



SALTWATER
P-9 COLLEGE

wisdom begins with wonder

Newsletter Issue #14/24th October 2019



A note from the Principal

Dear Parents,

Welcome back for the final term of 2019, Term 4. Students and teachers have worked very hard throughout the whole year and come so far in such a short amount of time, it really is to be commended. At Saltwater P-9 College, we as teachers are committed to *traveling* along the journey of learning to constantly improve our practice, skills and knowledge in our classrooms across the school. To do this, we must participate in regular Professional Development. The most recent example of this was the two curriculum days that we had last week when teachers engaged in 'Making the PYP Happen'. The abundance of knowledge gained was very full, rich and informative. After this huge learning curve, teachers are now able to implement and adapt their learning and transfer it to planning and classroom practice.

We are excited and very much looking forward to our upcoming Performing Arts Concert, where students will showcase their ability and progress over the past three terms. The concert will be held at the school and more details will come soon, so please keep an eye open for ticket sales as it will truly be an event not to be missed

As many of you would have seen, there were some works carried out to the school grounds over the holiday break. We had a concrete footpath installed where the walk-through gate is at the back end of the school that adjoins the staff car park. The small hill that is on the outside of the performing arts center is now covered with synthetic turf rather than mulch and the vegetable garden has been built and filled with soil. We have even had some donations of living vegetables and herbs that we have planted by some student helpers. The aim of the vegetable garden is to have the students involved in the growing and maintaining of a variety of vegetables and herbs that can be used in Food Technology classes and also in the Canteen. This teaches students about sustainability, our environment and our health and will be the focus around the vegetable garden. In the near future, a timetable will be put into place so that each year level is involved.

Term 4 Timeline

New Preps Transition Days-
November 12th, 13th and 14th
December 3rd, 4th and 5th

Performing Arts Concert-
November 27th

Melbourne Cup Day- November
5th - Public Holiday - No school
on this day

Student Led 3-Way Conferences
- December 9th and 10th

Year 6 Transition Day-
December 10th (public schools
only)

Swimming Program
Commences- November

Year 6 Graduation- December
11th

Christmas Carols- December
18th

Students Last Day- December
20th (please note students will
finish earlier on this day at 1pm)

George, the Crossing Attendant, has appealed to us to please ask parents to be considerate at morning drop-offs. So many parents are now double-parking and blocking Kirra Place and the conditions are so chaotic and dangerous that he is professionally obliged to report it to the council if it continues. This will most likely result in council changing parking zones to "No Standing" during drop-offs which will be hugely disruptive to any parents or staff who park here. Please utilise Carrick St at drop-off times to help spread out traffic rather than double-park on Kirra Place. The safety of our families is of utmost importance, so please be careful, especially during the busy drop-off and pick-up times.

2020 planning within the school is well underway and I have already employed a number of new staff members who will join us from the beginning of next year. I have introduced each of them to you below. We welcome them to the team and to the community. I am still running interviews to hire more staff for next year and they will be introduced in the upcoming newsletters, as we hire them.

Introducing New Staff for 2020



Hello!

My name is Victoria Richards, and I am very excited to be joining the Saltwater College P-9 community in 2020.

I have been teaching for 7 years, having spent 3 of those teaching in London, UK and have had many travel experiences all over the globe.

My love of learning has always kept me motivated to investigate and explore what is out there in the world, and I look forward to many years of learning together with my students.

Kind Regards,

Victoria Richards

Classroom Teacher, Saltwater College



Hello everyone,

My name is David Vivoda and I am thrilled to be joining the Saltwater P-9 College community next year. I am excited to have the opportunity to work at a school with the same values and positive opinions on child education as I do.

Throughout my teaching career over the past four years, I have had the chance to be a part of the Grade 1 team at Altona Meadows Primary School and then the Grade 2 team at Seabrook Primary School. I am an approachable and dedicated teacher, who is passionate about teaching, learning and instilling a love for education for all students. During my time at both schools, I had the opportunity to develop and immerse myself within the school community. I have also taught and implemented the Primary Years Programme of the IB. While teaching the IB curriculum, it was wonderful to see students explore their curiosities and develop their critical thinking skills. As a strong advocate for student agency and student voice, I am eager to continue the IB curriculum at Saltwater P-9 College.

I am really looking forward to joining such a wonderful community of teachers, parents and students.

Kind Regards,

David Vivoda

Classroom Teacher, Saltwater College



Dear Saltwater Community,

It is with great enthusiasm that I have the opportunity to introduce myself as the newly appointed classroom teacher at Saltwater P-9 College for 2020.

I have been a classroom teacher for seven years working within the PYP framework. Previous to that I had pursued my eagerness for travel by spending two years living abroad and teaching in London. I have built my capacity to be a highly skilled classroom practitioner that delivers high-quality teaching. During this time, not only have I undertaken the roles of a classroom teacher in planning and delivering the curriculum, I have also been appointed leadership roles such as Acting Learning Specialist.

As a committed and lifelong learner, I'm looking forward to working closely with Jackie Daniali, the leadership team, staff and parents to continue to ensure that student learning is at the centre of all that we do. At Saltwater P-9 College,

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Classroom Teacher, Saltwater College



Dear Saltwater Community,

My name is Chloe Danaher and I am so excited to introduce myself as a newly appointed member of staff at Saltwater P-9 College. I am thrilled to be a part of such a wonderful teaching and learning environment and look forward to starting my new role as a classroom teacher in 2020.

I have spent the past 6 years at Sunshine Harvester Primary School, where I have been a classroom teacher and team leader of years five, one and Prep. I have always wanted to be a teacher and am passionate about creating a safe, inclusive and positive environment where all students feel valued, confident and can grow, achieve and succeed as individuals.

I completed a Bachelor of Education P-12, in which I majored in Literacy and Psychology, and since beginning my teaching career, have been building experiences and knowledge in Positive Behaviour Supports, EAL practices, Professional Learning Communities and effective Literacy and Numeracy strategies for children of all ages. Collaboration, creativity, curiosity, compassion, problem solving and open communication are the skills I foster within my classroom and am thrilled to start work with the students at Saltwater.

I pride myself on my ability to form and maintain positive relationships across a school community and believe that education is a partnership between students, parents and staff. I am an active member of staff and look forward to getting to know everyone within the Saltwater School Community. I cannot wait for this exciting new journey to begin, see you next year!

