

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

Monday 8 June -
Queen's Birthday
Public Holiday – no
school

Tuesday 9 June -
Students in Years 3-6
return to school

Wednesday 24 June -
Semester One reports
published onto
Schoolbox

Friday 26 June -
Last Day of Term Two
2:30pm Dismissal

A NOTE FROM LEADERSHIP

This week saw the return to on-site learning for our Prep to Year Two students, and what a welcomed return this was.

It was wonderful to see students happily reunite with their classroom teachers and peers and we thank our community for supporting our staggered start and dismissal times, as well as the social distancing measures around the school. We cannot wait for the return of our Years Three to Six students and to reestablish the new normality of classrooms and learning during these unprecedented times.

In addition to the extra cleaning staff and cleaning procedures already established, classroom teacher are also playing a big role in supporting good hygiene practices and maintaining a clean and orderly classroom environment. We have provided classrooms with additional sanitisers as well as 10L

SALTWATER P-9 COLLEGE NEWSLETTER

water drums to refill student's water bottles. Door handles and student's tables are also cleaned periodically throughout the day.

Additional Classrooms

As you may have noticed, the installation of the additional Modular 5 (two room) relocatable classrooms is well underway. We anticipate this will be completed prior to the beginning of Term Three. We are very excited to receive this much needed additional space in order to support the growth in numbers in the Year Two and Year Five cohorts.



Approval of Stage Two Funding

As shared on Facebook, last week we received news of the approval of our Stage Two funding and were given a timeline for construction regarding the brand new multi-million dollar Year 7 - 9 facilities.

This has been the result of much hard work, co-operation and painstaking determination of planning between our local MP Jill Hennessy and Deputy Premier Mr James Merlino, all of the Saltwater staff and of course, the Saltwater parents and community.

A state-of-the-art facility like this will obviously take some time to construct and prepare. Construction will begin in 2021, meaning that we will be able to offer a Year 7 intake in 2022, a Year 8 intake in 2023 and a Year 9 intake in 2024, marking the completion of works for our P-9 College.

Return of loan devices

As students return to school, we ask families to also return the devices loaned to them so they may be used in the classroom. An email will go out to families regarding the process for this.

Angela Bervanakis

Assistant Principal

STUDENT WELLBEING



This week our students in Prep to Year Two returned to our physical school buildings. It has been great meeting children and parents as they arrive and leave each day. Thank you for helping me feel so welcome.

Whilst some of our children are back in a more familiar routine not all children are. Routines are very important to help us maintain a sense of normalcy.

Some parents may have found the transition to learning from home easier than they thought and other parents have found this move quite challenging. As we transition back to school and those that are still waiting, let's keep in mind some basic wellness principles.

The basic principles we can be mindful of are: adequate **sleep, exercise, healthy diet and stress management**. Some of these may have been disrupted in the last couple of months and some may have improved depending on your focus at home. Being mindful of these important areas will set your children up for success at school and at home.

Elle Ryan
Student Engagement and Wellbeing Coordinator

PERFORMING ARTS NEWS

The recent Drama Challenge saw some fantastic entries pouring in as students from all year levels submitted recordings of themselves dressed as William Shakespeare and reciting his most famous line 'To be, or not to be? That is the question'. Winners will be announced presently, house points will be allocated and a compilation video of eligible clips will be released in coming weeks.

The particular reason Shakespeare was chosen as an area of study at this particular time is because Shakespeare himself lived through a time when he was confined to lockdown conditions due to 'The Black Plague'. During this time, he overcame his limitations and produced some of his most incredible, memorable work. The line, 'To be or not to be' was famous in its day, being repeated by common people in the street whenever referencing the work of the great playwright. This has since been the practise in every generation in the 400 years since, as if this very line has proven itself as an entry-point to those seeking to become familiar with Shakespeare. The wonderful thing is that this will likewise be the entry-point for our students at Saltwater, continuing an age-old tradition that has lasted down through the ages.

Congratulations to every student that entered! The vast majority of the work was extremely expressive and inspired. A huge thank-you to all parents, families and Saltwater staff that facilitated and joined in.



Week Seven has seen the return of Preps along with Year One and Two students to Saltwater College and everyone here in the Performing Arts department are so excited to have them back! This is a great sign of things yet to come as we are heading into planning and preparations for our end of year performance for 2020. On the dance side we've been keeping the students on their toes through our online program as we pass on weekly lessons and tasks. There has seen an increase in the number of students being risk takers and taking initiative to be creative in different ways especially together at school in their spare time.

In the last couple of weeks we've started utilising every day props that could be found around the house such as hats, shirts, jackets and chairs and we implemented them into our choreography and combinations. This has taught the students how to use these as an extension of their body while maintaining timing and control throughout. It also works on being open minded in to trying new things through dance, that are also used in live performances both on stage and on film. Some students even took it to another level and dressed up in costumes to help them connect to their routine and enhance their performance.

It was great to see so many parents participating and dancing with their children in the class routines especially with the Preps and Year Ones. To see everyone having fun together and the parents having a dance helps encourage the students so much and uplifts their confidence in the process. This also reflects through in so many other elements outside of dance.

Some students have collaborated together and have been working as a team amongst themselves by creating their own choreography and routines and submitting them. This has been so great to see, as they learn to push their own boundaries and explore dance and movement more so while implementing their creative input and visions in the process. This has covered areas such as teamwork, acceptance, motivation, creativity, building self confidence and confidence in one another, goal setting, problem solving and working together to achieve a common outcome. Students in the Dance Extension program have also begun working together on their first little project as we combine our work with the Music and Drama department. We have been working on different rhythms and combinations with the body percussion choreography to help provide the beats and sounds to accompany the 'Welcome Song' for Saltwater College. The students have done a great job with following the instructional videos and submitting their variations to help complete this original project for the Performing Arts program.

We look forward to working with the students back in the studio again soon, as the weeks move on and we slowly start to make our way back to school!

PERFORMING ARTS NEWS



With so many things going on in the Performing Arts online classroom, it seems like only yesterday when we updated you with our last newsletter item.

