



**Term 1, Issue 1**  
**February/March 2018**

**Important Dates**

- ☺ 16 Feb—Welcome Picnic
- ☺ 19—23 Feb Canberra Camp
- ☺ 6 Mar - Division Swimming
- ☺ 12 Mar – Labor Day
- ☺ 13 Mar—Funky Hair Day
- ☺ 15—26 Mar—Japan Tour
- ☺ 16 Mar—Walkathon
- ☺ 19 Mar—special assembly with MP Tim Wilson
- ☺ 21 Mar—Harmony Day
- ☺ 28 Mar—Compass Task available and L56 ERP Expo
- ☺ 29 Mar - Easter Lucky Ticket draw + Term 1 ends, 2:15pm assembly, 2:30pm dismissal

**TERM 2**

15—17 May - NAPLAN for Level 5

**BEYOND**

Level 6 Ski Camp: Aug 6 – 10

Fathers Community run Camp: October 19 – 21

Level 5 Woorabinda Camp: Nov 29 – Dec 3

**Level 5 and 6 Newsletter**  
**Information for Parents**

Welcome back, we are looking forward to a fantastic year. In 2018 we will work in partnership with you, to support your child to achieve their best.

We congratulate our level 6 students as they commence their journey as the leaders of our student body, as Buddies to our Foundation students and in particular we celebrate the achievements of those students elected to named leadership positions.

Our level 5 students have commenced their leadership training, with the Peer Mediation course commencing in week 2.

This Information Booklet is designed to be a comprehensive overview of our teaching and learning programs, as well as providing general school information.

As always, please do not hesitate to see your child's teacher if you have any questions.

**TEACHING AND LEARNING**

Learning programs and experiences have been planned to support your child's holistic development. Student learning is personalised through the implementation of the Walker Learning Approach, where students engage in challenging and authentic learning experiences that reflect their particular needs, interests and strengths. Please remember that learning is developmental and that children learn in different ways, at different rates and at different times. Every child is unique.

**SCHOOL DIARIES**

All students have been given a school diary. This is a valuable communication tool between home and school. 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.

## ENGLISH

### Reading

The reading program is designed to foster a love of literature and of reading for information and enjoyment. The focus for Level 5 and 6 is on 'comprehending texts' and 'reading to learn', not just deciphering text. Comprehension is a focus to develop skills in inference and higher order thinking. The CAFÉ Reading program (Comprehension, Accuracy, Fluency and Expanding Vocabulary) is used to reinforce and further develop reading strategies. The Menu is divided into significant strategies that support student learning/reading goals. Posted on the classroom wall and built throughout the year, it serves as a visual reminder of whole-class instruction as well as individual student goals. We use the **CAFE** system to assess, instruct, and monitor student progress. More information can be found at

<https://www.thedailycafe.com/cafe/interactive-cafe-menu>

Students should read a minimum of **20 minutes** each day. We encourage reading aloud as well as silent reading. Please listen to your child read at least once a week. Students are encouraged to use both the school and the local library. In Level 5 and 6, the reading program incorporates:

- Whole class focus through a class novel
- Differentiated fluid reading groups that will incorporate reading clinics with the teacher
- Individual and group activities, including CAFÉ Reading, Reading Response Matrix, Literature Circles, Reading Journals and viewing multimedia texts.
- Critical thinking and silent reading (Drop Everything and Read Silently - DEARS)

Students are exposed to a variety of fiction and non fiction texts.

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.

### Writing

In the writing program, children continue to develop their knowledge of a variety of text types, including; narratives, procedural texts, information reports, persuasive texts and personal recounts. **VCOP** (Vocabulary, Connectives, Openers and Punctuation) is explicitly taught to support the students to develop their writing skills. The four stages of writing: Planning, composing, editing and publishing are modelled and reinforced during writing sessions.

Each semester students will participate in two 'Cold Writes' where they will be given a writing prompt to assess their writing. Additionally throughout the term the students will complete 'Big Writes' where they will discuss a writing prompt at home and at school, use resources such as charts and dictionaries to support their writing and then self assess their writing against a set of criteria.

### Spelling

At SEPS we use the SMART spelling program to support the development of spelling. It focuses on word families, high frequency words, prefixes, suffixes and plurals. The program places an emphasis on meaning; spelling rules and patterns are taught through word exploration. THRASS complements the program and is used in the senior school as a tool to develop consistent spelling strategies.

