

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

Last Day of Term One:

*Friday 27 March
2:20pm Dismissal*

Curriculum day (no school for students):

Tuesday 14 April

First Day of Term Two for students:

Wednesday 15 April

A NOTE FROM THE PRINCIPAL

Dear parents,

As the world struggles with the COVID-19 pandemic, I understand that we all have concerns about the health of our loved ones and communities, as well as the economic challenges and uncertainties that may await us. Today I want to remind you that now, more than ever, it is very important that we all remain calm and try to support one another through these critical times. Sometimes, the unknown can become overwhelming and frustrating. However, if we can develop the ability to accept our current reality, trust and be patient with the process of adapting to changes during crisis situations, then we will be able to tackle any challenges as a united front. As I have witnessed in the past, our community is one that is filled with care, kindness and support for one another. If any families are having difficulties, we encourage you to approach us for support.

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Apple Inspire and Innovate Program for Schools

I am happy to announce that we are now part of the Apple Inspire Innovation program which is designed to enhance teacher practice, build capacity in schools and ensure that our school's investment in technology is making a positive impact on student learning. We are very fortunate to be working with Phill Cantone, an Apple Digital Learning consultant who will be working with our staff and students to build their capacity in the use of iPad and Mac products to inspire student creativity, collaboration, and critical thinking. We are looking forward to all the new innovative learning experiences.

Term Two Curriculum Day – Tuesday 14 April - School Wide Positive Behaviours

On Tuesday 14 April, Saltwater staff will be participating in a full day of professional development with education consultant Bill Rogers (see bio below).

Bill will be supporting staff with developing whole school positive behaviour management strategies. We understand that this may be short notice for families, however acceptance of the booking was just recently confirmed. This will mean that the first day of Term Two for all students will be Wednesday 15 April. Big Childcare will be available for full day care on Tuesday 14 April if families require it.

At the moment, the Department of Education are advising schools to stay open, however, as we receive daily updates and advice regarding school closures, this curriculum day may be postponed to later in the year. We will endeavour to give families as much notice as possible if any changes are to take place.

We have had a successful first term and I wish all students and their families a safe two week break. Hoping to see you all back in Term Two.

Jackie Daniali

Principal

Bill Rogers

Qualifications:

Dr W.A. Rogers: B.Th.(Hons.), Dip.Min., Dip.Teach., B.Ed.(Melb), M.Ed. (Melb) Ph.D.(Melb) F.A.C.E., Fellow of the Australian College of Education; Honorary Life Fellow of All Saints and Trinity College : Leeds University, Honorary Fellow: Melbourne University Graduate School of Education

Bill Rogers is an education consultant. A teacher by profession, Bill now lectures widely on discipline and behaviour management issues; classroom management; stress and teaching; colleague support; developing peer-support programs for teachers and developing community-oriented policies for behaviour management, based on whole-school approaches. He works in every area of education (primary, post-primary and tertiary) conducting in-service programs/seminars for teachers and support staff, lecturing widely at Colleges of Education, Universities and schools, working with parent groups and students in schools.



SALTWATER P-9 COLLEGE NEWSLETTER

CORONAVIRUS - COVID 19

Dear Families,

Please read below information just received regarding COVID-19 and School Closure shared by the Department of Education and Training.

Dr Brett Sutton MBBS MPHTM FAFPHM FRSPH FACTM MFTM

Victorian Chief Health Officer

Victorian Chief Human Biosecurity Officer

The Australian Health Protection Principal Committee (AHPPC) met recently to consider the issue of school closures in relation to the community transmission of COVID-19.

The Committee's advice is that pre-emptive school closures are not likely to be proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time.

As Victoria's Chief Health Officer and as a member of the AHPPC, I fully endorse this advice in relation to schools in Victoria.

There is currently limited information on the contribution of children to transmission of COVID-19. The WHO-China Joint Mission noted the primary role of household transmission and observed that children tended to be infected from adults.

Previous work suggests that the potential reduction in community transmission from pre-emptive school closures may be offset by the care arrangements that are in place for children who are not at school.

There is a particular risk associated with the fact that children may require care from vulnerable grandparents or may continue to associate (and transmit infection) outside of school settings.

Broadly, the health advice on school closures from previous respiratory epidemics shows the health costs are often underestimated and the benefits are overestimated.

This may be even more so in relation to COVID-19 as unlike influenza, the impact on otherwise healthy children has been minimal to date.

For pre-emptive school closures to be effective, prolonged closure is required and it would be unclear when they could be re-opened. If there were still a large pool of susceptible students when schools are re-opened, there would be likely to be re-emergence of transmission in the community.

School closures may still be considered late in the outbreak in anticipation of a peak in infection rates, for a shorter period of time. Short term reactive school closures may also be warranted to allow cleaning and contact tracing to occur.

Should evidence change in relation to school closures then my advice to the sector, in collaboration with AHPPC, would of course change also.

FAMILIES SELF ISOLATING

It has come to our attention that many families are choosing to self-isolate at home due to concerns surrounding Coronavirus. As advised by the Department of Education, government schools are still expected to be open and students are expected to be at school unless they have been in contact with a known case or have been overseas as of Monday 16th March 2020.

As a duty of care, teachers will be providing opportunities for students to continue their learning at home if families opt to not send their child to school. We ask that families regularly check Literacy Planet and Mathematics for tasks, as teachers will be regularly assigning work through these platforms. This will be in addition to the homework provided through School Box and daily reading using take-home readers, books from home and PM Readers in Prep to Years Three.

In the event of a school closure, the school has a plan in place providing remote learning using School Box courses and Webex (an online conferencing platform). More information will be provided shortly around this.

STUDENT WELLBEING



Camp Sports Excursion Funding (CSEF)

Camps, Sports and Excursions Fund (CSEF) School camps provide children with inspirational experiences outside of school. Excursions encourage a deeper understanding of how the world works and participating in sporting events teaches teamwork and leadership.

CSEF is provided by the Victorian government to assist eligible families to cover the cost of school trips, camps and sporting activities. If you hold a valid concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. Please collect an application form from the School Office, or print from the following link:

<https://www.education.vic.gov.au/Documents/about/programs/health/CSEF-Application-Form-2020.pdf>

Applications for 2020 will close on June 26th.

Cydnee Brain
Wellbeing Coordinator

DANCE NEWS

The weeks have flown by as we draw upon the end of the first term for 2020 here at Saltwater College. The dance program has had an eventful start to the year and has already seen the students embarking on school excursions giving them an eye opening insight into the professional world of dance and performing arts. Experiences like this are unique within themselves and we are very proud that we've had the opportunity to share these with the students here at Saltwater while opening their minds to what is and what can be possible to achieve.