In Music, our students continued building their home-made instruments. Many of the students took this opportunity to incorporate some of the drama skills they have developed with Mr Jay, creating instructional videos and explaining how they made their instruments and why certain materials and sizes create different sounds.

We have been overwhelmed by the commitment and engagement of a number of children and their families getting involved with recording the 'Welcome Song' and the various house chants. In fact, a number of the teachers also got involved with recording themselves singing the House Chants. With house points up for grabs, we saw a lot of creativity and humour incorporated in many of the video clips. It gives me great pleasure to announce that **Vanderkuyp House** gets **50 house points** for providing the most amusing, energy-packed and coordinated chant that included family members. This was provided by Eloisa (Year One) and her family. A special mention needs to go to Kevin and Kayla's dad and his blue wig. And the **100 house points** for the most videos submitted goes to **Goolagong House!!!** Well done everyone!

The great thing about having online lessons on videos is that the students have the opportunity to revisit some of the earlier exercises, and to see if they can improve on the previous attempts. Performing Arts is all about continuous improvements, so the next few online lessons will be encouraging students to try some of the earlier exercises again. This will also give some of the students that have not yet submitted their exercises a chance to catch up. We will also be extending the conducting exercises to include compound timing.

In the meantime, we will be collating and compiling the videos we have received so far, with the view of creating a consolidated presentation at the end of Term Two. Keep up the great work!

Jay Bowen – Drama
Phil Haddad – Dance
Michael Lapina – Music
Performing Arts Directors

PHYSICAL EDUCATION NEWS



It has been an exciting week having our Prep, Year One and Year Two students back at school and enjoying PE back in the gymnasium. We are still enjoying working with the upper year levels online and look forward to welcoming them back to school soon.

We would like to congratulate Team Freeman who won the Daily House Point Challenge during Week Six. We have been so impressed with the number of students who are still participating with the challenges. We would like to congratulate the following five students who participated the most during Week Six, they are;

Georgia Lahner (Team Goolagong, 6B)
Almira Hafiz (Team Vander-Kuyp, 3B)
Maya Niven (Team Vander-Kuyp, 3A)
Hanna Krause (Team Freeman, 5B)
Ethan Botha (Team Goolagong, PC).

We are still continuing with the Daily House Point Challenge up to Week Nine.

For the students who have returned to school this week we have been re-establishing the rules and expectations for PE and working in the gym. We have also had conversations with students on how to best maintain social distancing during lessons and how we can all participate in a safe and hygienic manner whilst still enjoying lessons.

Prep students have enjoyed starting where they left off in Term One and have settled back into school life seamlessly. Students have been playing games which they learnt during Term One such as 'Sharky, Sharky' and 'Fruit Salad'. Students in Years One and Two have been revisiting basketball skills which they began in Term One.

Students who are still participating in remote learning have been enjoying weekly Webex sessions with their respective PE teachers as well as participating in the weekly fitness videos. Students are still encouraged to join in with the Daily House Point Challenge and remember that we are still rewarding all uploads to Schoolbox with 20 house points!

Mr. Irons, Ms. Evans and Mr. Symmons
Physical Education Teachers

VISUAL ART NEWS



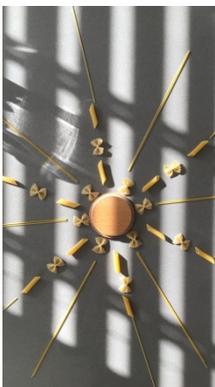
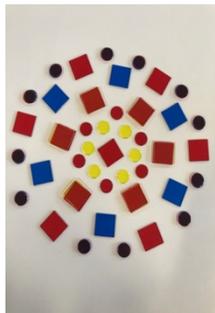
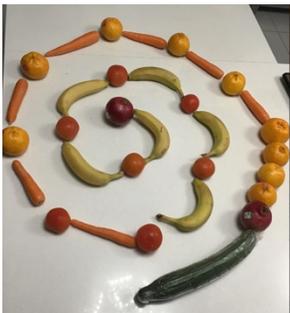
Hello Saltwater creative community, we would like to start by saying a huge thank you to all parents, families and friends who have been so supportive during these unprecedented times. Your commitment to your children and their remote learning has been greatly appreciated by us in the Visual Art department. We would like to take this opportunity to let the community know that there have been some changes made for the remainder of the remote teaching for Visual Art.

As our time in remote learning draws to a close, we decided to add some fun to the work that students are engaging with, by creating art challenges as a celebration of the wonderful achievements the students have made in Visual Art.

The students now have access to these weekly challenges via the Visual Art Schoolbox page. They have started to post their responses via the forum for their relevant year level.

During week 6, our challenge was based on creating circular artwork and Week Seven was about creating 3D work. Each week the challenge will change so keep a look out on the Art Page and let's get creative!

Maria Nardo and Stella Nguyen
Visual Art Teachers



SPANISH NEWS



Hola Saltwater Learning Community

Welcome to the month of May
Bienvenidos al mes de Mayo

In Years Prep to Two, students have been consolidating their Spanish language learning by practising numbers, colours, animals, names and greetings through songs, videos and WebEx meetings.

In Years Three and Four, students have been consolidating their vocabulary by learning about the most common verbs in Spanish, using daily phrases commonly used at school and learning how to ask and respond to questions in Spanish.

In Years Six, the students have practised the days of the week by learning about 'Jorge', a Spanish boy that likes to do different activities from Monday to Sunday.

Well done to all our students at Saltwater P-9 College, we look forward to working face to face with you all very soon.

Nelson Pasten and Anne MacKelvie
Spanish Teachers

FOOD TECHNOLOGY NEWS



Hello Saltwater Community,

I'd like to start by thanking all students and parents/carers for your contribution and commitment to Food Technology throughout remote learning.

It has been an absolute joy to see all your photos, videos and comments of our students continued experimenting in home kitchens. This wouldn't be possible without the supervision of adults so thank you for giving them the opportunity to carry on their culinary skills at home.

It is great to see people taking the initiative to go back and forth between our weekly recipes throughout Term Two. As it has been stated in the past you are welcome to explore and have a go at any recipes and instructional videos at any time and this is evident as I see students sharing and adding their creations to Week One and Two on Schoolbox.

