

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

**Public Holiday
(Labour Day) No
School:**
Monday 9 March

**Years 5 & 6 Inter-
school Sport:**
Wednesday 18 March

**Last Day of Term
One:**
*Friday 27 March
2:20pm Dismissal*

**First Day of Term
Two:**
Tuesday 14 April

A NOTE FROM THE PRINCIPAL

Dear parents,

What a fun and exciting couple of weeks we've had here at Saltwater College. It was wonderful to see the gymnasium come to life with colour last Friday as we launched our inaugural House Team System. Everyone who attended the event was most excited to meet Kyle Vander-Kuyp, an Olympic hurdler and one of the most elite Indigenous Australian athletes who has a house named after him. We also announced our House team captains who commenced with their official duties straight away. Our House captains, together with our Performing Arts Drama Director, Jay Bowen, put together each house team's chants in preparation for our athletics day.

And what a wonderful day we witnessed for what was a very successful House Athletics Carnival last Wednesday. The enthusiasm and participation from our students was simply outstanding and has been widely commented on by various staff and parents. A special mention to the parents and volunteers that chose to give up their time to assist with duties on the day. Your efforts were a valuable contribution to the success of the carnival.

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Thank you to Mr Irons, Ms Evans and Mr Symmons for creating the House Point System, which saw students receive points for participating in events and exhibiting positive behaviour and sportsmanship throughout the day.

Students arrived dressed in their coloured t-shirts and, in many cases, face-paint, ribbons and other decorations to show their allegiance.

The day was a good blend of fun and mass participation, with events such as discus, shot put, hurdles and relays, but also fierce competition between houses. Before the final 800m event, only a handful of points separated the teams. We will find out our official results next week once they are all collated.

I would like to sincerely thank all students for creating such a positive, enthusiastic school spirit on the day. Thanks also to our ground staff who put in many hours of work, particularly before the carnival in preparing for Sports Day; a great display for all our neighbourhood to see.

In addition to the launch of our House Team System, I am also pleased to announce that starting in Term Two, we will begin our Year Six leadership program. This will consist of a number of groups who will undertake leadership duties in the Canteen, lunch time clubs such as Robotics and Mathematics, Peer Mediation, Reading Buddies, Saltwater News, Sports, Environment and Sustainability, as well as Art and Music. We look forward to commencing this program in Term Two.

This term, teachers and leaders have spent a lot of time getting to know students and their families, establishing routines and developing a whole school initiative on Personalised Learning through Goal Setting. An emphasis has been placed on data literacy and understanding students' entry points in order to differentiate and cater to students' individual needs. Each mini school has also identified students who require additional support on both ends of the continuum and have developed systems within their teams to either extend or provide additional support to students as required. Commencing in Term Two, we will also be offering additional extension programs such as: Mathematics Extension, Writing Enrichment, Tournaments of the Mind, Debating and further extension programs in Swimming, Sport, Art, Music, Drama and Dance.

Jackie Daniali
Principal





SALTWATER P-9 COLLEGE NEWSLETTER

House Team Assembly: Friday 28 February 2020

Saltwater Athletics Carnival: Wednesday 4 March 2020





LAUNCHING OUR HOUSE TEAMS

Friday the 28th of February marked the official launch of Saltwater P-9 College's house teams. With special guest, Olympic gold medallist, Kyle Vander-Kuyp, students, parents, staff and community members cheered as each house captain was announced and presented with badges and house team coloured ribbons were cut. Kyle Vander-Kuyp accepted the role of representing our Orange house named Vander-Kuyp. He spoke with inspiration at our assembly outlining that his favourite colour is orange and gave some insightful background as to why he chose his four values; RESILIENCE, PATIENCE, IDENTITY and ASPIRE.

The other three famous athletes, local to Australia that will represent our house teams along with their values are; Cathy Freeman- Freeman House (Teal), RESPECT, TRUST, COURAGE, PASSION.
Adam Goodes- Goodes House (Gold), EQUALITY, CULTURE, LEADERSHIP, EMPATHY.
Evonne Goolagong (Cawley)- Goolagong House (Red), DREAM, BELIEVE, LEARN, ACHIEVE.
After her sporting career, Evonne married and is now sometimes known as Evonne Goolagong Cawley, however as a professional athlete she is still known as Evonne Goolagong, or Aunty Evonne.

Each of the four athletes are not only well known for their tremendous sporting achievements, where they have represented our country on a global scale but also play a significant role in the Indigenous communities throughout Australia. Saltwater P-9 College is forever grateful to these athletes, for accepting and representing our house teams, we do hope that each of the athletes will make a special appearance at some stage in the future.

We must not forget to congratulate the eight Year Six house captains that were chosen to represent each of the house teams. We must commend the whole Year Six cohort who were asked to write an application letter for the house captain positions. The Year Six students who were keen to become house leaders then submitted their application to the PE teachers. Once submitted, they were short listed and then invited to an informal interview. Based on their application and interview performance, four boys and four girls were chosen. As representatives of each house they will have the opportunity to demonstrate their leadership qualities throughout 2020 when leading their house teams.

