



Level 3 and 4 Term One Newsletter 2018

TERM ONE

Welcome

We would like to welcome all of our SEPS families to a wonderful year in Level 3 and Level 4. We are very grateful about our new Mod 10 learning environment for the students. Everyone is settling in well to the new areas and we look forward to seeing more exciting developments of learning spaces across the whole school in the coming year.

Level 3 and 4 Teachers:

3A – Mrs. Eileen Thompson

3B – Mr. Owen Davies

3C- Mrs. Vicki- Lee John

4A – Mrs. Robyn Hall & Mrs. Claire Castrillon

4B – Mrs. Gau & Mrs. Lisa Fennessy

4C – Miss. Tessa Duscher

Literacy and Numeracy Support:

Mrs. Sheila Pfeffer

Educational Support:

Mrs. Kathy Bowles

Miss. Miranda Loft

Staff are more than willing to meet with you regarding your child; however please make an appointment as we are not available on Tuesday afternoons and Wednesday mornings (odd

weeks) and Thursday mornings (even weeks).

The Victorian Curriculum will be used to plan student learning programs, assess student progress and report to parents. The Level 3 and 4 learning program incorporates the curriculum areas of English, Mathematics, History, Science, LOTE (Japanese), Technologies, The Humanities (Civics and Citizenship, Geography, Health and Physical Education and the Arts. The cross curriculum priorities of Creative and Critical Thinking, Ethical, Intercultural, Personal and Social Capabilities are integrated across all curriculum areas.

The teachers at Sandringham East are well versed in utilising the curriculum to fully support your child's academic, social and emotional development. Student learning is personalized, where students engage in challenging and authentic learning experiences that reflect their particular needs, interests and strengths.

TERM 1, 2018 KEY DATES

Feb 12th- Whole Staff Professional Development Day. **No Students at school today.**

Feb 13th- Parent Teacher – Meet the teacher 1-7 pm

Feb 16th- Welcome Picnic 5:30-6:30 followed by Kaboom Activities 6:30-7:30

Feb 18th- Level 4 Working Bee 9-11 am

Feb 22nd-Level 3/4 Scienceworks Excursion

Feb 20th Parent Helper program 6-7pm

Feb 22nd - Parent Helper program (repeated) 2:15-3:15pm

March 2nd- 4A Hunger Buster

March 8th- Play is the Way Parent session 7-8:30pm in the JLC

March 9th- Whole Staff Professional Development Day. **No Students at school today.**

March 12th- Labor Day- No school

March 16th- School Walk-a-thon

March 16th- 4B Hunger Buster

March 19th- Term 2 Planning week all week.

March 23rd- 4C Hunger Buster

March 29th- End of Term Assembly begins at 2:15pm with a 2:30 dismissal and Learning Task Results available on Compass

WALKER LEARNING

EDUCATIONAL RESEARCH PROJECTS (ERP)

Each term we undertake the broad study of a curriculum subject area such as Science, History, Geography, Health or Civics and Citizenship. The students are introduced to the broad subject and the learning intentions for the term. The teachers then work with the students to immerse them in the subject by providing wide and varied stimulus as well as explicit teaching re core concepts. At the same time students are utilising their personal interest to assist them to understand the learning intentions. The students work to develop an Educational Research Project about the subject area utilising their personal interest. This is presented as an artefact and options for this are endless.

Each student is timetabled to be a focus student. This enables them to share with their teacher and class their learning intent for the day and discuss how they are progressing with their Educational Research Project.

Class meetings are held weekly and this provides a fantastic opportunity for students to chair a meeting about issues that are from the broader community or world. This meeting allows all students to become active citizens and learn to voice opinions in a respectful manner. Learning to accept difference of opinion and realize this does not alter friendships is a vital part of being a global citizen.

Students are encouraged to look at the communication board in each classroom in order to determine what events, routines and reminders are important to their class.

Please note that in Term One, students will be participating in specific workshops that will enable them to achieve quality work when completing ERPs starting in Term 2. Students will be explicitly taught skills such as: how to create an effective poster, how to use/make power points, how to research information effectively and notetaking, to name a few.

SUBJECT FOCUS TERM ONE

The Australian Curriculum: Science has three clearly interrelated strands: Science Understanding, Science as Human Endeavour and Science Inquiry Skills. These three strands provide opportunities for students to develop an understanding of:

- Important science concepts and processes
- The practices used to develop scientific knowledge
- The contribution of science to our culture and society, and its applications in our lives
- Their role in making informed decisions about personal, local and global issues.

This term we are studying **Chemical sciences**.