For the remainder of Term Two, Food Technology will not recommence at school, however please feel free to access Schoolbox at home to find more recipes to take you through to Week 11 of this term.

Please find some randomly selected photos of students from our social streams on Weeks Five and Six of School Box and don't stop sharing, we love seeing your efforts at home <3

Miss Caminiti
Food Technology

VISUAL COMMUNICATIONS NEWS



We are well into remote learning and students have formed an independence toward their learning and further developed their self-management via the Schoolbox portal.

As part of Visual Communications, students participated in weekly competitions that showcased skills acquired through foundation lessons provided online. As reiterated to students, the purpose of competitions is to encourage student engagement within the discipline, creating a platform for students to excel and gain substantial experience, showcase skills, analyse and evaluate outcomes and uncover personal aptitudes. The motivation and learning gained is as much of the prize as the award.

Congratulations to all participants and prize winners.

Award winners have pushed limits beyond the practicality of the design principal, incorporating creativity and purposeful communication within the image.

Competition winners:

Week 1 Rule of Thirds – Luca Hall

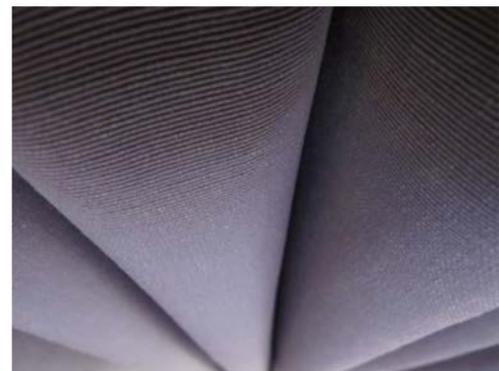
Week 2 Symmetry – Mataya Von Nida

Week 3 Inspirational Written Analysis – Connor Clarke

Week 4 Continuity – Simone Deen

Jayne Saleem

Visual Communications Instructor



INTERVENTION/EXTENSION NEWS

The Extension Program at Saltwater College is well underway and although having been done remotely up until now, we are looking forward to having children back and being able to teach them in a face to face and in a more personal setting. Having said this, our learning via WebEx and the use of Schoolbox has delivered quite a successful program so far where students have been able to engage in live lessons, group chats and complete set tasks. Many students have demonstrated a very enthusiastic approach to the online learning for their extension program and as a result have submitted work of a high standard.

Writing Enrichment has allowed students' creativity to flourish. The Year Two to Sixes have explored writer's notebook and began to create a basis of ideas for their own creative writing pieces. As the term continues and so does the hard work of the students, I look forward to sharing many of the students' work samples. The Year Prep and Ones have focused on text innovation and rewritten the poem 'Mary had a Little Lamb' with their own creative flare.

In Philosophy and Debating the students began understanding what both of these concepts mean. They then began to question small things about life itself and who they are as a person, what their beliefs and understandings are of different concepts and how they can differ from one person to the next. They were exposed to some themes which created a difference of opinions between the class members and sparked an understanding of what debating is. Students have actively commented on our social stream adding their opinions to concepts that we have explored as a group.

Goal setting within extension groups will be covered towards the end of this term and the beginning of Term Three. The importance of moving students forward in extension classes is a high priority and will ensure that both students and teachers are well aware of what level the students are at and where they need to be working towards.

All students in the Extension Program should be commended for their wonderful efforts throughout remote learning thus far.

Mrs Diane Traianon

INTERVENTION/EXTENSION NEWS

Maths Extension

During Maths Extension last week, students focused on the concept of ‘Using pronumerals’. The ‘Key Ideas’ formed during the week’s exploration were:

- A pronumeral is a letter or symbol that is used in place of a number.
- A variable can be represented by a pronumeral.
- When a rule is written using pronumerals, it is called a formula.
- Products or quotients with pronumerals can be simplified.
For example, $x \times 7 = 7x$
- The relationship between two variables can be shown as:
 - A rule (or formula)
 - A table of values, or
 - A graph.

To consolidate their understanding from previous weeks, students engaged in the following tasks:

Example 5B-1: Writing a rule as a formula

EXAMPLE 5B-1 Writing a rule as a formula

Write each rule as a formula using a for the IN number and b for the OUT number.

a OUT = IN \times 4 **b** OUT = IN \div 5

<p>THINK</p> <p>a 1 Replace OUT with b and IN with a.</p> <p>2 Simplify the formula by writing $a \times 4$ as $4a$. Notice that the number is written before the letter in the product and the multiplication sign is left out.</p> <p>b 1 Replace OUT with b and IN with a.</p> <p>2 Simplify the formula by writing $a \div 5$ as $\frac{a}{5}$. Notice that the vinculum in the fraction is equivalent to a division sign.</p>	<p>WRITE</p> <p>a OUT = IN \times 4 $b = a \times 4$ $b = 4a$</p> <p>b OUT = IN \div 5 $b = a \div 5$ $b = \frac{a}{5}$</p>
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Example 5B-2: Writing a formula from a table of values

EXAMPLE 5B-2 Writing a formula from a table of values

Use the pronumerals in the table to write a formula relating the variables.

x	5	6	7	8	9
y	3	4	5	6	7

<p>THINK</p> <p>1 Look for a pattern in the two variables.</p> <p>2 Check the pattern or rule works with all values.</p> <p>3 Write the rule as a formula.</p>	<p>WRITE</p> <p>$5 - 2 = 3$ $6 - 2 = 4$ It looks like y is obtained by subtracting 2 from x.</p> <p>$7 - 2 = 5$ $8 - 2 = 6$ $9 - 2 = 7$ $y = x - 2$</p>
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INTERVENTION/EXTENSION NEWS

Next week we explore **'Terms, Expressions and Equations'** where we will aim to develop the following **'Key Ideas'**.

Expressions and equations are made up of terms.

A term can be a number, or the product of a number and one or more pronumerals.

Some examples of terms are: 2, 6a, 5mn, p, -3x.

Terms can be added to form an expression

For example: $4a+5bc+6$.