Kind Regards,

Chloe Danaher

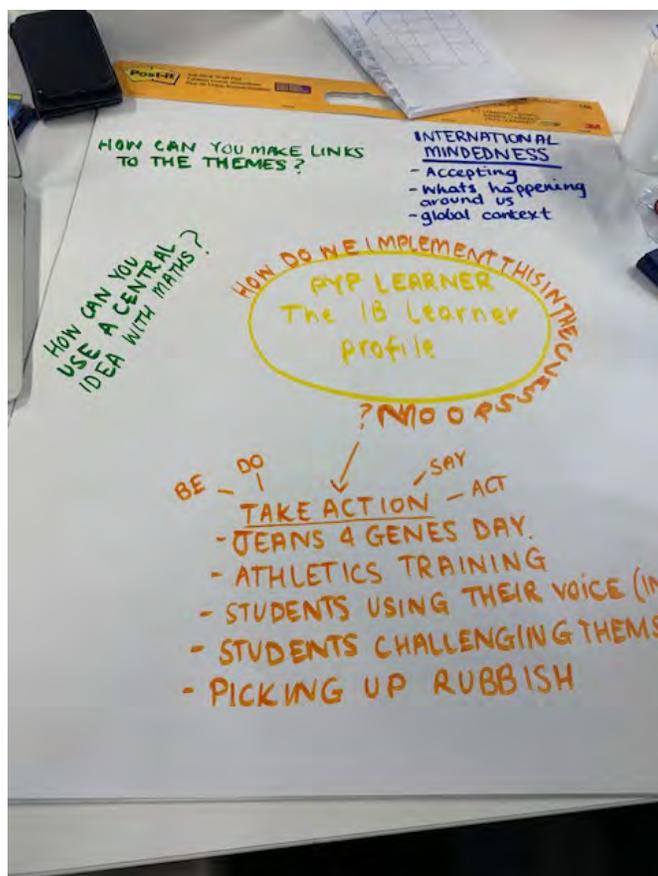
Classroom Teacher, Saltwater College

Making The Happen: Implementing Agency

On Monday 14th and Tuesday 15th of October, the teaching staff at Saltwater College participated in an interactive professional development session, exploring the essential elements of the International Baccalaureates Primary Years Programme. We were very fortunate to have our workshop leaders Marcia Behrenbruch and Kate Mancarella (both with 15 year's experience in the IB PYP) share their knowledge and wisdom with our teaching staff.

Making the PYP Happen: Implementing Agency is an in-depth guide to all aspects of student learning in the context of the Primary Years Programme (PYP) of the International Baccalaureate (IB). Within the PYP it is believed student learning is best done when it is authentic—relevant to the “real” world; and transdisciplinary—where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Throughout the workshop, teachers strengthened their understanding of the IB framework by making connections to the set of objectives “What do we want students to learn?”, “How best will they learn?”, and “How will we know what they have learned?”.

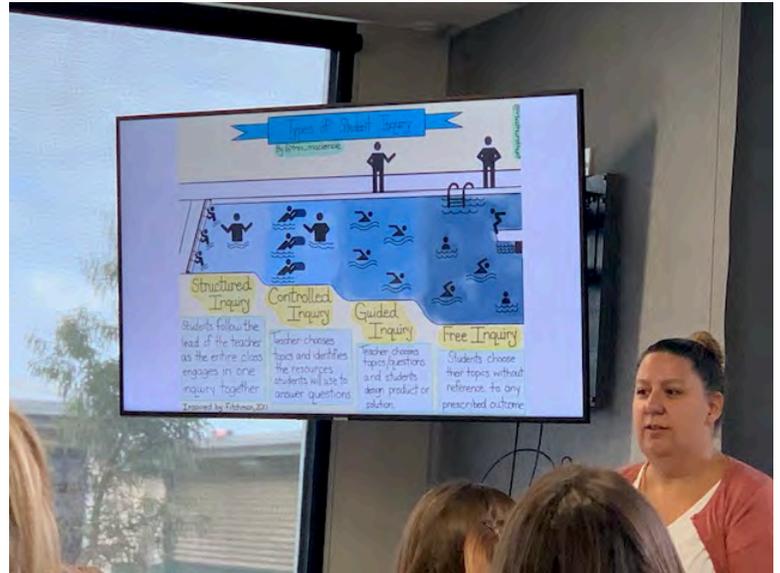
The workshop began by unpacking what it meant to offer an international education. The driving force behind the PYP is a deeply held philosophy about the nature of international education, a philosophy expressed in the statements that follow. Firstly, the mission statement of the IB expresses the IB’s overall purpose as an organization promoting and developing programmes of international education. Secondly, the section “International-mindedness: the PYP perspective” sets out our beliefs and values as defined by the outcomes of student learning in PYP schools. The IB defines this learning through a learner profile that encompasses the aims of the curriculum.



Through ongoing collaborative working exercises, staff developed understandings that the attributes of the learner profile provided an important foundation for International Mindedness and they provided teachers, students and parents with a common language. We then explored the notion of Transdisciplinary Teaching and Learning. At a PYP level, it is absolutely fundamental that we have a continuous integration and connection of prior knowledge and experiences in the most meaningful way to broaden students' own understandings about the world.

In smaller groups, staff brainstormed characteristics, elements and reflected on their own evidence of implementation of the PYP Framework. With support and making explicit connections, Marcia and Kate explored the notion of developing a transdisciplinary curriculum by unpacking that Learning Extends the international dimensions of the PYP is:

- authentic and engaging
- deep
- cohesive
- connected
- relevant and current.



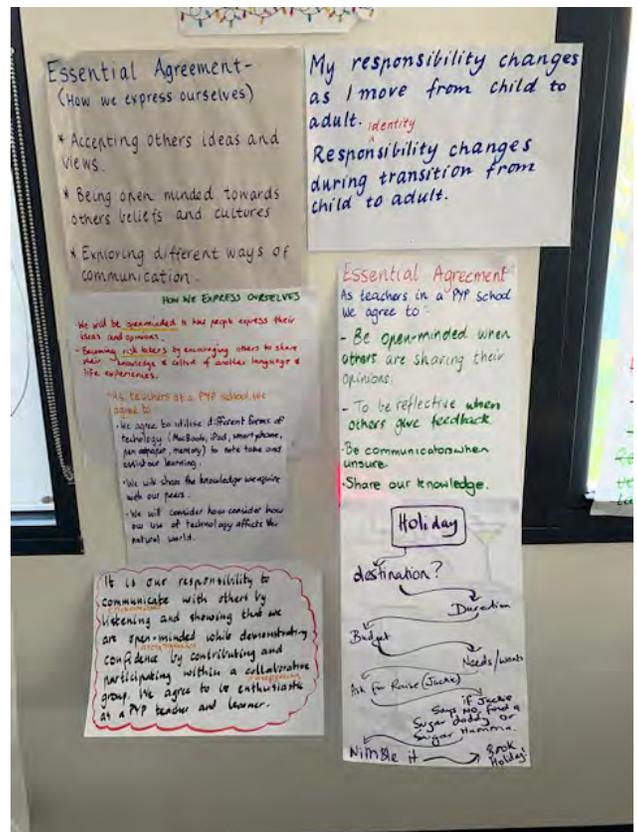
A highlight of the PD was when staff began to explore concepts through a conceptual framework. We unpacked the notion of concepts being abstract, timeless and universal with the purpose being to drive the inquiry.

Staff were able to make connections that inquiry moves away from:

- being a timetabled methodology for specific lessons
- fixed time frames and prescribed inquiry stages
- linear process of inquiry, reflection and action
- assessment as a final phase of learning
- individualised, isolated learning experience
- students as recipients of teaching

And inquiry moves towards:

- a rigorous process of continuous learning through inquiry
- open-ended time frames and flexible process for inquiry
- an ongoing, iterative process of asking, thinking and doing
- a multilayered process of investigation and research balancing planned learning experiences with emergent avenues for exploration
- using concepts and questions as a means to construct new understandings
- understanding that assessment as an ongoing, varied and integral process to inform teaching and next steps in the inquiry
- being a collaborative, con-constructed experience.



