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YEAR 5 AND 6 NEWSLETTER
TERM 1 2014
2014 is the Year Of The Horse, it is the International Year Of Farming, it is also the centenary of Charlie Chaplin’s film debut and the outbreak of the First World War (1914). It is the year of the Sochi Winter Olympics, the year that NASA’s New Horizons spacecraft will cross the orbit of Neptune, and the year that we get to teach your fantastic children in years five and six at Glen Waverley Primary School.

Being teachers of your children is an incredible privilege and honor, and we have enjoyed getting to know them over the first two weeks of school. On Wednesday 19th February and Wednesday 26th February, we are eagerly looking forward to getting to know you, “our” parents, as part of our “Getting To Know You” Evenings. Interview request forms have gone home with your child and we sincerely hope that everyone is able to set aside 15 minutes to come and speak to your child/ren’s teacher/s. Research has long shown that the better parents and teachers work together, the more improved student outcomes are.

I have noticed many students rising to the challenge of being the “Big Kids”, and certainly we have highlighted for them the huge impact they have as role models for our younger children. This year our Buddies program continues to operate, and activities will be planned to support the personal and interpersonal growth of all students. Year 6 children will be given the opportunity to support the Foundation/Prep children as they learn to read by volunteering for 10 minutes before school over in the Early Learning Centre. Information about this program will be circulated in March when our younger students begin attending school full time.

As a teacher moving from Prep to Years 5 and 6, I am overwhelmed by the responsible manner your children manage their learning using their BYOD ipad. Imagine my delight and pride when a Year 6 student today said;

“Mrs Gough, would you like me to put together a quick keynote on the different options students have for a “Show-me” and how they can be used for really good homework”!

Please enjoy this newsletter, there is a great deal of information enclosed, and as always, if you have any questions please ask your student’s classroom teacher, myself, Mr Kitch our new Assistant Principal, or even Mr Catalano who will always make time to answer questions.

Kindest Regards,
Lisa Gough
Leading Teacher - Curriculum
Level 5 & 6 Team Leader
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<tr>
<th>Date</th>
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<tr>
<td>Wednesday 19th February</td>
<td>Getting to know you interviews</td>
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<td>Wednesday 26th February</td>
<td>Getting to know you interviews. ChildFund Visit</td>
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<td>Thursday 27th February</td>
<td>ChildFund Visit</td>
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<td>Friday 28th February</td>
<td>Curriculum Day</td>
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<td>Monday 3rd to Wednesday 5th March</td>
<td>Swimming</td>
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<td>Monday 10th March</td>
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<td>Friday 21st March</td>
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<td>Monday 31st - Tuesday 1st April</td>
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<td>Wednesday 2nd April</td>
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<td>Friday 4th April</td>
<td>Last Day of School (2.30pm finish)</td>
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Part of the success of Glen Waverley Primary School, is the way we target teaching and learning to individual student needs, ensuring we maximise student learning potential. To do this accurately, we have commenced the English program with a mix of formal and informal testing to make sure that learning goals and targets hit the mark. I have been asked “Why do teachers do this when students have been tested at the end of the year?”

We call this “Assessment FOR Learning” and it ensures that learning over the holidays is taken into account. Some children make remarkable progress over the holidays because they have done a lot of reading or home learning, and some regress as they have had significantly reduced stimulus while not at school, these factors are taken into consideration as we use the information we have collected to set up the correct learning program for each child.

In English, we will be targeting three main areas; Reading, Writing, and Speaking and Listening, (you may recognise these categories from your child’s school report).

### Reading

Book boxes have already been given pride of place on each student’s table. They are encouraged to choose a range of genre, and this might include:

- Fantasy
- Science Fiction
- Reference Books
- Factual Books
- Chapter Books
- Magazines/Comics
- Short Stories
- Newspaper Articles

And as you can imagine, the list can, and does go on!

Choosing books should take into account:

1) Reading Purpose (why are you reading it)
2) Interest (student likes, dislikes and interests)
3) Comprehension (can the concepts and paragraphs be understood)
4) Knowledge (Does the student know, or can the student read, most of the words)

Reading time is one of the students’ favourite parts of the day.

