



**Our Vision:** To build an inclusive community where our children

# Term 3, 2023 Level 1 & 2 Newsletter

## Level 1 teachers

### 1A

Suzanne Condran

Isabella Nocera

### 1B

Stephanie Lampard

### 1C

Kylie Clarke

## Level 2 teachers

### 2A

Megan Ferguson

Claire Castrillon

### 2B

Owen Davies

### 2C

Alana Maslen

Suzanne  
Condran  
supporting  
Level 2  
Tuesdays

## Welcome to Term 3

We are very excited to be back and ready for even more rich learning opportunities in Term 3!

By now, the students are showing a greater level of independence in their daily organisation and goal setting. It was wonderful to see so many families come in at the end of Term 2 for the 3-way conferences where students could celebrate with their parents/guardians and teacher the learning that they are proud of, as well as discuss their next steps and goals as we move into the second half of the year. Please remember that the classroom doors do not open until 8:50am. Teachers are busily preparing for the day ahead in the lead up to the beginning of the day.

We welcome Ms Kylie Clarke into the Level 1 team as she takes the role of classroom teacher in 1C while Mrs Fitness is on her maternity leave. We know that Ms Clarke will be welcomed by our SEPS community as we support her transitioning into our wonderful school environment.

This term is action packed with exciting learning and experiences including the F-2 swimming program, Children's Book Council Book Week dress up day and book week activities, Science with Wilko, the Level 2 Fun Day, as well as the fantastic Mind Masters live stream program focusing on 'resilience'.

In line with the SEPS healthy eating policy, students in Level 1 & 2 will be pausing at 10am to eat a quick fruit snack, before then eating the rest of their snack at 10:30am. This gives students the nutritious boost they need to keep their brains active and ready for learning.

We thank all the wonderful parent/guardian helper volunteers who have given up their time in Semester 1 to complete the SEPS parent helper training. We welcome all parents/guardians who have completed this training and have a valid WWC check into our learning spaces to support teachers and students with the learning programs in place. If you have not completed the training and would like to volunteer, please see your child's teacher. We look forward to welcoming our Level 1 & 2 parent/guardian helpers in again in Term 3!

As always, if you would like to discuss any concerns or wonderings with your child's teacher, please make an appointment via the school diary or by touching base with the classroom teacher.

## Term 3 dates 2023

Start your day with a coffee from our coffee van – Georgie will serve you from 8:30am

July 10<sup>th</sup> First day of Term 3

August 7<sup>th</sup> – 18<sup>th</sup> (except Thursdays) Foundation-Level 2 swimming program

August 28<sup>th</sup> – Sept 5<sup>th</sup> Book Fair in JLC

August 29<sup>th</sup> – Book Week dress up parade 9am in stadium

August 29<sup>th</sup> – Special Friends Afternoon tea

August 24<sup>th</sup> – Filming for production

August 30<sup>th</sup> SEPS School Professional Practice Day – student free day

September 7<sup>th</sup> – Premiere of SEPS production

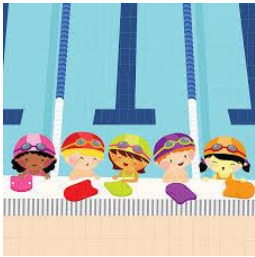
September 12<sup>th</sup> Level 2 Fun Day at school

September 13<sup>th</sup> Mind Masters online presentation "Resilience" at SEPS

September 15<sup>th</sup> Last day of Term 3

## School Intensive Swimming Program

The SCHOOL INTENSIVE SWIMMING PROGRAM is based on the Life Saving Victoria's "Swim and Survive" Program. The program concentrates on teaching correct stroke and breathing techniques. Activities related to water-safety, lifesaving and survival are included in each lesson as well as starting and finishing techniques for competitive swimming. Children will be graded and grouped according to their requirements and skill levels.



Swimming is a major component of the Health and Physical Domain of the Victorian curriculum and an important and necessary life skill as a resident in Bayside.

Swimming will take place in Week 5 and 6, August 7<sup>th</sup> – 18<sup>th</sup> each day except Thursdays.

We will need a minimum **of 2-3 parent helpers per bus**. They will need to go to and from the pool on the bus with the students. Parents are welcome to also come to watch their child swim in the seating area.

