



A note from the Principal

Dear Parents and Carers,

As we come to the **end of Term 1**, I would like to take this opportunity to congratulate all students, staff and parents on completing the first term of the school's inaugural year. I am beyond happy and proud of the achievements, hard work and dedication of the students and the community of Saltwater College. Please note that on Friday the 5th of April, students will finish off the term at 2:30pm. Please arrange for your child to be collected from school at this time.

A highly effective school is one where everybody has a collective efficacy and responsibility and works together critically, creatively, and with a level of respect that ensures the best possible outcome for all. Therefore, I'd like to personally thank you all for your patience in building a new school. Our hard work is not over and we will all continue to move forward, always striving for the best possible outcomes, with the students best interest at heart. Developing a new school is a work in progress which will continue, yet this would not be possible without the help and support of each and everyone of you making our school what it has become so far...a successful, safe, vibrant and engaging learning environment.

Congratulations to the students who participated in the **athletics day**, the staff who dedicated countless hours to the preparation and running of the day and all of the volunteers and supporters who attended or assisted.

We have now begun **enrichment programs for Writing and Maths**, these are going really well with students not only enjoying the programs but also gaining more knowledge each time they participate.

Maths

Children are participating in the Australian Maths Challenge and Enrichment Extension Classes. These are a problem-solving activity organised by the Australian Maths Trust (AMT), and conducted by Mr Nicolaides, our Learning Specialist. This is aimed at stimulating the mathematically interested students in their year level.

The Maths Challenge takes place over three to four consecutive weeks in Term 2, with the school setting the exact timing. Students receive a problem book containing four problems (years 3 to 7 – Middle and Upper Primary levels). Students are required to present written solutions to as many of these problems as they can. The problems are challenging and require time and persistence, but are based on maths that should be known at that level. Students in the Primary levels may work in groups of up to three.

News in Brief...

Last Day of Term 1

Friday 5th April is the last day of Term 1 and please note that the finishing time for **all students** on that day is **2:30pm**. Please collect your child from their classroom at 2:30pm on the last day of Term 1. The last day of Term 1 will be an out of uniform day for all students. Students are welcome to come to school dressed in **casual clothes** in exchange for a **gold coin donation**. All money raised will be donated to the Good Friday appeal. If you do not wish to make a gold coin donation for your child to wear casual clothes on the last day of term, then please send your child to school in regular school uniform.

A visit from the Easter Bunny

On the last day of Term (Friday 5th April) we will have a special early visit from the Easter Bunny. Look out for the Bunny footprints around the school

News in Brief *continued*

School Holiday Works

Over the school holiday break there will be various works happening at the school. Shad sails will be installed and the Performing Arts center will be revamped.

Office holiday hours

During the holiday break the office will be open on the below days and times for any parents who need to come in.

Separate solutions must be submitted by each student. Mr Nicolaides will mark the submitted solutions from marking schemes and solutions provided by the AMT in the Teacher Guide.

This also provides alternative solutions, some discussion of the origin, mathematics and teaching issues associated with each problem, and some extension problems with solutions; it is a valuable classroom resource. Marks are submitted to the AMT and, after processing, various levels of certificates are issued. Students are allowed to seek help from any resources other than human ones— textbooks, encyclopedias, etc., calculators and computers. Note that websites offering help with problems are really human resources, so are not allowed, but the use of a computer-based encyclopedia or a website providing maths information of a general nature is fine.

Mr Nicolaides will be checking on progress from time to time and may be able to answer questions of clarification. There will be lunch time extension classes held for the students.

The Maths Challenge is designed to be an enjoyable and valuable learning experience for children

Following on from the Challenge Extension class, students will then have the opportunity to continue onto the Mathematics Enrichment module. The module is designed for advanced students but not limited to years 4–10 and can be conducted over 12–16 weeks between April and September.

Challenge Dates are as follows:

Tuesday Week 2 1:00-1:40 Years 3 and 4

Wednesday Week 2 1:00-1:40 Years 5 and 6

Writing

Over the past few weeks, enthusiastic writers from Years Prep to 6 have been working at lunchtimes with Ms Petridis to enrich and extend their writing ability. Students have been innovating on mentor texts, identifying strong writer's craft and applying this in their own writing. The students are working towards their first published piece which we will share with families as well as display in our mentor text library next term.