Furthermore, the students are also involved in word study, learning about the etymology (origin) and morphology (meaning) of words.

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

## MATHS

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

- Number and Algebra—taught in fluid maths groups across L5 and 6
- 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 two fold; 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)
- Fractions, decimals and percentages
- Problem solving
- Geometry
- Data analysis

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.
- Creating opportunities to work with money: buying goods, predicting shopping bill total, calculating price of sale items e.g., 10% of marked price.
- Allowing your child to measure ingredients for recipes. Draw attention to measures on labels of household products.
- Encouraging estimation first, then calculation.
- Discussing the concept of value for money (purchasing 1kg instead of 500g, is it cheaper?)
- Investigating time concepts, travel time, 24 hour time, digital and analogue time.

## ENGAGEMENT MATTERS / INQUIRY

Each term we undertake a broad study of a curriculum subject area to develop students' knowledge, and skills. In Term One, our focus is Government and Civics and Citizenship. Prior to camp our students will gain a basic understanding of the basis of our Australian legal and Governments. However, the activities whilst on Canberra Camp will teach the students the bulk of our subject information. Upon return from camp Inquiry will focus on the rights and responsibilities of citizens and the skills involved in developing a research project.

Programs incorporating explicit teaching, project based learning experiences and other strategies are designed and implemented to empower, engage and motivate learners.

### Key Principles of the Education Research Project (ERP):

- Student's interests are used to develop learning experiences
- Student's interests are expanded, scaffolded and supported to support ongoing engagement in particular learning areas which relate to learning outcomes outlined in the curriculum
- Project based learning experiences are the major tool for teaching and learning
- Learning experiences emphasise active engagement and provide students with opportunities to explore the processes involved in learning and skill acquisition, not just end products.

## CODING/STEAM

Students will also be participating in a weekly '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/>

## SCIENCE

Science for Term One will be Chemical Science — Change Detectives.

The Key Learning Intentions for our subject focus provide students with the opportunity to;

- Solids, liquids and gases behave in different ways and have observable properties that help to classify them
- Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting

Students will build a website that incorporates their understanding of the science topic.

## ICT

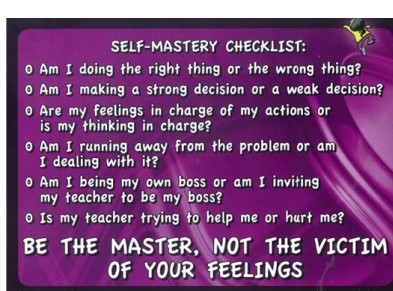
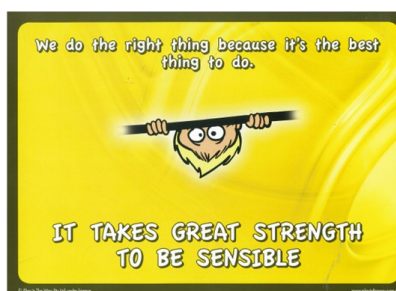
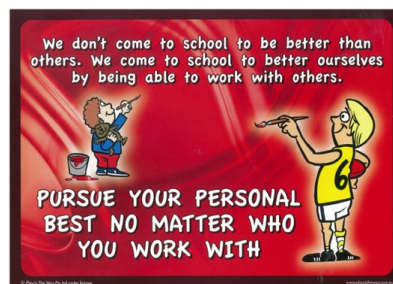
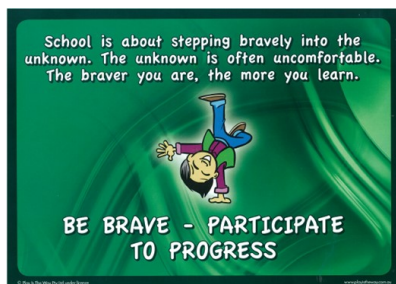
Students who have a 1-1 laptop need to ensure they bring their laptop to school fully charged as there are no chargers available at school. Students without their own laptop will have shared access to computers at school, however they will not be able to take them home to complete work.

Laptops can be purchased online at [seps.orderportal.com.au](https://seps.orderportal.com.au) throughout the year and parents can opt into the program at any time.

If you have any concerns or questions please make a time to speak with the school's eLearning coordinator Ms Claire Parsons.