A special congratulations goes to the following students:
Goolagong House (red)- Simone Deen & Benjamin Beasley
Goodes House (Gold)- Mia Nicolas & Travis Maleko
Freeman House (Teal)- Samuel Cornish & Ella Vrhovac
Vander-Kuyp House (Orange)- Mataya Von Nida & Vishesh Vellampalli

Last but not least we must acknowledge and thank the dedication and hard work of Dreamtime Arts. We have included their Facebook post to acknowledge their huge involvement in the organisation of our house teams from start to finish. Dreamtime Art are so proud to have been part of the selection, creative direction, cultural safety standards and project management of athletes for the Saltwater P-9 College where the athletes were part of the process every step of the way and the values of each were influenced by every athlete.

A big thank you to Ms Daniali, the team at Saltwater P-9 College for embracing the journey towards a deeper and better understanding of the First People of Australia by naming each house after Aboriginal and Torres Strait Islander athletes. We are grateful to the athletes and their values who so willingly agreed to be a part of it: Aunty Evonne Goolagong (Cawley), Cathy Freeman, Adam Goodes, Kyle Vander-Kuyp.

Special thank you to Kyle Vander-Kuyp for coming to the school and presenting each Captain their badge and cutting the ribbons for each house. Your inspiring words were the highlight for Dreamtime Art.

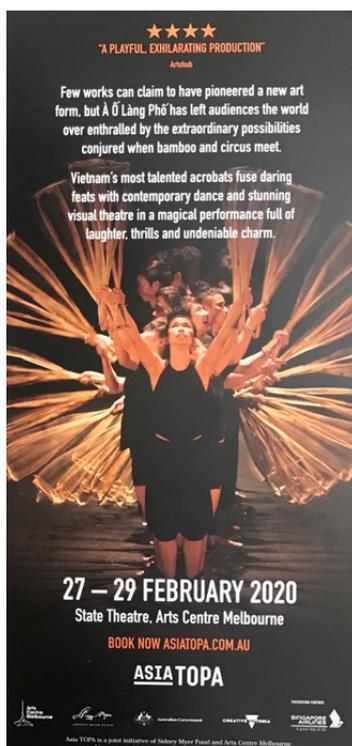
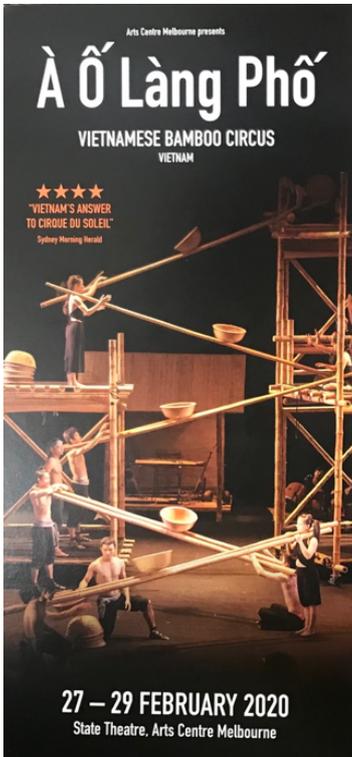
As a whole school we are so very proud of the launch of our House Teams, The House Captains and the athletes. We look forward to seeing House Teams earn points and create a sense of community and belonging within our students. We are eager to see the results of our first ever House Team event; the Years Three to Six Athletics Carnival.



DANCE NEWS

The last two weeks have seen everyone settle back into the flow of classes. The students have had Miss Lauren putting them through their paces and dancing their hearts out while learning skills related to both dance and elements they are working on in the classroom. Everything in some way is intertwined through dance and other aspects, activities or sports that the students are a part of in everyday life.

Also included in the last two weeks was Saltwater College's first Performing Arts school excursion. We had the privilege of taking the Year Sixes to the State Theatre in the Melbourne Arts Centre to see the amazing international show, 'A O Lang Pho'. For many students this was their first time in a proper theatre, seeing a major show. This Vietnamese based show highlighted so many different elements of their culture through cleverly timed and choreographed routines, movement and drama. Team work was displayed at such a high level, while bringing to life the dance, acrobatic and comedic components that told so many stories without saying a word. Timing, confidence, and discipline in movement and performance made this show a cut above many others. The students learnt that dance and choreography is not just about dancing steps but also how it all comes together through movement and direction to display the stories to be told. We were all drawn in and captivated by the amazing talent and skills that were presented before us, leaving many of us in awe and happy to have experienced it. The day finished with everyone walking to the Shrine of Remembrance to have lunch and reflect on their experience, before heading back to school. All students were principled in their actions and behaviour, leaving great feedback from others wherever we went, and for that we were very proud.