The 2nd day of the PD was predominately used for teaching staff to revise, reflect and create Units of Inquiry that were significant, relevant, challenging and engaging. Staff were able to put all of the learning from the first day into action. Working in teams, Staff used the 'Backwards by Design' model when planning their first unit of inquiry for next year. We began by discussing the purpose and asking the question, what did we want our students to understand by the end of this unit?. This question allowed us to see the bigger picture and ultimately begin planning our Central Idea and Lines of Inquiry. From here, we made explicit links to how the concepts would drive the inquiry and how the Approaches to Learning Skills would assist students to reach their ultimate goal.

Staff mapped and connected the framework to the Victorian Curriculum, making sure that elements were covered and be able to report against next year.



News from the Specialists

Regional Athletics:

Last Tuesday Ella Vrhovac, Naledi Radihephi and Travis Maleko competed at the Regional Athletics carnival at Keilor. These children competed against all of the other children in the Western Metropolitan Region. Ella not only won both of her events but she also broke the records and her own personal best times in both the 800M & 1500M.

Naledi also threw a personal best in Discus and came second in her event. Both of these girls will now compete at States, which is such an amazing achievement from these girls. I would like to wish you both the best of luck this Thursday at States. Well done to Travis on also coming fourth in Discus and 8th in Shot Put, a fantastic result.

Performing Arts

Term 4 has commenced, and the Performing Arts Centre is certainly feeling the accelerated pace of the work and effort we are put into producing our inaugural Performing Arts Concert on 27 November 2019. Preparations are in full swing with the Choir and Vocal Extension group meeting more frequently to memorise and refine all of the repertoire for our concert. It is a testament to our students who continue to show great resilience and tenacity at all of the rehearsals. Although they feel the performance date quickly approaching, they continue to show support with each other, and commitment to learning their songs to the highest possible standard. Rehearsals have also commenced with the staff choir who'll be supporting and singing with the students at the performance. The Dance Extension group is also well and truly in full swing for the end of year performance! The students have been training hard and working well as a collective group and with other members that aren't normally in their respective classes. They are learning so much about team work and sharing a common goal and working towards that together! We've had a few last minute new-comers which is always great thing and welcomed by all which builds for a stronger team!

The combination of all students within the Dance and Music groups make for an awesome combination of talent, skill and passion mixed with a diverse multi-culture community at Saltwater. The students are all working so hard, and are excited to showcase their skills and perform for you in a few week. We look forward to seeing you all there! Watch this space for information about tickets and other attractions. Concurrent to the heightened excitement of the Performing Arts Concert preparation, our daily programs continue. In music, the Preps are being introduced to the various instruments within our music department. So far, they have explored expressing themselves with their voices through singing. They have learnt rhythmic patterns and applied them to the drums, and they have learnt how to identify notes on the keyboard. They learnt how to create chords on the keyboard to accompany themselves as they sing our School Song.

In the drama department, our grades 4, 5 and 6s have been learning about their spatial awareness through mimicry and miming. They have become more aware of how they are communicating using verbal and non-verbal methods, and have started creating short plays that explore the concept of protagonists and antagonists, as well as conflicts and resolution. Recently, they have explored the social learning concept, creating their own instructional videos that could assist their peers in further self-directed learning. Later this term, the students will be learning how to create special effects on film, culminating in the production of a short film that will be screened at the end of term.

Our Dance classes throughout the school are going well and all students are picking up information, instructions and directions at a much faster pace and in return are applying themselves more so! Confidence has grown within each and every student and every class collectively and the communication and team work in each class has strengthened across the board as a result.

We have had many fun classes and have covered so much ground that's not only used in dance but also crosses over and applies to other elements such as school, sports, work, ethics, team work, friendships and taking action all the while breaking many boundaries along the way.

As time has gone on everyone has become more focussed and this has seen Saltwater's first year take off to an amazing start for all.

Don't forget to get your tickets for our upcoming Performing Arts Concert on 27 November 2019.



News from Prep

Dear Prep Families,

Welcome back to Term 4, your child's final term in Prep. WOW! How fast has this year gone! We hope you've all had a relaxing break and are ready for a jam-packed term of excitement. **Colour Run**

What an exciting end to term 3! Not only was the last day of term a chance to showcase our favourite footy colours, it was also our much-anticipated whole school Colour Fun Run. We nervously watched the weather forecast during the week, in anticipation that the conditions would be suitable on the day. When the day finally arrived and it was bright and clear we knew we would be in luck!

Students and teachers donned their whites and ran happily into the colour. Grade by grade we were showered with colour by parents and volunteers. Smiles and squeals of delight from the children could not be mistaken for anything else other than pure enjoyment! (As well as the laughter from helpers and onlookers.) We want to thank Mr Nicolaides and everyone else who helped to organise and facilitate the smooth running of our first ever Colour Run. It was well worth the wait.

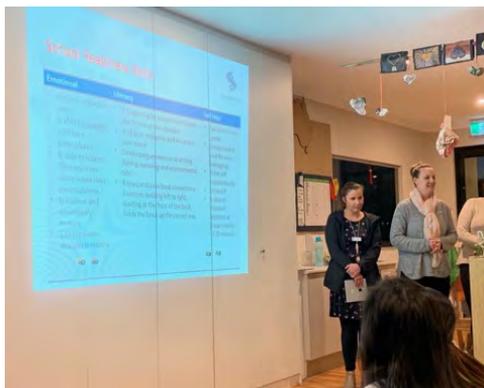
Kinder Information Night

At the end of last term, Explorers Childcare ran a kinder information night for families, where Saltwater P-9 College was invited to attend and present. Mrs Machler and Miss Crane both presented to a number of families. They discussed many aspects about the prep year such as: school readiness and curriculum. They answered many parent questions. It is important that we continue to build our partnerships with our local kinder and we look forward to welcoming our new Prep

Inquiry

The Preps have begun to explore their new unit of inquiry under the transdisciplinary theme of 'How We Express Ourselves'. Our final inquiry is about folktales with the Central Idea being, 'Folktales can be told in many ways for different purposes'. Students will be focusing on the following three lines of inquiry to guide their learning:

- How Folktales have evolved over time
- Folktales usually follow a predictable structure and have common features
- There are many ways to read, analyse and create folktales





Fairytale Fiasco Incursion

Last week, the Preps were fortunate enough to participate in a 'Fairytale Fiasco' incursion. The purpose of this was to provoke students' thinking as we begin our new Unit of Inquiry about Folktales. Throughout this Unit, we will be exploring our Central Idea, 'Folktales can be told in many different ways and for different purposes', as well as investigating how folktales have changed over time. During the incursion, all students had the opportunity to dress up and take on the persona of a different character from some well-known fairytales. It was fantastic to see how engaged the students were throughout this incursion and all of the teachers were so proud of how confident the students were when acting and dressing up!

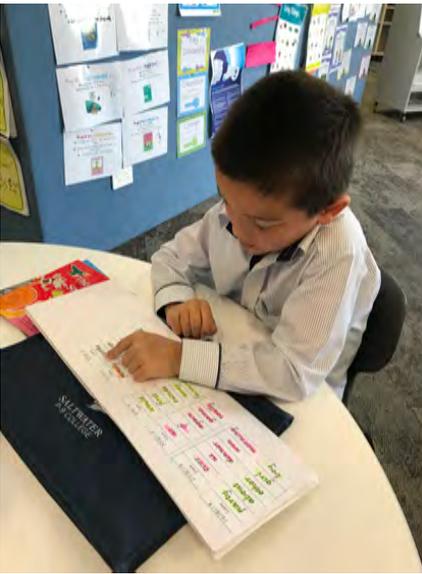
We can't wait to see how this supports students' thinking when exploring different fairytales in reading and we are sure they will have fantastic ideas for writing their own narratives!