The dance program has also seen two rounds of Dance Extension auditions happen over the last couple of weeks. We had an overwhelming response of over 270 students who applied and auditioned for this years performance group. Due to such a high number of auditionees we started the audition process at 9am sharp and ran back to back with every year level trying out right through til 3.20pm.

Miss Lauren and I put all the students through their paces while testing them on a variation of different levels. This ranged from choreography, detail to choreography, body awareness and body control, memorisation, focus and attitude, teamwork and following instructions in a team environment.

There was a great vibe and energy in the studio throughout the day coming from all classes as well as some stand out students coming through and taking us by surprise.

Nerves on the day were expected from them all and seen but despite this everyone overcame their fears, if any, and all stepped up to the plate to show off their skills. Proud is an understatement of how we felt at the end of the day of each and every one of them and they should be equally proud.

This was a difficult and tedious process to go through in selecting the students for the dance extension program but as the standard has been set from last year and raised within the school so has our expectation of what is required for 2020 and beyond. We'd like to extend a huge heartfelt and proud congratulations to every single student who came down to audition on both days. You did an amazing job throughout and we were so happy to see you all there!

We'd also like to extend another huge congratulations out to all the successful applicants that auditioned and made it through for the Dance Extension Program for 2020! We look forward to taking you on this journey throughout the year and all that's yet to come.

Dance extension classes will resume early in Term Two and we will start planning and rehearsing for what's coming up for the rest of the year. Commitment, dedication, teamwork and of course respect will be the key elements that will be exercised to make for a successful journey and outcome not only with the dance extension program, but with everything these students experience from here onwards.

I'd like to also extend out a huge sincere thank you to Miss Lauren for jumping onboard and helping out with the dance program and classes as I go through post surgery recovery. To the students and amazing staff here at Saltwater also I say thank you for your ongoing patience, support and understanding with this whole process, it is truly humbling and much appreciated.

Thank you for an amazing first term everyone and I look forward to seeing you all soon.

Kind Regards

Mr Haddad
Performing Arts Director - Dance



MUSIC NEWS

One blink, and we're at the end of our first term in Music.

This term, we've been introducing the students to musical notation through simple rhythms that have been played on the drums. For many of the younger students, this was explored using the Kodaly method, repeating the rhythms through a series of claps and 'tees' and 'taas'. For the older students, we introduced them to the 'Rhythm Pyramid'. I've been extremely proud of the way all students have embraced the recognition of rhythms, either aurally through repeating the rhythms that I've demonstrated, or through written notation.

During the last fortnight, students have begun using two drumsticks (rather than the initial one stick). They have been practicing rudimentary drills with both hands which allows them to play more complex rhythms faster.

Our central idea for Term Two explores how countries from around the world may use simple rhythmic patterns to express their own national identities. Establishing the basic rudimentary drumming techniques will allow our students to explore this further next term.

As you can imagine, all the students look forward to playing the drums. Their excitement is evident when they produce such loud sounds during our rhythmic activities. All students and teachers within the music room must wear protective earmuffs when the drums are being played. With the increased focus on the coronavirus (COVID-19) and the need to keep our children safe, all earmuffs and drumsticks are cleaned with disinfectant wipes and then sprayed with Glen-20 before and after every class.

Unfortunately, with the announcement by the government that all mass gatherings were to stop from 16 March due to the coronavirus, our Year Five excursion planned for 26 March 2020 to the Arts Centre has been cancelled. I know how disappointed our Year Five students are, and we hope that we might be able to offer this experience again later in the year.

Michael Lapina
Performing Arts Director – Music





DRAMA NEWS

This week in Drama has been extremely rewarding as I continue further into what the students have already experienced with Readers Theatre. Readers Theatre began as far back as Ancient Greece in terms of players bringing text to action with no props, no staging and no costumes; simply using the voice to breathe life into the words on the parchment.

Also known as Chamber Theatre, this practise also became an English tradition during the Blitz in World War II when readers would essentially create theatre by candlelight to keep the people hiding out in bunkers entertained. At the same time, this practice reduced the risk of being detected by the enemy by essentially just reading out softly from a book, but with great expression.

The sample text I presented was an excerpt from *The Alchemist* by Paulo Coelho. I encouraged students to acquaint themselves with dictionary definitions of words that they could not easily define out aloud and make this an ongoing practise for the rest of their lives. A healthy vocabulary makes for ease of expression and will allow students to communicate their ideas more effectively in whatever profession they choose down the track.

The other practise of Readers Theatre is employing upward inflection before commas and full-stops/question or exclamation marks. This allows a more vibrant and less robotic or patterned recital.

The students took to this with great enthusiasm. However, the most heart-warming part was watching students with quieter or shyer personalities face their fears and get up and have a go. Watching their face light up with a sense of achievement and also the unprompted spontaneous encouragement from their classmates was incredible. Several notable students are in line for awards at assembly for this very reason.

Readers Theatre and the practise of effective, connected and expressive voiced reading is essential to a thriving educational development and I am making it my goal to implement this as standard weekly classroom practise.

For the Preps and Year Ones who are still on their way towards a fluent reading level, I shared the experience of bringing text to life by stepping them through the largely already-familiar classic *The Cat in the Hat*. The students absolutely loved taking turns playing characters such as the cat, the fish, the narrator and his friend Sally. I encouraged them to realise that every book has a hidden world inside waiting for them to discover and bring to life. The moments where every single class member from a range of different abilities would contribute and I could share in the 'togetherness' between students, teachers and aides, was extremely gratifying and such a pleasure to facilitate.

Jay Bowen

Performing Arts Director - Drama



PHYSICAL EDUCATION NEWS



We would like to congratulate all students who competed in the Year 3-6 athletics carnival during week 6. We can now officially announce that Team Freeman were the winning house on the day with a total of 2,194 points. They beat second place, Team Goodes, who finished on 2,139 points. It was an extremely close event with only 131 points between first and fourth place. Team Vander-Kuyp finished third with 2,136 and Team Goolagong finished in fourth with 2,063. Each student who participated in an event scored a point for their team. First place in an event earned 25 points, second place earned 20 points, third place earned 15 points, fourth place earned 10 points and points were also awarded for students placing between fifth to tenth. Students were also able to win points for their house by displaying outstanding behaviour as well as displaying attributes of the learner profile throughout the day.

During weeks seven and eight, Prep students have begun focusing on their fundamental motor skills, with a particular focus on throwing and catching. This is the first exposure that the Prep students have had during their first term of schooling after they have successfully established the rules and expectations during PE lessons, as well as learning various running and tagging games. Students began lessons by throwing and catching bean bags before moving on to various sized balls, placing particular focus on hand-eye coordination.

Students in Years One and Two have also been focusing on throwing and catching, as well as learning how to correctly dribble a basketball. These will both continue to be focuses for students in Years One and Two with students moving into playing modified games of basketball in the coming weeks.