Equations always have an equal sign. Expressions do not.

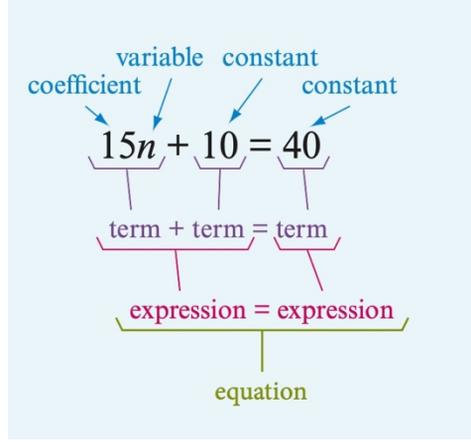
A formula is a special type of equation where there is more than one variable.

For Example: $y= 2x+3$.

The number multiplied to a variable is known as the coefficient.

For example: The coefficient of $3x$ is 3.

A term without any pronumeral is known as a constant.



Maths Challenges

I would like to congratulate Vihaan Shah who has successfully completed the 'Titanic Challenge' that was set last week. Below is an image of his Titanic boat that was able to hold weights and remain afloat.



This week's challenge is a **Number Crunch**.

Regardless of whether you attempt the easy, medium or hard questions you will automatically earn ten house points.

- 25 house points** will be awarded if you get the **easy** task correct.
- 50 house points** will be awarded if you get the **medium** task correct.
- 75 house points** will be awarded if you get the **hard** task correct.
- 150 house points** will be awarded if you get all of the tasks correct.

Number Crunch

Follow the calculations from left to right, starting with the number given, to reach an answer at the end.

EASY	44	÷ 4	TREBLE IT	+ 17	2/3 OF IT	x 5	- 14	HALF OF IT	+ 8	1/2 OF IT	ANSWER
MEDIUM	97	x 6	+ 75	+ 1/3 OF IT	HALF OF IT	- 66	3/4 OF IT	x 5	+ 214	TREBLE IT	ANSWER
HARDER	288	2/3 OF IT	DOUBLE IT	+ 2/3 OF IT	+ 976	x 7	- 7484	3/4 OF IT	- 586	÷ 5	ANSWER

Have fun and remember mathematicians show all of their working out when submitting their work. You can either email Mr Nicolaides your challenge answers to michael.nicolaides@education.vic.gov.au OR you can post your work on your class **Schoolbox Social Stream**.

Thank you,
Mr Michael Nicolaides

NEWS FROM PREP

Wow, what a whirlwind the last six weeks have been. The Prep team are so proud of the students for the way they tackled remote learning with an open-minded attitude. We would like to say a HUGE thank you to all of our Prep families for the support and encouragement they provided during this time. There is no doubt that we were all in it together and the achievements the students have made are a testament to everyone's commitment.

As we have begun our new Unit of Inquiry, exploring the central idea 'Journeys happen for many reasons and in many ways', the students have been developing their understanding of the different types of journeys. We have enjoyed seeing the photo collages of the student's personal growth journey from a baby to now. Our unit provides a great opportunity for us all to reflect on the learning journey the students have been on so far in Prep, including the remote learning journey.

During remote learning, we saw the student's creative sides shine! We were particularly impressed with their creativity when finding resources to create patterns, represent numbers in different ways and explore positional language. The students created some fantastic bear hunt maps, as well as photo collages, putting their favourite toys in different locations.

We look forward to continuing our learning journey back in the classroom and we are sure the next four weeks will fly by with all of the fun we have planned!

Just a few reminders as we return to school:

- Parents/family members are **not** to enter the classroom under any circumstance
- Students **MUST** bring a full water of bottle as they will not be allowed to use the taps or to refill at the taps
- iPads are to be brought to school **EVERY DAY** and fully charged
- Satchels are to be brought to school **EVERY DAY**
- Any children who are ill **should not** attend school.
- Food Tech **will not** operate for the rest of this term

Thank you again for your support.

The Prep Team



NEWS FROM PREP



newborn



1 year



2 years old



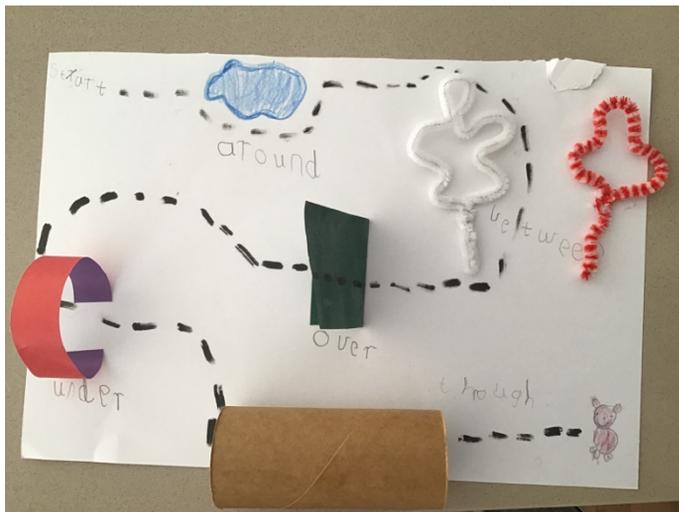
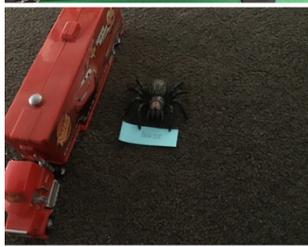
3 years old



4 years old



5 years old



NEWS FROM YEAR ONE

A big thank you to all students and their families for participating in six weeks of remote learning. The whole Year One team cannot thank families enough for your continuing support and positivity. The students portrayed such flexibility and resilience during our remote learning journey and we couldn't be prouder of their achievements. We welcome students back to their classroom for the remainder of the term, to continue their learning with their classroom teachers.

Unit of Inquiry

The Year Ones have started their exploration into their third Unit of Inquiry, under the Transdisciplinary Theme 'Sharing the Planet'. After participating in many activities over the fortnight, the students are starting to develop a deeper understanding of our Central Idea, 'Human choices and actions impact animal habitats.' Students have loved investigating the range of habitats their favourite animals come from. They are learning about the features of that habitat and how animals are dependent on these features for survival.