On Thursday 5 March we had our first round of auditions for the dance extension program for 2020. Many students eagerly turned out for the auditions hoping to secure a spot in this year's performance groups. The competition was fierce, and it will be tough deciding on final placements. If your child may have unfortunately missed the first audition there will be a second round of auditions held on Thursday 12 March. The first group audition will be held in period one at 9am-10am in the dance studio for anyone in Years One to Three. The second group audition will be held in the last period of the day (period five) from 2.20pm-3.20pm, in the dance studio for anyone in Years Four to Six. All students who are interested in trying out will be required to submit their names to their teacher by the end of the day on Wednesday 11 March, which will then be forwarded to the dance department in preparation for Thursday's auditions. Details will also be put on Schoolbox. Please note if the students name is not on the list they will unfortunately not be able to audition as there is such a large group wanting to do so. The audition is compulsory for everyone who wishes to be a part of the dance extension program this year regardless of whether they were in the program last year, as there is such a high volume of students auditioning. This is how it is in the industry and work environment and we are trying to implement the same values and structures for the students here to learn by also.

We thank you for another amazing two weeks of dance and look forward to updating and seeing you all again soon.

Mr Haddad
Performing Arts Director - Dance



MUSIC NEWS



Another fortnight has passed within the Performing Arts Music program, filled with a lot of exciting activities.

In the classroom, our students have been exploring musical notations and creating rhythms and patterns. It is always an exciting time when the children get to use the instruments, but it is even more exciting when they get to play basic and complex rhythms in unison. Playing rhythms on the drums in big groups requires a great deal of precision and awareness of everyone else playing. Our students at all year levels have shown great respect and focus with the instruments and towards each other to start them on the path of working as a cohesive ensemble.

On Thursday 27 February, our Year Six students were treated to a performance of 'A O Lang Pho' at the State Theatre in Melbourne. This was an enthralling bamboo circus that fuses daring acrobatics, contemporary dance, live music and theatre magic to convey the beauty of the Vietnamese culture. Our students were extremely principled and respectful in their behaviour, representing the best that our school has to offer.

A couple of the ushers who worked at the Arts Centre commented on how well-behaved our students were. Our bus drivers also passed on comments about the great behaviour of our students whilst in transit.

Along with my colleagues in the Performing Arts department, Mr Haddad, Mr Bowen and I all agreed that the 'A O Lang Pho' performance re-emphasised a lot of the central themes that we explore with our students during class. The performance, although lacking in dialogue, was able to deliver a clear narrative and drama through non-verbal artefacts and mediums. The dancing showed precision through a light-hearted, yet organic choreography, capturing the light and dark of each theme and dynamic movement. And the music, through differing cultures, was used to emphasise drama, suspense and emotion. All of these components worked seamlessly together, leaving all of us extremely grateful for the experience.

In the next few weeks, we extend this opportunity to our Year Five students who will be attending the 'Charlie and the War Against Grannies' performance at the Arts Centre Melbourne on Thursday 26 March.

Michael Lapiña
Performing Arts Director - Music

DRAMA NEWS

After establishing our Essential Agreements within class in the first Drama sessions at the beginning of term, it was fantastic to be able to then move on to my chosen first insight into the foundations of Drama, that being, Dramatic Archetypes.

The notion of four major archetypes was first developed by psychologist Carl Jung. Jung's work still informs psychological theory generations after. How does this relate to Drama you may ask? Psychology seeks to study human behaviour via science, whereas Drama uses the Arts to investigate human behaviour; the two separate disciplines often share their findings as they are studying the same subject. I was amazed by how easily the theory of the four Dramatic Archetypes was soaked up by each and every student. For example, we investigated the qualities of the archetype of The Hero. Because these qualities overlap with those which are encouraged by the IB program, namely 'bravery', 'facing of fears' and 'problem-solving', the students recognised these archetypes quite quickly. Examples were readily explored from both popular culture (Spider-man, Wonder Woman, Harry Potter etc) and real-world experience (fire-fighters, police, soldiers). Younger years were also given the opportunity to use costumes from recent family donations to play out these archetypes for themselves. It was wonderful to experience how eagerly they explored the work and to witness the joy on all their faces. Even the most reserved of students seemed to really come out of their shell and have a great time.

Finally, I have taught each class a special Saltwater 'Welcome Song'. This song was taught to me over 20 years ago as part of my training at the Victorian College of the Arts. It is meant to transcend language and serve as a beautiful vocal intonation that can cross cultural barriers in order to make guests from all around the world feel welcome and accepted. It was incredible hearing almost 1000 voices sing this song for the first time when we welcomed our first official guest for this year to the school, Mr Kyle Vander-Kuyp, to launch our school houses and represent his team.

On a personal note to my fellow team members of Vander-Kuyp House, I would like to congratulate 2020 Vander-Kuyp Team Captains Mataya Von Nida and Vishesh Vellampalli. All 2020 Team Captain recipients are extremely deserving, and I look forward to some healthy competition all round. Let the games begin!