The major focus in Years Three to Six has been basketball. Students have begun lessons by focusing on how to correctly complete a chest pass with a basketball. Classes have been discussing the importance of technique when passing a basketball to create power and increase accuracy. Lessons have then moved into modified games of basketball to allow students to practice their passes in in-game situations.

We would like to congratulate Nieke De Wet (4D) and Hanna Krause (5B) who both represented the school in the Western Metropolitan Divisional Swimming Carnival during week seven. Nieke competed in the butterfly race finishing in 8th and Hanna finished 4th in backstroke. Both students competed with enthusiasm on the day and were excellent representatives for our school.

Cross country trials have been postponed until further notice.

Regards,
Matt Irons, Kelleigh Evans and Matt Symmons
Physical Education Teachers



VISUAL COMMUNICATIONS NEWS



Building on the samples of work that were published in the previous newsletter, here is a special piece created by current Year Six student Mataya in 2019. Congratulations Mataya for the high standard of work that you have produced! Your work will be used as the main banner image on the visual communications section of our school website going forward.

Our Visual Communications Program continues to deliver on its objective to equip students with the theoretical knowledge and practical skills to produce viable products. This piece, in particular, demonstrates how our students can produce professional outputs that have the potential for commercial usage.

Year Five

Term One sees students on a steep learning curve of operational equipment in DSLR cameras and Apple Macbooks. For the majority of students, this will be the first time handling such technologies.

The focus around DSLR usage is to have students operate in Automatic mode with the attention on critical focus. With these basic fundamentals combined with computer software, much can be achieved for the interim.

Macbooks are industry standard within most creative sectors as apple commercialised the graphic interface. The visual communications program is designed for students to achieve a level of proficiency in operation of their device that is beneficial for all subjects.

Year Six

Term One sees students reiterating fundamental skills of design. In comparison to the previous year of high-volume shooting, we have introduced tripods to slow the process down. It allows precision, analytical thinking and critical decision making with the intentions of producing work at a higher standard.

Students are learning the importance of shooting in RAW, of which the benefits will be visually apparent in the foreseeable future.

Jayne Saleem

Director of Visual Communications



FOOD TECHNOLOGY NEWS



It has been a very tasty two weeks in Food Technology as all year levels delved into the world of pizza making!

The Preps experienced creating an extremely effective ‘cheats pizza’ using your everyday pita bread and turning it into a satisfying, healthy meal using a homemade passata sauce.

In Years One, Two and Three students were able to grow their familiarity with pizza dough, as they were exposed to the procedure of creating and kneading a pizza base.

In the upper year levels students were asked to apply their cutting skills for their pizza toppings, as students also became aware of the necessary safety measures of using a tea towel on work surfaces beneath chopping boards.

During all lessons, students across all cohorts were invited to share their knowledge in the transdisciplinary area of fractions, as we applied an understanding of sharing equally amongst group members. Each class successfully compiled a rich list of vocab to demonstrate their comprehension throughout the learning experience.

When time permitted, students also got to enjoy their creations in the comfort of our school cafeteria, making for some very satisfied and happy faces!

Maree Caminiti
Food Technology

VISUAL ART NEWS

Hello Saltwater Community,

Another great couple of weeks in the Art studios at school has been just completed. We have continued working on the Central Idea 'Change leads to transformation' with all the year levels focusing on the recent bushfires that devastated our country over Summer. We have compiled a poetic response using student words to share with you elements of our conversations in class.

Students from different year levels have used different mediums to express their emotional responses to the bushfire-based theme. We didn't just focus on the devastation, we ensured students understood that bushfire in indigenous cultures is used to help transform and renew the land.

In the younger year levels students used their prior knowledge of primary and secondary colours, as well as their understanding of warm and cool colours, to create different landscapes. Students used their naturally inquisitive minds to create warm landscapes to reflect the impact of the bushfire. They used cool colours to reflect on how the landscape transforms after the bushfire. They learnt that colour has an impact on our feelings.

In the older year levels students focused on communicating their emotional responses using line drawings. They reflected on the impact of bushfire and were requested to create a drawing showing a person's response to the recent events. They had to be inquirers during this activity as they had to communicate their ideas without the use of colour. Well done to all our risk-takers for being critical and creative thinkers during this activity.

Here's to another great fortnight from the Visual Arts Team.
Thank you from Ms Nardo and Miss Nguyen.

Fire, trouble
Light and darkness.
We're inside a huge cigarette and it's just been lit.

Smog, huge clouds of ash,
Blood red fire.
The earth will tumble over and fire will spread

It's dangerous,
It can all be a volcano.
Are the bushfires real?

People who lived in the house will be homeless,
...Poor
How did the fire come?

What happened to the kangaroo?
Did all the animals die?
How are people going to start their lives?

I'm sad for the dying animals
I'm scared for my teddies and my family
I'm angry, if I lose my house I will need more dollars for another one

Is everyone okay?
Put out that fire
I want to be a risk taker and save people

I'm happy the rain has come,
there are seeds under the ground...warm
the tree will grow back.



Maria Nardo and Stella Nguyen - Visual Art Teachers

SPANISH NEWS



This week's featured Spanish-speaking country is...Spain! Learn about just one of the Spanish-speaking countries of the world!

Spain Facts | Spanish People

The Spanish people have their own royal family who live in the Royal Palace, the 'Zarzuela Palace', outside of Madrid. The Royal Palace, Palacio Real, in the city of Madrid is the place where official functions take place. On 19 June 2014, the son of former King Juan Carlos, Felipe VI, was crowned the new king of Spain. Juan Carlos retired due to old age. King Felipe VI and Queen Letizia have two daughters.

Many Spanish people are soccer fans. The top soccer clubs are: Real Madrid and Barça (FC Barcelona).

Spain is known for its flamenco dance. In Andalusia, in many towns and villages people dance the flamenco for special festivities. Some of the best flamenco dancers are said to be the Romani people ('gitanos' in Spanish). The gitanos arrived in Spain in the XV century and still conserve their own language and traditions.

Flamenco dancers

The Spanish are also known for their great festivals, such as the 'Tomatina' and the 'Running of the Bulls'. The 'Tomatina' festival in the small town of Buñol, to the west of Valencia, is the world's biggest food fight, as the people throw tomatoes at each other. The festival takes place every year in August, but the event only takes one hour, as the people throw tomatoes at each other. Another famous Spanish festival takes place in the town of Pamplona in Northern Spain. The highlight of the festival is the 'Running of the Bulls'. Six bulls are chasing people who try to run away in front of the animals. Bullfights also are popular events in the arenas of several cities, but are banned in others.

The people of Tarragona gather every two years at the Castells Festival in October to build human towers.