### Speaking And Listening

We commenced the term with a speech titled “Holiday Highlights, Horrors and Surprises”. Students have worked hard on visual presentations that support them as they speak to the class, and they have needed to focus on the different features of a formally spoken text. We are now moving towards debating, and the different spoken English features this entails.
Writing

Debating links very nicely to the writing unit we have planned on exposition or persuasive writing. Flexible thinking is required as students will not always be able to choose which point of view they will be taking during their writing. We use five stages of writing in the classroom, and they are;

1) Planning; thinking about content to be included, dot points and organising ideas

2) Drafting; Writing your thoughts down on paper as quickly as you can using your planning document as a stimulus. This is a silent writing time

3) Revising; Reading over your work. Does it make sense? Read it to a buddy. Is there any more information that they would like to know more about?

4) Editing; Spending time checking the grammar and punctuation of your work. Use dictionaries, word lists and other sources. Conferencing. Reading it with the teacher.

5) Publishing; Now you are able to reproduce your work. Adding a heading and illustrations. Show off your neat handwriting or use of ICT.

Part of the writing program includes a focus on Grammar, with targeted learning and mini-lessons when students show they need to build their skills in a particular area. In Term One we will pay particular attention to Contractions, Talking Marks, Word Types (Nouns, Verbs, Adjectives and Adverbs), Apostrophes, Homophones, Homonyms, Homographs, Synonyms, Antonyms, and good old Punctuation!
In Numeracy this term, Level 5 and 6 are focusing on the AusVELS Mathematics Strands: Statistics and Probability and Number and Algebra.

Throughout Term 1, students will complete a number of diagnostic assessment pieces, engage in a range of interactive activities, and will produce a final project that incorporates all areas of Numeracy covered through the Term. Mathematics also incorporates technology, incorporating the 1-to-1 iPad program to build variety and engagement. Students will continue to develop and refine a range of mental and written mathematical processing skills, including effective ways to present and reflect upon their learning.

Students will extend multiplicative thinking using mental, written and digital strategies. Inverse operations and division will also be focused on. Students will be addressing multiplication and division in a range of different ways to cater for their individual needs.

We will be addressing factors and multiples, focusing on prime numbers and composite numbers. Finally students will complete a budgeting project that is linked to our inquiry unit “Our role in our world”.

Please contact your child’s teacher if you have any questions regarding Mathematics and Numeracy in Term 1.
Inquiry

What is my role in my world?
During Term 1, students in Years 5 and 6 will be exploring their rights and responsibilities as global citizens through a highly engaging and relevant Inquiry unit titled ‘What Is My Role In My World?’. This unit will allow students to inquire into four interrelated focus questions that will help them understand what it means to be a global citizen, and inspire them to strive to make a difference in the world. These four focus questions are:

1. How do we build a sense of belonging within different social groups? Do we do this differently in different environments?
2. What does it mean to be a global citizen?
3. What rights and responsibilities do children have?
4. What is “fair-trade”?

Students will be given various opportunities to explore the global issues that occur in their everyday lives, for example assessing where food and clothing products they own and use were manufactured, exploring where cocoa beans grow and the supply chain that links them to the chocolate we eat. Students will consider Social Justice, the significance and meaning of the fair trade logo and their role as consumers. They will also look at working conditions in overseas countries, children’s rights and minimum pay rates in different countries. We will support students to examine their sense of identity and the different types of communities they can belong to and identify with.

Each student will formulate their own Inquiry question that will drive the direction of their learning, and then use the stimulus activities provided in class and their individual research to answer this question. At the end of the term, students will present their findings, showing their learning journey. Students will also complete a learning log that will demonstrate how their ideas and understandings have developed and changed over the duration of the unit.

