positive and deep relationships with those around us. By developing strong relationships with others in our school community, we promote respect and morale across our school and year level.

Evidence in Learning is focusing on how we demonstrate our understanding through personalised learning, goals and assessment. Students will work towards achieving their own personal learning goals, deepening their understanding of concepts and explaining their thinking and strategies.

Self-regulation is a behaviour students use to consistently regulate their own emotions and respond to changes with awareness of themselves and a redirection to a positive attitude. With this skill, students are able to monitor and thus manage their responses to difficult and challenging moments that occur as a part of life.

As the students move into their final year of primary school, they are provided with many exciting opportunities to find out how they can make an impact in the school and wider community. The Level Six team are here to support all the students in these ventures, from leadership responsibilities to secondary school transition.

Key Dates in Term One

Friday 1st March – Athletics Day

Monday 11th March – Labour Day Holiday

Tuesday 12th March – Curriculum Day
(Student free day)

Thursday 14th March – Level Six Leadership Day

Monday 18th – Friday 22nd March – Cultural Diversity Week

Wednesday 3rd April – School Photos

Wednesday 3rd April – Twilight Sports

Friday 5th April – Last Day of Term One.

At Glen Waverley Primary School, we pride ourselves in high quality teaching and learning. The Level Six Teaching team is full of experienced and passionate teachers that are committed to providing your students with the best final year at our fabulous school. This year, the team is made of six staff members. Mr. Greg Edwards (6B), Ms. Ruby Robertson (6C) and Ms. Grace Hawkins (6D) are continuing as teachers from 2018 in this fabulous year level. Ms. Kate Wheeler (6A) has made the move from Year Five to Year Six and is excited to see the growth of the students over the two years. We welcome a new addition to this year's team, Mr. Ben Clark (6E), who has previously worked in an independent school. And of course, we are excited to welcome back Ms. Samantha Rich as our Level Six Targeted Student Learning support.

We would like to say 'thank you' in advance for the support you will offer all of Level Six for the 2019 school year and we are looking forward to a fantastic and busy Term One.

Wellbeing Overview

What is 'wellbeing'? Wellbeing is the intricate combination of an individual's physical, mental, social and emotional health. Although academic achievement is a worthy goal of any student, our school community has a unified commitment to cultivating and promoting positive student wellbeing strategies, so our learners can set themselves up for success.

At Glen Waverley Primary School, wellbeing is weaved into the fabric of our school culture; everyone belongs, everyone deserves the right to be safe and everyone has something valuable to contribute.

The 'You Can Do It' program is one of the approaches that we have adopted at our school to facilitate learners in developing robust learning attitudes, such as risk-taking, independence and growth mindset.

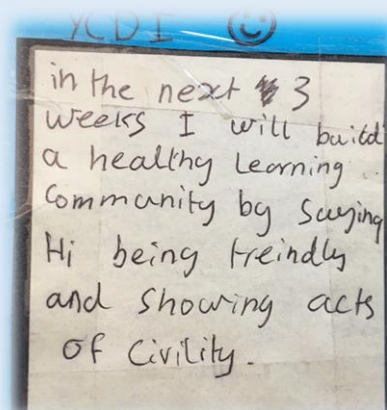
In Term One, Grade 6 is shining a spotlight on the values of belonging and connections. The social/emotional Y.C.D.I. skills of resilience, organisation, persistence, confidence and getting-along remain a focus as our learners prepare for their transition into secondary education, but you will observe an increased emphasis on goal-setting, time-management and the building/maintaining of healthy relationships.

We are seeking to embed simple, research-based practices into our upper-primary classrooms in order to boost wellbeing. If you listen carefully to the dialogue within the school, you won't hear educators simply telling children 'what to do' and 'what not to do', you will hear us asking students to reflect on their choices, reminding them to make positive choices and enabling them to take control and responsibility for their behaviour and decisions. You will also hear staff supporting children to take ownership of productive struggle and reflect on learning and choices. Our students are encouraged to choose how they want to feel about their interactions and challenges, and how collaboration and a positive approach consistently results in a better outcome.

To support your child at home, parents and carers are encouraged to explore the parenting section of youcandoiteducation.com.au, designed to assist with stress-reduction, effective discipline, conflict-resolution, motivation and relationship-building. Built on over 30 years of work with parents and educators, the Y.C.D.I. program contains:

- eLearning programs for parents
- Parenting articles
- Audio-video programs for older children and adolescents

So, let's keep building those positive connections - 2019 is shaping up to be a very happy and healthy year.