Literacy

In Reading, the Year Ones are developing an understanding of the importance of summarising a text. We have discussed the ability to search for the main idea from a range of literature and begin to summarise this into our own words. Students are encouraged to explore the characters, setting, problem and solution of their favourite fiction books.

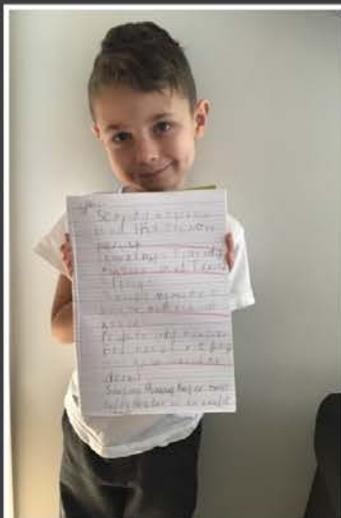
Numeracy

In Mathematics, students will continue to develop their addition and subtraction skills when learning a range of strategies to solve an equation. We have also started to learn about data and the different ways it can be collected and displayed. Students have practised using tally marks to count objects in their environment, which can then be represented in different graphs.

Just a friendly reminder for those students back at school to maintain the safety measures developed by the school in order to keep our Saltwater Community as safe as possible. If you have any questions, please don't hesitate to contact your classroom teacher. We look forward to continuing our learning over the remainder of the term.

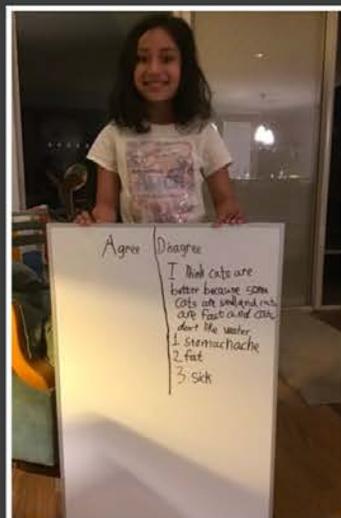
Thank you,
The Year One Team

NEWS FROM YEAR ONE



Toy cars

Blue	1111
Light blue	11
Green	11
Black	1111
Orange	1111
Grey	1111
Brown	1
Yellow	11
Purple	111
Red	1111
White	11



NEWS FROM YEAR TWO

Dear Year Two families,

Welcome back to school! Thank you for all your hard work during remote learning, we are so excited to be back in our classrooms. We had a fun last day of learning from home with our Year Two WebEx disco. It was great to see everyone dancing and celebrating all of their fantastic efforts during this time.

Unit of Inquiry 1

In Year Two we have started our third Unit of Inquiry investigating the Transdisciplinary Theme, 'How We Express Ourselves' using the Central Idea, 'People express important events through celebrations and traditions'. During our 'finding out' phase of the Inquiry cycle, students watched three different videos of celebrations from around the world. Students completed a 'See, Think, Wonder' for these questions and then unscrambled our Central Idea. Students were then encouraged to choose a celebration or commemoration that they are interested in and think of questions that they have about that celebration or commemoration.

Mathematics

In Mathematics, the Year Two students have been investigating shape, which is an important component of the Measurement and Geometry curriculum strand. Understanding shape and geometry helps the students to discover patterns, find areas, volumes, lengths and angles to better understand the world around them. In the real world, many different people use their knowledge of shape and geometry in their daily jobs. For example, artists create different art forms by joining different geometric shapes together. Video game designers use geometry to help viewers experience depth and movement in games. Engineers, architects and builders use geometry to calculate area and volume before they start making plans for different structures. Astronomers use geometric shapes to help to understand the location of different planets, solar system and different stars. During remote learning, the students have been investigating the features of planes (flat/two-dimensional shapes), such as polygons and curved shapes. They have been thinkers by creating their own rules for sorting these shapes into groups, as well as being knowledgeable by sorting them using the rules created by mathematicians. The students will go on, in the upcoming lessons to further investigate the features of solid objects (three-dimensional).

Reading

In Reading, students have started to explore non-fiction texts and how they differ from fiction texts. We have looked at different elements of a non-fiction text such as a contents page (or a table of contents), images, photographs, captions, titles, subtitles, page numbers, bolded words, glossary and index pages. Then students went further and looked at the importance of and how to use a contents page, glossary page and an index page. Afterwards, students explored the different types of non-fiction texts such as biographies, newspapers, an atlas and information reports. In future lessons, students will be engaging in note taking skills and then revising all their learning about non-fiction texts in fun Kahoot quizzes.

