



Newsletter Issue #13/17th September 2019

A note from the Principal



Dear Parents,

As we bring Term 3 to a close, we look forward to the many exciting upcoming events in Term 4. Just a reminder that we will be holding a curriculum day on the 14th and 15th of October. This is when all staff will be trained in Making the PYP happen as part of our candidacy stage of becoming an International Baccalaureate Primary Years Program School.

Big Child Care will be available on these days to look after the children who's parents have work commitments. Please contact Big Childcare on (03) 8682 9400 if you require for your child to be part of their whole day program.

I am also please to announce that we have just finalised the recruitment process for our 2020 staff. I look forward to introducing the new and upcoming staff of 2020 which come with a shared wealth of experience and knowledge in education. The recruitment process will continue in Term 4 depending on our enrolment numbers and school requirements.

Rehearsals for the Performing Arts Concert have begun which means that Mr Hadad and Mr Lapina are working hard with all children who were successful in auditions for this event. Please note that the performing arts concert does not involve each classroom across the school, the cast of this concert were chosen through an auditioning process in which all students were invited to audition and attend rehearsals in preparation for this event. Although this production does not involve every single student in the school, it is a community event and we encourage all parents and community members to attend and support our students with their first showcase. More information about the Performing Arts Concert will be published in Term 4.

At the end of Term 4, Wednesday the 18th of December will be our Christmas Carols evening where all classrooms will be performing on stage, please lookout for more information about this in the near future.

We are really pleased with the effort and the time the children took to prepare themselves and sit the NAPLAN test. It is never easy for children, especially in grade 3 to perform under test conditions especially if they are unfamiliar with testing styles or have not yet built a confidence as it is new for them. Testing takes a lot of courage for children to get used to. The children displayed a sense of balance and showed that they were risk-takers while sitting these tests.

Last week we received our NAPLAN test results for the Years 3 and 5 for 2019. The students sat the NAPLAN test back in May of this year. Through our initial assessments at the beginning of the year, we became aware that we had students performing at vastly different levels across the curriculum continuum due to their differing previous educational experiences. Teachers addressed the individual learning needs of students and the relevant intervention and enrichment processes were then put in place. The testing occurred in the first 4 months of the children being at Saltwater and since then, with all the explicit teaching and learning that we have implemented, we have seen great progress.

Year 3 Growth Data

What is Effect Size?

The effect size is the measurement of growth outcomes.

An effect size of 0.2 is a small effect, 0.4 a medium effect and 0.6 a large effect.

As you can see from the results, our learning and teaching practices at Saltwater P-9 College have had a significant impact in student achievement.

Reading Growth Effect Size: 1.5



Language Conventions Growth Effect Size: 1.2

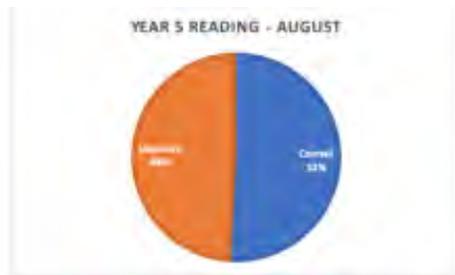
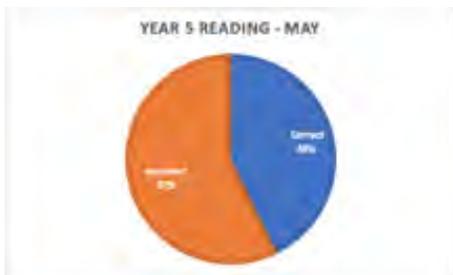


