

Term 1, 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 1

Welcome back to the 2023 school year!

To our Level 3 families, we welcome you warmly to our 2023 learning space. It is the very heart of our school and the one space that can boast 92 years of learners have grown inside! We are very lucky in Level 3 to have Mrs Gau supporting and extending students Monday, Tuesday and Fridays in the Science/Maths room and Mrs Arkey supporting and extending students on Tuesday and Wednesdays in the JLC.

To our Level 4 families, welcome to the incredible SLC! We are thrilled to be further developing your child's confidence and independence in their learning journey whilst helping support students to think deeper and grow.

Teachers are really looking forward to meeting parents on Feb 15th where you can book in for a 10-minute chat. The focus of these interviews is for teachers and parents to have the opportunity to connect as well as for parents to share any information about their child that will help the classroom teacher/s best support students at school.

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 with the classroom teacher either verbally or through the student diary. We value clear communication here at SEPS. 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

Molly Reed

4B

Leon Tremain

4C

Tilly Gunaseker

Term 1 Dates

Term 1 dates 2023

Start your day with a coffee from our coffee van - Brad will serve you from 8.45am.

Jan 30th First day for students

Feb 1st Canteen starts today

Feb 6th Assembly whole school

Feb 10th Hungers Busters commence

Feb 14th Welcome Parent Morning Tea 9am in stadium

Feb 15th Meet the teacher from 1:15pm- 5:45pm

Feb 23rd Welcome Picnic 5.30pm – see flyer in the newsletter

March 13th Labour Day holiday

WALKER LEARNING

During Term One, students will participate in specific weekly workshops that will enable them to achieve quality work when completing Educational Research Projects (ERPs). Students will be explicitly taught skills such as: how to create an effective poster, how to create Power Point presentations, how to research information effectively and notetaking, to name a few. This term students are creating artefacts about themselves. We are exploring our interests, our cultures and our families.

In Terms 2, 3 and 4, students will complete ERPs based on our unit of inquiry. The culmination of each of these ERPs will be an Expo that will be held at the end of terms 1, 2, 3 and 4. It is hoped that parents will be able to attend this year to celebrate all the wonderful learning.

Students are encouraged each morning to look at the Communication Board in each learning space in order to determine what events, routines and reminders are important to their class.

Weekly class meetings will also be held with students raising agenda items of interest/relevance. These meetings are chaired and minutes are taken by students.

Literacy – Reading, Writing and Speaking and Listening

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 a 'Cold Write' this term, which will continue to give teachers a greater understanding of students writing strengths and areas for improvement. Continual expectations around neat handwriting, ruling and dating our page as well as editing will be areas of focus as well.

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. 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. 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.

In Term One, our 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)

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. Mathletics is an on-line program. Students are set tasks and challenges. All students have been given password information from their classroom teacher.

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/>

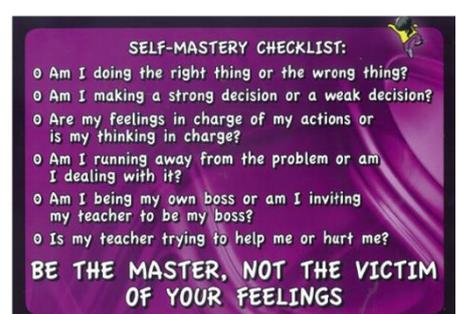
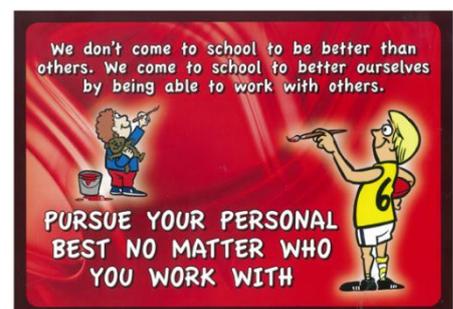
PLAY IS THE WAY is a practical methodology for teaching [social and emotional skills](#) using guided play, classroom activities and an empowering language.

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

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	Science	T4	Maths
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	Friday
3A	Library	LOTE and PE	PA and Art	
3B	Library	Art and LOTE	PE and PA	
3C	Library	PE and PA	Art and LOTE	
4A	LOTE and PE	PA	Art	Gardening and Library
4B	PE and LOTE	PA and Art		Gardening and Library
4C	Art and PA	PE	LOTE	Gardening and Library

LOTE:

Level 3 and 4 students will learn more about China and Chinese culture. In class, we will discuss what we already know about China, including traditions, food, geographical features, and technology. Students will learn about sentence structures like "I like..." and "I don't like...." Students will celebrate the Chinese Spring Festival and learn the Lion Dance. This marks New Year for Chinese people and welcomes good luck into the household. Students will learn to write simple Chinese characters and continually learn PinYin. They will be able to introduce themselves, such as age, grade, and family members.

Performing Arts:

Welcome back to another exciting year of Performing Arts at SEPS. This year we present our school film/live performance extravaganza, which means we have to hit the ground running if we want to produce the kind of extra exciting entirely excellent extravaganza worthy of the depth of talent available in this school. To that end, term 1 will focus on developing the musical skills needed to provide some of the moving and memorable moments of musical magnificence that our audience are no doubt expecting. Strap in folks, it's going to be a wild ride.

Physical Education:

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. Students will be discussing the differences between physical education, sport and recess/lunch and the expectations in each setting. 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 will also be involved in the house swimming carnival to be held on 14th February.

Dates for the diary (Level 4 only):

- 14nd February: House Swimming Carnival - GESAC.
- 2nd March: District Carnival - MSAC (qualifying students only)
- 28th March: House Cross Country – Spring St Reserve

Looking forward to a great term, Kate Foster & Dave Richardson

Visual Art:

Get ready for another fabulous year of amazing art in 2023! In term one the focus for all students will be to start right in art- revisiting our routines, mindfulness, basic techniques, and respectful interactions using strategies inspired by Adam Voigt and Play is the Way. 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' through creating individual artworks encouraged by the provocation of 'Nature'. Students will express and communicate their ideas through selecting and skilfully applying materials, techniques, and visual conventions. Students will set up their portfolios using their own ideas, and will be encouraged to choose materials, experiment, and explore different painting, collage, and 3D art styles.

Love Art! Julie Van Etten & Jo Hemmings.