NEWS FROM YEAR TWO

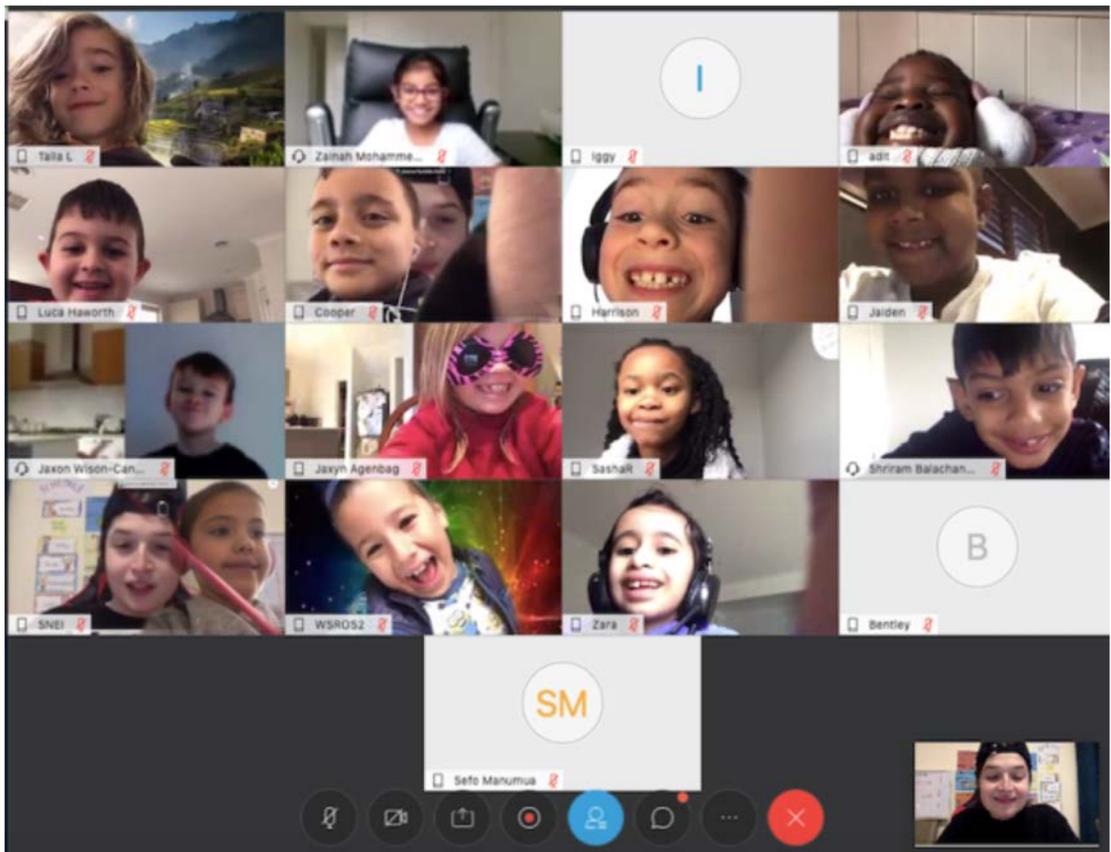
Writing

In Writing, students have started to look into the different areas of an information report, picking out the important parts that are included when writing about a particular topic. They have read through various newspaper articles and highlighted the features of an information report that they have been able to find, such as: the author’s name, title, subheadings, a range of facts, data and tables, images, captions and so on. In lessons to come, students will be reading different information reports, learning the structure of how it is set out and will be researching facts about their chosen celebration or commemoration and will attempt to write their own information report on this topic.

Reminders

Please remind the students of the importance of good hygiene practices – washing their hands, sneezing and coughing into their arms, not sharing food, etc.
Please ensure that students are bringing enough fruit and vegetables during our fruit breaks.
We encourage students to bring water bottles to school every day to stay hydrated.
Students are to bring in their iPads, as it is a learning tool.
Please ensure that students are bringing in their take home readers, so that they change their books.

Kind regards,
The Year Two Team



NEWS FROM YEAR THREE

Greetings Year Three families and friends of Saltwater!

What a jam packed couple of weeks it has been. The students have continued to excel in their home learning, engaging well in WebEx sessions with their teachers, submitting incredible pieces of work, including some wonderfully published narratives from our most recent writing unit.

We wrapped up our second Unit of Inquiry on exploring, and have begun our Unit of Inquiry Three, which as previously mentioned is based around the Central Idea that 'Exploration may lead to discovery and change.'

Students shared their wonderings about the topic, posing some great questions, like Leyla from 3B, who asked, "How did the earth come together?" and Fleur from 3A who posed the question, "How can we take responsibility for our planet?" Great questions kids! We look forward to learning about this topic and finding answers together! Students did a mini experiment to test the strength of a small structure they created with house hold items, emulating the natural event of an earthquake – Have a look at Angelina's experiment with her colourful cups!

In the coming lessons and weeks, the Year Threes will be discovering about the layers of the earth and learning about how it was formed through engaging in research and at the same time, developing their research skills through the use of 'Cornell Note Taking'. Students will also get the chance to learn about Earth's amazing tectonic plates and learn about the different types of boundaries, with some entertaining and fun videos from our very own Mr Peterson! We can't wait to go on this learning journey with the students into our third Unit of Inquiry and see what amazing outcomes we have.

Reading continues to focus on non-fiction texts, with a particular lens on how we summarise and use the information in a text to make meaning and apply it in other contexts (such as their own writing pieces). The students will learn how to best summarise by identifying the main ideas in a text, utilising their knowledge of the structure and key elements of books that are based on facts rather than a storyline.

In Writing, the students are continuing to build their knowledge of how to write an explanation text, which has the aim of explaining *how* or *why* something works. As demonstrated in Mr Hart's 'How Stuff Works' web series, students can see that there are so many things that can be explained by writing an explanation text about them, using cause and effect language such as: as a result of, consequently, so and because, in order to explain whatever they have chosen to focus on.

NEWS FROM YEAR THREE

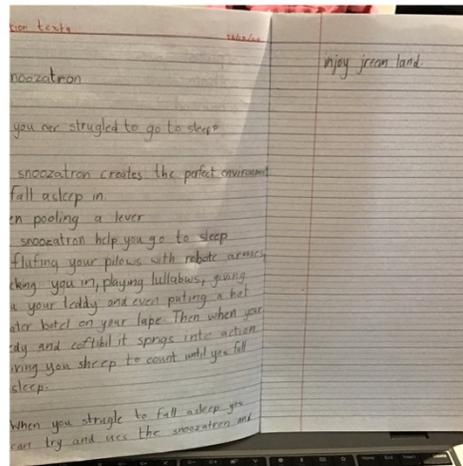
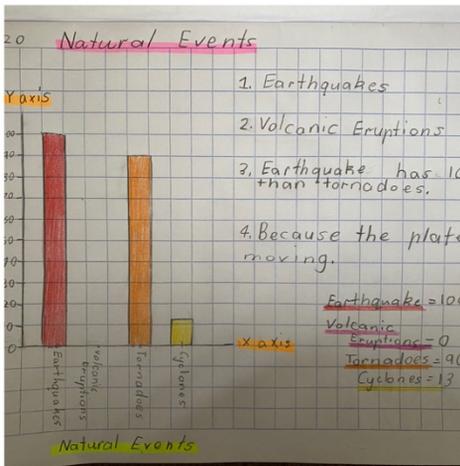
Maths continues to see students delving into the world of data, creating their own column graphs with data both collected by them and provided to them, and then challenging themselves to interpret it and create and/or answer questions about it in order to analyse it. We will continue to have Fridays as 'Problem Solving Friday' this term, where students will be using common problem solving strategies to answer tricky scenarios and questions. Once back at school, there will be a continued focus on building the students' critical thinking skills in this way, as well as begin to develop their mental maths fluency with 'Three Minute Challenges'. Stay tuned for that!