Numeracy

In Prep we are currently learning about Patterns and Shapes. Students have been looking at different patterns and working to continue on a pattern that is not complete. Some students have extended this learning by creating their own patterns. Using the school environment, we have been investigating what shapes we have around us and discussing the difference between a two-dimensional (2D) and a three-dimensional (3D) shape.

Hats

As we are now in Term 4, can we please ask everyone to ensure they have a school hat in their bag. We are a Sun Smart school and require all students to wear hats in Terms One and Four.



Homework Expectations

During Term 4, Prep students are expected to complete the following homework each week:-

Reading

- Students should be reading nightly.
- Students should be bringing home 2-3 readers weekly which are changed every Friday.
- Students have access to the PM reading app.
- Check your child's songbook to see if there is a new song, poem or rhyme to practice together as this can be additional reading.
- Please remember to send your child's homework back to school with them every Friday.
- Reading satchels are to be brought back daily with a fully charged iPad.

High Frequency Words

- Using their assigned High Frequency Words, students need to be completing the 'Look, Say, Spell, Cover, Write, Check' each night.
- Homework words are tested each Friday.
- It is recommended that students learn their HFW by writing sentences, identifying them in books, as well as verbalising them in sentences.
- Students can access educational applications like 'Eggy Words' and 'Literacy Planet' from home, to practice their HFW.

Maths

- Students can access Mathletics where they can log on and practice and complete a range of assigned math activities.
- Students can practise counting forwards and backwards beginning from any starting point up to 100.
- Students can practise forming numbers correctly.

Thank you,

The Prep Team

News from Year One

Dear Year 1 Families,

A warm welcome back to term 4! It is full steam ahead with Term 4 being one of the busiest terms of the year filled with reports, 3-way conferences, the Year 1 extended play and our very first Saltwater College carols! The students have already picked their class Christmas carol and are extremely excited to begin rehearsing.

The students are still continuing to work through their fifth unit of Inquiry:

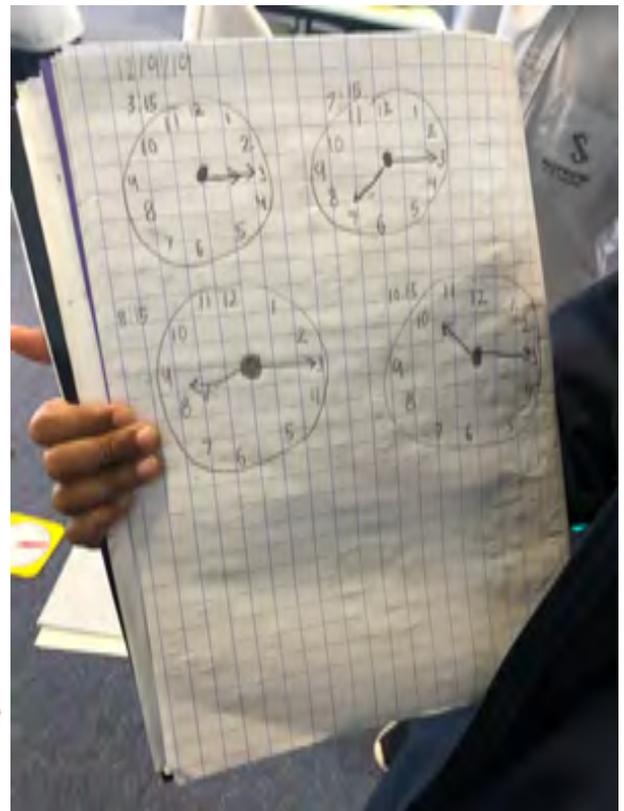
Transdisciplinary Theme: Sharing the Planet

Central Idea: Personal Choices can Impact the Environment

Key Concepts: Responsibility, Causation and Reflection

In Inquiry, the students have been learning about what it means to reduce waste, reuse and also recycle different materials. They looked at ways to reduce plastic at home and school, such as bringing in reusable water bottles, using metal straws or taking canvas bags to the supermarket. The students were then given the task of designing a poster to persuade others to make the small change of reducing their plastic footprint.

In Mathematics, the Year 1s have been investigating Time. The students have been working in groups targeted at their learning needs, such as Miss. Jones has been helping assist those students who still need extra support with telling o'clock and half past. Miss. Neilsen is helping those that are up to quarter past and quarter to, while Miss Jennings is assisting the students who are now telling time to the nearest 5 minutes and extending them further.



The Year 1s have been learning about time, in groups that are targeted to what the students needed to improve on. This has really benefitted their learning as all students have shown growth in their targeted areas. This week we will now move onto a new topic, with the students now learning about location. This is where students will be working on their ability to give and tell directions to get from one place to another. Last week, they started to learn about this concept by directing each other around an obstacle course.

In Literacy, the Year 1s are still looking at persuasive writing where they have been working on trying to use strong, emotive language in their writing to make it more powerful. In the coming weeks, they will be moving on to writing their own persuasive piece voicing their own opinions and reasonings. We are proud to say that we have noticed a massive shift in the students reading

The Year 1s have started to write their first persuasive text. The students are using the OREO structure (opinion, reason, example, opinion) to help them independently write and format their persuasive pieces. Once students have completed their published persuasive text, all classes will move on to learning about narratives. This will link in with their sixth and final Unit of Inquiry.

Everyday students participate in guided reading, honing in on their decoding and comprehension skills. This is where a different group of students, who are all working on the same goal, work with their teacher daily. During this group time, the students participate in a warm up that is related to their goal, followed by going through the book with the teacher to gain an understanding of what the book is about. The students then read the book quietly to themselves while they take turns reading to the teacher.

Parents please note a permission form has gone home regarding the stay and play that is scheduled for Thursday the 21st of November. It is important that these forms are returned quickly so we can confirm numbers for the incursion. If you have any questions regarding the stay and play don't hesitate to speak to us.

IMPORTANT REMINDERS

Year 1 Extended Play - 21st November 2019

Melbourne Cup Day 5th November

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.



News from Year Two

Dear Year 2 families,

Welcome back to an exciting Term 4!

The end of last Term was filled with lots of excitement! The Year 2 students had their very first school sleepover, where they engaged in various activities that required them to create art, plant pots and a maze out of recyclable materials - all which was linked to our 5th Unit of Inquiry. The students demonstrated that they were knowledgeable, caring and reflective towards each other during the activities, dinner and when it was time to sleep.

The next day, students enjoyed a lovely breakfast and lunch, before they got to participate in the School Colour Run. They really enjoyed themselves (getting very messy and colourful) and it was a great way to celebrate the end of the school term.