We will be exploring the following learning intentions:

A change of state between solid and liquid can be caused by adding or removing heat

- investigating how liquids and solids respond to changes in temperature, for example water changing to ice, or melting chocolate
- exploring how changes from solid to liquid and liquid to solid can help us recycle materials

Natural and processed materials have a range of physical properties; these properties can influence their use

- describing a range of common materials, such as metals or plastics, and their uses
- investigating a particular property across a range of materials
- selecting materials for a specified use based on their properties

ENGLISH

Reading

The reading program is designed to foster a love of literature and of reading for information and enjoyment. Your student will continue to understand and master the four key components of successful reading: Comprehension, Accuracy, Fluency, and Expanding Vocabulary. It is important to realise that even competent readers need new strategies at times. All readers access a variety of strategies with differing levels of competency when reading. The focus for Level 3 and 4 is on comprehending texts, not just deciphering text. Comprehension is focused on developing inferential and higher order thinking.

To encourage fluency and vocabulary, students participate in Sustained Reading at the beginning of a reading session. It is understood that this time is focused, independent reading time. Students are required to have a book at school that they can independently read. This can either be from home or from the school library.

Students develop their reading skills in Comprehension, Accuracy, Fluency and Expanding Vocabulary by participating in a variety of reading experiences such as:

- Reading Clinics with the teacher
- Comprehension tasks
- Critical thinking activities
- Independent practice

Children should read a **minimum of 15 minutes** each day. We encourage reading aloud as well as silent reading.

Writing

In the writing program, children continue to develop their knowledge of a variety of text types. Students are also continuing to develop their skills in relation to the mechanics of writing through the utilization of VCOP;

V – Vocabulary **C** – Connectives **O** – Openers **P** – Punctuation.

VCOP is designed to bring the fun back into writing, to make the children want to write and to be continuously challenged throughout the writing journey. Through games, activities, writing tasks, conversations and discussions, students learn not only where their abilities lie, but also the steps they need to take, in order to continue to improve.

Spelling

Each week Level 3 and 4 students will be exploring lists of words based on what we are learning in class. In addition to this list, students will also be choosing personalised spelling words as well. In spelling sessions students will practise spelling these words through a variety of writing activities and we ask that parents support the learning of these words as part of the students' homework.

Each week students will be completing activities relating to the THRASS chart to help support their spelling choices. Students will work on ongoing personal spelling lists.

We utilise the SMART Spelling program developed by Michelle Hutchison in line with the Victorian Curriculum. It provides a structured model for students and teachers and has an emphasis on meaning. Spelling rules and patterns are taught in the context of words, in a way that builds on learning from prior years. SMART Spelling includes word families, high frequency words, prefixes, suffixes, plurals and more. SMART stands for:

S – Say **M** – Meaning **A** – Analyse **R** – Remember **T** – teach

More information can be found at <http://www.michellehutchison.com.au/SMART-Spelling.html>

SOCIAL AND EMOTIONAL LEARNING AT SEPS

PLAY IS THE WAY “Be the Master, not the Victim of your feelings”

Play is the Way is the backbone to SEPS' social and emotional teaching and learning. Students develop personal and social capabilities using guided play, classroom activities and empowering language. The key concepts of Play is the Way are:

- Treat others as you would like them to treat you
- Be brave- participate to progress
- Pursue your personal best no matter who you work with
- Have reasons for the things you say and do
- It takes great strength to be sensible

RIGHTS, RESILIENCE AND RESPECTFUL RELATIONSHIPS

SEPS has been nominated as a Leader School in the State of Victoria to teach the Rights, Resilience and Respectful Relationships Curriculum. The learning material focuses heavily on personal and social capabilities. Lessons incorporate explicit teaching, group work, partner sharing and personal reflection. The core concepts that will be taught include:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relations

Everyone in a school community has a role to play in helping children become independent, mature, socially competent, emotionally intelligent and successful human beings. Parents are encouraged to reinforce and value these concepts at home as well. *Play is the Way* and *Rights, Resilience, and Respectful Relationships* will complement each other and will be taught to support students' social and emotional learning.

PARENT INFORMATION EVENING COMING UP on MARCH 8th- a 'MUST DO' event!!

If you would like further information regarding Play is the Way and effective strategies for teaching personal and social capabilities to your child, we encourage you to attend the Parent Information Session on **March 8th from 7-8:30pm** in the classrooms next to the staffroom. Wilson McCaskill (Founder and Director of Play is the Way) always delivers entertaining, thought provoking and insightful presentations that are often booked out all over Australia- definitely a night you don't want to miss!