## PLAY IS THE WAY

We will continue to use the philosophy of Play is the Way for teaching social and emotional skills. The posters below display the key concepts that will be addressed through Play is the Way. You may like to adopt the language at home.



All parents are invited to a Parent Session on Thursday 8th March at 7pm. This has been a highly sought after evening in previous years so please keep this date free. This evening will be held in the old Level 6 rooms next to the staffroom.

## HOME LEARNING

Home learning tasks will consist of set Mathematics tasks and daily reading (a minimum of 20mins/day), to be recorded in the student's diary.

## NUDE FOOD

We encourage students to bring healthy food and snacks. If food is brought to school in a wrapper, students are required to "nude" their food before exiting the classroom. This eliminates playground rubbish. If students do bring wrapped food, they are required to sit in the assembly area to consume their food and place the wrappers in the bin before playing games at recess and lunchtimes.

## 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 absence notes are a legal requirement and as such must be sent to the school office.

## GENERAL INFORMATION

- Please assist us to ensure that your child is wearing full school uniform at all times.
- School Assembly takes place on Monday mornings commencing at 8:50am. Parents are reminded to stand behind the students in the friendship square area. Please be on time to assembly.
- Students should arrive at school 10 minutes before bell time unless asked to come earlier for a special occasion e.g. school excursion. The doors to classrooms open at 8.50 on Tuesday, Wednesday and Thursday morning. At this time the students should complete their diaries and prepare for the school day. However, it is important to note that there is no teacher on yard duty before 8.45, unless the student has inter-school sport training.
- When travelling for **Interschool sport** (Friday), children are required at school for roll call at **8.30am**.
- School concludes at 3:30pm every week day.
- Students are not permitted in classrooms without a teacher.
- Please help your child to return their 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.
- Students, as part of the school's Sun Smart Policy, are required to wear school hats until the 1<sup>st</sup> of May at morning recess and lunch breaks, as well as to and from school.
- Head lice can be a problem so please keep checking your child's hair, long hair needs to be tied up.
- Parent Teacher interviews occur biannually; there is a 'Meet the Teacher' in term one and a Student Led Conference after the distribution of the mid year report in June. Teachers are available for appointments for specific needs or issues, however it is necessary to phone or write a note in the diary to make an appointment.

## LEVEL 5 AND 6 TEACHING TEAM

56A	Ms Kristy Cullen
56B	Mr Sean Daley
56C	Mrs Sally Willis
56D	Mr Leon Tremain
56E	Mrs Joh Fitness
Support	Mr Anthony Klvac
Education Support Staff	Mr Mark Ramanathan

## SPECIALIST TIMETABLE

Level 5&6 alternate 100min sessions once per fortnight for Art and LOTE.

Our library day is Tuesday.

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

# Specialist Programs - Term One

## Japanese

In Term One, each class will make a book all about school life at Sandringham East Primary School. Each student will make one page with a photograph, a caption in English and a caption in Japanese. We will then send the books to our sister school in Japan along with questions about school life in Japan. 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.

A group of eleven students are travelling to Japan in March for eleven days. They will experience Japanese culture and speak in Japanese to other people when they get the chance.

Briggs Sensei



## Physical Education

This term at SEPS we will be focusing on assessing and refining student's fundamental movement skills and their ability to sequence movements during game play. We will begin to develop various game sense strategies, such as attacking, defending and evasion that can be transferred across into numerous sports and games. We will be discussing the body's reaction to physical activity and explore the benefits of physical activity towards health and overall student well-being.

Dates for the diary:

8<sup>th</sup> February: House Swimming Carnival - Carnegie Swimming Centre.

9<sup>th</sup> February: Interschool Sport commences (dates and locations will be communicated via newsletter)

District Swimming Carnival – 6<sup>th</sup> March – MSAC

Divisional Swimming Carnival – 15<sup>th</sup> March – Location TBC

Dave Richardson and Diana Antoniou



# Specialist Programs - Term One

## Performing Arts

Welcome back to another exciting year of Performing Arts at SEPS. Term one sees our senior school focused on movement: Dance, Circus and Physical theatre. Students will explore a variety of movement traditions, with a focus on cross-cultural comparison and intercultural physical performance developments. The students will perform and compose a variety of choreographed and improvised movement pieces, which will form the basis of their final assessment tasks in term two.

Excelsior!

Mr Johannes Scherpenhuizen



## Visual Arts

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 5 and 6 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.

Ms Julie Van Etten