Numeracy Growth Effect Size: 1.2

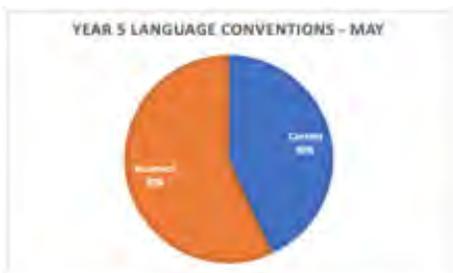


Year 5 Growth Data

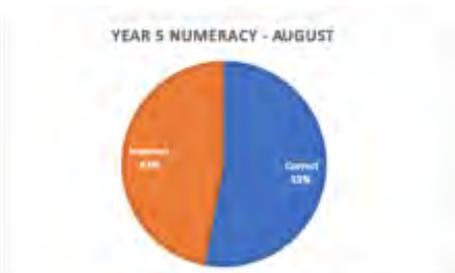
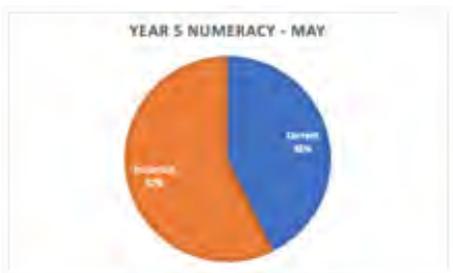
Reading Growth Effect Size: 0.6



Language Conventions Growth Effect Size: 0.7



Numeracy Growth Effect Size: 0.5



Unfortunately, I have just been informed that although the Modular classrooms have been approved and will be coming our way, they will not be ready to be used until next year. Although this news is disappointing for all of us, it is important for us as a Community to show resilience and uphold the Saltwater Community spirit of problem solving and unity. Together we can!

On this note, I would like to thank the whole community for their ongoing support. I know that it hasn't been an easy ride especially as together we continue to build the Saltwater culture and we collectively overcome all of the challenges that are thrown our way. We should all remember that we are building a brand new community and this school is at the cultural centre of that community. It is important for all of us to take a minute to look around and see what we have created, be proud and celebrate the things that we have achieved in such a short period of time whilst also noting and contributing to the areas that need attention. If we hold these values in our hearts, we will continue to go from strength to strength.

May you all have a wonderful and well rested holiday break and I look forward to seeing you again in Term 4 for another action packed term.

Jackie Daniali
Principal

The School will be open during the following times over the Term break;

Wednesday 25th September 10am-2pm

Thursday 26th September 10am-2pm

Thursday 3rd September 10am-2pm

Friday 4th September 10am-2pm

Student Wellbeing

R U OK Day

Thursday 12th of September 2019 was our national day of action dedicated to reminding everyone that every day is the day to ask, “Are you ok?” and to support those struggling with life's ups and down. This year, they want you to: Trust the signs, trust your gut and ask, R U OK?

Every year on the second Thursday of September, it is R U OK? Day – a day dedicated to inspiring and empowering everyone to meaningfully connect with people around them by asking the simple question “Are you OK?” Now could be a great time to ask your child “Are you OK?” and to support them in the event that they may be struggling.

However, as we all know, having a meaningful conversation with teenagers can be tricky. That’s why Reach Out Australia has created resources to help parents help their young people. Find out how you can effectively communicate with your child and some practical things to try to engage your teenager in a meaningful conversation. Useful resources and supports are available at: <https://parents.au.reachout.com/>

On Psych

Free Psychology services at Saltwater College have begun!

OnPsych are a team of fully qualified and registered psychologists and Mental Health Social Workers who specialise in child and adolescent services working in primary and secondary schools. Services are performed confidentially and at NO COST to the parent. Our onPsych staff member at Saltwater College is Shruti Gupta; who works with both children and adolescents who are experiencing a range of difficulties. Shruti will be at the college one day a week on a Monday.

If you believe that this might benefit your child, please contact Cydnee Brain (Wellbeing Coordinator) for further information.

OnPsych services are FREE of charge to you, all you need to do is to get a referral from your GP. Below are the steps you can follow to quickly get a referral so that Shruti can see your child as soon as possible.

- Book a double appointment with your GP
- Advise them of your concerns regarding your child’s wellbeing
- Obtain a referral and Mental Health Plan under the Better Access Initiative (Medicare item 2715/2700). This entitles your child 6-10 sessions every 12 months. It is important that the GP provides an accompanying letter attached to the Mental Health Plan for Medicare purposes.
- Provide the referral to Cydnee Brain who will fax it to OnPsych and your student will then be placed to see Shruti.
- Shruti and/or Cydnee will then be in contact with you to follow up.