Jay Bowen
Performing Arts Director - Drama



PHYSICAL EDUCATION NEWS



What a busy few weeks it has been for the PE department. On Wednesday 4th March we held the second Saltwater Athletics Carnival for students in Years Three to Six. All students participated in eight events; 100 metre, 200 metre, hurdles, long jump, high jump, triple jump, shot put. There was also an 800-metre race for students who wanted to participate in the event. All students made the school very proud with their effort, participation and behaviour. After launching our school house system at our assembly during week five all students who attended the athletics carnival scored points for their respective houses. Results from the carnival will be published in the next newsletter. Stay tuned!

Students in Years One and Two have been introduced to new games and participated in old favourites during their lessons over the past two weeks. Games included Scarecrow Tiggy, Fruit Salad and Octopus. These students have also been invited to play these games, as well as others, during recess on Fridays as part of our intervention and extension programme.

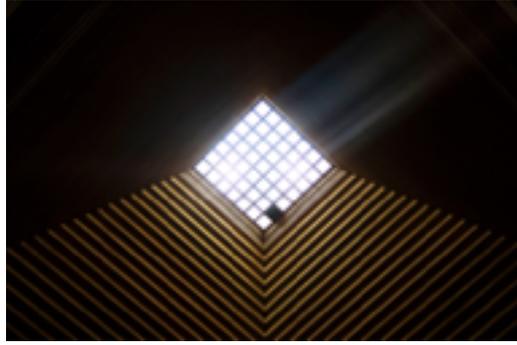
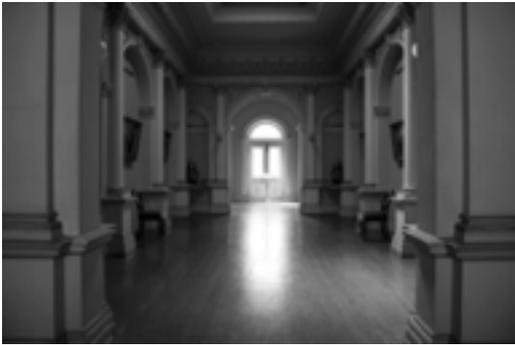
Prep students have continued to adapt and flourish during their PE lessons. Prep students have now fully grasped the general rules and expectations during PE. Students are becoming experts at games such as 'Duck, Duck, Goose' and have also been exposed to relay races and some minor throwing and catching skills.

On Tuesday 3rd March students in the Saltwater swim team proudly represented the school at the Point Cook district swimming carnival. Students participated in freestyle, backstroke, breaststroke, butterfly and two relay races. Participating students proudly represented their school and house teams. Results will also be posted in the next newsletter.

The PE team would like to say a big thank you to Anna Pace and Lizzy De Fazio for putting on a fantastic breakfast for our swimming team after their training sessions. We would also like to thank Danielle Colling and Brittney Turner for coaching the students during these sessions.

Matt Irons, K elleigh Evans and Matt Symmons
Physical Education Teachers

VISUAL COMMUNICATIONS NEWS



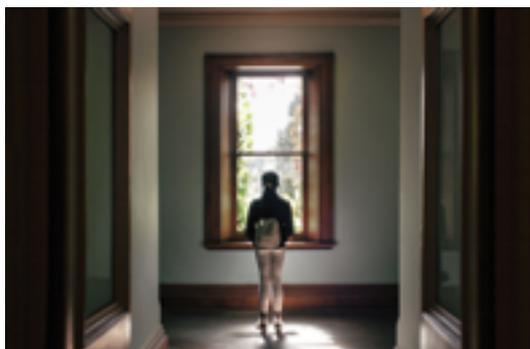
Semester Two for 2019 Saltwater saw the implementation of a comprehensive Visual Communications Program. Teaching staff utilised the medium of photography as the foundation for design and communications in the Visual Communications Program. The objective is for students to purposefully construct ideas and present various concepts visually. This voids the popular belief that photography is merely pretty pictures, thus the understanding that all good design has reasoning. This program requires the collaboration of academic staff from various streams to enable the students to build a portfolio of work in which art meets commerce.

Each student is allocated state of the art DSLR cameras for completion of their tasks during class time and on folio building excursions.

2020 will provide Saltwater students many folio building opportunities.

Here are samples of work created by the graduating class of 2019.

Jayne Saleem
Visual Communications Director



FOOD TECHNOLOGY NEWS



We have had a great start to the year in Food Technology. Almost all students have had the opportunity to come through and get their culinary cleverness on and with only a few weeks left of Term One, we look forward to every student experiencing what this year has to offer.

The Preps and Year Ones commenced the term decorating gingerbread hearts in honour of Valentine's Day, while looking at where this treat would fit into our Healthy Food Pyramid. The students had to demonstrate many interpersonal skills whilst sharing decorating elements, which was pleasing to see.

The Year Twos, Threes and Fours were excited to create banana and cornflake breakfast muffins in groups of two or three. They effectively communicated with one another to complete a finished product as a team and were able to develop a greater understanding of measurement and capacity in the context of their ingredients.

The Year Sixes have been very busy as they made a start on their kitchen safety and cutting skills to create baked apple rosettes. Although some students found this task challenging, there was a great deal of persistence and resilience shown as all students went away with satisfying, yummy treats!

I look forward to the upcoming year in Food Technology.