MATHS

The Victorian Maths Curriculum is organised into the major dimensions of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

There are also four Mathematical Proficiencies:

- Fluency: choose and use the right tools correctly and flexibly
- Understanding: no rules without meaning
- Problem solving: involves thinking, reasoning and communicating
- Reasoning: explain thinking and justify decisions

The dimensions describe 'what' is to be taught and learnt while the proficiencies describe 'how' the content is explored or developed i.e. the thinking and doing of mathematics.

At SEPS, all lessons commence with a warm-up to tune the students into their learning and to develop their proficiencies. This could be a time trial, maths bingo, tables races, mental maths challenge. A teaching focus and learning intention is identified. Explicit teaching, promoting hands-on experiential learning is facilitated. Students learn by doing, so where appropriate, students inquire and problem solve. "Respectful discussions are encouraged allowing students to develop their higher order thinking skills. Students will practise their skills to reinforce newly acquired understanding. A Share/Reflect/Assess component is incorporated into the lesson. The purpose is twofold; it allows students time to reflect and articulate their learning, but it also allows teachers the opportunity to gain insight into student learning to develop future lessons. Pre and Post testing is undertaken to measure individual student growth.

In term one the Mathematics program focuses on:

- Number and place value
- The four processes (addition, subtraction, multiplication and division)
- Problem solving
- 3D objects and symmetry
- Data creation, investigation and analysis
- Measurement (capacity, area, kilograms, perimeter)

Students will also be participating in a fortnightly coding session, where they will create programs to solve problems and develop interactive games or stories to share.

More information can be found at <https://studio.code.org/>

At home, you can help your child develop their mathematical skills by:

- Regularly revising maths tables and number facts to promote fluent recall of addition, subtraction, multiplication and division facts.
- Allowing your child to measure ingredients for recipes. Draw attention to measures on labels of household products.
- Encouraging estimation first, then calculation.
- Investigating time concepts, travel time, 24 hour time, digital and analogue time.
- Encouraging completion of homework exercises – Mathletics.

This year, students will continue to use the Mathletics On-line program. Mathletics is a support program which can be used at home as well as in the classroom. Students are given set assignments to be completed before they challenge other students around the world in On-line mental maths quizzes. All students have been given password information from their classroom teacher.

ASSESSMENT AND REPORTING AT SEPS IN 2018

Sandringham East Primary School strives to provide a rich, inclusive, student centered learning environment to support the holistic development of all children. Research indicates that learning is developmental; children learn in different ways, at different rates and at different times. At SEPS student learning is continuously monitored against the Victorian Curriculum F-10 achievement standards, tailoring learning experiences to address the needs of the child. Teachers make informed, on-balance judgements, based on evidence gained from a range of formal and informal assessment tasks and rich learning experiences.

Feedback to students about their learning is an important aspect of maximising student achievement. It has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999). To optimise the effect of student learning feedback contact between all stakeholders (students, teachers and parents) is imperative.

To support student learning, feedback needs to be:

Constructive - highlighting the strengths and weaknesses of the completed task and information for future areas of focus.

Timely - delivered within a reasonable timeframe to benefit subsequent work.

Meaningful - targeting individual needs and linked to specific assessment criteria.

Regular constructive feedback during the semester empowers students to monitor and direct their learning. Consequently in 2018 student learning tasks with feedback will be disseminated to parents utilising COMPASS. Class teachers will upload a nominated student learning task each term. Additionally parents will be provided with a learning task from each of the specialist areas over the course of the year. The learning tasks will reflect a child's performance at a single point in time. Please reference the table below for information about the level three and four learning tasks.

Student achievement mapped against the Victorian Curriculum will continue to be reported to parents biannually through student reports and the semester one three-way conference. Reports will indicate student progress and ratings for behaviour and effort. No written comments will be provided, as this information will be communicated through the learning tasks.

Further information regarding student learning tasks will be circulated to parents in the SEPS newsletter throughout the year.

Level 3- 4

Class Learning Tasks		Specialist Learning Tasks	
Term	Learning Task	Term	Level 3 and 4
1	Science	1	LOTE
2	Writing	2	Performing Arts
3	Education Research Project	3	PE
4	Mathematics	4	ART

ICT

If your child has a leased laptop or purchased laptop through LWT school portal please ensure that they are bought to school with a fully charged battery as there are no chargers available at school. Students without their own Laptop will have shared access to computers at school, however they will not be guaranteed access nor will they be able to take them home to complete work on. Laptops can still be purchased online at

<http://SandringhamEastPS2015.orderportal.com.au>

If you have any concerns or questions please make a time to speak with our eLearning Coordinator Ms. Claire Parsons.