Competition in Tarragona - by David Ortega Baglietto

The competition includes four teams of athletes from the city and in total more than 40 teams from all over Spain. Sometimes the human towers reach up to 11 metres!

Summer gets very hot in the Spanish cities of the inland, many Spaniards flock to the seaside during summer holidays or go to the mountainous areas in the north of the country.

Nelson Pasten and Anne MacKelvie - Spanish Teachers

NEWS FROM PREP

Dear families,

We are only one week away from school holidays. It is great to see that all the preps are now settled into school life.

Literacy

This fortnight Prep students were introduced to the concept of recount writing.

Recount writing involves using the 5 W's (Who, What, When, Where and Why) to describe events from the past. As an introduction to recount writing, students wrote about an event from the long weekend. A strategy that students have been practicing is to utilise the 'Word Wall' to identify 'High Frequency Words' that they then use in their own writing.

We encourage families to practise a similar strategy at home.

Here's what you can do:

Using the homework words, ask your child, "How can I put this word into a sentence?"

Scribe the simple sentence for your child, then cut up the sentence. Next, have your child reorganise the sentence so that it makes sense. Remember, you can discuss written features such as: 'Where does the capital letter go? Where does the full stop belong?' Lastly, have your child rewrite the sentence and read it. As your child's confidence progresses, they can attempt to independently write their own sentences.

We encourage students who are still consolidating skills such as pencil grip and fine motor skills to practice alphabet letter tracing and shape drawing.

Maths:

In Maths we have been consolidating our understanding of number. We have done this by revisiting the numbers 1 to 10 in various forms, such as: written, picture, number, tens frame and tally marks. As part of our daily math routine, children count to 100. We encourage you to do this at home too, accompanied by conversations about numbers that are smaller and bigger.

Inquiry:

We have continued to inquire around the features of a community and the important roles that various people play within our community. Adam, from Big Childcare, spoke to the Preps about his role in providing families with before, after school and holiday care. Students who have attended the program were delighted to see a familiar face and those that haven't gained some insight into the important role Adam and his team play in our school community.

Here are some friendly reminders:

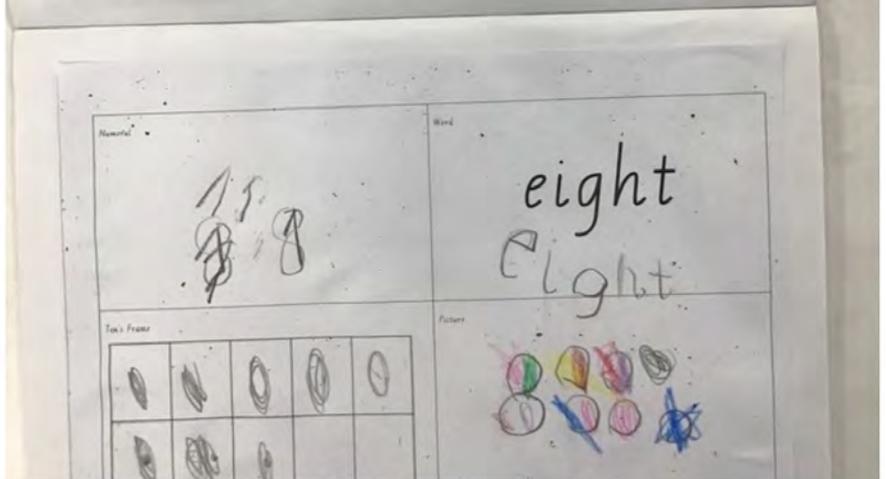
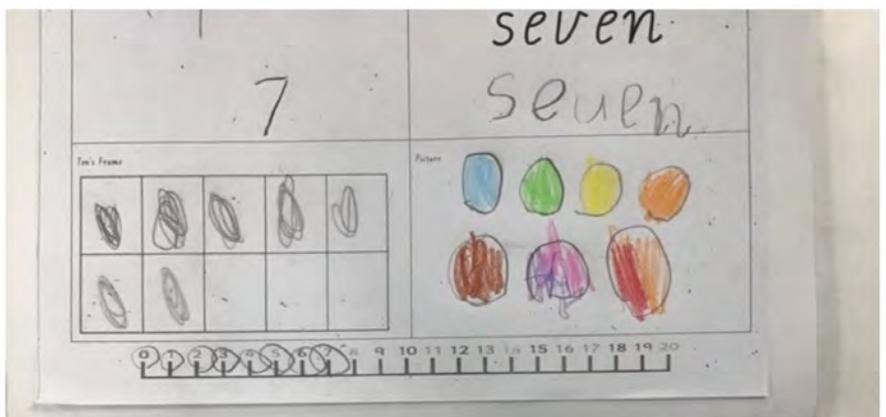
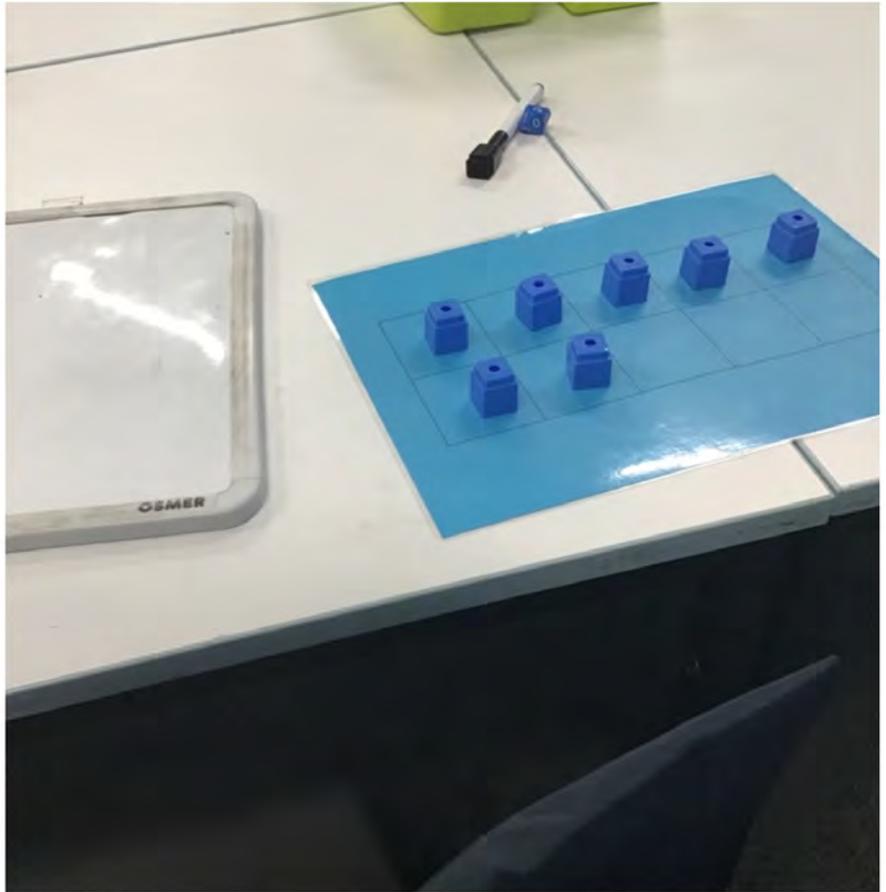
- Please ensure iPads are fully charged and brought to school daily.
- Please leave students logged into their personal Schoolbox accounts. This prevents interruptions during class time.
- Please refer to News items on Schoolbox and check your child's ePortfolio.
- Please ensure students complete their 'Special Writing Book' homework. If completed, sentence writing can continue in a spare book from home.
- Please read and return satchels daily.