Well done Master Chefs!

Maree Caminiti
Food Technology Teacher

VISUAL ART NEWS

It has been a busy fortnight in the Visual Arts classrooms with students completing their handprints, starting their bushfire inquiries and the Year Five cohort going on an excursion to the NGV. Students were knowledgeable when they used their personal style, experiences and culture using symbols, line and colour to create and complete individual handprints. We are so excited to share these with you soon as part of a whole school project.

We have also started to inquire into the recent bushfires where students have made strong observations and shared thoughtful reflections and wonderings. It is amazing to see the students being inquisitive, knowledgeable, caring and compassionate inquirers.

Our highlight this week was taking our Year Six students to the NGV to see Crossing Lines, an exhibit featuring the works of Keith Haring and Jean-Michel Basquiat. This was followed by a walk through the laneways of the city to view some street art. It was a proud moment when Ms Nardo had a conversation with a high-school teacher who overheard our students' intense discussion of the Haring pieces. She was thoroughly impressed at their engaging conversation and was equally impressed that the students were familiar with Haring's work from their unit of inquiry last year! Our students were enthusiastic, curious and energetic and we hope you can sense that from the images we share here and from some of the student feedback received.

Here's to another great fortnight from the Visual Arts Team.

Ms Nardo and Miss Nguyen
Visual Arts Teachers

At the Keith Haring and Jean Michel Basquiat exhibit I saw many pieces of artworks that had many similarities and differences in the way that it was made and presented. One similarity was that both of them have an unfinished elegance about them. One difference between the two artists' styles is that Jean M. Bs' art style is more rough and had more graphite whereas Keith Haring art style is more smooth and cleaner. However, both of them told deep stories. The art works triggered many questions and a creativity in me I cannot explain. Since going to the museum I have been inspired to make more art with bits and pieces that are inspired by their art. I really enjoyed my time at the museum, and I am thankful to all the teachers that organised such an inspiring experience and I hope we can go as a year five cohort again on an excursion like this. I hope there are many more to come. (Sarah 5B)

Hello, my name is Sharock and on Thursday all of year five went to an excursion to a gallery near the city. We took a bus and when we got there, we had our snack. When we finished, we went to a gallery. I saw a lot of art works in the gallery. My favourite was Keith Haring because he drew a half human/ half dog which was really cool. (Sharock, 5B)



SPANISH NEWS



Premios

Lacey Spilsbury recently received an award for being a knowledgeable student. Señora Ana asked 2A to find out which countries in the world spoke Spanish. Lacey spent time at home researching this. These are the countries she found : Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. Great work, Lacey ! Señora Ana has visited four of these 21 countries. Can you guess which ones ?

Xavier Bowring (2B) also received an award for caring for the environment, and Noah Finauga (4B) received an award for being a reflective learner. Congratulations to these students !

Vocabulario

This semester we aim to teach the super seven words. These high frequency words are :

Está = is (location, feeling)

Hay = There is/are

Quiere = wants

Va = goes

Es = is (state of being)

Tiene = has

Le gusta = he/she likes

Actividades

Dibujen un helicoptero 1

Junior classes have been playing 'Un Juego De Memoria' (memory game) where they have to remember which toys are hidden under a cloth. Then they listen and draw some of the toys. Here are some cute examples from Year One students.

Go to our Spanish Schoolbox page to check out some cool videos you can watch to supplement your Spanish learning!

Upper classes (Years 3-5) are watching a short movie about 'dos ñus'. Ask your children to tell you about it!

Nelson Pasten and Anne MacKelvie
Spanish Teachers

NEWS FROM PREP

Welcome to all the new students and families who have started with us in the last fortnight. We hope you and your child have settled in well and are enjoying your time at Saltwater College!

Literacy

We have been continuing to develop our letter and sound knowledge through music, songs and craft activities. Each class produces an anchor chart with words that the students know starting with each letter to embed this knowledge further. In Reading, the students have begun learning the different decoding strategies to help them become good readers. These include rhymes, getting our lips ready for the first sound and using picture cues. Guided Reading groups have started in each class, this involves the children participating in literacy rotations and having small group time with the teacher to engage in specific activities targeted to their individual needs.

Maths

In Mathematics we have been introducing the numbers 1 – 10 and students have been engaged in activities where they represent these numbers in various ways using concrete materials. Birthday charts have been created and displayed in the rooms in a graph form to demonstrate how we use data to display information collected.

Essential Agreements

As part of the first 20 days of school, each class has been engaged in activities to help create an Essential Agreement. This outlines how students are going to engage in the classroom by demonstrating the school's learner profiles through their behaviour. The students all worked with the teacher to agree and then create what needed to be included. Each class will display their Essential Agreements within the classroom. These are working documents that are consistently revisited and changes made if needed.