Physical Education News

Saltwater Basketball /Netball Club Expressions of Interest

We will be starting up a Saltwater Basketball and Netball Club for any child who attends Saltwater College and any child within our community. The games will be played at the Altona Basketball Stadium on a Friday night/Saturday night (Basketball) and Saturday (Netball) for children from Prep to 17 years of age.

Parents will coach each individual team and parents will also manage these teams.

Please look at the Saltwater crocs netball and basketball Facebook page for updates, or alternately email saltwatercrocsclub@gmail.com.au for any information.

A big thank-you to our President Steve Aitken, our Secretary Lauren Houareau and our Treasurer Lyndsey Rush for already putting in many hours to make this possible for your children. This is a huge job and they have all worked tirelessly to get this up-and-running in such a short amount of time.

Divisional Athletics:

I would like to congratulate the following children on their participation and effort for the Divisional athletics competition on Thursday 12th of September:

Jackline Malik Hurdles

Ella Vrhovac 800M & 1500M

Travis Maleko Shot Put & Discus

Vishesh Vellampalli Triple Jump

Naledi Radihephi Discus

Jazz Williams 100M & 200M

Juzdyn Raymond 100M

Georgia Cameron 100M & 1500M

Manaia Tai Rameko High Jump

Performing Arts News

There has been a lot of excitement in the Performing Arts area as we approach the end of Term 3.

Mr Lapina has come back from his tour with Opera Australia, and has commenced Drama classes with the Grades 4, 5 and 6s, and Music classes with the Preps. We'd like to thank Miss Jessie for stepping in to cover the Drama and Music classes whilst Mr Lapina has been away.

The Vocal Extensions Group have started having extra rehearsals during the week to prepare for our Performing Arts Concert on 23 November. There is so much still to do, but the students are showing great resilience and tenacity, and are focused on providing a performance of a very high quality.

In Music, the Preps are being exposed to the various instruments within our classroom. We are exploring counter-point through singing fugues and rounds, and it's certainly testing the concentration of each of the students. This will help them when they eventually start using the other instruments, as well as in their other subjects, because they are required to multi-task many activities simultaneously.

In Drama, the grades 4, 5 and 6 are exploring their spatial awareness, and being able to identify and demonstrate various emotions through their bodies. This has certainly put a focus on empathy, as well as being able to infer based on very little information. The drama students are all looking forward to exploring character development, filming and special effects in Term 4.

Term 3 has been an amazing period for the Dance Extension Program and has seen an influx of more students wanting to join and be a part of the Program. As the weeks have progressed recently, so has the dedication and level of skill and commitment shown by all students in the extra classes and rehearsals that have been scheduled.



This has seen a stronger sense of team bonding and team work with everyone involved and all are so focused with the end result in mind and working together to achieve it! There is still lots to be done for the showcase between now and then and this year has flown by so fast already, but the determination in the students is above and beyond and sets an amazing work level for everyone yet to follow.

We are all excited to show you what the students have been up to and how hard they've been working this term and year, but we won't give too much away just yet! All will be revealed on 27th November! Keep the love and support coming for these amazing students and they can't wait to do everyone at Saltwater proud!

News from Grade Prep

Dear Prep Families,

As we near the end of term, our knowledgeable Prep students are in the process of consolidating their understanding of living things and non-living things. As a way to demonstrate their learning, students will choose and complete a cut and paste worksheet on a life cycle of one of the following living things: butterfly, frog or plant. Following on from this, students will then discuss their understandings by completing a recording of their chosen life cycle through a 'Draw and Tell' or a video.

As a collective of teachers, we have really enjoyed our time teaching the unit, 'How the World Works' and we could see how engaged and interested the students were during this inquiry. It has been particularly fun reading non-fiction texts and having students summarising important information. We encourage all families to continue reading non-fiction texts at home as they are a great source of information and the students enjoy learning about the world.