If you have any questions about your child, please speak with their classroom teacher.

Kind regards,
The Prep Team

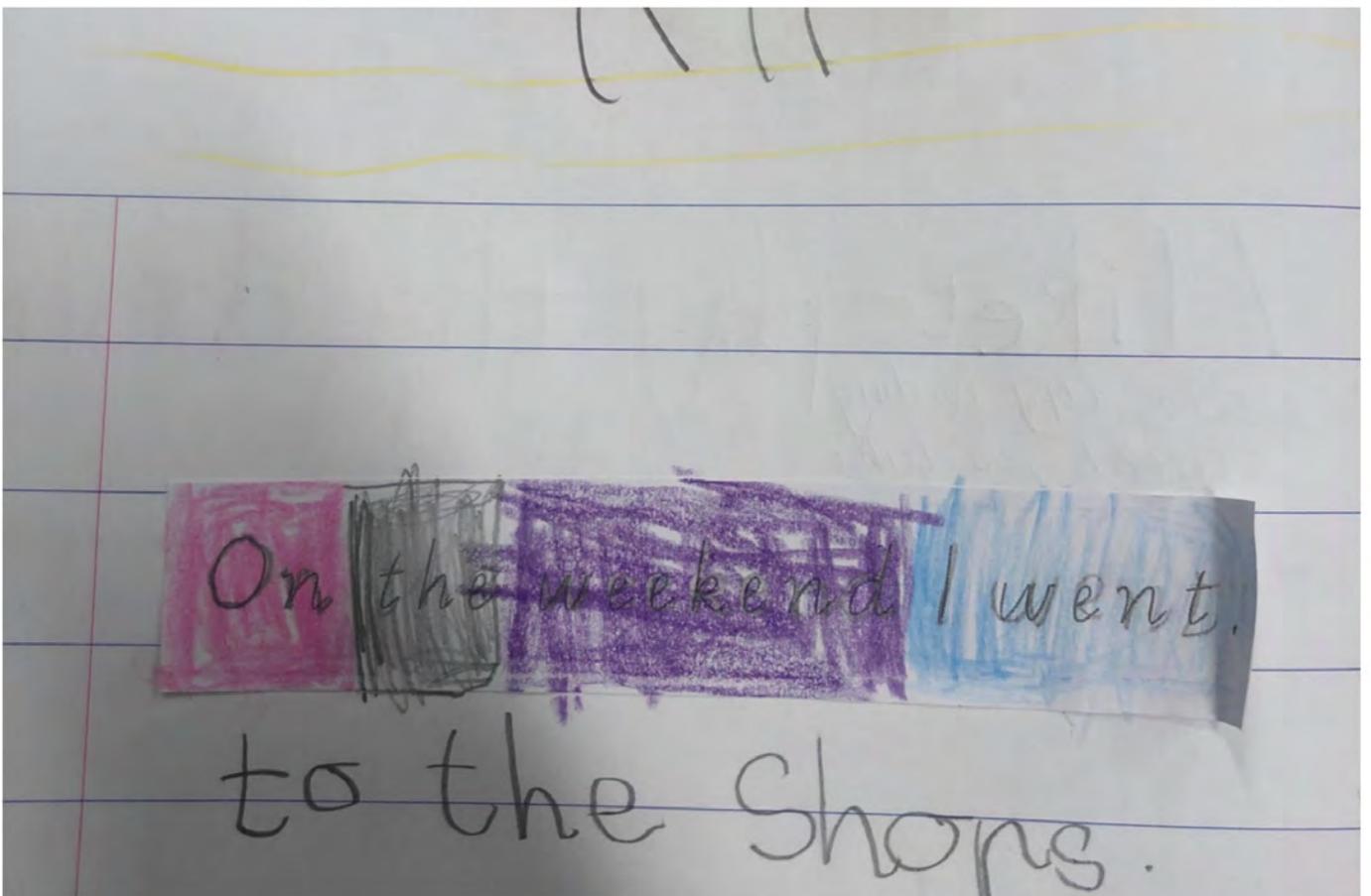
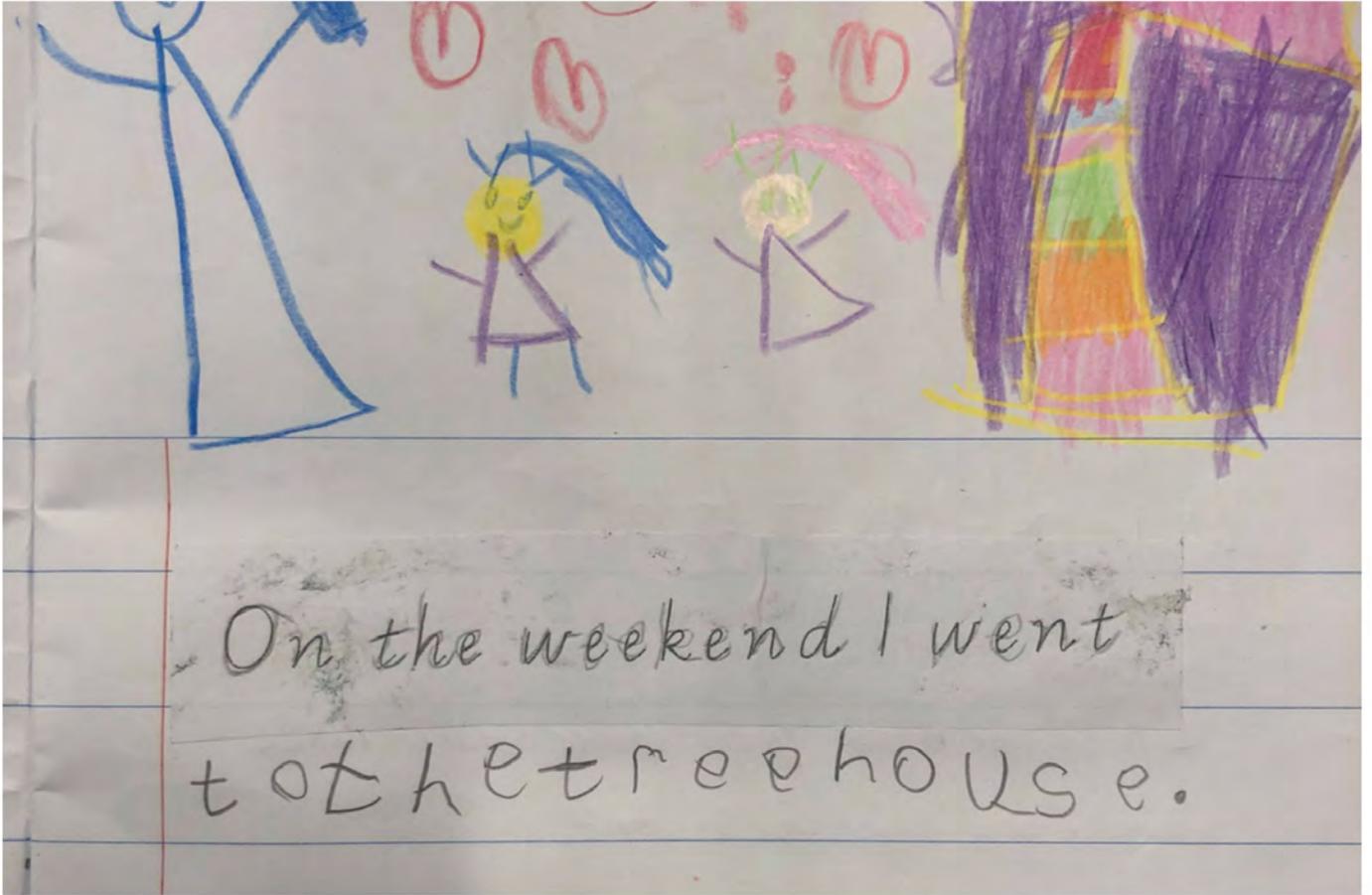