Provocation Day

On Wednesday 4th March, the preps participated in a Provocation Day as an introduction to their first Unit of Inquiry 'Who We Are'. The children rotated around to the different Prep classrooms, meeting all of the Prep teachers and engaging in activities related to different places within our community. These included a hospital, sport facility, shopping centre, post office, bank, cultural centre, home setting, dentist, police and fire station. The children had the opportunity to be thinkers and inquirers in each area, reflecting at the end of the day about what community areas they visited and what they learned in each community centre. This was our tuning in phase of our inquiry which will lead the students to gain an understanding of what a community is and what places exist within different communities.

Schoolbox

Students have begun using Schoolbox and have uploaded their work to their e-portfolio. This will be a frequent occurrence which gives you, as their parents, an opportunity to see what learning is happening and show you the work they are proud of.

REMINDERS:

- Students are expected to bring their satchel and iPad to school EVERY DAY
- Students have commenced homework and this will continue on a weekly basis
- Take Home Readers will be changed on a weekly basis. Students MUST return the previous week's books to receive new ones.
- Hats are to be worn when outside for the whole of Term One.

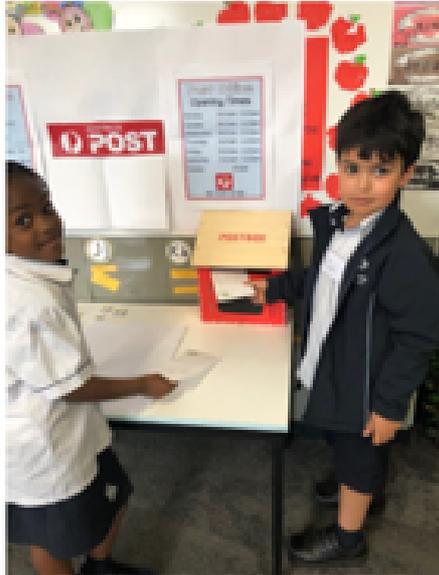


NEWS FROM PREP





NEWS FROM PREP



Dear Year One Families,

We are now over half way through Term One! We have worked through our First 20 Days of School Program and by using our knowledge of the Learner Attributes and their importance, have created our individual Classroom Essential Agreements.

As a part of our Unit of Inquiry, under the Transdisciplinary Theme, ‘Who We Are’, students have begun exploring the Central Idea, ‘Many Things Make Me Who I Am’. The students have been exposed to a variety of provocations such as videos depicting different cultures, group discussions over pictorial representations of different lifestyle activities and of course the very popular ‘Me Bags’, which highlighted our theme ‘who I am’. Thank-you for supporting your child to help create such a wonderful resource, which they loved sharing with their class mates. We will soon be sending home some questions to help your child learn more about their family background and where they come from, which will be also shared as a part of our Inquiry unit.

In Reading, we are continuing to focus on the different reading strategies, a copy of which has been sent home with your child’s take-home readers. Our other main focus has been on predicting; having the students use visual clues to predict what a story is about before reading as well as adjusting their predictions during reading based on new information. In Writing, we are building on the writing process by encouraging the use of adjectives in the students writing pieces to make them more interesting. We are also working on beginning to edit their own writing, by checking for the correct use of capital letters and full stops. In Numeracy, we are investigating place value. The students have been practising making numbers, using hands on materials, to help consolidate their understanding of what the value of each number is.

Again, if you have any questions or concerns, please do not hesitate to talk to your child’s classroom teacher.

Reminders

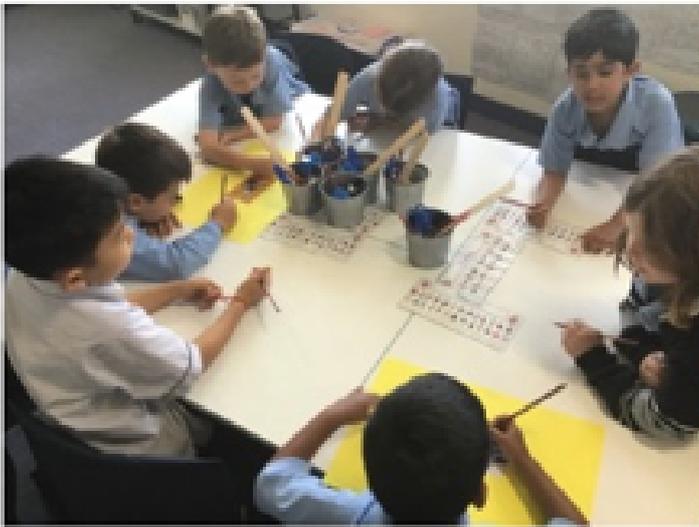
- We kindly remind students to remember their hats in Term One, it is required that all students wear their hats during recess and lunch.
- Homework is due every second Wednesday.
- Take home readers will be swapped EVERY Friday.

Upcoming Important Dates

- Thursday March 19th – Proud to be Me Incursion. Notes and payments can be returned to your classroom teacher or the office. Payments are due by Friday the 13th of March.



NEWS FROM YEAR ONE



NEWS FROM YEAR TWO

Dear Year Two families,

We are more than halfway through the term! It has been fantastic seeing the students settle into their classroom routines, as we begin exploring our first Unit of Inquiry for the year.