Why this is our Inquiry topic?
We live in a very globalised world, where people travel, make lives in various countries, and products are imported and exported all around the world. This makes us all global citizens. Students of Glen Waverley Primary School form part of a very multicultural and diverse community, and it is important for them to learn about differences around the world and to be able to value and respect the diversity occurring in our dynamic school (and global) community. As residents in Australia, we are very privileged, and it is vital for students to not only understand the vast opportunities they are provided with, but also that they (even as students) have responsibilities as global citizens and can make a difference to the lives and living conditions of others.
Throughout Term 1 the senior students of Glen Waverley Primary School will become reacquainted with the incredible things that they can do with their iPads. Our Year 6 students bring their expertise and knowledge with them from last year while our Year 5 students bring passion and enthusiasm. As teachers, what more could we ask for!

The iPads are an integral part of the curriculum. Students will use their iPads during literacy sessions to create advertisements for their written expositions. Going through the planning, storyboarding and filming sequence will provide students with an excellent understanding of what it takes to create a high quality piece of media.

This term will also see students working towards achieving their iPad Licence. The students are working on creating a quiz, based on their shared expectations of safe iPad use. Using Socrative, these questions will then be turned into a quiz which students will complete while using their iPads.

Students are expected to be using their GlenPS email in appropriate and responsible ways. This email address is provided to students to ensure they have access to home learning tasks and the ability to communicate with teachers and peers. Teachers will ensure that students have access to GlenPS email in addition to discussing with students the expectations and protocols of how to use email in an efficient and safe manner.

On the Horizon:

Things GWPS is working on throughout 2014:

The school is diligently working on secure offsite access. This will allow students to access the school servers from home.

We will continue to grow our ICT connection with Glen Waverley Secondary College with the hopes of multiple classes connecting with the secondary college throughout the year.

Digital citizenship and cybersafety awareness of students will continue expand throughout the year.

The continued use of Digital Excellence, Mathletics, Reading Eggspress and much, much more!

Stay logged in and connected, GWPS Community!
Students in Year 6 are participating in the Child Fund Connect Program. Child Fund Connect is a global education program that uses multimedia technology to help Australian children connect and learn with their peers in developing countries. Glen Waverley Primary school is the first Victorian school to participate in this program and the only metropolitan school in Australia to be given the opportunity to participate.

The program encourages students to use their media and technology skills to develop photo stories and videos about their everyday lives. We are developing a relationship with a school in Sri Lanka and one in Laos.

During this Term, students will be introduced to the ChildFund Connect program through a visit from Kelly Royds, the ChildFund Connect Coordinator. She will teach the students about creating photo stories to exchange with our partner schools. The photos will then be uploaded and exchanged through ChildFund Connect’s secure website. This website also has many useful and educational games and videos to help students learn more about other countries.

If you have any further questions please see any of the year 6 teachers.
Specialist Subjects

Over the course of the year the Year 5 and 6 students will get to experience a range of specialist classes. These classes promote several skills including creativity, communication and health and wellbeing. These subjects, accompanied with the core subjects, ensure students receive a broad and comprehensive education during their schooling years.

Meet the teachers of these classes...

(From left to right) Mr. Aubrey Hudson (ART), Ms. Esther Wang (LANGUAGES-Manderin), Ms Carla Bures (MUSIC/EAL), Mr. Roland Lewis (MULTIMEDIA), Mrs. Helen Tomecek (EAL) and Mr. Shae Warren (PHYSICAL EDUCATION).
Parents are an important part of our community at Glen Waverley Primary School. We encourage and enjoy your help and support throughout the school.

This year we would like parent support in a variety of ways, including in classroom learning, fundraising and excursions.

If you would like to help in any of these areas please speak to your child’s classroom teacher.

Thank-you, your time is sincerely appreciated.

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**Book Donations**

As our school continues to grow, it is important that we have enough resources for our students. The students at Glen Waverley Primary School are avid readers. To encourage their reading, we wish to provide them with a rich source of books. To help with this, we are asking for book donations from families.

If you have books that are no longer needed at home we would love to add them to our school library. The books need to be in a suitable condition, with covers still intact and no graffiti. We are very grateful for all donations, big and small.