We will send further communications regarding swimming closer to the date, confirming dates, times, what to bring and so on. Students are encouraged to wear their bathers under their school uniform each day. Parents are currently consenting to their child attending swimming on Compass. Any parents requesting their child not swim need to let Principal, Laureen Walton, know via email.

## Walker Learning Approach - Investigations

Investigations sessions will continue three mornings a week in Term 3, each Tuesday, Wednesday and Thursday. It's a rich student directed opportunity that delivers outstanding excitement around learning. We have a range of Investigations areas that students will continue to access as we move through the term.



Children will continue to practise, learn, and develop a wide range of skills through their Investigations. Some of these skills include speaking and listening, thinking, creativity, fine motor, interpersonal skills such as sharing and compromising, maths, reading and writing. The learning that occurs during Investigations is used as a lead into literacy and numeracy sessions. Explicit teaching and continuous assessment are used to monitor and support student learning.

Every student is timetabled to be a focus student. This enables them to share with their teacher and class their learning intents for the day and discuss how they are progressing. Communication boards located in the JLC building provide parents with information about the learning programs, including the fortnightly 'Statement of Intent' which contains our Learning Intentions as well as each classes Focus Student roster. Please note that the Statement of Intent is also posted on Compass each Monday fortnight. You can find this located under the school documentation tab.

Any parent who has completed the parent helper training, has a working with children check and is available to come in and help on a Tuesday, Wednesday, or Thursday morning (even for half an hour!) will be welcomed into our JLC by the wonderful staff and students. If you have been unable to complete the training session, please speak to your child's



### Investigation Parent Helper Roster

Class: \_\_\_\_\_

Please put your name in the date you are available

Investigation sessions run from 9:10-10:35am.

	Tuesday	Wednesday	Thursday
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			

classroom teacher for access to the training which can be done at a time more convenient to you. There will be a parent sign-up sheet placed on your child's classroom door over the next couple of weeks or speak to the classroom teacher. Please feel free to have a chat if you have any questions. We can have two parent helpers per session so if there is an empty space pop your name down and that is yours! Please note you will not get a confirmation call or email with the date you are coming, the date you have selected to help is your day. If unable not attend, please change the roster outside your child's classroom. We look forward to seeing you!

## **Literacy – Reading, Writing and Speaking and Listening**

### **Level 1 Literacy:**

This term in Literacy the level 1 students will continue to work on their literacy skills: handwriting, oral language, phonemic awareness, phonics, vocabulary, and comprehension. This is supported through our daily program and resources that explicitly teach the five essential components of literacy.

Students will continue to be involved in small teacher-led reading groups, which focus on letter-sound relationships, decoding, comprehension, predictions, and personal connection. Their reading will continue to be supported by our new decodable books which will continue to be sent home. This term the Level 1 students have a major focus on Non-Fiction texts. Exploring a range of factual books that will also tie in with our Geography focus this term. Students will then have an opportunity to research their own facts and create their own factual booklet or poster during our writing sessions.

On top of this, our students are spoilt for choice in our classroom library, filled with nonfiction and fiction text for their practise, fluency and most importantly enjoyment. We will be using a range of rich mentor texts to engage students in the different writer's styles and authors messages, beginning with exploring a range of Aboriginal texts to celebrate NAIDOC week. Later in the term we will be exploring in depth the range of Children's Book Council of Australia (CBCA) shortlisted stories to continue to develop students love of great literature.

Students will continue to express and develop their ideas when writing through a range of compound sentences, nouns, verbs, and adjectives. We will continue to expose students to different types of literature, both fiction and non-fiction. Students will continue to build their word knowledge through dictionary skills, synonyms, and antonyms as well as how to use digraphs, silent letters, and the difference between short and long vowels.

Homework will continue this term. You can expect learned words to read and write, language conventions, vocabulary work, grammar, handwriting and phonics, as well as existing online programs such as Mathletics and Wushka. Homework will still be given out on a Monday and handed back in on a Friday.

### **Level 2 Literacy:**

This term in Literacy the Level 2 students will be exposed to a range of rich literature. To begin the term, we will be exploring non-fiction texts and their features, looking specifically at the weather across Australia. Later in the term we will be exploring in depth the range of Children's Book Council of Australia (CBCA) shortlisted stories to continue to develop students love of great literature.

Students will continue to be involved in small teacher led reading groups, writing groups and phonics work. This work is now going to be supported by Mrs Condran who works with the Level 2 students each Tuesday. As always, students are spoilt for choice in our classroom library and JLC bookshelves for sustained independent reading time. We are most lucky here at SEPS!

