



Level 5 and 6 Term Four Newsletter

TERM FOUR

Welcome Parents and Guardians to term 4!

The year is certainly flying by. We hope you had a wonderful and restful holiday with your families.

Some of the main celebrations of Term 3, included ski camp, athletics carnival and the rich learning that occurred through our geography and science unit of work. The students continued to develop their Mathematics and English skills through explicit teaching sessions. One of the highlights of literacy was the 'poetry slam'.

We are looking forward to an equally successful Term 4, where we will see our L6 students engage in the much anticipated events such as Market Day and Graduation; and our L5 students meeting their 2018 buddies and considering leadership roles that they would like to undertake in 2019. It has been great to see the majority of L5 students interested in

supporting the 'Foundation Afternoon Tea Party' transition event on Wednesday 17th October from 4 – 5.00pm.

English, Mathematics, Science and Inquiry continue to be major areas of curriculum focus. The holistic development of each child is supported through a range of meaningful and challenging learning programs that promote active participation. All learning experiences continue to provide opportunities for children to practise and learn a myriad of skills.

The basis of our numeracy program continues to be the individualised learning plan, which is assessed through a program called Essential Assessment. In addition to focus groups that address the students' learning needs, students will also engage in MI6, which is fluid grouping across the level. These fluid groups will teach the students at their zone of proximal development.

KEY DATES

- 11 Oct Grade 6 Queen Vic Market Excursion
- 19-21 Oct Father Child Camp
- 22 – 26 Oct Woorabinda Camp
- 1 Nov Outdoor Classroom Day
- 6 Nov Melbourne Cup
- 9 Nov Bully Stoppers Community Challenge Launch all Grade 5's at Brighton Beach Primary
- 12 Nov Grade 6 Swimming – Half Moon Bay
- 15 Nov Grade 6 Swimming – Half Moon Bay
- 19 & 20 Nov Grade 5 Swimming – Half Moon Bay
- 22 Nov Market Day
- 25 Nov General Working Bee
- 26 Nov to 4 Dec Life Education
- 30 Nov Curriculum Day
- 12 Dec Grade 6 Govt Schools Orientation Day
- 12 Dec Grade 5 Excursion- Cranbourne Botanical Gardens
- 17 Dec Grade 6 Graduation.
- 21 Dec end of school (1:30)

Our literacy program will focus on narrative and information texts.

In spelling we will continue to focus on developing SMART spelling techniques, as well as building a bank of contextualized words that will enhance our writing.

Our **Subject Foci** for the term: Earth Sciences/ Natural Disasters and Economics.

L5 students will focus on economic issues, as well as taking part in leadership and health learning opportunities. L6 are focused on preparing for Market Day, in addition to planning for their graduation.

Homework-

Term 4 home learning tasks will consist of set Essential Assessment tasks, daily reading (a minimum of 20mins/day), spelling focus and any unfinished class learning tasks. Children should use both the school and the local library to select texts for personal reading.

We are also pleased to have Mrs Hain join the level 5/6 teaching cohort on Mondays and she will work with smaller focus groups.

If you have any questions about your child's learning please do not hesitate to make an appointment with your child's teacher.

Kind regards,

Kristy Cullen, Sean Daley, Joh Fitness, Leon Tremain, Anthony Klvac, Jana Hain

L5 Transition Days

In term four the Level 5 students will be participating in a number of transition events with next year's Foundation students. Students will be allocated one or two buddies to look after in 2019. Please note the Level 5 and Foundation teachers work together to allocate the buddies, taking into consideration what we know about each student. Towards the end of the term, the students will create a social story booklet for their new buddy that will contain information about school. The Level 5 students will present this to their buddy at the final transition session in December.

The current Level 5 students will be given the opportunity to apply for 2019 Leadership roles towards the end of term 4. We currently have a process in place, which requires the students to collect a copy of the role descriptions and then interested parties can write a letter to show their expression of interest in a specific role. We would love as many students as possible to 'have a go' and apply for one of these positions.

2019 L6 Jumpers

Late last term the Level 5 students voted on the design for their 2019 SEPS Level 6 jumpers. Orders have been taken. Thank you to Emily Ramsden for coordinating this task.

L6 leadership roles for 2019

All Level 6 students attending a government secondary college in 2019 will participate in an Orientation day on 12th December. Please see the Important Dates section for other L6 transition dates.

Some non-government secondary colleges may timetable their Orientation day on a different date. Secondary colleges will notify parents of the date.

