

Term 3, 2023 Level Newsletter



**Sandringham East
Primary School**

Care – Aspiration – Respect



Our Vision: To build an inclusive community where our children are active learners, critical thinkers and creative explorers.

Welcome to Term 3

Welcome back to Term 3 at Sandy East! We hope that you have had an enjoyable and restful break. It was so fantastic having the opportunity to meet with parents at the 3-way interviews to showcase the wonderful learning happening at school. We appreciate the time taken to attend and the ongoing positive partnerships we share with each of you.

As always, we are jumping straight in with many events occurring that are listed here, and in the SEPS Community Calendar. Our unit of inquiry this term is based on History and Civics and students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

Every fortnight we will upload our Statement of Intent (SOI) to Compass so you have an overview of the two weeks. The SOI contains all the learning intentions we hope to cover but please also understand that incidental and spur of the moment learning occurs daily and may not be listed in this document. If your child describes an activity that is not on the SOI please ask us about it through the diary or at pick up time.

Level 3-4 teachers will communicate term information to you through Compass and we will check and initial diaries daily. We will respond to diary notes as soon as we can in the week they are written. If your class teacher is absent, another SEPS teacher will reply on their behalf. If you need to meet with your child's teacher for a chat at any time during the term, it is important that you communicate this either verbally or through the student diary or office email. Despite teachers having various meetings across the week, we are always accommodating to ensure any queries or concerns can be discussed.

Kind Regards

The Level 3-4 Team

The Level 3-4 Team

3A

Claire Parsons

3B

Lisa Fennessy

Sarah Peters

3C

Sean Daley

ES

Melissa, Lisa, Pauline, Kathy and Julie

4A

Trudy Gau

Matilda Van Vloten

4B

Leon Tremain

4C

Tilly Gunasekera

Term 3 Dates

W1 Sunday 16/7/23: Level 3/4 Working Bee

W2 Tuesday 18th July: House Athletics Carnival (Sandringham Athletics track)

W3 Tuesday 25th July: Swimming Begins

W4 Monday 31st July: **Student Free Day – Curriculum Day**

W4 Friday 4th August: Final Swimming Session (Fun Day)

W4 Friday 4th August: Australian Math Competition (AMC)

W6 14th – 18th August: Science Week

W7 19th – 25th August: CBCA Book Week

W7 Monday 21st August: Level 4 Camp (21/8/23-23/8/23)

W7 Thursday 24th August Production Filming

W8 Tuesday 29th August: Special Friends Day & Fathers' Day Stall

W8 Wednesday 30th August: **SEPS Common PP Day & Student Free Day**

W8 Thursday 31st August: Fathers' Day Breakfast

W9 Thursday 7th September: SEPS Film Festival

W10 Tuesday 12th September: Seaside District Athletics (Duncan McKinnon)

W10 Wednesday 13th September: Final Mind Masters live stream 'Resilience'

W10 Friday 15th September: End Term 3; 2:15pm Assembly; 2:30pm dismissal

WALKER LEARNING

During Term Three, students will participate in specific History and Civics weekly lessons with their Level teachers. Students will begin the term with explicit lessons focusing on the below learning intentions and then develop an ERP demonstrating their understanding of the skills and knowledge through one of their interests. This can be a challenging process but we will support each child to produce a meaningful project that will be presented at the Three Way Conference at the end of the term.

This term, Level 3 and 4 students will explore the history and diversity of their community and the celebrations and commemorations, symbols and emblems important to Australians and others. They are introduced to world history and movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

Weekly class meetings will also continue through the term, and we encourage you to talk to your children about issues in our community, our state, country and the world. Class meetings provide the opportunity for all students to have a voice and raise their concerns about the world. Teachers monitor topics and the extent of information being discussed. We will support students to understand the topics at a level that is appropriate for their age.

Literacy – Reading, Writing and Speaking and Listening

During Term 3, through our work in our Literacy PLC, the whole school will be focusing on improving Grammar and Punctuation at a sentence and paragraph level. Specific skills will be taught explicitly and then explored through mentor texts. This gives the students context for their learning and a chance to explore how authors use grammar and punctuation techniques to convey meaning.