Reminders

School for Year Three students returns on June the 9th which is a Tuesday. Please make sure you check the year level page on Schoolbox, watch out in the news section for announcements on drop off and pick up times for your children, as well as what returning to face to face teaching will look like.

We hope you have a wonderful next couple of weeks, please don't hesitate to contact your child's classroom teacher if you have any questions, queries or concerns.

The Year Three Team



snoozatron
you can't struggle to go to sleep
snoozatron creates the perfect environment to fall asleep in.
on pooling a lever
snoozatron help you go to sleep
flating your pillows with robot armies
droning you in, playing lullabies, giving
a your teddy and even putting a hat
over hotel on your lapa. Then when you
sly and coftibil it sprags into action
giving you sheep to count until you fall
sleep.
When you struggle to fall asleep you
can try and use the snoozatron and



NEWS FROM YEAR FOUR

The Year Fours should be commended for the effort and dedication that they have shown while participating in remote learning. As your teachers we are beyond excited and look forward to our return to on-site learning on Tuesday 9th of June. We ask that all school books be brought back to school and students will need to bring a water bottle as the advice from the department is that students are not allowed to use shared drinking taps.

The Year Four students have now concluded the Unit of Inquiry 'Sharing the Planet' with multiple outstanding pieces of work. Students were presented with opportunities to complete a student led investigation, demonstrate their final understandings by documenting it in a sharing the planet journal and summarised videos on 'The Four Spheres'.

We have started our third Unit of Inquiry 'Where we are in Place and Time.' This began by sparking student's curiosity with a provocation. Students were asked to identify different forms of communication technology and to use their prior knowledge to organise them on a timeline. Students were able to share their thinking through the collaborative platform Padlet. Students are to be praised on their use and progress of IT skills through online learning.

In Writing, students have been working on the structure and features of an information report. Students were able to follow step by step instructional videos to write up their own reports choosing a topic of expertise. Some topics the students chose were 'singing, soccer and dinosaurs'. They transferred their reading and viewing on the Earth's Four Spheres to write a second information report on the atmosphere, hydrosphere, geosphere and biosphere.

In Mathematics, we have continued interpreting data. Students have been constructing suitable data displays, including survey questions and evaluating the effectiveness of different data. They were introduced to Microsoft Excel to create data displays using digital technology. Students were asked to evaluate the effectiveness of the displays and provide reasoning for the choice they made.

We encourage all students to continue persisting with the tasks. We are all very proud of the efforts from everyone.

See you soon.

The Year Four Team

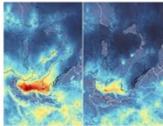
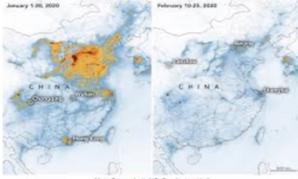
NEWS FROM YEAR FOUR

IMPACT OF COVID-19 ON THE ENVIRONMENT

Pollution + greenhouse gas emissions has fallen as countries try to contain the spread of covid-19.

Extensive travel restrictions on flights, cruise ships and even vehicle travelling caused a sudden drop in carbon emissions all over the world.

In China, emissions fell 25% because of covid-19, as people were instructed to stay at home, factories shut down and coal use fell by 40%.

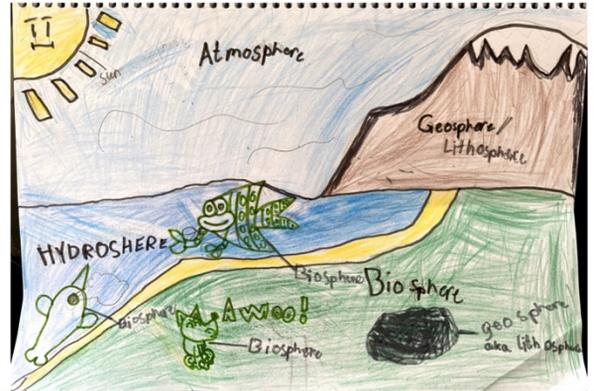
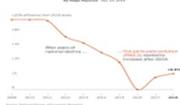


Pollution in New York have reduced by nearly 50% because of measures to contain the virus, Nitrogen dioxide emissions fading away over Northern Italy.

A similar story is playing out in Spain and the UK. The Covid-19 had a positive impact on the environment. This includes, water pollution, air pollution as well and just general land pollution.

By Thomas 4A

America's Air Quality Worsens, Ending Years of Gains, Study Says



padlet Sarah Borracci + 82 • 5d

Thursday Reading Lesson

Post your timeline in your class' column below. Make your first name the title of your post.

<p>4A</p> <p>SEBASTIAN</p> <p>Communication Tech Timeline Tuning In Word document padlet drive</p>	<p>4B</p> <p>Arian my timeline</p> <p>Arian s Timeline Word document padlet drive</p>	<p>4C</p> <p>Polina</p> <p>Communication Tech Timeline Tuning In Word document padlet drive</p>	<p>4D</p> <p>Tiana</p> <p>Communication Tech Timeline Tuning In Word document padlet drive</p>
<p>Lexi</p>	<p>ELIJAH MY TIMELINE</p>	<p>Tana This is my Timeline:)</p>	<p>Nevaeh bird note Telegram Radio Computer Telephone</p>

NEWS FROM YEAR FIVE

Preparing for a return to school

In anticipation of our Year Five cohort returning to onsite learning, our teachers have returned on campus themselves to prepare for the remaining few weeks. Miss Grenfell, Mr Naidoo and Mr Howarth are collaborating on how to make a transition back to school as seamless as possible. We can't wait to see you all again and are excited to finish off the semester with some face to face learning.