Unit of Inquiry 1:

In Year Two, students are currently investigating the Transdisciplinary Theme, 'Who We Are' using the Central Idea, 'Interactions between human body systems contribute to health'. As part of this unit, students will be working on developing their communication and thinking skills by broadening their knowledge of the body systems and how they work together to maintain our overall health. Students will also develop an understanding into the responsibility individuals have in looking after their own physical health. Students will be open-minded and reflective as they participate in meaningful learning experiences, pushing them to explore the requirements for living a healthy lifestyle. Please ask the students what they have been exploring so far and encourage them to bring in artefacts related to their Unit of Inquiry. These items can include books, posters, news articles, models, etc.

Mathematics:

In Year Two, students have been learning how to skip count by twos, fives and tens to 100. We are learning that it is important to know how to skip count in order to count faster. When we are skip counting by fives, we know that every number must end in either a five or in a zero. When we are skip counting by tens, we know that every number must end in a zero. Students have been practising how to skip count through a game of standing in a circle and going around the class, counting all the way to 100. Each time that students count in this circle, their aim is to get better each round by beating their time. This helps students build confidence both speaking aloud and in counting. Students have been participating in activities to help with their skip counting skills such as, getting a number and having to order themselves from smallest to largest. With these numbers students were to then trace their hand around the number and decorate it, which is then displayed on our maths walls. This shows students that we are skip counting by fives.

Reading:

Throughout our reading sessions we have been practising our independent reading every day, focusing on making connections with our reading. Last week we specifically looked at making text-to-self connections. This is when we relate something that we have read to an event that has happened in our lives. We have been reading different books each day and finding similarities between the book and our personal experiences. We have been creating posters and discussing our experiences. This week we will continue to learn about making connections in our reading, however, this time focusing on text-to-text connections.

Writing:

In Writing, students have been exploring the various ways that we write. For example, students have been listening to different music genres and analysing how music affects how they are feeling. This allows students to practise communicating how they are feeling onto paper, using words and pictures. In terms of handwriting, we have begun having regular handwriting lessons, on both upper- and lower-case letters, so that students understand where letters start and end. This helps prepare them for later when they start joining writing. Shortly, we will begin looking at how we construct a narrative. Hence, we have been looking at different sentence structures, such as nouns, verbs and adjectives.

Reminders:

- Please remind students to bring their hats every day.
- Please ensure that students are bringing enough fruit and vegetables during our fruit breaks.
- We encourage students to bring water bottles to school to stay hydrated.
- Please ensure that students are bringing in their homework and take-home readers, so that they change their books.

NEWS FROM YEAR TWO





NEWS FROM YEAR THREE

Dear Year Three families,

The Year Three classes have had a wonderful start to the term, delving into their learning beyond the First 20 Days of School.

Unit of Inquiry

So far, the students have enjoyed getting a taste for the first Unit of Inquiry into 'Who We Are' with a focus on the Central Idea, 'The decisions we make may influence our wellbeing'. Over the next couple of weeks, they will be looking specifically into the Healthy Eating Guide and exploring the benefits of physical activity. We continue to encourage parents and carers to have regular discussions with their child about their learning throughout this unit as well as check their School Box e-portfolio.

Maths

Students will be learning about the importance of the position of digits in a number to help them interpret their value. They will be using lots of fun materials and resources to help them understand the importance of place value to help them understand other numeracy concepts.

Reading

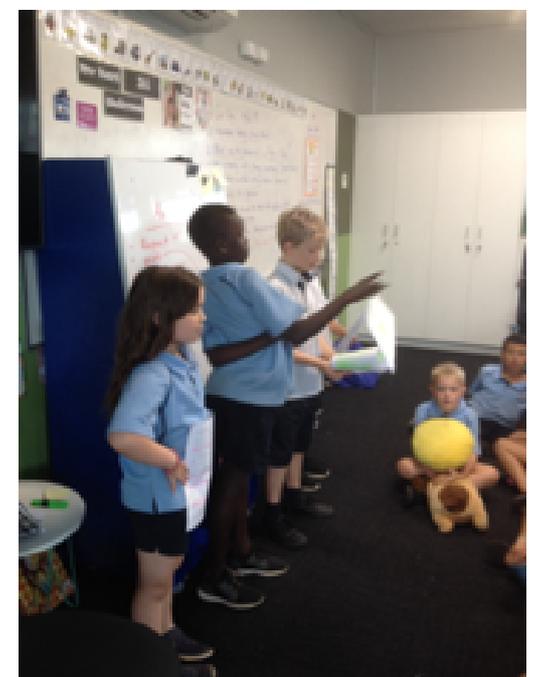
Students will continue to develop their ability to understand Question Answer Relationships (QAR) as well as making text connections. In doing this, students will better understand and make meaning from the texts they are reading as a class and individually.

Writing

The Year Threes will begin to develop their persuasive writing skills, first understanding the purpose of this text type.

Reminders:

- Term One and Four are hat terms at Saltwater College. Please ensure your child brings a clearly labelled hat to school every day.



