

## Term 2 Middle Years Newsletter 2018

Dear Families,

Hello and welcome to the Middle Years newsletter for term two, 2018. Term one was busy and a successful term in many different ways for our students. As a teaching team we were very pleased overall with the level of learning that students demonstrated in their Educational Research Projects, exploring the Connected Curriculum topic: 'How can sustainable environments impact the future?' This term our teaching model in Connected Curriculum will follow the same format and will culminate with another ERP. Students are encouraged to try new ways of presenting and there may be an opportunity for them to learn skills from others in Clinic Groups.

We are beginning the term reflecting and setting SMART goals; perhaps ask your child(ren) what their goals are and ask if they can explain how they are Specific, Measureable, Achievable, Realistic and could be completed in a Timely manner.

This is the third time our year 7s will sit NAPLAN tests in their school lives and it is happening this term in week three. All of the work we do at school assists students in being prepared for these tests. Please remember to reassure your child(ren) to do their best, and maintain a positive attitude. We usually receive results toward the end of term three.

This year all year six and seven students will enjoy the opportunity of a school camp in term four. Our team has begun refining the program for the camp to make it even more engaging and you can expect an 'expression of interest' form to fill out and return to us this term. This will assist with the costing of the camp. If you have any questions, please email us.

### General Routines

#### Walker Learning

In the Middle Years, students will be taught through the Walker Learning Approach. This includes working in a flexible learning environment, student directed learning opportunities, class meetings, the use of a student-parent-teacher communication board, focus students, Education Research Projects, class meetings and tuning in sessions each morning. These elements have been elaborated on throughout the newsletter, but please come and speak to us if you have any questions.

#### Seesaw

You may have read in the newsletter that this term at KPPS some classes are going to be trialling using a fantastic app called Seesaw. Room 7 and 9 are the classes in Middle Years trialling the app. The children will be uploading pieces of work digitally into their online journal throughout the remainder of the year. Most of the time, your child's journal entries will only be accessible to you- their parent/caregiver, and the class teacher. At times however, if your child has been working on a group or collaborative task, there may be a group photo/video added to the journal of all students in the group.

Thanks so far for all of the positive comments and contributions made about your child's work, it certainly boosts their mood getting that feedback through the day!

## Morning Routine

When the second bell rings at 8.40 the classroom will be opened for the students. The students will need to line up at their spot outside of the building for the teachers to collect. 'Checking In' routines include checking the communication board, placing diaries, homework and notes in the inbox, completing the emotional thermometer and beginning Independent Learning Time. At 9.00am 'Tuning In' will begin, which consists of an overview of the day, discussing general issues, clarifying learning intentions and Focus Student sharing.

## Focus Students

Each Middle Years student will be the Focus Student once a fortnight. This is an opportunity for the students to discuss their learning and thoughts with the class, through guided questions by the teacher. There is a term roster displayed on communication boards.

## Values and Behaviour

We expect the best behaviour from every student at all times. In the Middle Years classes we will continue to focus on the school values of respect, achieve, care and responsibility. The Joy project will continue to be used to create positive relationships by teaching the students the skills to be a collaborative and positive member of the school.

## Healthy Snacks and Water

Students are encouraged to bring along fruits and vegetables which can be consumed during learning time responsibly. Students can have their water bottles with them during class but they must be used responsibly and filled up at break times only. It is vital for students to drink lots of water, so please keep other drinks such as juice and cordial for treats at home.

## Absentees

If a student is absent, please send us an email, write a quick note in their diary, phone the school or pop in to explain why. Long absences, such as family holidays, need to be arranged through the Principal. If a student is late to school or needs to be collected early, please sign them in/out at the front office. School attendance is closely linked with academic achievement, therefore it is critical that students are at school and given the best opportunity possible to succeed.

## Labelling Personal Items

Please make sure all personal items such as jumpers, hats and stationery are labelled to avoid any confusion. All books and diaries need to be covered. Plastic book protectors are available in class or you may wish to cover the books in contact. Please check the lost property in your child's classroom and the office regularly, as there are often piles of misplaced items.

## Library

Students are able to borrow and return library books during their Independent Learning Time in the morning throughout the week. Weekly library visits will recommence once the building works are complete.

## Fitness

Students will require appropriate clothing and footwear for fitness and sport. Fitness is a part of the curriculum and every student will participate daily.

## Circle Time

Each Middle Years class will continue to run Circle Time each week. Circle Time links with the Joy Project and is an opportunity for students to communicate how they are feeling, practise empathy and self-regulation skills and gives them the opportunity to discuss issues in a safe environment.

## Learning Environment

All Middle Years classes have been set up as flexible learning environments. You might notice there are stand up tables, rugs, cushions and couches and neutral colours. We are aiming to create learning environments where students feel calm and comfortable and can have a choice in where they learn. Due to the students not having a 'set spot' it is encouraged that each student has a small pencil case with essential items for each lesson, for ease of moving around.

## Diaries

Diaries are used in the Middle Years as a communication tool. They are intended to be used daily and it is expected that students will hand them up every morning for class teachers to check. It would be great if you could check them every day too, as it is a place for us to communicate. Please sign diaries over the weekend for class teachers to check on Mondays. Any notes/slips/money can be placed in diaries and handed in once students arrive at school.