Jackie Daniali
Principal

Saltwater P-9 College Athletics Day (grades 3-6)



The Saltwater Community came together in masses in support of the inaugural Saltwater College Athletics Carnival...and what a huge success it was!

Melbourne produced an absolutely beautiful Autumn morning, with the air fresh and skies clear as students loaded excitedly onto the bus. Competitors and staff were later seen basking in the sun and thoroughly enjoying all of the track and field events.

Make no mistake, today was a perfect example of a strong community coming together to strive and achieve something truly great. School events like these cannot go ahead if it wasn't for the support and help from parents, teachers, educational support staff and volunteers alike. It is with great delight that I sincerely thank these people, and none more so, than Ms Kelleigh Evans.

Kelleigh has put in countless hours and painstaking preparation towards this day for Saltwater and we as a whole community thank her for all that she does, and will continue to do, for our students.

As a Principal of a brand new school, walking around and connecting with students from all age groups today gave me moments I will never forget. I got to listen to the support expressed towards each other to a level that I truly did not expect. This was exactly the culture that I wanted to build at Saltwater.

This was a very proud moment for our student body because we came together, competed, and importantly, exhibited true sportsmanship. However, most important of all, the students took risks, were respectful, courageous, well-mannered and gracious in defeat. Their true happiness upon returning to school to excitedly share their experiences of the day brought a tear to the eye. School was like a celebration. In closing, none of us can wait for our next school event. It's days like these when we see our students so happy as they strive to be brilliant, that reminds us educators what first drove our passion to teach.

Wisdom Begins With Wonder

Jackie Daniali
Principal



The Lunch Bunch



As the first term draws to an end, the Lunch Bunch has become favourable amongst a lot of the students. There have been many new friendships made and a lot of fun had.

The Lunch Bunch organised a colour competition for the students to enter and will be drawn on the last day of term 1.

The competition inspired many students to get focused and have fun with their creativity.

This encouraged many positive conversations amongst students and sparked some amazing motivation.

Good luck to the students that have entered....

Education Support Team



News from the Specialists

Art

Welcome to Term 1, 2019. This term we have been busily working on a collaborative piece with the entire Saltwater College Learner Community. To help all the students feel a sense of belonging to our learner community each student had the opportunity to create their portrait to contribute to the display. The students were risk-takers and thinkers in communicating their perception of themselves. They also show how open-minded they could be by accepting the fact that the piece needed to be coloured in one colour as opposed to making their face and body one colour against a background.

Grade 2's has also been busy working on their own display that ties in with their current Unit of Inquiry – Who We Are. They are inquiring into: Body systems and how they work; how body systems are interdependent, as well as looking into the impact lifestyle choices have on health and survival. Each grade 2 class created a fruit bowl. To create these pieces, they worked collaboratively in groups of either 2-3. They had to be good communicators and use their self-management skills in order to work in their group. They were knowledgeable inquirers in learning about different materials they could use for their piece. Well done grade 2s.

I look forward to displaying and sharing art works by the other year levels in the coming weeks. Stay Tuned!

Mrs Panda

Visual Art Educator.



Music & Dance

We've had such an exciting time in the Performing Arts Centre. Our instruments have arrived, so the children have been exploring their natural talents in playing the keyboards, guitars, ukuleles and drums. Our school choir has also commenced, with almost 60 students attending every Wednesday lunchtimes.

Private instrumental lessons will commence in Term 2. Those interested in arranging private lessons for their children are encouraged to register their interest via the Musica Fabri website: www.musicafabri.com.au

In drama, the children were able to create and act out personas using the masks that they created in art class. Each child was given the task to create a scene where their characters were able to interact with other students' characters in the class. Students have also had the opportunity to record the scenes on their apple devices, allowing them to critique their acting.

On the Dance side of the Performing Arts Centre this week all prep students were given a task from the following week to show off individually & as a team some of the steps & elements that have been taught to them over the last few weeks. Their memories were tested a little at times but they did an awesome job of showing what they had remembered & learnt. Their body awareness & control has improved over the weeks & they are becoming more familiar with the warm up & stretches section which also helps to familiarise & identify the different parts of the body & muscle groups. The students confidence & approach to the tasks at hand has grown immensely & this has them working harder & eagerly wanting more.

They have all come so far in such a short time which is both refreshing & amazing to see & is a great indication of the level & understanding they are gaining throughout....& we're only just getting started!



