



Senior School Curriculum Newsletter Unit 3



Tuesday 13 May

Dates:

13 May: Rock Your Croc and Silly Socks Day

16 May: District Cross Country (selected students)

16 May: Assembly 2.45pm

21 May: Science Afternoon 3.45pm

22 May: Girls AFL Gala Day

22 May: School Council

30 May: Assembly (Sorry Day)

3 Jun: Winter Sport Day 1

9 Jun: Monarchs Birthday Holiday (No Students)

10 Jun: Parent Teacher Interviews

16 Jun: Celebration of Learning Assembly 9.00am

20 Jun: Winter Sport Day 2

27 Jun: Assembly 2.45pm

4 Jul: Last Day of Term 2.30pm Dismissal

Term Three Commences 21 July

Transdisciplinary Theme

How We Organise Ourselves

An inquiry into systems, structures and network through:

- *Interactions with and between social and ecological systems*
- *Approaches to livelihoods and trades practices: intended and unintended consequences*
- *Representation, collaboration and decision-making.*

Central Idea

Economic activity relies on systems of production, exchange and consumption of goods and services.

Key Concepts:

Causation, Connection, Responsibility

An inquiry into:

- The role of supply and demand
- Our responsibility as consumers
- How images, text and music are used to influence behaviour of consumers and producers

Learner Profile:

Risk-Takers, Communicator, Thinker

Approaches to Learning:

During this unit we will be working on developing the following skills:

Thinking Skills:

- Creative Thinking (*Generating novel ideas and considering new perspectives.*)

Self-Management Skills:

- Organisation (*Managing time and tasks effectively*)
- States of Mind (*Using strategies that manage state of mind*)

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Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Literacy

Writing

Over the coming weeks, students will develop their persuasive writing skills through a focus on advertising and persuasive techniques. They will plan, draft, edit, and publish persuasive texts, learning to select appropriate text structures and use language features that engage and influence an audience.

Students will work on presenting a clear point of view, supporting their opinions with evidence and persuasive devices such as rhetorical questions, repetition, and emotive language. This unit also provides opportunities to strengthen vocabulary, sentence fluency, and cohesion to create convincing and polished pieces of writing. Students will explore a range of digital resources, with the potential to extend their work into poster advertisements and video ads to enhance their messages and creativity.



Reading

In Reading, we will continue to explore a diverse range of texts, across a range of genres and formats. In the classroom, students will read targeted texts designed to improve their literal, inferential and analytical comprehension skills, in whole-class, small-group and individual contexts. Literature Circles discussions will allow students to enhance their communication and collaboration skills as they interpret and evaluate texts. There will also continue to be regular opportunities for students to read for pleasure, to support a developing love for reading.

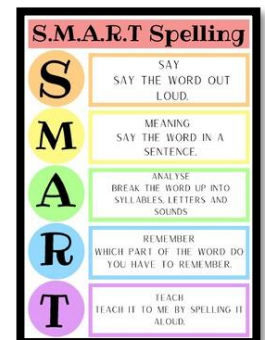


Spelling

Students will continue to strengthen their understanding of the English language through the SMART Spelling approach.

This structured program supports students in learning to spell accurately while also deepening their knowledge of language. Throughout the unit, students will engage in activities that focus on exploring prefixes, digraphs, and suffixes.

By breaking down words into their meaningful parts, students will uncover spelling patterns, enhance their vocabulary, and improve their ability to use language with clarity and precision. This approach not only builds spelling skills but also supports effective written and verbal communication. Families can support this learning at home by encouraging discussions about new words and exploring their meanings together.



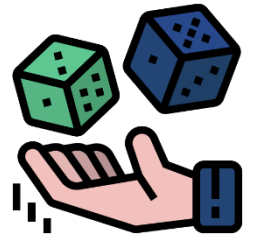
Numeracy

In Grades 5 and 6, students will expand their mathematical knowledge by exploring key concepts aligned with the Victorian Curriculum, including chance, probability, financial mathematics, and geometry. They will investigate chance using fractions, conducting experiments to analyse probabilities and make predictions.

In financial mathematics, students will develop practical skills related to budgeting, transactions, and calculating percentages, strengthening their ability to apply maths in real-world contexts. They will also explore the properties of 2D and 3D shapes, focusing on transformations, symmetry, and spatial reasoning.

Additionally, learners will engage with volume and capacity, using formulas to measure and compare different three-dimensional objects.

Through interactive activities and problem-solving tasks, students will deepen their understanding of mathematical relationships, applying logical reasoning and critical thinking to build confidence in these essential concepts



Unit of Inquiry

We are excited to begin our new Unit of Inquiry, **How We Organise Ourselves**. This term, students will explore the central idea **that economic activity relies on systems of production, exchange, and consumption of goods and services**.

Through interactive experiences, real-world case studies, and creative projects, students will inquire into:

- ✓ The role of supply and demand in shaping markets
- ✓ Our responsibility as consumers in a global economy
- ✓ How images, text, and music are used to influence the behaviour of consumers and producers

Throughout the unit, students will have opportunities to examine advertising, analyse consumer trends, and even design their own products and marketing campaigns.

These hands-on experiences will help them think critically about the choices they make as consumers and the systems behind the goods and services we use every day.

We look forward to a dynamic and thought-provoking learning journey and encourage families to have conversations at home about purchasing decisions, advertising messages, and how we all play a part in the economy.



Respectful Relationships

Building on the lessons we have already completed—where students explored ways that non-Aboriginal Australians can walk together to show respect for Aboriginal people and shared their vision for a just and respectful school—we



will continue deepening our understanding of Personal and Cultural Strengths as part of our Respectful Relationships program.

In this unit, students will continue to:

- ✓ Identify and describe their personal and cultural qualities and strengths
- ✓ Reflect on how these strengths shape their daily lives
- ✓ Explore how different strengths help navigate challenges and build resilience

By recognising and valuing their unique qualities and those of their peers, students will develop a deeper understanding of their identity and sense of belonging within their learning community. This awareness not only builds confidence but also encourages empathy, allowing students to appreciate the diverse experiences and perspectives of those around them.

Additionally, exploring how cultural backgrounds shape perspectives and strengths helps students recognise the importance of inclusivity and respect in their interactions. By understanding the unique contributions that different cultural identities bring, students become more open-minded, collaborative, and equipped to foster positive relationships. These discussions create a classroom environment where every student feels valued, heard, and empowered to celebrate their individuality while embracing the strengths of others.