Here at SEPS we have extremely well stocked classroom libraries for all students to access. We value high quality texts that students can enjoy and learn from. Across this term teachers will be working with students to develop their literacy skills through the use of rich mentor texts. We will be looking at a range of fiction and non-fiction texts as well as unpacking key writing traits used by a range of authors. Students will have opportunities each day to read for a sustained period of time, aloud to their teacher or peers as well as have stories read to them by others. As always, we welcome any donations of good condition pre-loved books into our Lions Bin which is located near Lauren's office.

Students will identify how authors write by identifying key phrases, words, and expression of ideas. They will get ample opportunities to mimic the set writing piece (imitation), then transform this piece of writing (transformation) and lastly writers will create their own original piece of writing (innovation). In conjunction with this approach, lessons will be planned with specific foci in relation to the 6 Traits of writing. In Literacy this term we will continue to look at Narratives and Recounts and will identify how writers produce texts readers love to read. We will use mentor texts to demonstrate how writers use the 6 Traits of Writing (Ideas, Organisation, Word Choice, Sentence Fluency, Voice and Conventions) to create stories. Our main foci will be on developing writing ideas, identifying and using interesting and specific topic words and spelling and punctuation. The 6 Traits of Writing are displayed in each classroom and represented by the below icons.



Students will write two 'Cold Writes' this term, which will continue to give teachers a greater understanding of students writing strengths and areas for improvement. From these assessments writing goals will be generated and students will have them as a focus when working in focus groups and with the teacher. Continual expectations around neat handwriting, ruling and dating our page as well as editing will be areas of focus as well.

Students will be supported and extended through differentiated activities during learning time and have the opportunity to work with all the teachers in the level. At SEPS we plan, teach and evaluate lessons as a team which means students will experience different teaching styles and ways of explaining concepts.

Mathematics – Number, Measurement, Geometry, Statistics and Probability

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

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

There are also four Mathematical Proficiencies:

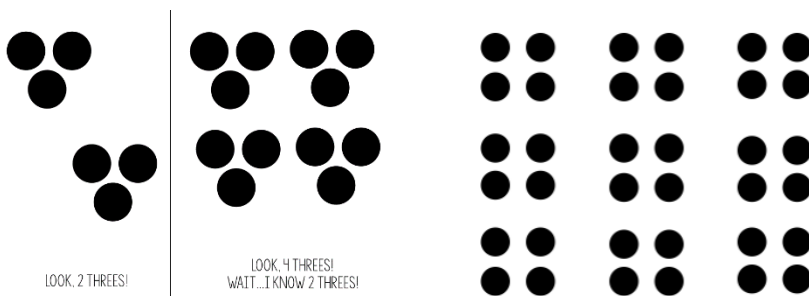
- Fluency: choose and use the right tools correctly and flexibly
- Understanding: no rules without meaning
- Problem solving: involves thinking, reasoning and communicating
- Reasoning: explain thinking and justify decisions

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, time-tables races and mental maths challenges. Then students will be asked to explain their thinking and strategies during Number Talk sessions. Number Talks, this term, will focus on Multiplicative Thinking. Explicit teaching based on a learning intention is introduced, and then hands-on experiential learning is facilitated. Students learn by doing, so where appropriate, students inquire and problem solve. 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.

Essential Assessment is used for Pre and Post testing and to measure individual student growth. Students receive immediate feedback on their progress and set appropriate goals for future learning.



<https://www.lovemaths.me/operations-36>

In Term Three, our Mathematics program focuses on:

- Number and place value
- Fractions and Decimals

- Problem solving
- Data creation, investigation and analysis
- Measurement (area and perimeter)

Students will be supported and extended through differentiated activities during learning time and have the opportunity to work with all the teachers in the level. At SEPS we plan, teach and evaluate lessons as a team which means students will experience different teaching styles and ways of explaining concepts.