News from the Preps

To Prep Parents,

During the past fortnight, Prep students at Saltwater College have continued to unpack the Who We Are unit of inquiry. To successfully support the students to engage with their inquiries and drive their wonderings, we explored the types of communities that we belong to. As part of this learning, students were asked to bring in an artefact that connected them to a community. This undertaking explored three main Learner Profiles: Thinkers, Communicators and Inquirers.

Thinkers: students took time to think about and identify a community they belong to. They then located an appropriate artefact to represent their association.

Communicators: using verbal communication, students presented their artefact to their class, detailing the connection between their artefact and belonging to community.

Inquirers: to go further, audience members asked effective questions to gather further information.

The Prep students have also been investigating letters and sounds. This past fortnight we have been looking at the letters and sounds for /r/, /s/ and /t/. In linking these sounds into our unit of inquiry, Who We Are, the students were immersed into some hands-on learning in which they were able to make a road which linked in with the /r/ sound, a stop sign which focused on the /s/ sound and a teddy car for the /t/. Each hands-on activity linked in with the community through a physical representation of the sound but also a memorable learning experience.

On Monday the 18th and Tuesday the 19th of March, the Preps were visited by a member of our community, Kylie, the police officer. Each grade had the opportunity to listen to Kylie explain her role in the community, using photos and equipment to engage their thinking and inspire questioning. After listening to Kylie explain her role as a police officer, the Preps experienced what it felt like to wear their uniform, a police hat and vest. They were then given the opportunity to explore a police car with guidance from Kylie. This experience allowed the Preps to further develop their understanding of the role and responsibility of police officers in our community and provided them with real-life experiences to link their learning to. The Preps were all greatly immersed in the experience and thoroughly enjoyed pretending to be little police officers and exploring police equipment.

It has been fantastic to see the Prep students immerse themselves into the unit of inquiry.

We can't wait to share their acquired knowledge about features of communities, in our next newsletter!

Thank you,
The Prep Team



News from Grade One



The students of year 1 have been busy learning about 2D and 3D shapes. The children enjoyed creating shape monsters as well as naming and identifying the properties of the shapes. The students will be creating 3D shapes this week.

They are starting to create their own free verse poems using the writing process. The children created concept maps about what they would like to write their poems about. The students then started to write their draft poems. They are enjoying the whole creative process.

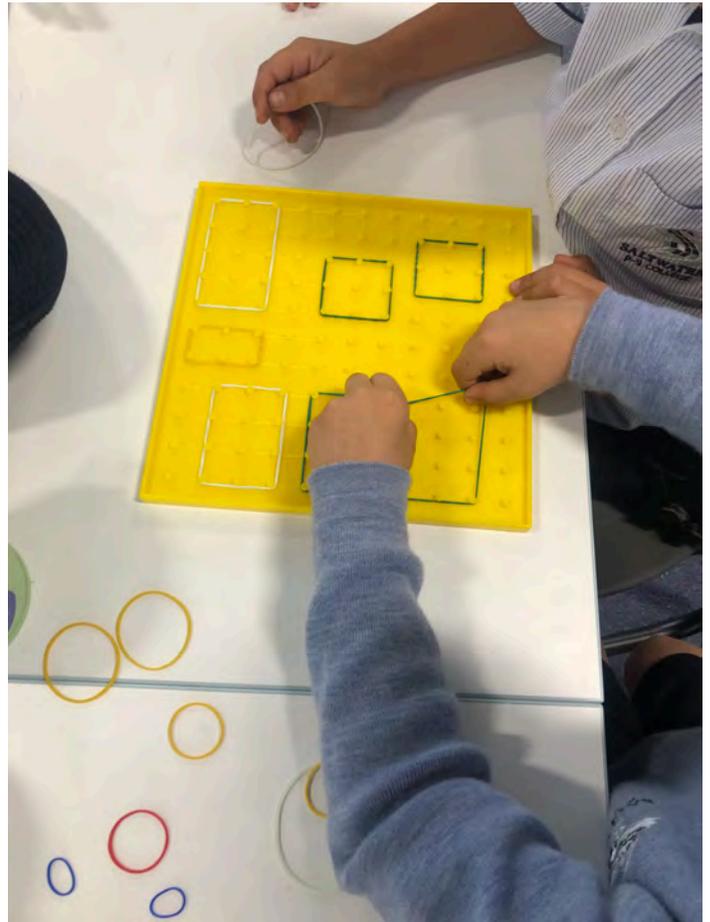
Just a few friendly reminders:

- o Children need to be at school before 9:15am otherwise it's classified as late and they will need to provide a reason as to why they are late.
- o We encourage students to bring in their own books if they'd like for independent reading and leave it in their book box.
- o Homework books need to be brought back every second Friday, so the teachers have time to correct them and then given back to the student the following Monday.
- o Each child will need an art smock during art, so if your child hasn't already – could they please bring one in and leave it in their classroom ready to take with them when they have art.
- o Please ensure the students have names on all of their uniforms and to make sure your child is wearing the correct uniform.

Again, if you have any questions please feel free to come in before or after school.

Thank you and kind regards

Sheridan Jennings and Hannah Jones
Year 1 Teachers



News from Grade Two

Dear Parents and Carers,

The students have been learning a lot of new and interesting things this fortnight! In particular, we have been busy inquiring into how interactions between human body systems contribute to health. Together, we made working respiratory systems, which used plastic bags as lungs. With could inflate and deflate these lungs just like real ones by blowing or sucking air though the oesophagus, which we made from straws. We also made working hands, controlled by string muscles. Friday was Harmony Day and as a result we shared a lot of interesting information about our favourite cultures and family heritages. Class 2B was definitely of the opinion that a rich cultural diversity enhanced their daily lives. Thinking purely with our stomachs, we couldn't imagine not being able to eat all our favourite Australian and international foods! Every student also contributed to a colourful window display, illustrating their hands with culturally significant pictures and colours. Please, check out their fantastic work as you wander past our classroom!

Best regards,

Andrew McIntyre (2B) and Jessica Nardella (2A)



News from Grade Three

Over the past five weeks, the Grade Three students have been busily investigating their first Unit of Inquiry for the year. As part of this unit, students have investigated the Digestive System and how eating a balanced diet helps your digestive system work properly. Students have demonstrated a strong interest in this unit with many completing additional research at home. In week 8, we conducted an experiment to demonstrate the digestive process. This experiment was a hit with the students, with some saying “this experiment really helped me understand how the digestive system works. Every time I eat I now know what happens to my food.”

Important Reminders

iPads can now be brought to school daily. It is important your child gets into the habit of charging their devices each night before bringing to school. Due to safety regulations, devices will not be able to be charged at school.

Year 3 Camp has now been confirmed to go ahead. Notes will be coming out shortly to gauge interest from families. Although this is often the first time children have been away from their families, we strongly recommend all students attend as it is an important part of their education.

Please ensure your child is wearing the correct uniform to school, including school shoes. Please make sure all these items are named.

Assembly Awards

Each week two awards, based on the attributes of the IB Learner Profile, will be awarded by each classroom teacher.

In week 8, these awards were given to:

Tahlia Elliot (3A): For being caring to others both inside and outside the classroom.

Levi Knight (3A): For being a risk taker during writing the past week and showing commitment to improving his work.

Crusade Tolo and Ryan Egan (3B): For demonstrating care and kindness to their peers and our school environment.

Rajvir Singh (3B): For being an inquirer and asking lots of questions that fuel his curiosity during our inquiry lessons.

Goal Setting

At Saltwater College, we believe it is crucial that students are working towards achieving personal academic goals that are targeted directly at each child’s point of need. To do this in year 3, students have been participating in range of workshops that cater to the diverse needs of every student. All students have been extremely courageous as they have worked on areas of weakness as identified through assessments completed at the beginning of the year. Here are some students hard at work during their math focus groups this week. We would like to thank all students for their continued effort and encourage them to keep practising these goals at home.



News from Grade Four

On Friday the 15th of March, 4A and 4B went to the Immigration Museum in the city. We learned about the story of a British woman named Rebecca and her journey to Australia in the 1800s. She came during the gold rush but, sadly, she was not allowed to take part because she was a woman. We read her letters and found out what it was like to live in that time.

We learned that some people are forced to immigrate because of bad events that happen in their own country, such as war. These people, including children, become refugees and move to another country. We saw pictures of families and read stories and poems written by refugees sharing their experiences of what they had lost.