HOME LEARNING

- Home learning tasks will be sent home on **MONDAY** and are to be returned **FRIDAY** of that week. We ask that your child attempts their tasks without assistance.
- These tasks are not to be a challenge rather a consolidation of learning and an opportunity to transfer understanding to new tasks and situations.
- Please sign your child's homework upon completion each week.
- If you have questions please speak to your home room teacher.

NAPLAN

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in the second **full** week in May.

Year 3 NAPLAN dates for 2018:

- Tuesday 15th May: Language Conventions (40 minutes) and Writing (40 minutes)
- Wednesday 16th May: Reading (45 minutes)
- Thursday 17th May: Numeracy: (45 minutes)

SCHOOL DIARIES

All students have been given a school diary. This is a valuable communication tool between home and school. Your class teacher will look at these regularly and students are required to fill in their reading nightly. In order to develop organisational skills the diary will be used at school every day to record any special events on the school calendar. Please encourage and assist your child to fill in their diary and return to school daily.

ABSENT NOTES

When your child has been absent from school it is essential that an absent note is given to your child's teacher upon return. It is not acceptable to write a note in your child's diary as these are a legal requirement and as such must be sent to the school office.

GENERAL EXPECTATIONS

- All students are expected to wear full school uniform, (only yellow, green or black headbands or ribbons)
- Students are expected to be on time to school/class and not rushed. The first 10 minutes of the school day are integral to student learning. Please ensure a note is sent to school explaining all absences.
- Students are welcome to enter classrooms at 8:50 am on Tuesdays- Fridays to set themselves up for the day.
- Students, with parental support, need to remember to return notices and library books by the due date.
- Students need to observe class and school rules and protocols.
- Bottles of water only are permitted in the classroom. A daily fruit break is scheduled each morning. Only pieces of fresh fruit or vegetable are to be eaten. Nothing messy please!
- Students, as part of the school's Sunsmart Policy, are required to wear school hats during Term One, part of Term 3 and 4 at morning recess and lunch breaks, as well as to and from school.
- Diaries are used as a form of communication between home and school and are to be bought to school every day. These are checked daily by class teachers.

GENERAL INFORMATION

- School Assembly will take place on a Monday morning. School commences at 8:50am on Mondays and 9:00am every other weekday. Parents are reminded to stand behind the students in the friendship square area. School concludes at 3:30pm every week day. **Please be punctual for Monday morning assemblies.**
- Please return medical/permission forms to your home room teachers.
- Head lice can be a problem so please keep checking your child's hair and remember to tie up long hair.
- Parent Teacher interviews are held once a year after the distribution of the mid-year report in Term 2. Teachers are available for appointments for specific needs or issues, however it is necessary to ring or write a note in the diary to make an appointment.
- Students should arrive at school 15 minutes before bell time unless asked to come earlier for a special occasion e.g. school excursion. It is important to note that there is no teacher on yard duty before this time.
- Students are not permitted in classrooms without a teacher.

WEEKLY NEWSLETTER

It is anticipated that all families will register for the electronic school newsletter. This is a weekly newsletter published by SEPS updating the community about upcoming events at the school, weekly happenings in each grade, canteen specials, celebrations, etc. If you have not registered yet, please visit the following website:

www.sepsnews.com/subscribe

LEVEL 3 AND 4 CAMP

This is a very exciting time in your child's life. This year we are off to Camp Arrabri in Warburton (May 2nd-4th). It is important that your child experiences spending a night away from home (without parents) **before** camp so that it is and enjoyable rather than overwhelming experience. Some parent volunteers will be required to assist at camp. More details to come during Term 1.

WORKING WITH CHILDREN CHECK

It is school policy that all adults assisting in the classroom, on excursions and school camps have a current Working with Children Check. These can be obtained by completing the application process on the following website:

www.workingwithchildren.vic.gov.au

There is no charge for the volunteer check.

CANTEEN

The lunch period is an important part of every child's social development. It is preferable for students to have lunch at school. Students eat lunch together before the lunch recess period outdoors.

The school canteen currently operates on a Wednesday and a Friday, and offers recess snacks at a reasonable cost. This service is outsourced to Jo Whitby who provides healthy snacks and lunches following Go For Your Life guidelines.

There are two options available for placing lunch orders:

Online Order – Families have the option of ordering lunches through the canteen online system at www.baysidecanteens.com.au Please allow 48 – 72 hours for initial setup of your account before placing orders. Payment for online orders is via direct debit or in advance at the canteen. Bayside Canteens is operated by Jo Whitby, if you experience any difficulties please contact Jo on her website above.