This week, some of the Prep classes have been back in the kitchen for Food Technology. Previously we have learnt about knife skills and made coconut balls and pizza. This time around, the Preps had the opportunity to make lemonade scones. The students had to follow the cooking procedure to be successful, which tied-in well with our current writing focus, procedural writing. Students not only poured the ingredients into the bowl, but also had to knead the dough and use the cutter to cut the dough in circles. They then had the option of putting jam and cream on their scones once they were cooked. The Prep students then wrote a procedural text based on what they had to do.

In Mathematics, we have started to learn about subtraction. The Preps have participated in and contributed to many class discussions where they have been learning what it means to subtract. Students are now able to identify that subtraction is when an amount is taken away resulting in the total number to become less. The Preps were introduced to the concept of subtraction with hands on activities and have so far thoroughly enjoyed the unit. Below are some photos displaying a selection of activities that have been used within the Prep classrooms to help build student understanding and engagement through the use of concrete materials. The students' activities included the use of: playdoh, tens frames, number lines, drawing and crossing out pictures, using rice-filled gloves as hands and by far their favourite activity was ten-pin bowling! We have loved seeing the children so engaged and loving Mathematics and we encourage them to continue practising at home.

News from Grade One

Dear Year 1 Families,

Our last two weeks have been varied and engaging with a visit from the mayor and Pyjama Day. Councilor Mia Shaw came to talk to the students about her role in the community, and answer a range of questions from students about herself and her job. She explained that her family has been in Wyndham City for over 100 years, and her great grandfather was also Shire president and has Shaws Rd Bridge named in his honour. For Pyjama Day, the Year Ones enjoyed coming to school in their dressing gowns, onesies and comfy clothes. We raised money for UNHCR to help refugees, and read *The Little Refugee* to help the students understand where their money is going. They thought about the action they were taking and reflected about how they were positively impacting others lives.

In Mathematics, the Year 1's have started learning about time. This can be a complicated topic to learn, so we started with a time investigation to share what we already know about the features of clocks. Everyone then created their own clocks so they could practise writing the numbers in the right places and identifying the hands. Depending on prior knowledge, they are working towards being able to tell and write time for o'clock, half past and quarter to/past. It is a fun challenge that the students are enjoying.

In Literacy, we have started engaging with persuasive writing. Students are learning what it means to convince someone, and how to categorise for/against arguments for different topics. They are exploring types of language used and structure which will help them produce their own texts. We have also been conducting a focus on comprehension strategies for reading, which will help students make sense of books. All good readers know that they should use multiple strategies, and inferring is one that helps students understand beyond a text by using their prior knowledge.

Year 1's have started their new Unit of Inquiry topic, which is; Personal choices can impact the environment. For the tuning in stage, they were given a series of objects and images to investigate the relationship between them and voice their thoughts and ideas as to what they will be learning about. They are now moving on to the finding out and sorting out stage of the inquiry cycle where they will be looking at how to reduce, reuse and recycle waste.

Just a reminder that students need to get into a habit of bringing their iPads to school every day, fully charged. This is the responsibility of each student to make sure this happens. While they are not used in every lesson, it is important that iPads are accessible so they don't miss out.

IMPORTANT REMINDERS

- Colour fun run – 20th September
- End of term – 20th September

Please make sure your child is completing their homework each night, and if they have finished all their assigned tasks on Mathletics and Literacy Planet and would like some more, please contact your child's homeroom teacher.

Thanks,
Hannah Jones, Sheridan Jennings
and Daina Nielsen.

News from Grade Two

Dear Year 2 families,

Can you believe we are almost at the end of Term 3?! Last week, the year 2 students enjoyed celebrating Pyjamas Day, where they contributed to a great cause whilst being warm and comfortable in their pyjamas.

In our Unit of Inquiry, the students have been busy being inquirers and knowledgeable thinkers by creating a diorama on their favourite type of transport system. It was fantastic to see them present their dioramas and be reflective on:

- The reasons for choosing their particular transport system;
- Describing the different components of the transport system represented in the diorama; and
- Their personal evaluation of their use of time



Isla from 2A loved creating a diorama, "...because I could be creative and could show everyone what I have learnt about different transport".