Students will continue to express and develop their ideas when writing through a range of compound sentences, nouns, verbs, and adjectives. There will be opportunities for students to create different types of literature, both fiction and non-fiction. Our geography learning this term, *People are connected to many places*, will also see students writing a range of non-fiction pieces. Students will continue to build their word knowledge through dictionary skills, word origins, synonyms, and antonyms as well as how to use digraphs, silent letters and the difference between short and long vowels.

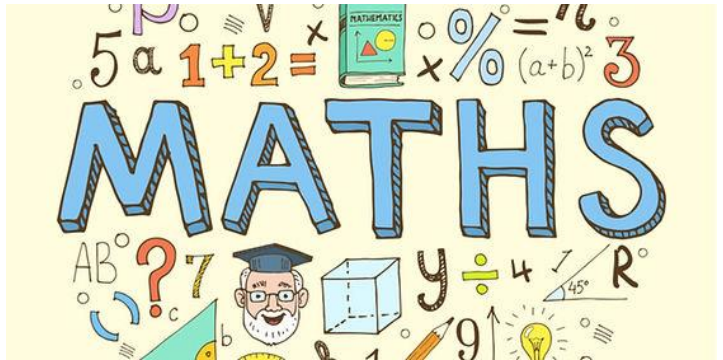
Through our vocab rich classrooms, students will add to our word walls and explore word origins. Students will continue to have opportunities to speak in front of the class through circle time and assorted presentations as well as sharing their opinions of different texts we are exploring.

## **Mathematics – Number, Measurement, Geometry, Statistics and Probability**

### **Numeracy Level 1**

**During our mathematics learning in Term 3 students will be exploring:**

- A range of number tasks which assist in building students' maths fluency around trusting the count and place value.
- Representing and solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.
- Recognise the importance of repetition of a process in solving problems.
- Counting collections to 100 by partitioning numbers using place value.
- Ordering Numbers by recognising, modelling, reading, and writing numbers to 100 locate these numbers on a number line.
- Represent practical situation that model sharing.



**During our non-number learning students will:**

- Describe and draw two dimensional shapes with and without digital technologies.
- Recognise and describe half as one of two equal parts of a whole.
- Tell time to the half and quarter hour.
- Describe duration using months, weeks, days, and hours.
- Give and follow directions to familiar locations.

### **Numeracy Level 2**

**During our mathematics learning in Term 3 students will be exploring through:**

- A range of number tasks which assist in building students' maths fluency around strengthening place value.
- Recognising, modelling, and representing as well as ordering numbers to at least a 1000
- Grouping, partitioning, and rearranging collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting.
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections.
- Investigate number sequences, initially those increasing and decreasing by two, three, five and ten from any starting point, then moving to other sequences

**During our non-number learning students will explore:**



- Describe and draw two-dimensional shapes, with and without digital technologies.
- Describe the features of three-dimensional objects.
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections.
- Interpret simple maps of familiar locations and identify the relative positions of key features.
- Investigate the effect of one-step slides and flips with and without digital technologies.
- Compare and order several shapes and objects based on area using appropriate uniform informal units.

**What you can do at home to support your child's mathematical learning:**

- Connect math learning to everyday tasks. The bills that we get have a lot of numbers on them, the months of the year (the date). The objects around you could be what shape? The number of your house as well as your neighbour's house numbers may skip count by 2s. If you are doing a sudoku in the newspaper discuss with your child how this is a number puzzle.
- Look for patterns in the environment. What do you notice on the letterboxes in your street? Are there any shape patterns that you notice on the play equipment at the park?
- Practise counting forwards and backwards out loud starting at various numbers. When skip counting try and count from unusual starting numbers e.g., when counting forwards by 3s (37, 40, 43, 46, 49...)
- Unpacking a number. Pick a two- or three-digit number, what is the number before and after, what is 10 more than the number? 10 less than?
- Practise writing different numerals using the correct formation (no backwards digits!)
- Mathematics can be used as quick daily or weekly practise on a range of different mathematical topics.
- Do you have some dice lying around? There are many fun games you could play. Jump onto Michael Minas' website (<https://www.lovemaths.me/games>) to check out a range of engaging and relevant number, operations and place value games you can play with your child.
  - Board games are an excellent way to spend time as a family and work on many mathematical skills such as number recognition, counting, memory and of course problem solving.