NEWS FROM PREP





NEWS FROM PREP



NEWS FROM YEAR ONE

Dear Year One Families,

WOW! We are towards the end of Term One, and as we reflect back on this term we are all very proud of the way the students have settled in this year.

As a part of our Unit of Inquiry, under the Transdisciplinary Theme, 'Who We Are', students are continuing to explore the Central Idea, 'Many things make me who I am'. Recently, students have had the opportunity to research various countries and cultures. We have also sent home some questions to help your child learn more about their family background. Students will use this information in the classroom to further discuss and use the data gathered to gain a deeper understanding of their family background.

In Reading, the Year Ones are looking at various comprehension strategies to understand a story in more depth. We have been focusing on predicting and visualising. Students also have been working on using a variety of decoding strategies, when decoding an unknown word. In Writing, we are encouraging students to reflect on their writing and develop a personalised writing goal during teacher conferences. We also have been writing recounts about a variety of events and have been practising our handwriting of both upper- and lower-case letters using the dotted thirds.

In Mathematics, we are still focusing on place value. We have been representing numbers in various ways such as making numbers using unifix blocks and paddle pop sticks. We also have been ordering the days of the week and months of year.

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

- Friday 27th March - Last day of term

Kind regards,
The Year One Team

NEWS FROM YEAR ONE



NEWS FROM YEAR TWO

Dear Year Two families,

Wow! It's week eight already, this first Term is really flying by! It's been an exciting time for the Year Two cohort, with so many new things to learn and to build on.

Unit of Inquiry One:

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'. During our 'Finding out' phase of the Inquiry cycle, students investigated how the Respiratory System, Nervous System, Skeletal System and Muscular System work and the body parts associated with each of these structures. Students inquired into how these body systems work using various materials such as straws, bags, playdoh and string. Next, during the 'sorting out' phase, students watched videos about the body systems, engaged in peer discussions and then went on to independently read about the body systems. Students chose one body system that they were particularly interested in and were then required to complete further research. Coupled with their homework research, this will help shape the rest of our Inquiry unit where we look at how our health (such as sleep, healthy eating and exercise) affects our body. Please continue to ask your children questions and engage in discussion with them about our Unit of Inquiry – they are keen to share their knowledge with anyone they can!

Mathematics:

In Year Two, students have been learning about place value and the value that each digit has within a whole number. They have been learning that each digit within a number has a different worth that makes up a whole number. Students have gained an understanding of this through practising writing numbers on a place-value chart (ones, tens, hundreds, thousands). Once they have placed a number on the place value chart, they have then learnt how to write the number in expanded form. For example: $654 = 600 + 50 + 4$. From this, the students have been focusing on making a number using MAB blocks.

Year Two have also been practising how to skip count by twos, fives and tens by counting aloud, both forwards and backwards. In each classroom, students have created a smart goal based on where they think they need to improve their skip counting. This may be with twos, fives, tens or threes. It is important for students to understand how to skip count by their chosen number, beginning at any number on the number chart, and even counting backwards by this number too!

Reading:

Throughout our reading sessions, students have been practising their independent reading every day. They have continued looking at making connections with the books they read, and have been practising making text-to-text connections as well as text-to-world connections. A text-to-text connection is when we read something in a book that reminds us of another story we have previously read. A text-to-world connection is when we relate something we read in a story to something that has or is happening in the world around us that we may have seen on the news. The students will now be moving onto looking at different types of fiction texts.

Writing:

In Writing, the students are currently collaborating as a class to create a shared realistic narrative that includes references to our first Unit of Inquiry into human body systems. As well as focusing on correctly writing simple and compound sentences, the students are being introduced to the concepts of genre organisation and tiered vocabulary. In addition to scaffolding their learning of Writer's Craft concepts, the shared writing experience will provide the students with worked examples that they can refer to when writing their own stories. We can't wait to see all the interesting ideas the students come up with in their own writing!

Reminders:

- Please remind the students of the importance of good hygiene practices – washing their hands, sneezing/coughing into their arms, not sharing food, etc.
- 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.

Kind regards,

The Year Two Team



NEWS FROM YEAR TWO



NEWS FROM YEAR THREE

Dear Year Three families,

What a busy few weeks we have had in Year Three! Over the past two weeks, students have been working on their Unit of Inquiry and making connections between this unit and other curriculum areas. They also had the chance to participate in their first ever Athletics carnival which was a great success and enjoyed by all students. As teachers, we were so impressed by the risk-taker attitude students displayed and their positive approach to all events on the day.

Mathematics:

In Mathematics students are continuing to develop their understanding of place value using concrete materials such as MAB blocks to identify the value of a number. In preparation for NAPLAN, students are now looking at applying this knowledge to NAPLAN style Maths questions to ensure they feel comfortable with answering these questions.