As mentioned, we are currently in the 'Tuning In' phase of our 5th unit of Inquiry. During this unit, the students will be investigating the Transdisciplinary Theme 'Sharing the Planet' using the Central Idea, 'understanding how humans use and dispose of resources impacts on the natural environment' as a building block for developing their understanding. As part of this unit, the students will be working on developing their Critical and Creative Thinking, by building skills and learning dispositions that will support logical, strategic, flexible and adventurous thinking; and by building a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. The students will be knowledgeable, principled, reflective, open-minded and thinkers as they participate in meaningful learning experiences; encouraging them to explore the types, sources and environmental impacts of litter found at Saltwater P-9 College. Based on their findings, the students will create action groups to raise awareness and encourage members of the school community to reduce both the volume of rubbish produced and the volume dropped as litter in the school. The action groups will also help raise awareness in the school community of the impacts of litter on the environment. Our focus in Reading is on identifying, understanding and using Tier 2 Words.

In our focus on Writing, the students will be learning to write information reports. Their information reports will be linked to our unit of Inquiry, using information they collect concerning the types, sources and environmental impacts of litter found at Saltwater P-9 College.

After focusing on time, the students will next develop their understanding of 'Chance and Data' by collecting, representing and analysing their litter data collected during their 5th Unit of Inquiry. The students will also engage in 'Measurement and Geometry' by measuring the length and weight of different rubbish resources found in the school environment.



The students have been busy working on their Portfolios to present to you at the three-way conferences at the end of Term 4. We have also been exploring our fifth Unit of Inquiry with the Transdisciplinary Theme, 'Sharing the Planet', using the Central Idea, 'Understanding how humans use and dispose of resources impacts on the natural environment', as a building block for developing their understanding.

In our focus on Mathematics, the students are currently investigating the data they collected during our School Litter Survey on 11 October. To begin with, the students collaborated to categorise all the different types of litter they had observed around the school, deciding on the categories of Canteen Litter, Outside of School Litter, Food From Home Litter, First Aid Litter, Classroom Litter, Fruit Scraps Litter, Bathroom Litter and Construction Litter (qualitative data). They then worked in groups to collect, tally and weigh all the different categories of litter in one big survey (quantitative data). This week the students have been adding all their class data to a combined Year 2 data table, ready to start graphing and analysing. One observation that we have already been able to make is that most pieces of rubbish found were in the 'Food From Home' category. This consisted of mainly rubbish such as food wrappers and scraps from students' lunch boxes that are not being put into the bins provided. Once the students have investigated the data further, they will have the opportunity to take agency over their learning by forming action groups to educate the school community and encourage people to dispose of their litter appropriately. We look forward to further sharing our findings and plans in the coming newsletters.

In Writing, the students are focusing on writing information reports to inform people about a type of litter found at school, where it comes from and what effect it might have on the environment. They are currently looking at the features of information reports, including Introduction (Classification), Description, Location and Amount and Environmental Impacts (Dynamics).

Our focus in Reading is on reading with expression. The students are developing their understanding that reading with expression is important to engage the audience, make the books more interesting and to help them visualise when characters are talking. This strategy can then be transferred into public speaking skills where students, in their chosen action groups, present their results with a clear voice and pace themselves appropriately.

We encourage you to ask your child what they have learnt so far this term and encourage them to share their thinking. This will spark discussion around the action groups students will be participating in, which are designed to spread awareness in the school community of how we can be more principled in disposing rubbish and its impact on our environment.



Reminders:

- Swimming notes are due to be returned by Monday 4th of November
- 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.

News from Year Three

Dear Year 3 families,

Welcome back to Term 4. We have an extremely busy, but exciting term ahead. Reflecting on Term 3, we are so proud of the growth shown across the various curriculum areas by all students. This growth was evident in the NAPLAN ZPD results which were published by Ms Daniali at the end of Term 3. As a teaching team, we are looking forward to seeing this growth continue as students' progress through Term 4.

Simple Machines Incursion: On Thursday the 10th of October, all Year 3 students participated in a Simple Machines Incursion run by the Mad About Science Group. On the day, students rotated through 3 workshops where they explored Simple Machines, identifying their purpose, construction and function in everyday life. It was great to see students being creative and approaching all activities with a high level of engagement.

The incursion rotation allowed students to watch how motorised gears are used to speed things up, demonstrating one of the purposes of simple machines in everyday life. The groups were also able to use a super-sized lever to lift their peers off the ground, which was a favourite amongst students. Each child finished the incursion rotation having built their own catapult, which will provide a prompt for the procedural texts they will be writing in the coming weeks.

As part of their summative assessment task for this unit, students will be constructing their own invention which uses various simple machines.

We are still seeking any donations of recyclable materials which can be used to assist with this project. Items include: toilet rolls, cardboard, bottle caps, plastic cups, straws and cutlery etc.

Mathematics Goal Setting: This term, we will be recommending maths rotations during maths blocks. These rotations allow students to work at their specific point of need as well as experience different teaching styles as they rotate through workshops run by the Year 3 teachers. For the first four weeks of term, students will be focusing on measurement and using formal and informal units to measure, order and compare the lengths of different objects. They will then be applying this knowledge to our current unit of Inquiry and measuring the impact of forces applied to an object to make it move.

Writing:

This term Year 3 are focusing on Procedural texts as part of our writing focus. Earlier in the term, both 3A and 3B made scones in Food Tech. In class, students then worked in groups to collaboratively re-write their own recipe for scones. It was great to see such a strong link between curriculum areas and students taking the authentic learning experience from food tech into the classroom



Unit of Inquiry:

In week one, students attended a simple machines incursion. This incursion provided them with an insight into the structure and function of simple machines and their purpose in our daily lives. Since this incursion, students have continued to investigate these machines and next week will be commencing their summative assessment task where they will construct a machine that serves a purpose and includes a simple machine. Please see below some reflections the students wrote following the incursion:

"In the incursion, I liked when we got to test different pulleys and lift a weighted bucket because you had to figure out which pulley system was easier to use" - Hudson 3A

"I enjoyed making the catapult because it was very fun and I have never seen a catapult before and I can't wait to show my family" - Kevin 3B

"I really enjoyed building my own simple machine with lego because it was fun but also challenging" - Thomas 3A

"I have enjoyed making the catapult because I enjoy craft and hands-on activities" - Mackenna 3

Mathematics Groups:

For the last three weeks, students have been attending mathematics workshops which have been designed to cater to their individual learning needs. Students have been working on understanding the difference between formal and informal measurement and applying these skills both in the classroom and school yard. Next week, students will extend this measurement knowledge to measure the distance of a car travelling down a ramp. This activity will explicitly link to our current Unit of Inquiry as students will not only be measuring the distance the car will travel, but also the forces acting on the car as it is in motion.

Soccer Practice:

Since the start of term 3, grade 3/4 have been participating in Indoor Soccer competitions on Wednesdays during lunch with Year 3 Integration aide Matt Irons. Due to such a high number of students, lunch-time sessions have now been split over two days with boys on Wednesdays and girls on Thursdays. In addition, after school sessions have now begun on Thursdays as well. These sessions focus on improving skills, technique and teamwork. It has been amazing to see such great participation and enthusiasm from both parents and students. In the future, the school hopes to put together a team to participate in inter-school sports. If any more Year 3 girls are interesting in joining the team, please see Matt during school time.

Reminder:

For the Inquiry summative assessment task next week, we kindly ask families to please bring in any recyclable materials that can be used for students to construct their simple machines. Thank you to all families who have already contributed items for this task. It is greatly appreciated.