## Science

We are learning about Earth and Space sciences this term with Wilko. Level 1 & 2 will have a 50-minute Science specialist session each week. The students are extremely excited to get to work with Wilko and Safety Sue this term! Students will be recording short- and

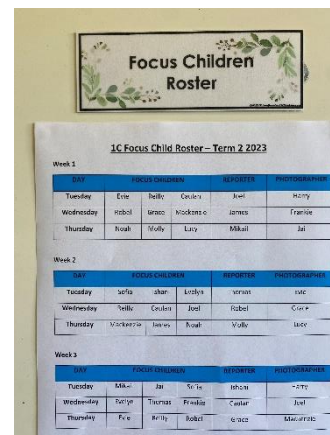


longer-term patterns of events that occur on Earth and in the sky, for example, the appearance of the moon and stars at night, the weather and the seasons as well as linking changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures. Students will be investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals.

## Timetable, Parent Helpers, Other Level Specific Information

**Ever want to know what we are learning for the upcoming week?** Head to our communication boards. A reminder there are two in the JLC; one for each year level. The Level 1 communication board can be found near the entry door nearest to the Level 1 end of the building and the Level 2 communication board is located near the middle space of the JLC on the wall which backs onto 2A classroom.

On each communication board, you will find our **Statement of intent** which is also on Compass. It has fortnightly learning intentions, key areas of interest or focus for investigations, key dates, books we are reading, maths we are learning, social and emotional learning intentions and anything else you may need to know for the weeks ahead. You will also find the Investigation roster and anything else coming up. Everything we do within the classroom we want to share and have the word spread, so this is one way you can get a greater understanding of your child's weekly learning. Check it out next time you are in the JLC.



**We are still taking boxes!** We are forever needing clean recyclable items that students can use during Investigations to help with their creativity. If your recycling bin is getting full at home, please know that you are more than welcome to come and drop off a bag of items to your child's classroom. Teachers will disperse the popular recyclables across the JLC craft stations.

### Timetable

Please see the below table for our Level 1 & Level 2 specialist and library sessions:

**School diaries:** School diaries are a key form of communication with your child's teacher. Your child's teacher checks all diaries that are handed in and signs them every day. If you could please record your child's reading in their diary each day, that would be greatly appreciated. If you would like to discuss in more detail any wonderings or concerns that you might have regarding your child, you are more than welcome to pop a note in the diary requesting a meeting and teachers will arrange a suitable time.

	Performing Arts	PE	Visual Arts	Library	Science with Wilko	Tutor Learning Level 1
<b>1A</b>	Tuesday	Monday	Wednesday	Thursday	Friday	<u>Numeracy</u> Monday / Tuesday
<b>1B</b>	Wednesday	Wednesday	Tuesday		Friday	<u>Literacy</u> Tuesday / Wednesday
<b>1C</b>	Wednesday	Tuesday	Tuesday		Friday	
<b>2A</b>	Thursday	Tuesday	Thursday	Monday	Wednesday	
<b>2B</b>	Thursday	Thursday	Friday	Friday	Wednesday	
<b>2C</b>	Friday	Thursday	Thursday	Friday	Wednesday	

# Assessment and Reporting

## 2023 Term 3 Learning task is a writing piece

Level	Semester 1, 2023		Semester 2, 2023	
Level 1/2	T1	Investigations – Completed	T3	Writing
	T2	Maths – Completed	T4	Science
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

## Restorative Practices and Play Is The Way

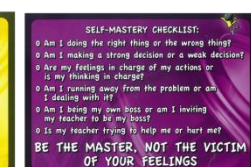
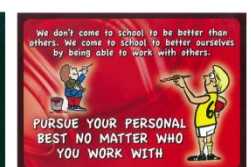
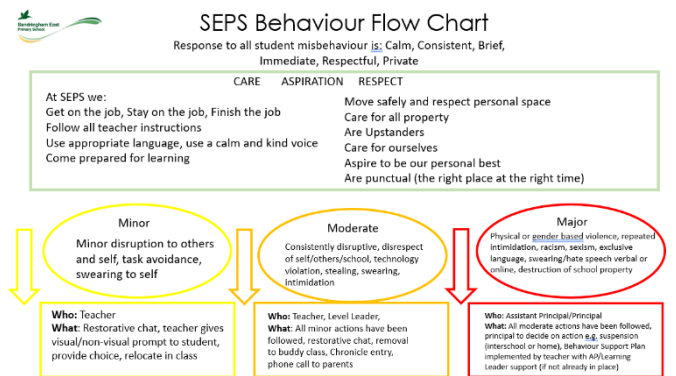
SEPS is continuing to support students social and emotional learning through a restorative approach each day. Classes have circle times across the school day as well as the middle and upper years having weekly class meetings to discuss any pertinent matters deemed necessary by students. Students and teachers have been working together to unpack our SEPS Behaviour Flow Chart which celebrates the positive SEPS behaviours students exhibit as well as following a process for any below the line behaviours. The flow chart ensures there is consistency across classes in a cohort as well as across the school.