Writing:

In Writing, students have continued to focus on persuasive writing. They have built their knowledge of the purpose, structure and features of persuasive texts and will now be looking at using these features to write an effective persuasive piece. Next week, students will start looking at paragraph structure using the OREO method and creating persuasive pieces based on the mentor text, 'Pig Parade'.

Unit of Inquiry

As part of our Inquiry into the Transdisciplinary Theme, 'Who We Are', students have now moved onto investigating their third Line of Inquiry, 'The connection between our physical, social and emotional wellbeing'. Under this Line of Inquiry, students are focusing on understanding emotions and how to control their feelings using the Zones of Regulation, as well as improving their social skills.

In class, students have discussed the use of mindfulness exercises that can help them when they aren't feeling okay. Some of these exercises include:

- Breathing exercises
- Taking walks
- Meditation
- Mindful colouring
- Throwing out our fears

Homework:

We would just like to remind families that whilst homework is not compulsory, we do encourage students to attempt to complete some of the assigned online tasks as not only do these tasks assist in consolidating concepts focused on in class, but will also help with NAPLAN preparation.

Kind regards,
Year Three Team

NEWS FROM YEAR THREE





NEWS FROM YEAR FOUR

Dear families,

Term One is coming to an end and it has proven to be eventful and full of learning. The Year Fours continue to inquire into ‘Global citizens respect and appreciate different belief systems’. Once the central idea had been unpacked, students began to express their curiosity through their wonderings. Some questions students asked were ‘How do belief systems connect?’, ‘Why are there different belief systems?’ and ‘Why is it important to be a global citizen?’ Students have begun to investigate the ideology of belief systems and categorising them into political, spiritual, philosophical and religious beliefs.

Part of being able to research is having the ability to take notes. The students have been practising taking notes through the use of videos and news articles. Being able to note-take allows students to capture key ideas. Summarising and note-taking help students deepen their understanding of information as they must analyse the information to decide what to keep.

Through this Unit of Inquiry, the students will be investigating poetry. Poetry is a type of text that is often descriptive and expresses an idea or emotion. Students have divulged in a range of poetry and discussed the context, purpose and audience. As they continue to explore poetry, they will be able to identify specific words to enhance meaning, identify rhyming and rhythm patterns, how writers express complex concepts in creative ways and justify their own interpretation of poetry reads. Students will explore how literary devices are used, such as, similes, metaphors, idioms and emotive language. Students have been investigating different types of poetry. Some have written Limericks, Haiku and Found poetry. Students used their knowledge of syllables and vocabulary to form these.

Within Mathematics, the students are learning about the place value system. Students have been practising being able to read and write numbers beyond tens of thousands. They apply place value to partition, rearrange and regroup numbers which will assist with calculations and solve problems. Students have been using number expanders and expanded notation to assist in understanding this concept.

Students have set themselves personal goals within Reading and Writing. Students have been introduced to the Western Australian First Steps Developmental Continuums which they will use to independently select goals. With guidance they will aim to self-regulate their own learning and monitor their own progress. It is encouraged that students practise these goals as part of homework.

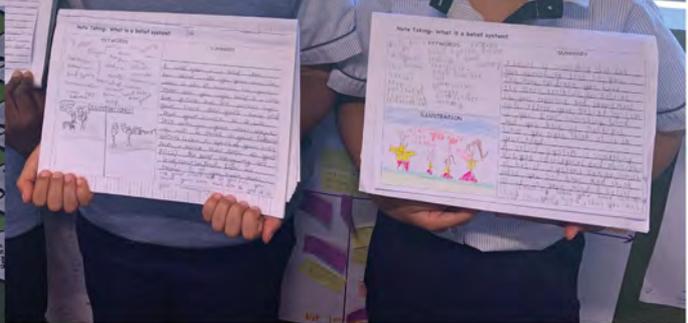
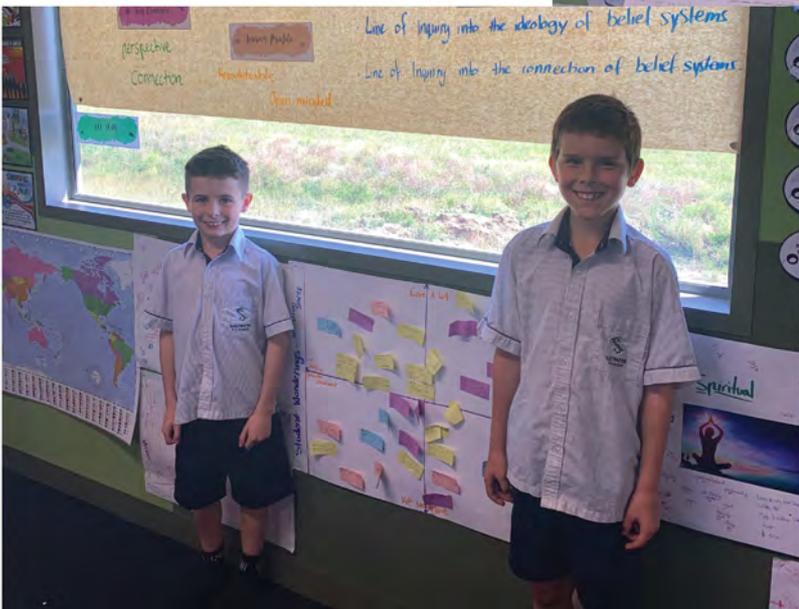
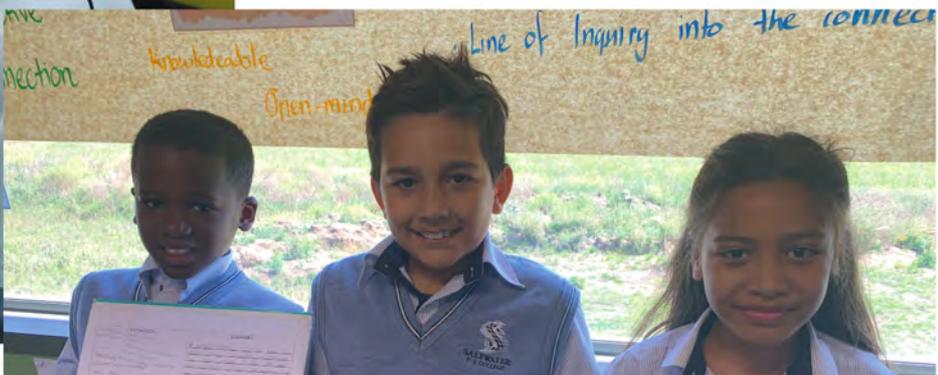
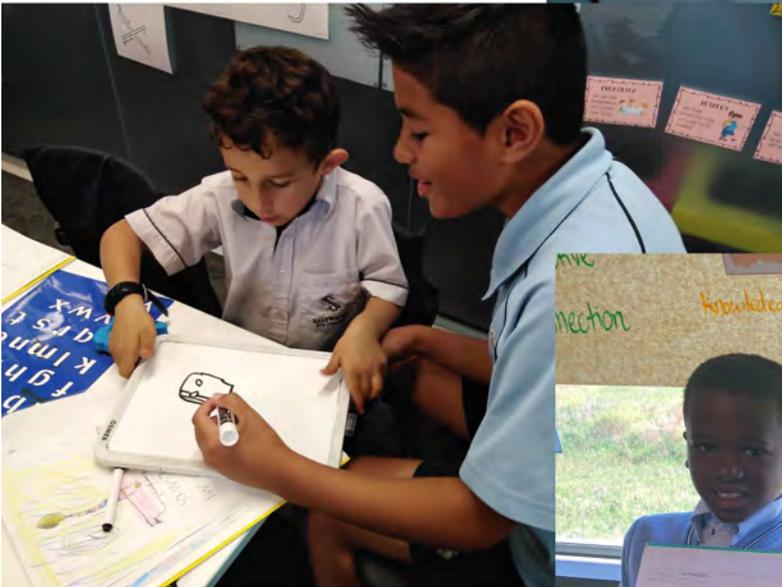
Prep buddies have started with the Year Four classes. This is an opportunity for the students to become leaders and role models towards the Prep students. During this time they will assist the Preps with their learning and become a friendly face out in the yard.