In closing, we would like to wish all families celebrating this weekend a Happy Diwali. In Year 3 this week, students celebrating have been sharing stories about their celebrations and culture with the class. We are looking forward to learning more about these traditions in our next Unit of Inquiry under the transdisciplinary theme 'How We Express Ourselves'.

Important Reminders:

- Melbourne Cup Day – Tuesday the 5th of November
- Performing Arts Concert – Wednesday the 27th of November 2019
- Reports Home to Families – Friday the 6th of December
- 3-way conferences – 9th and 10th of December
- Christmas Carols – Wednesday the 18th of December
- Week 9-10 Homework Due – Friday 20th September



News from Year Four

Dear Families,

Welcome back to all students and parents. We trust you have had a wonderful holiday and feel refreshed and ready for the busy and exciting term ahead! As we begin Term 4, we are also beginning a new unit of Inquiry.

In Year 4, students are currently investigating the Transdisciplinary Theme: 'How We Organise Ourselves using the Central Idea, 'A successful community is developed through rules and laws.' There are 3 lines of inquiry in this unit:

- The function of communities (and the responsibility of community members)
- The difference between rules and laws.
- The state of mind of community members affects the success of their communities.

As part of this unit, students will be working on developing their Approaches to Learning skills related to:

- Social skills: accepting responsibility and group decision making
- Self-Management Codes of behaviour and informed choices.

Students will learn about effective communities and how its members work together. They will focus on themselves and how they manage their emotions; strategies to overcome impulsiveness and anger; strategies to prevent and eliminate bullying and strategies to reduce stress and anxiety.



Curriculum Links:

Civics & Citizenship

- Investigate why and how people participate within communities and cultural and social groups.
- Describe the different cultural, religious and or social groups to which they and others in the community may belong.

Personal Learning

- Identify and explore the expression of emotions in social situations and the impact on self and others.
- Identify personal strengths and select personal qualities that could be further developed.
- Identify how persistence and adaptability can be used when faced with challenging situations and change.
- Identify the importance of including others in activities, groups and games.
- Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate.
- Identify conflicts that may occur in peer groups and suggest possible causes and resolutions.

That's Not Fair!"

As part of our new unit of Inquiry, we have been investigating how rules and laws are designed to be fair, but not necessarily equal. Initially, we believed the definition of fair was treating everyone the exact same. To explore this definition, students imagined they had an injury of their choice. A doctor aka Mr Howarth then assessed each student and treated everyone's injury the exact same: with a band-aid (in this instance a sticky note). Children who had imagined elaborate wounds and broken limbs soon realised they didn't want to be treated the same but that they should be treated according to their point of need. Our definitions changed and we are continuing to explore the concept of equality vs equity.

Socratic Circles

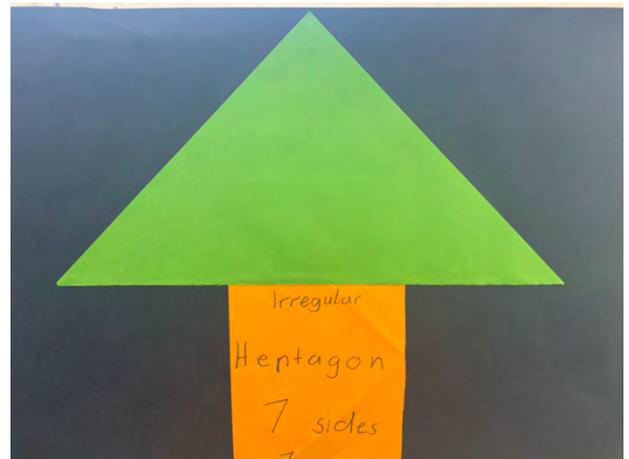
We introduced the students to a new activity- Socratic Circles (sometimes known as 'Socratic Seminars'). Socratic Circles are a formal discussion, based on a text or stimulus, during which discussion takes place. The students listen closely to the comments of others, thinking critically for themselves, and articulating their own thoughts and their responses to the thoughts of others. Participants must practise how to agree and disagree, with speaking and responding in a calm and collaborative manner essential to good discussion and dialogue. Students discussed the idea of the difference between rules and laws and also looked at some interesting rules and laws in various countries. Their discussions were fantastic and we were really proud of the students and the way they took turns, showed respect and gave their opinions.

Mathematics- Geometry

Students have begun working on the concept geometry over the past week. They went on scavenger hunts to find real life examples of angles in our classroom, and then classified these angles as being acute, right or obtuse. They then estimated angles to complete an angle puzzle, where they were given angles of various sizes and had to answer challenging questions about them, e.g. there is one angle that is half the size of another- what could it be? The students did a wonderful job at estimating and answering the puzzle. The differing opinions of students provided excellent discussion and mathematical justifications.

Community Readings

In Reading, the students have been inquiring into the function of communities by analysing the motivations of groups or individuals who work towards making their communities a better place to live. In particular, we looked at the actions of young people from around the world who have started their own charitable organisations to clothe the homeless, provide backpacks filled with school supplies to children in need, and donate crayons to children's hospitals. Students have made connections to how empathy is a strong motivator and that a successful community is built upon the actions of citizens who support and care for one another.



Reminders:

Please ensure that students are reading each night for 20 minutes and completing their homework. You can ask them questions about the text they are reading, or have a discussion with them from time to time. Homework is now being posted onto Schoolbox and work can be submitted there also.



News from Year Five

Dear Year Five families,

Welcome back to our Term 4! Our focus hasn't lifted as we have continued exactly where we left off last term. We welcome our new families to our Saltwater Community and are pleased to have you as a part of our year five cohort.

This week we have inquired further into our Central Idea 'Migration may be a response to challenges and opportunities.' Through our key concept of change, we have identified reasons as to why people may migrate. This week we have begun to understand these reasons through the perspective of another as we explore his story. Anh Do's inspirational story about his family's incredible escape from war-torn Vietnam and his childhood in Australia. 'Life in suburban Australia was also hard for a small boy with no English and funny lunches. But there was a loving extended family, lots of friends, and always something to laugh about for Anh, his brother Khoa and their sister Tram. And eventually for a young Anh, who tried hard to see the bright side of life no matter what the difficulty, there was triumph.' Successfully An Do is lawyer, comedian, author and recently awarded an Honour Book in the 2012 Children's Book Council of Australia Book of the Year awards.

FOOTY COLOURS DAY

In the last week of term 3, 5A took action and helped support kids living with cancer to continue their education during treatment and recovery. We were impressed with the student's enthusiasm and sportsmanship as they participated in the lunchtime activities, it was pleasing to see everyone from Prep to Year 6 come together to support and encourage each other. We were amazed with the amount of entries we had for the design your own jersey competition; it was a difficult decision to choose the winners for each year level. Congratulations those award-winning recipients. We thank the students who wore their team colours on Friday and donated to this cause, together as a community we managed to raise nearly \$500.



YEAR 5 AWARDS

Congratulations to the recipients this week who have demonstrated our school values:

- Baxter Allen*
- Tiger Payet*
- Taliyah Delavale*
- Reuban Hosemans*
- Aiysha Singh*

All these students received awards for stepping outside of their comfort zone when starting at a new school

RESEARCH SKILLS:

In the past two weeks the students have been working hard to complete our Unit of Inquiry on 'Migration may be a response to challenges and opportunities'. Our current Line of Inquiry into the controversy and different perspectives around migration has had a focus on utilising our research skills.