NEWS FROM YEAR FOUR



Unit of Inquiry

The Year Four cohort have launched their first Unit of Inquiry under the Transdisciplinary Theme 'Who we Are'. Our central idea is 'Global citizens respect and appreciate different belief systems'. Students have begun this unit by exploring some common values and were asked to order them according to importance. They were asked to share and justify the reasons as to why they ordered the traits the way they did. This sparked conversation and discussion about why people value things differently. Students have been asked to link into the central idea by bringing in an artefact from home to share with the class.

Artefacts spark wonderings and excitement, providing an opportunity for students to connect into the central idea. Artefacts can be objects, images, articles or photographs, just to name a few. We highly encourage families to have these conversations at home.

Homework

Homework has now begun for the Year Four students. Homework will run on a nine-day cycle, beginning on a Monday and due the following Wednesday. It will be available for students to access via Schoolbox and hard copies. If you have any concerns regarding this, please speak to your child's classroom teacher.

NEWS FROM YEAR FIVE

ART EXCURSION TO THE NATIONAL GALLERY OF VICTORIA

As part of our Art program the Year Five students went on an excursion to the National Gallery of Victoria to view the exhibition 'Crossing Lines', featuring the work of Keith Haring and Jean-Michel Basquiat. The exhibition offered fascinating insights into the unique visual languages of the artists and stimulated discussions about the connections between an artist's lives, practices and ideas.

The duos pop-art and graffiti-like work grew out of the New York City street culture of the 1980s. Our students used their critical thinking skills to analyse the work and formulate their own opinions about what constitutes as 'art'.

REFLECTIONS

On Thursday we went the National Art Gallery and focused on paintings of Keith and Jean. We really enjoyed this experience because we were able to search our knowledge prior to our next Unit of Inquiry. We would definitely like to go back and see it again to extend our knowledge. We found all the art pieces really interesting, we liked the ones with the most colour the best, because they really express the artists message.

-Lareb and Mujei 5A

Last Thursday all of the Year Five students were lucky enough to see an exhibition presenting Keith Haring's work. we enjoyed all of his creativity, it was both very admiring and inspiring. We think that our next Unit of Inquiry will be to create a piece of artwork relating to his life. We were able to see parts of his personality and life through his art pieces.

-Lacy and Millie 5A

UNIT OF INQUIRY – SHARING THE PLANET

The students have been enthusiastically inquiring into our first Unit of Inquiry for the year 'Understanding the rights of a child may lead to equity'. Using thoughtful provocation students thought creatively and critically whilst discussing their wonderings as this will lead their inquiry for the unit.

AWARD RECIPIENTS

A huge congratulations to the award recipients in Year Five thus far, who have started the year off with exemplar behaviour. Keep striving for accuracy and setting high standards for all to follow.

Mesui, Rayshawn, Chanelle Beazley and Violet Deering.

REMINDERS

- To bring laptops charged to school every day as they are an important learning tools.
- Homework is on a 9-day cycle.
- As we are a SunSmart school, hats need to be worn every day in Term One and Term Four.



NEWS FROM YEAR FIVE





NEWS FROM YEAR SIX

Unit of inquiry:

Who We Are

Central Idea: Who we choose as heroes and villains reflects our beliefs and values.

In Year Six we have just begun our first unit of inquiry. We have been working hard on our student wonderings and provocations into how heroes and villains may influence our values and beliefs. Building on the central idea we will be utilising the key concepts of responsibility, connection and perspective. During this unit the Year Six students will be deepening their knowledge on what particular traits leaders may possess, the relationships between power and authority and what personal qualities we need to achieve success.

Maths:

After successfully completing the first 20 days of school, we are now taking ownership over our learning whilst working hard in our understandings of place value. We are beginning to work towards achieving our personal learning goals and will be beginning focus groups this weeks.

School Sports:

We are well and truly into training and trials for our inter-school sports, teams will soon be selected. There are still students who need to bring back permission forms. We encourage parents to come out and support the students when participating during the inter-school sports day. The launch of our inaugural house teams was a great success, it was extremely pleasing to have all of the Year Six students participate in the assembly. Congratulations to our inaugural school house captains. Well done to all of those who applied.

House Captain Reflections:

Being a house captain is a great responsibility because you have the entire school relying on you as a leader. During the interview I was asked why I want to become a house captain. I thought it would be a great opportunity to give back to the school and leave a legacy in my final year at Saltwater College. By Sami Cornish

On Wednesday 26th February Mr. Robinson and Ms. Evans interviewed us and asked us why we wanted to be a House Captain. I thought being a house captain is an incredible experience and opportunity. We are excited to learn more about the attributes of a leader and apply these to our respective house teams. By Mataya and Travis

Reminders:

- Camp expression of interest forms were sent home and are due back by the 6th of March
- Please ensure your devices come to school fully charged so there is no interruption in learning time.
- Schoolbox has been launched for this year, please keep an eye out for updates of the daily happenings in the classroom.
- Cross country is on the 16th of March



NEWS FROM YEAR SIX