To all our parents, carers and students, we would like to wish you a safe and enjoyable term holiday and look forward to seeing you in Term Two.

Kind regards,
The Year Four Team



NEWS FROM YEAR FOUR



NEWS FROM YEAR FIVE

Dear families,

Unit of Inquiry

As part of Unit of Inquiry, under the Transdisciplinary Theme 'Sharing the Planet', students have been exploring the rights of a child, the systems and processes in different parts of the world that help their citizens, and the stereotypes and attitudes towards people that are 'poor' or 'rich'. Using the backdrop of our current global situation, classes have researched the cost of a hospital visit in different countries and hypothesised what that means for those citizens. Students drew conclusions that in countries without universal health care, families under financial strain are less likely to seek the help they need. This learning helped us understand, especially in these trying times, the importance of working together and looking out for one another in our community.

Prep Buddies

Our Year Five classes have recently met up with their Prep buddies for 2020. Throughout the year, buddy classes will meet up to learn about each other, complete activities and share knowledge about related Inquiry Transdisciplinary Themes.

Buddy classes are a great way for students to demonstrate the attribute of the learner profile. They provide students an opportunity to be caring, empathetic, knowledgeable, principled and open-minded. Hanna Krause from 5B summed up why buddy classes are important at Saltwater when she said, "There is a saying 'It takes a village to raise a child'. This means it is the whole community's responsibility to help raise its members. So, it is our responsibility to look after the Preps and show them how to behave at school."

'Just Like Me' Incursion

Our students were delighted to have participated in the 'Just Like Me' incursion presented by International Needs Australia. The program is designed to help Australian school kids understand the issues of global poverty and learn how together we can all create a better, brighter and more sustainable future.

Relating to our current Central Idea, 'Understanding the rights of a child may lead to equity', the program allowed our students to immerse themselves in the daily activities of children from developing nations. The incursion was a curriculum rich experience, helping our Year Five students develop their intercultural understanding, ethical behaviour, and critical and creative thinking.

Kind Regards,
The Year Five Team



NEWS FROM YEAR FIVE



NEWS FROM YEAR SIX

Dear families,

In Year Six, students have been exploring the notion of values and beliefs through the Central Idea 'Who we choose as heroes and villains reflects our beliefs and values'. In collaborative working groups, students were exposed to eight leaders and were asked to engage in a Thinking Routine titled 'Chalk Talk'.

During this routine, students engaged in an open-ended discussion on butcher's paper ensuring all voices were heard. The Chalk Talk thinking routine provided an opportunity for everyone to be given a chance to be heard. Thinking became visible and it encouraged students to consider others' viewpoints.

After synthesising the information provided to them, students then shared their perspectives to the class with each student documenting their learning. It was quite pleasing to see the students work collaboratively with each other creating Mind-maps on the following people: Ned Kelly, Nelly Melba, Sidney Nolan, Don Bradman, Nancy Bird Walton, Weary Dunlop and Douglas Mawson. As a class we defined key terms that relate to our current Unit of Inquiry. Students were asked to define the term hero. As a class, 6A came up with:

A hero is someone who 'we' determine to have demonstrated behaviours and decisions that are ethically and emotionally worthy of our awe. We see in them something we think is not in us. Given similar conditions, we 'think' we might not make the same moves and decisions they do, so we place them in an elevated place in society or in our minds. Someone who moves us emotionally to connect with them at some level in order for us develop a connection with them. We may want to idolise them or place them in high personal regard. We may want to connect with them in a personal way by focusing on them to garner their strength or will-power. We may also desire to possess them in order to gain hero status by way of a kindred association.

Maths:

To combine the real world with our Maths curriculum we refer to this as hands-on learning. When students are able to correlate new concepts from the curriculum with real-world concepts, their brains are stimulated. The knowledge acquired through this style of teaching is more easily retained for long term memory. Hands-on learning helps develop critical thinking and analytical skills which will continue to be beneficial throughout their life. These are the skills imperative to getting into university and landing a job. More importantly, hands-on learning adds fun to the lessons for all parties involved.

The Victorian Curriculum: Mathematics identifies a mutual relationship between learning in Mathematics and Numeracy. This relationship is shown in learning environments through the following proficiencies:

Understanding

Refers to building a robust knowledge of adaptable and transferable mathematical concepts and structures. Students make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of Mathematics.

Fluency

Describes the development of skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily.

Problem solving

The ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively.

Reasoning

Refers to students developing an increasingly sophisticated capacity for logical, statistical and probabilistic thinking and actions, such as conjecturing, hypothesising, analysing, proving, evaluating, explaining, inferring, justifying, refuting, abstracting and generalising.

Athletics Carnival:

Conditions were perfect for the 2020 Athletics Carnival. Everyone ran, jumped, threw and cheered their way through a spectacular day of high participation and even higher school spirit. Records were broken left, right and centre! Congratulations and thank you to the students who competed so graciously, and sincere thanks to the many students who ably assisted the teachers in running all the events. The day was a real team effort!

Reminders:

- Cross country and Interschool sports have been postponed
- 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.

Kind regards, The
Year Six Team



NEWS FROM YEAR SIX