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.
- Investigating time concepts, travel time, 24-hour time, digital and analogue time.
- Encouraging completion of homework exercises – Mathletics. Mathletics is an on-line program. Students are set tasks and challenges. All students have been given password information from their classroom teacher.

Respectful Relationships and Cyber Safety

In Respectful Relationships sessions students will be exploring gender identity, gender norms and violence.

Students will analyse their multifaceted identities, differentiate between sex and gender, identify the restricting effects of negative gender norms as well as identify the enabling effects of positive gender norms. Students will also develop an understanding of the influence of the media and literature in the construction of gender norms and challenge negative gender norms experienced in their lived environments.

Throughout the term, students will identify different forms of gender-based violence, including physical, verbal and psychological. To empower students, a focus will be placed on developing the ability to describe and practise help-seeking skills and strategies that can be used when encountering uncomfortable or unsafe situations involving peers or adults. The development of empathy is pivotal in the prevention of discrimination and violence. Peers who have an empathetic engagement are more likely to proactively respond with acts of support or kindness.

Continuing to develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others, helps to build empathy.

In our Cyber Safety lessons this term we will be looking at the Integrity and safety/wellbeing themes. We will:

- Discuss and role play situations where they might experience inclusion or exclusion online and the emotions related to these scenarios.
- Think about role models in their lives and consider positive personality traits that these role models demonstrate.
- Explore why it is important to be kind to others when online and how being kind can make themselves, and others, feel.

Respect Online



Restorative Practices and Play Is The Way

At SEPS we use Restorative Practices as it seeks to value and support those involved in incidents so that they feel empowered to take positive action to address the situation and move forward. 'It's not enough to just say sorry'. Children involved work through restoring the relationship, and seek to prevent further harm. As with all aspects of social life, we take any issue as a learning opportunity, which is preferable to handing out a punishment or short-term fixes.

Please make sure you visit Adam Voigt's Real School's website for information

<http://www.realschools.com.au/>

PLAY IS THE WAY is a practical methodology for teaching [social and emotional skills](#) using guided play, classroom activities and an empowering language.

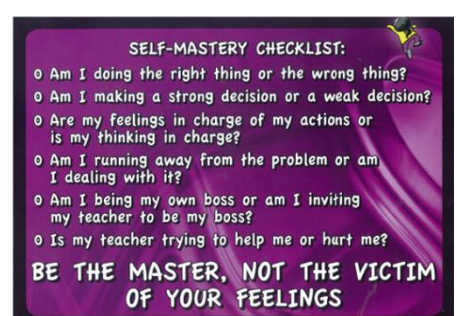
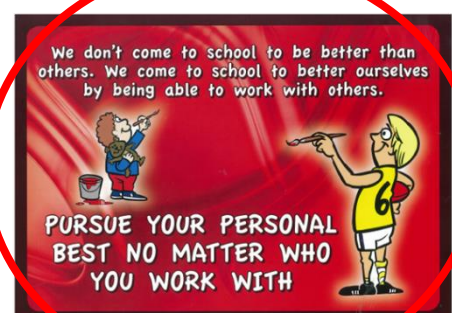
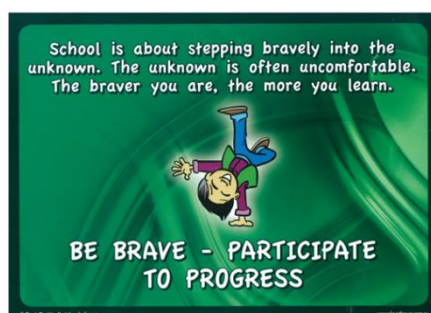
It is a process that gives primary schools a way to develop, improve and entrench the [personal and social capabilities](#) of students.

In Term 3 Level 3-4 will be focusing on Pursuing our personal best no matter who we work with and Focusing on Having reasons for the things we say and do.

The PLAY IS THE WAY Complete Program uses:

- a unique program of [physically interactive games](#)
- key concepts to guide students through life and learning
- a specific and empowering language to help attain self-mastery
- a philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic, life-long learners.