It is important as Inquirers that we develop these skills to: Formulate questions: Identifying something we want to know and asking relevant questions that need answering; Collecting and recording data: Gathering our information and first hand data, then describing and recording our observations by drawing, note taking or writing statements; Organising and interpreting our findings: Sorting and arranging our information and documenting them into understandable forms such as Narratives, diagrams, graphs and timelines and Presenting our findings: Effectively communicating what we have learned choosing the appropriate media.

NUMERACY:

Students have continued to take ownership over their learning whilst working hard in working towards achieving their learning goals. During our current Unit of Inquiry over the past few weeks, we have had a focus on geographical mapping and cartesian planes, enlargement/scaled drawings and data collection and analysis.

LITERACY:

As a year level, we have continued working on our author and book studies, analysing the text and illustrations from 'The Arrival' by Shaun Tan and the book 'We are all Australian'. The students have been publishing their historical narrative with a focus on structure, cause and effect and the use of passive voice.



IMPORTANT REMINDERS

- Please remind students to bring their laptops charged every day, as this is vital for their learning.*
- As we are a sun smart school in term 4 students need to bring their hats.*
- Please try to ensure that devices come to school fully charged so there is no interruption during learning time.*
- Visual Communications excursion to the city on October 28th. Bus will be departing at 9am and returning to school for 3:20pm.*
- Year 4/5 interschool sport training every Friday morning.*

News from Year Six

Inquiry –Phenomenon Based Learning

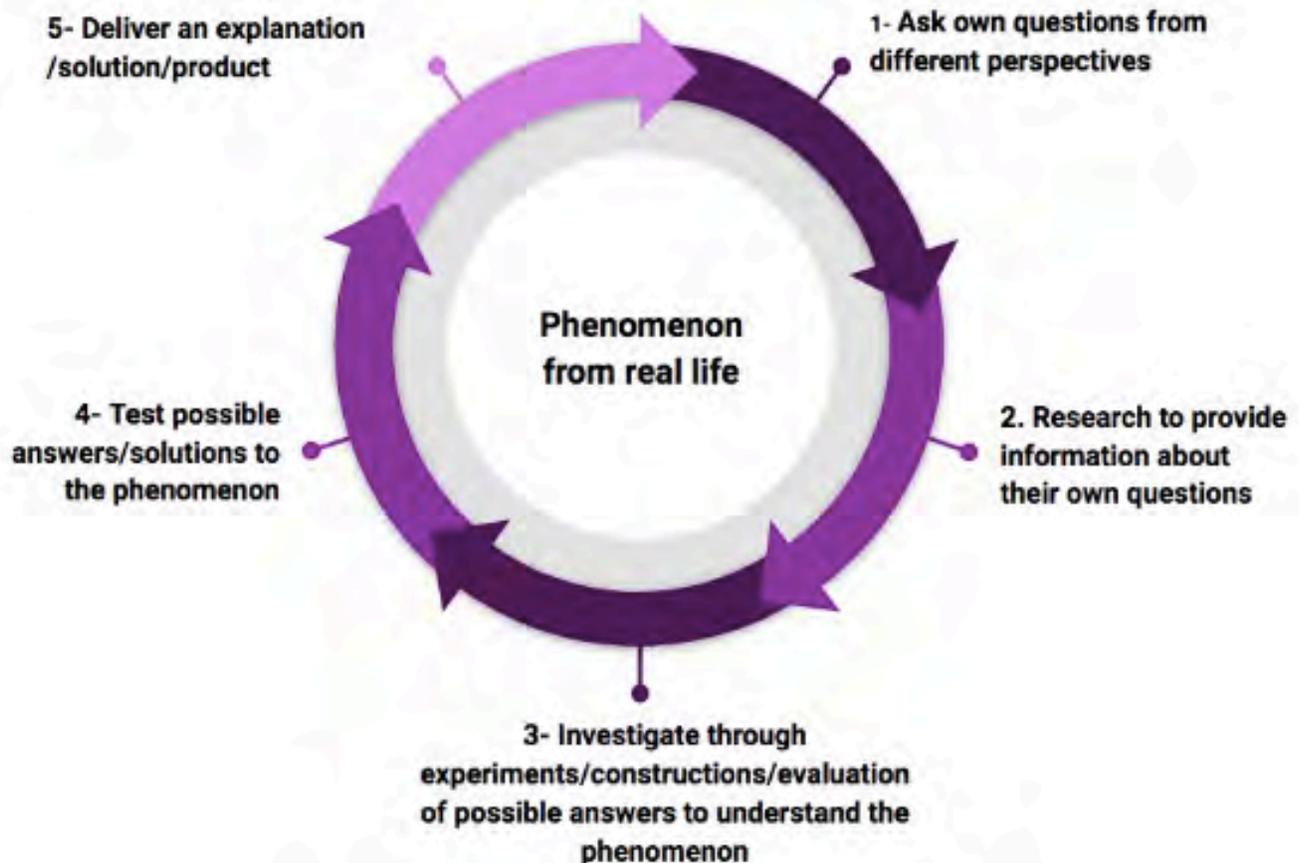
The What, How and Why of Phenomenon Based Learning

During this week, students were introduced to the concept of Phenomenon Based Learning as they begin their project based homework for the term. All of their work will be on display for parents to view during the Graduation evening being held on December 11th 2019 (with details to be shared soon).

Phenomenon based learning is an interdisciplinary approach to learning in which students are presented with a phenomenon from the real world, for example:

- *Why have there been so many hurricanes lately in the United States??*
- *Why is the bee population declining??*
- *Why did the West Gate bridge collapse??*
- *Why did the Genova Bridge collapse??*
- *How can you develop a more aerodynamic swimsuit?*
- *How do rainbows appear out of nowhere??*

In Phenomenon Based Learning, students have to investigate the phenomenon by asking their own questions, researching facts, and delivering an answer/solution. We as educators guide them through the process, scaffolding the steps and helping them through the complexity.



Why should we use Phenomenon Based Learning ?

Students are engaged in the learning of the phenomenon because it comes from the real world and it's relevant to their daily lives. They figure out solutions to a phenomenon like any profession in the workforce. Through investigating the phenomenon from multiple perspectives, breaking the boundaries of the typical school subjects, students begin to take responsibility of their own learning because they are working on something relevant to them. They figure out the solution by themselves or answer to the phenomenon, and can surprise you with solutions we as adults may not have thought of.

Students develop 21st century skills like teamwork, communication, and critical and creative thinking during the process, allowing students to build their own knowledge, which is transferable, and hence acquire a deeper understanding of the what they are studying.

Not only are we bringing in real world context to our classrooms, but our students are taking real world issues and problems and developing solutions applicable to the world or community around them. For the remaining of this Term, students will be adopting the phenomenon based learning approach when developing their own Central Idea, Line of Inquiry, Key Concepts and Approaches to Learning Skills. Their learning will be on display at Graduation.

Visual Communications with Mr. Saleem

We have so many exciting things happening in Term 4 for our Year 6 students. As part of their culminating experience at Saltwater College, the students will be preparing for their end of year Graduation which will feature their Visual Communications Exhibition also during our Graduation evening.

This means that we will be taking the students on several day excursions around Melbourne where they will be required to take photos, applying the techniques they have been practising at school. Back in class, they will then be using photoshop software to enhance the quality of their photos as they prepare for their exhibition, which you will be invited to view prior to the commencement of the Year 6 Graduation.