The students have also been participating in the National 'Word Mania' school competition on Literacy Planet. The Year 2 cohort at Saltwater P-9 College ranked 41 out of all the schools in Australia! We are so proud of all the students for showing how principled and knowledgeable they are. Students are still encouraged to practice this activity at home, as it is such a fun way of practicing their spelling.

In Reading, the students have been focusing on the inferring skill. To infer, we use text clues and our prior knowledge. For example, Daania from 2A wrote "I infer that the boy is feeling sad because in the book he is frowning and has tears running down his face [text clues]. I know when I am sad, I cry and am not smiling [prior knowledge]".

In Writing, students are currently revising their persuasive letter using a graphic organiser. This enables students to organise their persuasive letter using the OREO structure. For instance, Harjaap from 2C referred to the checklist and revised his draft by adding the time connectives (Firstly... Secondly... Thirdly...).

In Mathematics, Year 2 students will be learning about reading time on an analogue clock and digital clock. For example, how to read o'clock, half past, quarter past and quarter to times, then moving on to reading time to 5 minutes intervals and then to the minute.

Reminders:

- Please ensure students with iPads bring their devices to school, fully charged, to maximise their learning in classroom.
- Please ensure that students are reading every night and completing their homework – this enables students to consolidate what they have learnt in class.
- Students should bring fruits, snack and lunch for breaks, especially healthy food options. Students are not encouraged to share their food due to allergies.
- Please return the Year 2 Sleepover Consent and Payment Forms if you have not already done so.

News from Grade Three

Dear Year 3 families,

Who can believe term 3 is drawing to a close? This term has certainly flown and there is no doubt term 4 will go just as quick. As this term comes to an end, we would just like to thank all students and families for their patience and resilience throughout the term. We have accomplished so much as a cohort, from attending camp, to re-sitting the NAPLAN post-assessments. The term has been full of change and as a teaching team, we could not be prouder of how much the students are continuing to grow.

Unit of Inquiry: In Year 3, we have just begun our new Unit of Inquiry. As part of this Inquiry, students will be exploring the transdisciplinary theme 'How the World Works'. In particular, students will be focusing on the central idea 'forces effect the movement of objects'. Students will be investigating different types of forces such as pushes and pulls, as well as friction, motion and gravity. Students will also be looking at different types of simple machines, the forces they utilise and their purpose.

Last week, students engaged in our provocation for this unit. Using the Sphero app on their iPads, they observed the forces of friction acting on an object. They tested 5 Spheros, all with different surface covers, including foil, rubber and glad wrap. Many students were able to start making connections between the Spheros ability to roll on the carpet and the force of friction. Spheros are a great learning tool that can be utilised across a number of curriculum areas. It was great to see such high engagement from all students when completing this task.

We are very pleased to announce that as part of this Inquiry unit, we have booked an incursion. On Thursday the 10th of October, the Mad About Science group will be coming to Saltwater College to present a Simple Machines workshop to students. During this incursion, students will engage in hands-on activities that will allow them to build on their knowledge of forces and simple machines. Each student will leave the incursion having built their own simple machine. Notes have now gone home about the incursion outlining cost and further information. The incursion will be \$14.00 per student and money is due by Friday the 20th of September. If you have any questions, please don't hesitate to speak to your child's classroom teacher.

As a summative assessment task at the end of this Inquiry, students will be collaboratively building their own simple machine. We kindly ask families to bring in any recyclable materials to assist with this. Some suggestions are, bottle caps, cardboard and cardboard boxes, foil, paper towel rolls, straws and plastic cutlery.

Writing: Over the past few weeks, students have been exposed to explanation texts in Writing. Students have been understanding the structure and features of these texts and then applying this knowledge to create a piece of their own. Over the next week, students will work on publishing their explanation pieces and posting them to School Box. We encourage all parents to check their students e-portfolio on School Box regularly to see their child's progress.