A child's wellbeing and social and emotional development is equally as important as their academic learning. As a school, we play an important role in supporting students to develop their social and emotional skills and their ability to build and manage safe and respectful relationships.

We continue the Social and Emotional learning that occurs at school through the implementation of; Resilience, Rights and Respectful Relationships, Play Is The Way, Restorative practice and the use of affective statements in our classrooms. Play Is The Way life raft posters are referred to in the classroom and work alongside games that involve building problem solving strategies,

communication skills and many other skills that all help to build student's resilience. At SEPS, we understand we have the power to take actions whilst children are still young and beginning to form their attitudes and beliefs to help set them up for success in their lives. We continue our work with Restorative Practices at SEPS. You might like to visit Adam Voigt's Real School's website for more information:

[www.realschools.com.au](http://www.realschools.com.au)



## Specialists

### Specialist Overviews

#### **Physical Education Term 3 2023 Overview**

##### **Level 1**

In Term 3, Level 1 students will be honing their skills in overarm throwing and catching. We'll start by practicing the essential components of these skills and then put them to use in exciting games and activities.

Once students feel confident with overarm throwing and catching, we'll shift our focus to fundamental skills needed in striking and fielding games. We'll explore sports like cricket, T-Ball, and kickball, where students will learn how to strike an object with a bat or hand and field the ball. Through modified game versions, students will also discover strategies to improve their hand-eye coordination, foster teamwork and show fair play.

Get ready for a fantastic term full of fun and learning!

Kate Foster and Dave Richardson

##### **Level 2**

In Term 3, Level 2 students will be honing their skills in overarm throwing and catching. We'll start by practicing the essential components of these skills and then put them to use in exciting games and activities.

Once students feel confident with overarm throwing and catching, we'll shift our focus to fundamental skills needed in striking and fielding games. We'll explore sports like cricket, T-Ball, and kickball, where students will learn how to strike an object with a bat or hand and field the ball. Through modified game versions, students will also discover strategies to improve their hand-eye coordination, foster teamwork and show fair play.

Get ready for a fantastic term full of fun and learning!

Kate Foster and Dave Richardson

#### **Visual Art Term 3 2023 Overview**

##### **Level 1 & 2**

The magical journey in visual arts continues into term three as Level 1 & 2 students continue to focus on expressing their own ideas and developing more complex art skills and techniques within The Victorian Curriculum in 'The Arts'. Experiences which enhance awareness of shape, texture, and emphasis will be a priority. An ongoing connection to artworks by Aboriginal and Torres Strait Islander peoples continues throughout the year.

Our provocation will be an exploration of the concept 'Love Where You Live', utilising the local environment and community as inspiration with an introduction to local contemporary and famous artists. We will continue to utilize recycled materials where appropriate and focus on sustainability. We will be putting an emphasis on painting skills and developing techniques needed to produce a successful finished work. As always, our art program will focus on wellbeing, mindfulness and respectful interactions, including strategies inspired by Adam Voigt.

Love Art!

Julie Van Etten and Jo Hemmings



## Performing Arts Term 3 2023 Overview

### Level 1 & 2

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 through the heroic tales of ancient Greece... it's going to be a jam-packed term.

Excelsior!

Johannes Scherpenhuizen

## Science

### Level 1

In Term 3, Level 1 students will review the five senses and be introduced to weather and the observable changes that occur in the sky. Cloud formations, rain, temperature, and wind are explored through a variety of activities and models.

Be curious!

Wilko and Safety Sue

### Level 2

In Term 3, Level 2 students will review the five senses and be introduced to weather and the observable changes that occur in the sky. Cloud formations, rain, temperature, and wind are explored through a variety of activities and models.

Be curious!

Wilko and Safety Sue