Traditional Order – Please print clearly on a paper bag; Student's name and class. Write clearly the amount of the items being ordered. Include prices and amount of money in the bag. Please don't use staples. If possible place the money in a bank coin bag or envelope before placing into the paper bag. Folding the paper bag several times will help secure the money.

Canteen lunch orders are delivered to the canteen on Wednesday and Friday mornings. Orders are distributed to classrooms at lunchtime.

BIKE EDUCATION AND RIDING TO SCHOOL

Parents are urged to consider the extreme risk children face when riding their bikes to school. These are the busiest times of the day and the roads are narrow and dangerous especially for younger children. An approved helmet **must be worn** by students riding bikes and scooters to school. Children are **not permitted to ride their bikes/scooters in the school grounds** unless participating in the Bike Education Program.

Year 5 students participate in a Bike Education Program, which involves a skills component and practical on road riding experiences.

It is school policy that **children below Year 5 should not ride to school without the supervision of an adult**. Supervision by older brothers and sisters is not recommended.

Bikes and scooters are stored in the bike shed which is locked during school hours.

LEVEL 3 & 4 TERM ONE SPECIALIST TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
3A Mrs. Thompson	P.E. Performing Arts	Art/LOTE		Library	
3B Mr. Davies	Performing Arts P.E.	ART/LOTE		Library	
3C Ms. John	Art/LOTE	P.E. Performing Arts		Library	
4A Mrs. Hall/ Mrs. Castrillon	Art/LOTE	P.E. Performing Arts		Library	
4B Mrs. Gau/ Mrs. Fennessy	P.E.	Art/LOTE	Performing Arts	Library	
4C Miss Duscher	Art/LOTE	Performing Arts P.E.		Library	

Visual Art Term 1 Focus: Level 3 & 4

Get ready for another fabulous year of amazing art in 2018! In term one the focus for all students will be to start right in art- revisiting our routines, basic techniques and respectful interactions in art. All students will need to bring an art smock, old polo shirt or T-shirt, clearly named to protect their clothes.

Level 3 and 4 students will have a focus on the Victorian Curriculum's 'Explore and Express Ideas' and will continue to develop visual arts skills and techniques. We will be having lots of fun with messy, 'wet and wild' activities to say farewell to our art room, including various painting experiences, colour mixing and printing. Student input is highlighted, with lots of their ideas being incorporated into the program.

Julie Van Etten

Physical Education Term 1 Focus: Level 3 & 4

This term at SEPS we will be focusing on refining fundamental movement skills and applying movement strategies within game play. From this level, students will be assessed on their fundamental movement skills, including running, dodging, hopping, kicking and throwing. We will be discussing the bodies reaction to physical activity and explore the benefits of physical activity towards health and overall student well-being. Level 4 students were involved in the house swimming carnival held on 8th February.

Dave Richardson

Performing Arts Term 1 Focus: Levels 3&4

Welcome back to another exciting year of Performing Arts at SEPS. They've devoured the classical canon from Homer to Shakespeare, and trod the boards at Robert Blackwood Hall, but now it's time to take the next step; now our 3 & 4 students will go from performers, to theatre-makers. The term will begin with a focus on stagecraft and power dynamics, before segueing into an introduction to dramaturgy, in preparation for their self-devised performances in term two.

Excelsior!

Johannes Scherpenhuizen

Japanese Term 1 Focus: Level 3

Students in Level 3 are learning about Japan and Japanese culture. In class, we will be discussing what we already know about Japan including traditions, food, sport, geographical features and technology. In each lesson, students will learn about one aspect of Japanese culture in more detail. The students have begun the school year celebrating the Japanese festival of Setsubun with a bean throwing ceremony. This marks the change of the seasons and is said to bring good luck into the household. In Term Two, a whole school Japanese activity session will be held between recess and lunch with students dressing up in Japanese outfits and having sushi for lunch.

Josie Briggs

Japanese Term 1 Focus: Level 4

Students in Level 4 are learning about Japan and Japanese culture. In class, we will be discussing what we already know about Japan including traditions, food, sport, geographical features and technology. In each lesson, students will learn about one aspect of Japanese culture in more detail. The students have begun the school year celebrating the Japanese festival of Setsubun with a bean throwing ceremony. This marks the change of the seasons and is said to bring good luck into the household. In Term Two, a whole school Japanese activity session will be held between recess and lunch with students dressing up in Japanese outfits and having sushi for lunch.

Josie Briggs