We also heard the story of Cuc Lam. Cuc was living in Vietnam when the civil war broke out. Cuc and her husband, Min, had to try to escape before they were killed. They disguised themselves as fisherman and hid on a boat with many, many other refugees. They had to be careful not to be caught by soldiers or their lives would be in danger. Luckily, they made it. On her way to Australia, Cuc traded her wedding ring for a bright red suitcase. She bought it, because she was starting a new beginning in a new country. After arriving in Australia, Cuc went on to become a Maribyrnong City Councillor.



In 4A we have been working on poems which reflect our individual belief systems and how we can be open-minded about our diverse community. The aim of our poems is to empower individuals, groups and communities through communicating global ideas around identity and the shared values we have which are influenced by belief systems. Students have been learning and applying different types of Figurative Language in their writing so they can communicate big ideas and perspectives with fewer words. Below are Hala Bakers and Olivia Chapman's poems of empowerment, they have both demonstrated a high understanding of who we are and what it means to be a global citizen within their writing. These poems are a part of the students portfolio for our unit of inquiry.



I believe...

I believe we all have diversity and we are not the same
We all have our ways of living and things to do
God hopes we go for adventures
He wants us to have a life, Not some second-rate life
But a good one
We don't have to be angry
I believe we have a right to have feelings
We can share our beliefs and create a home
LIVE the life you imagined
I believe that the world is not war
We don't have to be apart
I THINK, I WONDER, I hope...for the best
I believe that God did not want badness
Even though we are different, it does not mean we don't have rights
We live for life
We have lots of people
I believe we can be one
We can be the same
We can share our culture
I believe that god wants a cool life
You can believe in the good
Written by Olivia Chapman 4A

Prior to writing our poems, 4A have looked at different sources of information looking at global perspectives and character perspectives about who we are. We are reading a novel called, *The Boy at the Back of the Class* and have read short stories called *My Name is Yoon* and *The Name Jar*. In addition, we have researched, interpreted and presented data about Point Cooks diversity, particularly looking at ancestry and belief systems within our suburb. Students have also become interested in the migration path of different people from around the world after our excursion to the immigration museum. The Immigration Museum program covered two stories of young women set from the 1800's and also the 70's, telling stories through artefacts. This stirred conversation about the push and pull of migration and how, as a result, Australia has recently become a multicultural country. We also spoke about how the Aboriginal people had lived in Australia since its existence, and that they also have a belief system of how the world was made which is displayed through artefacts and stories. Students are now in the process of identifying how their belief systems shape who they are and how their way of living is similar to others who live in our community. Our aim by the end of this unit is to create our own portfolio to tell the stories of who we are and to share our understanding of the world.

I believe...

I believe...that we live in harmony
Accept our culture
Accept our events
Accept our celebration
I believe...that the bad and mean people can turn into nice and kind people
We all speak different languages
We all eat different foods
We will make the world change very soon!!!
THUD! I felt very cosy and warm
I believe that we respect each and everyone's culture
Written by Hala Baker 4A

A reminder to parents and homework.

Please ensure that your child's device is charged every night at home so it is ready to be used in class. The device is to come to school every day and returned home every night. In term 2 students will be using their device every day to complete goal setting, access school box, research, publish, and learn coding and other software. The school has purchased subscriptions to wonderful resources which they will be accessing via a device. In 4A I have set tasks on Mathletics this week for students to complete as part of their homework. These tasks are set to allow them to explore Mathletics and get a feel for the program. Next week I will be setting Mathletics and Literacy Planet tasks. Your child has a login which they have been provided with.

It is also essential to encourage reading every night at home as it improves all areas of literacy. As part of their homework students are required to read a book, verbally respond to the question provided then write their understanding. Parents and guardians need to sign for every night they have read. All students can borrow a book from the classroom library for 7 days, then they need to renew the book as there may be a waiting list. I am aware that some students may have extra-curricular activities after school, there is no set time for reading, but I recommend a minimum of 20 minutes a day. I expect all homework to be submitted on Mondays. If a student is not sure about a task, I will go over it in class. It is important to bring the homework to school so I can see their learning and make adjustments necessary.

News from Grade Five

In year 5 we have been finishing our unit of inquiry on, 'Understanding the rights of a child may lead to equity'. We have been working hard on completing a patchwork quilt that shows our understanding in all of the universal declaration of human rights. We will be displaying our quilt in the school by the end of term. In preparation for NAPLAN we are continuing our work on Persuasive Writing pieces and will begin looking into Narrative writing pieces over the coming weeks.