Important Reminders:

- Footy Colours Day – Friday 20th of September
- Colour Run Fundraiser – Friday 20th of September
- Incursion Notes Due – Friday 20th of September
- Week 9-10 Homework Due – Friday 20th September
- Incursion – Thursday 10th of October

News from Grade Four



Dear Families,

Pyjama Day

On Friday 6th of September, the Saltwater community participated in a Pyjama Day. We raised money for helping refugee families begin their new start in Australia. Grade 4B students Gina and Grace were the driving forces behind the event, inspired to take action based on a class novel: Below is a reflection created by Grace and Gina.

"We came up with this idea because of a class novel titled 'The Boy at the Back of the Class'. This book was about a new boy at a school who is a refugee and needs help finding his family. After reading the book, we wanted to take action!"

The day was a roaring success and raised over \$670 towards those in need. That's more than \$1 contributed by every student in the school! Be sure to head over to the Year 4 Schoolbox page to check out photos from the day.

Multiple Strategies for Multiplying.

In Maths, our students are learning different strategies for learning and perfecting their Multiplication Facts (Times Tables). In years gone by, the main strategy for learning times tables was rote learning, which is to repeat them over and over until they are memorised. While repetition has its place in learning, it needs to be used in conjunction with meaningful learning to truly be effective. "Retention" is the ability to remember the material at a later time. "Transfer" is the ability to use prior knowledge to solve new problems.

Knowing this, students have been learning multiplication strategies, such as doubling, to help them with their times tables. Students will retain their multiplication facts, while transferring their knowledge to solve problems beyond 12x12. We encourage parents to talk with their kids about what strategies are being learned in Maths and how they can apply them to different problems.

In Reading, students have been developing their inferencing skills. Inferring is being able to 'read between the lines', when the author implies something but doesn't exactly state it. You need to use the clues in the text and your own prior knowledge to help you understand. "Inference is a statement about the unknown made on the basis of the known." —Hayakawa, 1939

Students who infer habitually and accurately are more engaged in the text. Not only do they understand better, they enjoy reading more because they are able to easily draw on information from their own lives and prior knowledge. This helps them better identify with characters and relate to literature.

We have also used our knowledge of inferencing to make connections to what we are doing in Drama. Students have been acting out different emotions using only their body language. Their peers then have to infer what emotion is being displayed, based on what they know about visual cues. It's a fun game you can play over dinner.

Thank you
, Brendan Howarth & Karen
Costabile Year 4 Team



News from Grade Five

Dear Year Five families,

What an exciting term it has been! We have applied effort and focus and continued to develop our growth mindset. This week our NAPLAN results were released and were sent home. All students should be proud of their achievements and see their results in a positive way.

YEAR 5 AWARDS

Congratulations to the recipients this week who demonstrated outstanding effort and attitude. Ollie Gercovich and Chris Delimitros for applying effort and focus in Visual Communications, as they thought creatively and critically to capture their subject in a creative way. Reef Brown for thinking creatively during our text innovation on book day.

This week we have investigated further into our Central Idea 'Migration may be a response to challenges and opportunities.' Throughout history, stories have been used to illuminate, to educate, to recount, to challenge and to engage. Every individual's life experience is unique and dynamic, particularly for those of us who have journeyed far from our homes to establish new lives in foreign countries. Australia's migrant history has enabled us to develop into the strong nation we are today. As part of homework last week, students were given a brown paper bag in order to explore their own migration story. This week students have enjoyed communicating their own unique story and understanding we all have experienced different histories that has led us to where we are now. These experiences are vital in developing our tolerance and understanding of each individual's history.



POWER OF STUDENTS REFLECTIONS

Within this Unit of Inquiry, students in 5A have reflected on the power of reflection. Reflections have been constant throughout this unit, which is the most powerful part of the process. In order to develop our conceptual understanding of the ideas, we looked back at our reflections and assessed whether they were meaningful and purposeful.

As a class we unpacked the purpose of reflections and why they are vital to our learning. Students in 5A communicated that 'In our reflections, we reflect what we have learnt and our thought process.' (Madison Draper)

'So we can look back and understand what we have learnt in that session.' (Ollie Gercovich) 'We can use reflections to guide our learning for next time, to improve our understanding.' (Shelby Bracken)

FOOTY COLOURS DAY

This term we have focused on taking action and will be helping to support kids living with cancer to continue their education during treatment and recovery. Year 5A will be hosting Saltwater's first Footy Colour Days.