New Unit of Inquiry – How the World Works

For the next several weeks, students will be exploring the Transdisciplinary Theme, 'How the World Works'. In particular, we will use our central idea 'Technological advancements develop in relation to the needs of society' to examine the incredible inventions that populate our world. We will inquire into the design thinking process and how empathy plays a vital role in creation and innovation. During a provocation lesson where students were introduced to our topic, we collected our wonderings about the evolution of technology. Some examples of student wonderings have been shared below:

'I wonder what the first iPhone looked like and how they got the idea'

'How has the purpose of phones changed over time?'

'What will phones look like in the future?'

Reader's Theatre

This term, Year Five classes have begun conducting Reader's Theatre lessons. Reader's Theatre is the practice of students reading a text aloud, like a script from a play, with each student taking on a different role. Through this process, students are able to develop their oral reading skills, work collaboratively with their peers, increase their reading comprehension through shared discussion and develop reading confidence.

Alongside Reader's Theatre, students have been building their oral reading skills through weekly 'Read Aloud' lessons. The Year Five students have developed an understanding of the importance of pitch, tone, projection, posture, punctuation and emphasis when communicating with an audience.

Developing a personal legacy during remote learning

At the conclusion of our second Unit of Inquiry, students reflected on how they have changed as learners during these unique times. They were asked to consider how they have adapted and grown as individuals and what they want their personal legacy to be for remote learning. As a legacy is continually evolving, so too is how we see ourselves as learners.

The following students have reflected on the unit by paying close attention to how they developed as principled learners.

I want to look back at this time and remember that it was really difficult, but I never let the challenges get in my way. I want remote learning to be a lesson for me that no matter how hard or difficult it gets you shouldn't let the challenges take you down. – Bushra

To create a positive legacy in the future at home, I will help my parents with things around the house and do things that make them happy. For online schooling, I want to submit all my work on time and have fun! - Gina

The Year Five Team

NEWS FROM YEAR FIVE

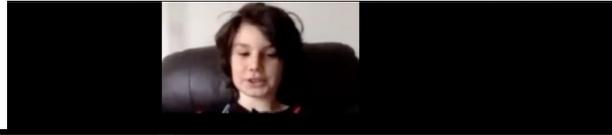
PREVIEW:
A traditional tale explaining how bears came to have stumpy tails.

ROLES (4):
Narrator 1
Narrator 2
Bear
Fox

READER AGES:
8 years and over

Readers' Theatre – Example Script Why Bears Have Stumpy Tails

- **NARRATOR 1:** One day, Bear was out on the ice. While he was there, he met Fox. Fox had a long string of fish, which he'd just stolen.
- **BEAR:** *(cheerfully)* Hello Fox. Where did you get all of those lovely fish? They look delicious!
- **FOX:** *(in a sly voice)* Why hello, Bear. I caught them, of course!
- **BEAR:** *(sadly)* I wish I knew how to catch fish. Do you think you could teach me how?



FOX: Why certainly, my dear Bear. It's easy! Anyone can catch fish if they know how!

NARRATOR 2: Bear was excited. Little did he know that he was about to be tricked by the cruel and cunning Fox.

FOX: To catch a fish, you must stick your tail down through a hole in the ice. Hold it there for a very long time. When your tail starts to feel heavy, you'll know that you've caught a big load of fish.

NARRATOR 1: The Bear did what the Fox told him. He went to the frozen pond, dug a hole in the ice and sat with his tail in the water for a very long time.

BEAR: *(excited)* My tail is feeling heavy. I must have caught lots of delicious fish by now!

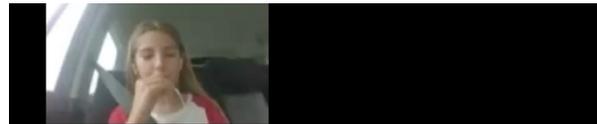
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NARRATOR 1: The Bear did what the Fox told him. He went to the frozen pond, dug a hole in the ice and sat with his tail in the water for a very long time.

BEAR: *(excited)* My tail is feeling heavy. I must have caught lots of delicious fish by now!

NEWS FROM YEAR SIX

The Year Six team would like to extend our gratitude to the students who have been submitting their work and toiling hard from the confines of their homes. Students are demonstrating that they can be independent learners, but ask for help when it is needed. This has been a skill that we have been working on all year, as students prepare for Secondary School.

Year 6 Students have just finished their second Unit of Inquiry. Their Central Idea was “Immigration may cause cultural shifts that can contribute to a country's identity.” Students looked at concepts relating to identity, culture and immigration. Students had very deep wonderings that lead them to see the world from other people’s perspectives. For example; students wondered why people immigrated, why some immigrants get treated differently to others and how a country can change over time with the inclusion of people who were born elsewhere.

As part of our Unit of Inquiry, we were writing historical narratives. These narratives have been well researched, with students beginning the process in the second week of the term. Students had to research a significant moment/person from history and write their narrative around those events. Utilising the key concept of perspective the students were able to demonstrate their historical research through the eyes of famous historical figures looking at landmark events in Australia’s history. Some examples of students writing were ‘looking from the perspective of Ned Kelly’s friend’, or ‘immigrants from the gold rush’, ‘World War 1’ and the First Fleet expedition just to name a few. Narratives that the team have read have shown great imagination and reflect the amount of work students have put into them.

Students have begun taking part in our class Book Clubs. Teachers chose texts that could be accessed online and grouped students according to their interest in different genres. Children have responded well to the selected texts and have been submitting their reflections with detailed summaries and analysis of key ideas and concepts.

In Year Six, we are about to begin our new Unit Of Inquiry. We will be working hard on our student wonderings and provocations into ‘Geological changes and how extreme weather conditions can influence and affect the Earth’s surface’. We will be creating a PowerPoint with all our work for this Unit, which will be used for our three-way conferences next term.

We look forward to having everyone return to school on June 9th. Please do not forget that students will need to bring their pencil cases, Macbooks and all their books when they return to school. We will be following government guidelines and requiring students to bring in their drink bottles, as we are unable to use the drinking fountains.

See you all soon!

The Year Six Team