We are well into implementing and improving on our individual learning goals for Numeracy and Literacy and next week we are beginning our new Line Of Inquiry and looking into how great leaders have left their legacy.

Friendly Reminders:

- Homework books need to be returned every second Wednesday.
- We would like to encourage any students that may have any books or novels they would like to donate to the class library to please bring them in to share.

Thankyou,
The grade 5 team



News from Grade Six

The feeling around the school has been really positive in the first 8 weeks of our first school year. In 6A, we strive to empower all of our students to develop a 'Growth Mindset'. We praise our students for putting in effort and persisting with their learning because when students believe they can get smarter, they understand that effort makes them stronger.

In 6A we have high expectations and will expect your child to try their best at all times. As Year 6 cohort we:

- challenge and support one another
- promote creativity and imagination
- respect our peers and
- reframe problems as opportunities
- remain respectful
- don't discriminate others

We value a home and school partnership and we encourage you to continue to communicate with us if you have any queries or concerns please email me at nicolaides.michael@saltwatercollege.vic.edu.au

So you can feel more 'in the loop', try asking the following questions of your child when they come home:

1. What was the best thing that happened at school today?
2. Tell me something that made you laugh today.
3. If you could choose, who would you like to sit by in class?
4. Tell me a weird word that you heard today. (Or something weird that someone said.)
5. If I called your teacher tonight, what would he/she tell me about you?
6. How did you help somebody today?
7. How did somebody help you today?
8. Tell me one thing that you learned today.
9. When were you the happiest today?

The following is an overview of our structures and programs that aims to help inform you of what we teach and how we teach.

Mathematics - Depending on your child's point of need, they may be addressing skills such as:

Place Value (rounding to the nearest place, writing numbers in words, partitioning numbers)

Units of Measurement (selecting the correct unit of measurement, converting between units, measuring using instruments)

Fractions and Decimals (placing fractions on a number line, ordering fractions, converting between fractions and decimals)

Chance and Probability (describing the chance of an outcome, conducting chance experiments, independent vs dependent outcomes)

Wellbeing - Every Friday afternoon we run our Wellbeing session. We start our sessions with 'Circle Time', and then branch off into concepts such as gratitude, empathy, mindfulness and emotional intelligence.

English - Reading - We follow a Jim K suggested reading program where we use Mentor Texts, Author Studies and Literacy Circles / Book Clubs. Through Book Clubs students are explicitly taught reading strategies that they can apply when completing independent reading tasks. I explicitly model these strategies and meet with students individually and in small groups to ensure they have understood how to apply the strategy. Students will also complete independent activities. The components are Word Work, Work on Writing, Listen to Reading, Read to Someone and Read to Self. Students will be given tasks to complete in each of these areas and, again, will be checked by teachers through conferences and focus group sessions.

Spelling - Spelling is taught in a range of integrated ways and we encourage students to make connections with known words as well as understand the roots of words to help spell and understand them. For example, words with 'tri' are associated with the number three. We use a spelling scope and sequence to teach spelling rules, meet with small focus groups to work on specific areas of need and also study words within our Mentor Texts texts to expand our students' vocabularies.

Writing - The 'Writer's Notebook' will also be a huge focus this term and is a great space to draft ideas, write down thoughts, create characters and settings to help students when writing pieces.

Inquiry Focus – How We Express Ourselves

Digital Technologies - We will be using a range of devices within our learning this term and integrating these devices throughout all learning areas. Our Inquiry will focus on Media Persuasion this term, so we will be learning researching skills to aid us in our Inquiry. We will also be learning the basics of folder structures and getting our class familiar with SchoolBox in Term 2 and Online Continuums so that we can keep our learning organised and secure throughout the year as well as Goal Setting.

Home Learning:

Home Learning consists of a number of tasks that should be completed as much as possible.

Mathletics / Literacy Planet

Activities will be set each week and at an appropriate level for your child. They will align with what is being learned in the classroom and the extra practise of these skills will boost your child's learning. As well as Mathletics and Literacy Planet, playing games that encourage your child to learn their number facts (particularly multiplication and division) will be extremely beneficial for their learning.

Reading: Students have been instructed to read as much as possible at home. Students are encouraged to take home novels on a daily/weekly basis and record their borrowed book through our Honesty System.