WHAT IS FOOTY COLOURS DAY?

Fight Cancer Foundation's Footy Colours Day is a national fundraising campaign held during the month of September to support kids living with cancer. Schools, workplaces, groups and clubs across Australia are encouraged to wear their favourite footy team's colours and host an event to raise much-needed funds. Every dollar raised supports Fight Cancer Foundation's education programs to help kids with cancer continue with their education during treatment and recovery. In connection to Footy Colours Day, students in 5A will be hosting a range of activities in the last week of term. We look forward to everyone's support and seeing everyone wearing their colours.

WHAT'S On...

Monday 16th – Longest Kick

Tuesday 17th – Soccer Penalty Shoot Out

Wednesday 18th – Handball

Thursday 19th – Basketball Shoot

- Design your own jersey competition due!

Friday 20th- Dress up in your favourite teams colours!

REMINDERS

-Friday 20th Footy Colours Day and Colour Explosion.

-Please remind students to bring their laptops charged every day, as this is vital for their learning.

Show your support for

KIDS WITH CANCER

Fight Cancer™
**FOOTY
COLOURS
DAY!**



Kezie Apps - Australian Jillaroos with kids from the education support program Jett, Chase and Swai

footycoloursday.com.au #footycoloursday

What is Footy Colours Day?

Fight Cancer Foundation's Footy Colours Day is a national fundraising campaign supporting kids living with cancer.

Where does the money go?

Every dollar raised helps kids with cancer to continue learning during treatment and recovery through Fight Cancer Foundation's education support programs.



Fight Cancer Foundation™

Giving hope. Saving lives.

News from Grade Six Continued...

If I think feedback is an important part of learning, how will I promote the giving and receiving of effective peer feedback?

- If I want learners to be empathetic and understand different perspectives, how will I ensure that all points of view are considered to help them develop empathy?

- If I want the next generation to make sustainable choices, how will I help them to understand the impact of their choices and to become thoughtful, principled global citizens?

- If I want them to care about their environment, how will I foster a genuine sense of shared responsibility?

- If I don't want them to see mistakes as failure, how might I help learners use their struggles to develop resilience?

- If I want my students to be positive, active digital citizens, how can I provide authentic contexts to practise digital citizenship? And how will I help them understand that positive active citizenship applies online or off?

CURRICULUM AREAS - MATHEMATICS

Over the past few weeks, students have developed an understanding of ratio and rate. The focus is on understanding how ratio and rate are connected to multiplication and division. The eventual goal of this Focal Point is for students to be able to use ratio and rate to describe relationships and use equivalent ratios to solve a variety of problems.

At Saltwater P-9 College one of our priorities is student goal setting. Below are examples of the different goals students have been working on during this unit on Rates and Ratio.

- apply multiplicative reasoning to explain the meanings of ratios and rates
- recognise and use different ratios to describe different aspects of a given situation (e.g., comparing two parts of a set or comparing a part of a set to the whole set).
- model equivalent ratios and rates in a variety of ways and connect their knowledge of equivalent fractions to equivalent ratios.
- solve ratio and rate problems using a variety of strategies reflecting their understanding of equivalent fractions and multiplication and division (e.g., "If 5 items cost \$3.75 and all items are the same price, then I can find the cost of 12 items by first dividing \$3.75 by 5 to find out how much one item costs and then multiplying the cost of a single item by 12").

CURRICULUM AREAS – ENGLISH

During English workshops we have been focusing on Poetry in particular the notion of Spoken Word. Spoken word is written on a page but performed for an audience. It relies on a heavy use of rhythm, improvisation, rhymes, word play, and slang.

Spoken Word is writing that is meant to be read out loud. Some examples of spoken word you might be familiar with are stories, poems, monologues, slam poetry, rap and even stand-up comedy.

Students have been focusing on using words and phrases that project onto the minds of the listeners like vivid images, sounds, actions and other sensations. Stay tuned for the presentations which will be posted onto SchoolBox next term.