GRADUATION

Term four for Level 6 students is a significant milestone in their years at primary school. It is a time for continued learning, modelling of exemplary behaviour and leadership, preparation for secondary school, not to mention a time to reflect on and celebrate their primary school experiences.

In the later part of the term the Level 6 students will focus on the celebration of their primary years' achievements. This will culminate in a graduation dinner and ceremony on Monday December 17.

Prior to this event the students will work on a learning journey project that will reflect on and encapsulate their time at primary school. Students will be asked to collect certificates, photographs and other memorabilia that they might like to use in their project. The students can select how they wish to present their learning journey, some options include but are not limited to; scrapbooks, digital presentations and posters.

Information will be distributed shortly regarding the purchase of graduation bears – a tradition at SEPS; students get their bears signed during their last week at school.

Information regarding the organisation of the graduation dinner will be sent out within the next couple of weeks to Level 5 parents. Level 6 students voted on the theme for the 2018 graduation this week: 'The Red Carpet' proving to be the most popular for the second year in a row.

Market Day

Each year the Level 6 students organise a market day as part of the term 4 learning program. Market Day provides a plethora of learning opportunities from the planning and implementation stages through to the final evaluation after the event. Working in teams, students develop a business plan that includes a marketing proposal, projected costs and profit and loss analysis. Additionally this year's Market Day will have a sustainability focus. Level 6 students will commence preparations for this event shortly. Proceeds from the market day 'fund' the Level 6 Graduation event and support the purchase of a departing gift from the level 6 students that supports learning programs for current and future SEPS students.

Sport Friday morning Sport sessions in term four will focus on a round robin sports competition organised by the House and Vice Captains. Later in the term summer sport trials will commence for 2019 Level 5 and 6 students.

Expectations

All children are expected to wear **full school uniform**, including school hats. Children are **not permitted** to wear nail polish, bracelets and rings or have visible tattoos. Please ensure all uniform accessories (head bands, beanies, scarves, tights etc.) are the school colours.

- Students are expected to be on time to school/class. A note is sent to school explaining all absences.
- Students need to remember to return notices and library books by the due date.
- Students need to observe class and school **rules and protocols**.
- Students need to display good manners and personal habits.

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.

Specialist Timetable

Class	P.E	Performing Arts	Visual Arts/LOTE
56A	Friday	Tuesday	Monday
56B	Tuesday	Friday	Monday
56C	Monday	Monday	Tuesday
56D	Monday	Monday	Tuesday
56E	Wednesday	Tuesday	Monday

Visual Art: Level 5 & 6

The fun continues in art for term four as we continue to enjoy the provocation of 'Magic' and 'Creatures with Features' at Hogwarts, our new art room. To this we will add the provocations of 'Into the woods' and 'Fun and Feelings'. Level 5 and 6 students will continue to extend drawing skills with a focus on whisper lines and create with the elements of shape and tone, and the principles of pattern and focus. They have been using art created in term one in a project to enhance skills and techniques in contrasting colour and modelling in 3D, with a focus on displaying art for an audience.

Students will be encouraged to identify and describe how their ideas are expressed in their art, reflecting on, and documenting how they were successful with the relevant learning intentions. As part of our Emotional Literacy in Visual Art Program we will be exploring mindfulness and feelings through art. Lumos!

Julie Van Etten

PE: Level 5

Following on from the term 3's focus of invasion games, this term we will be adopting a Sport Education model to facilitate our program. The Sport Education model essentially mimics community sport, in that all students will participate in roles such as player, coach, reporter and referee. This fulfils many aspects of the curriculum and caters for inclusion of all students whatever their ability/feelings toward physical activity. The chosen sport is European Handball with modified rules to cater for team size, safety and varied abilities. This sport was chosen as it encapsulates many skill practiced throughout the year including running, catching and throwing, along with attacking and defensive strategies, team work and communication.

Looking forward to a great term

Dave Richardson.

PE: Level 6

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Performing Arts: Level 5&6

Welcome back to another exciting semester of Performing Arts at SEPS, and for some of our senior students the final curtain. Term four continues our unit on music, with a focus on composition. Students will develop their small group pieces from term 3 into full-fledged performances, using a variety of traditional and contemporary tools. These will form the basis of their final assessments and will be shared with their classmates for their entertainment and edification.

Excelsior!

Mr Scherpenhuizen

Japanese: Level 5&6

Students will be learning more about modern Japanese culture, looking at anime and manga, pop music, robots and technology and other aspects. Each lesson will include a question and answer pattern. Sometimes the focus will be oral practice and sometimes writing and reading. Students will have the opportunity to learn more about one aspect of modern Japanese culture that they find interesting.

Josie Briggs