## Curriculum Areas

This year, Middle Years students will be offered learning experiences in the following areas: Mathematics, English, Health and Physical Education, STEM, Science, The Arts, Humanities and Social Sciences, Japanese and Positive Education. All learning experiences will be taught using our Connected Curriculum model focusing on the big question: 'Is Change a Constant?'

## Connected Curriculum

This term's Connected Curriculum focus is: 'Is Change a Constant?' We will begin the topic by exploring and unpacking the following learning intentions

1. To investigate reversible and irreversible changes to materials.
2. To explore and describe what happens when materials are mixed.
3. To understand that mixtures contain a combination of substances.
4. To demonstrate that mixtures can be separated using a range of techniques and methods.

Students will then each complete an Education Research Project linking to one or more of the learning intentions. The Education Research Project provides students with an opportunity to learn about a topic of interest to them, whilst still linking to the Australian Curriculum and specific learning intentions.

## English

### Word Study and Grammar

In Word Study, Middle Years students will be focussing on topic specific vocabulary linking to our Connected Curriculum topic and spelling rules, patterns and generalisations. Each fortnight the students will complete activities from a contract. Grammar is also an important part of writing and oral communication, and is essential for understanding English. The Middle Years students will be focusing on sentence structure, punctuation, cohesion, tense and modality.

### Writing

In Writing, students will continue creating their own texts in a variety of genres. Students will have the opportunity to play with different writing techniques, explore texts created by a range of authors, use scaffolds to support their writing and will explore text specific language features. Students will continue to work on building their writing stamina, expanding their vocabulary, publishing their work and developing an enjoyment of writing.

### Reading

Reading will continue to be a big focus in the Middle Years classes with a continued focus on comprehension strategies through guided reading lessons. Students will select their own reading material for Independent Learning Time and homework and are encouraged to complete Lexiles, Premier's Reading Challenge and Wheelers to gain credit for their success.

### Behind the News

All Middle Years classes will continue to watch Behind the News weekly as part of our English program. Students will have the opportunity to respond to questions and be involved in discussions before, during and after the episodes.

## Mathematics

Mathematics in the Middle Years will continued to be planned using the Australian Curriculum and be differentiated or delivered in a way in which meets your child where they are at in relation to their learning. Throughout the week our Maths lessons are carefully planned to encompass the four different proficiency strands: Fluency, Understanding, Problem Solving and Reasoning. You can check in with your child's reasoning by asking them to explain their mathematical thinking or asking "How do you know you are right, how sure are you?"

Middle Years students will be involved in a range of problem solving lessons and investigations which will require critical thinking and reasoning skills. Lessons will include warm ups, games, hands on activities and purposeful, real-life problems.

## Health

In Health this term, Middle Years students will be investigating a range of different topics across different classrooms, including the topics of identity, values, and the benefits of physical activity. Students will explore and communicate what and how things acts as influences, how values shape identity, and how dietary health and regular physical exercise help maintain a healthy body and mind.

## Visual Arts

Middle Years students will create art works during Term 2, involving mixing colours and materials to link in with our big question for the term.

## Specialist Subjects

Performing Arts, Japanese, P.E., P.E.A.R.L.S. and S.T.E.M. will all be taught as specialist subjects this year. Middle Years students will have two lessons of Japanese per week and one lesson in all other specialist areas.

## Student Leadership

Middle Years students are expected to act as role models for younger students in the school. Congratulations to this year's Student Leadership team, which comprises Ashley Tran, Nathan Robertson, Bridget Neal and Sebastian Gianquitto. The Middle Years cohort of students and teachers voted these students into their leadership roles, and we are excited to see how these roles will help them grow as leaders and students. Student Action Teams were announced at the end of last term and have started meeting on a regular basis. Students will also have the opportunity to apply to be a Sports Day captain, which will be conducted in term 3.

## Can you help?

If you are available to assist in anyway in the classroom e.g. have talents or resources to share, can listen to reading, work with individuals and small groups, provide transport, help supervise excursions or have ideas to share, please let us know.

It would be appreciated if each student could again bring one box of tissues for the class to share this term, as some classes have run out from Term one's supply.

Please feel free to come in and chat at any time about any concerns you have about your child. We are available before and after school most days to speak in person or over the phone. If you would prefer to contact us via email, that is fine too.

## Important Dates

<b>EVENT</b>	<b>DAY</b>	<b>WEEK</b>	<b>TERM</b>	<b>Date</b>
• School Photos (catch up day)	Wednesday	Week 2	Term 2	9/5/18
• Mother's Day Stall	Friday	Week 2	Term 2	11/5/18
• NAPLAN	Tue-Thu	Week 3	Term 2	15/5/18
• Pupil Free Day	Friday	Week 4	Term 2	25/5/18
• Students begin ERPs	Mon-Tue	Week 6	Term 2	4/6/18
• Public Holiday	Monday	Week 7	Term 2	11/6/18
• Students submit ERPs	Thu-Fri	Week 9	Term 2	28/6/18
• Sports Day	Friday	Week 10	Term 3	28/9/18
• Year 6/7 Camp	Wed-Fri	Week 2	Term 4	24/10/18

Kind regards,

Melanie Brown (Room 7), Claire Goodwin (Room 8), Michael Gibbins (Room 9), Patrick Carroll (Room 10).

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