Below is a timeline of proposed day excursions in Term 4:

Week 4 Thursday 24th October = City Excursion to 'The Shrine, Federation Square and Hosier Lane. (Further details to be shared early next week as to where parents will need to drop their students off).
Week 5 Thursday 31st October = Williamstown Esplanade (Estimated 20 per student- to be confirmed)

To ensure adequate supervision we are seeking parent volunteers to assist on all three excursions. If you wish to be considered to help out, please attach your Working with Children's Check and return it to Mr Nicolaides ASAP.. All applicants will be notified by phone as to whether they will then be needed.





Colour Explosion Fun Run

We took a trip down memory lane this week as we reflected on the Colour Explosion. We had so much fun looking through the photos. It was a huge success and I would like to personally thank everyone for their help and contribution on the day. It was wonderful to see our community celebrate our students.

Open-Ended Maths Investigations

Open-ended maths investigations are tasks that have more than one possible answer. These investigations present an end result and then ask students to work backwards to figure out how that end result might have been achieved or they might ask students to compare two concepts that can be compared in a variety of different ways. But whatever way they are presented, the purpose of open-ended investigations are to allow students to use their higher order thinking skills to solve problems and understand that some problems can be solved in many ways, with many outcomes.

Year 6's head to Tasmania

On the 20th of October, 18 very excited students bid farewell to their parents as they boarded the Spirit of Tasmania with Mr Nicolaides and Mrs Alexiou. As a group we gathered inside the waiting area, waiting patiently for our boarding passes to arrive. Students were read the code of conduct and before we knew it, we were walking down the escalators and stepping foot onto the iconic red-and-white ship.



The students cabins were on the 7th Deck with both teachers situated on either ends. The ship was originally constructed in Finland in 1998 and operated for four years between Greece and Italy. The two monohull vessels replaced the original MV Spirit of Tasmania, making their dual maiden voyages across the Bass Strait on September 12 2002.



After receiving a small history lesson, students were instructed to settle into their cabins before we hit the rocky seas. Unfortunately the 9 hour voyage got the better of many students with 13 of our 18 feeling quite unwell. We had 18 very tired students and 2 very exhausted teachers when we arrived into Devonport on Monday 21st of October at 6AM.



Port Arthur Historic Site

Day 2 of the camp saw the students head off to Port Arthur's Historic Site. Port Arthur is a place of national and international significance – part of the epic story of forced migration and settlement of this country. Throughout our tour of Port Arthur, we learned that Port Arthur was much more than a prison. It was a complete community home to convicts, military and civilian officers and their families. The convicts worked at many industries producing goods and services for use locally and to be sold in Hobart. The military and civilian officers were tasked with security and administration of the settlement. Before Europeans arrived in the region, the land and its natural resources and abundant waters were utilised by the Pydarerme people of the Paredarerme language group.

We enjoyed an interactive experience at the Port Arthur Gallery where all students were given a convict card and had to find their story. We participated in a 40 minute introductory walking tour which was a fascinating introduction to Port Arthur, its people and its past. Holly, our tour guide did a fantastic job sharing the story of Port Arthur to our students. At the conclusion of the 40 minute tour, we boarded a 20 minute harbour cruise passing the Dockyard, Point Puer Boy's Prison and the Isle of the Dead. The highlight of Port Arthur was the Separate Prison. The Prison was designated to deliver a new method of punishment and reform through isolation and contemplation. Convicts were locked in single cells for 23 hours each day. Here they ate, slept and worked, with just one hour a day allowed for exercise, alone, in a high-walled yard. Students found it fascinating hearing the stories of how the separate prison turned convicts so crazy that they were admitted to the mental asylum to try correct their wrongs. If you haven't been to Port Arthur, we highly recommend it.



Anver's Chocolate Factory

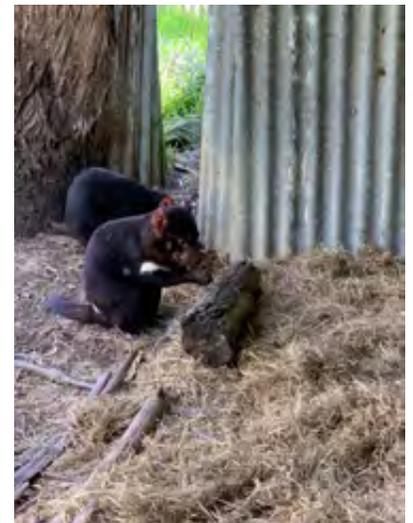
As we disembarked from the Spirit of Tasmania, we met our bus driver Paul. He helped everyone load their luggage into the trailer and then we began our journey down South. Our first stop was 'The House of Anvers'. Here, we had our breakfast before tasting dark and milk chocolate chips. Anvers Chocolate Factory is located on the Bass Highway, housing a 1931 Californian bungalow. Students viewed the confectionary staff tempering, moulding and enrobing fine couverture chocolates, truffles, pralines, fudge and so much more.

Tasmazia – Village of Lower Crackpot

The world of Tasmazia was a crazy, complex attraction that consisted of 8 mazes, featuring The Great Maze, The Village of Lower Crackpot (a whimsical model village built to 1/5th scale), Embassy Gardens and a Lavender Farm. Each building told a story and it was connected to the real world with real people. Together we examined the Correction Centre which depicted medieval forms of punishment including dungeons flogging triangles, pillories, stocks, rails, racks and the stakes. However, the highlight of Tasmazia was Cubby Town and the Spooky House. Every 10 seconds we would hear someone scream because Mrs Alexiou stuck her head around the corner and scared the kids.

Tasmanian Devil Unzoo

After the Port Arthur Historic Site, we made our way to the Tasmanian Devil Unzoo. Here, students learned about wild animals, plants and the ecosystem through interacting with and immersing into the bushland habitat. We came face to face with the Tasmanian Devil through a live feeding presentation and then we met local wallabies, pademelons, possums, parrots and honeyeaters. Two highlights of the Unzoo were feeding the kangaroos and joining in on the Birds of the Bush show where students interacted with many birds native to Tasmania. For the past 40 years John Hamilton has been working to preserve the wonderful and exotic little Tasmania Devil. The Unzoo opened in 1978 and unfortunately back then they were classified as vermin. However through raising awareness for the Devils, they have gone from being on the endangered species list to slowly regaining large numbers in the South. Due to a contagious cancerous tumour only found in Tasmanian Devils in the North, numbers are declining at a rapid pace. Our visit today to the Unzoo assisted in the conservation program for Tasmanian Devils as they try to find a cure. Overall this was a brilliant day excursion.



Cascades Female Factory

On our final day of the camp, we got up nice and early and explored the Females Factory 'Her Story'. Students participated in a powerful depiction of the harsh life within Yard One of the Female Factory in 1833. Throughout the play students learnt that the Cascades Female Factory was Australia's most significant historic site associated with female convicts. It was a self-contained, purpose built institution intended to reform female convicts. Inmates provided laundry and needlework services, offsetting some of the Colony's penal costs. Thousands of woman and children were imprisoned here, and many never left. Students found this experience quite emotional and rewarding, creating a connection with the stories of female convicts in Australia and their children. The stories were tragic but inspired hope and resilience.