We use these games regularly to develop our students into independent and democratic learners.



Assessment and Reporting

Sandringham East Primary School strives to provide a rich, inclusive, student-centred 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.

As well as our Term 2 and Term 4 formal **Student Reports**, regular constructive feedback during the semester empowers students to monitor and direct their learning. Student **Learning Tasks** 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.

Learning tasks are:

Level	Semester 1		Semester 2	
Foundation	T1	Investigations	T3	Writing
	T2	Maths	T4	Science
Level 1/2	T1	Investigations	T3	Writing
	T2	Maths	T4	Science
Level 3/4	T1	ERP	T3	Writing
	T2	Science	T4	Maths
Level 5/6	T1	Science	T3	Writing
	T2	Maths	T4	ERP

Specialists	Term 1	Term 2	Term 3	Term 4
Art	Level 1&2	Foundation	Level 5&6	Level 3&4
LOTE	Level 3&4	Level 1&2	Foundation	Level 5&6
PA	Level 5&6	Level 3&4	Level 1&2	Foundation
PE	Foundation	Level 5&6	Level 3&4	Level 1&2

Specialists

	Monday	Tuesday	Wednesday	Thursday	Friday
3A	Library	PA	Art and PE	Gardening	LOTE
3B	Library	Art	PE and PA	Gardening	LOTE
3C	Library	PE and PA	Art	Gardening	LOTE
4A	PE and PA		Gardening	Art and LOTE	Library
4B	Art and PE		PA and Gardening	LOTE	Library
4C	PA and Art	PE	Gardening	LOTE	Library

LOTE:

In term three, classroom instruction will initially focus on revising the greeting phrases in Mandarin and consolidating them in our lessons. We will then move onto learning vocabulary about animals and hobbies, and practising sentences and conversations incorporating those elements.

For example: "the big bad wolf likes singing but doesn't like reading."

Let's have fun in Mandarin!

Vanessa Low

Visual Art:

The magic of art travels into term three as level 4 students focus on the Victorian Curriculum's 'Explore and Express Ideas', with students having continued opportunities to contribute to the program. The new provocation for term three will be the concept of 'Love Where You Live'. This provocation will allow students to explore artistic endeavours that inspire them, taking inspiration from the local community, local artists, and the bayside environment. As always there will be an ongoing connection to artworks by Aboriginal and Torres Strait Islander peoples, with an emphasis on local indigenous art.

With a focus on student voice and developing emotional literacy in visual art, students will be encouraged to tell their own story through their chosen connections to the topic and continue to explore the principle of 'Emphasis'. Throughout our art program there will be connections to various classroom work where appropriate. As always there is a focus on wellbeing, mindfulness and respectful interactions, including strategies inspired by Adam Voigt.

Love Art!

Julie Van Etten and Jo Hemmings

Performing Arts:

And we're back for possibly the most exciting term of performing arts in living memory! This term our laser-like focus will be on preparations for the upcoming extravaganza that will be our 2023 SEPS whole school cinematic extravaganza. We have songs to sing and dance routines to perfect. All our hard work will undoubtedly pay off in week 9 with a night to remember; a chance to share all our hard work with our nearest and dearest. In amongst all this we'll try to find the time to continue our journey to the west with the inimitable Sun Wukong... it's going to be a jam-packed term.

Excelsior!

Johannes Scherpenhuizen

Physical Education:

We have another exciting term for Level 4 students, which will see them participating in the house athletics carnival on 18th July. District qualifying students will then participate in sessions to support their events on various Friday mornings in the lead up to the district event on 12th September. More information on this to come. The latter part of the term will be focussed on the two-handed side arm strike skill with particular focus on striking and fielding games. The term will include explicit lessons to teach and develop the two-handed side arm striking skill, along with opportunities for students to explore, self-assess, give peer feedback and create their own striking and fielding games. Students will also be assessed on their 2 handed, sidearm striking as their learning task for term 3.

Looking forward to a great term.

Kate Foster and Dave Richardson