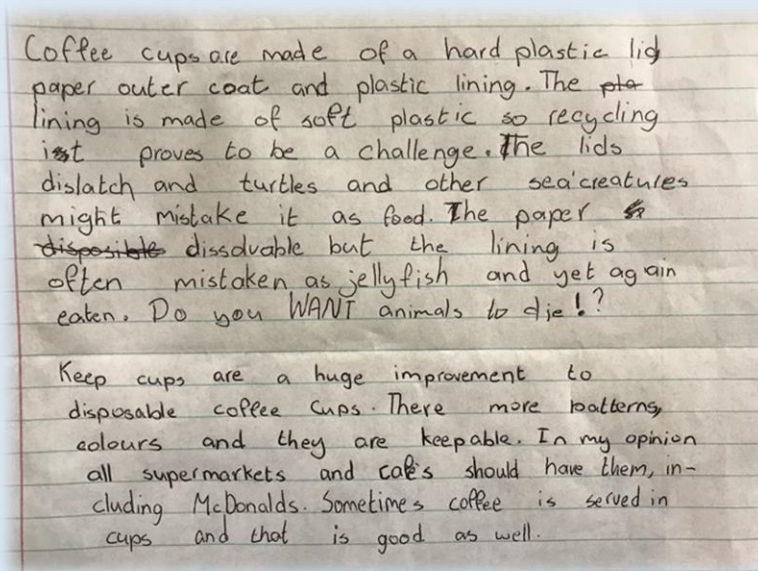
Literacy Overview

During Term One, students are exploring persuasive texts, with a 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 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. Students also have opportunities for independent reading and free choice writing, which allows the learner to focus specifically on their personal literacy goal's and apply learnt strategies.

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. In addition, teachers will also continue to implement the CAFÉ approach to reading, focussing on the specific areas of Comprehension, Accuracy, Fluency and Expanding Vocabulary.

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 examine 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, you could also discuss strategies the author uses in their piece.



- 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.
- Encourage your child to read regularly, discussing their books with them and asking questions to determine your child's understanding of their text.

Mathematics Overview

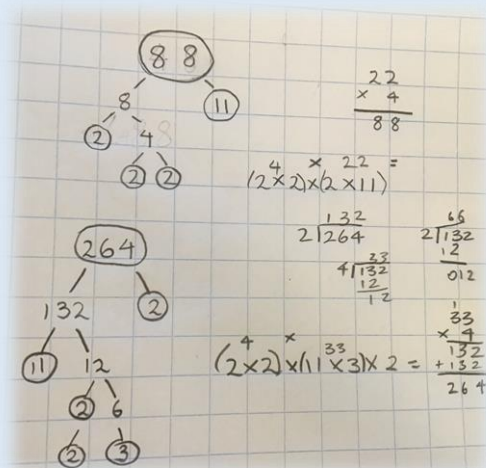
During Term One, Level Six learners will be involved in a variety of Maths investigations that are academically rigorous and personalised to their zone of proximal development. This year you will continue to hear the acronym SURF which stands for **Solving, Understanding, Reasoning and Fluency**.

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 is correct?

This term, concepts that will be covered in class 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 this term, students will be exploring the central question of: How do we develop as a whole child in a global context? This is related to the UNICEF Convention on the Rights of the Child, as well as the Global Goals of zero hunger, good health and well-being, clean water and sanitation. This unit has a health focus and was developed last year with the regard to our membership to the Council of International Schools, ensuring that we develop learners who are ‘Global Citizens’.

The theme across this unit is ‘Access’, students will be encouraged to think about the role access to opportunity plays in success in life, from our basic needs such as food and water, to our ability to access education. Students will be looking at Maslow’s Hierarchy of Needs to analyse how these needs might be different globally. This inquiry unit will also tie in with our positive change project, as well as our learners exploring access in their persuasive editorials this term.

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

- Looking at the UNICEF Rights of the Child located at www.unicef.org.au and the Global Goals at www.globalgoals.org and discussing what these mean
- Keeping up to date with global events by reading the newspaper/ reading articles online
- Having discussions about access and how this might differ around the world.