

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

Wednesday 24 June -
Semester One reports published onto Schoolbox

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

Monday 13 July -
First Day of Term Three

A NOTE FROM LEADERSHIP

Return to face-to-face teaching

Over the last three weeks we saw the return of our Prep to Year Two students, who settled back into the school routine with ease. This week we were excited to welcome back our Year Three to Six students. The students' transition back to school has been a very smooth process as students quickly settled back into their classroom routines.

We thank and congratulate our Saltwater community for working together to support our students during remote learning and in response to this very difficult time in history. As a community we can be truly proud of what we have achieved and the way we have gone about it. The whole school community has worked together, very effectively, to deliver quality education for all our students.

We reassure all families that the health and safety of all members of the community remains our number one concern. As we move ever closer to a return to some form of normality, we once again wish to thank you for all your support and feedback during these past few weeks.

SALTWATER P-9 COLLEGE NEWSLETTER

Staggered school start/dismissal and year level entry points for Years Prep to Six

We would like to acknowledge and thank families for adhering to the Department's guidelines regarding not entering the school site, to support the health and wellbeing of all our students and staff, by dropping their child/ren off at the allocated gates. These measures, consistent with health advice, will continue until the end of Term Two.

To support the health and wellbeing of all our students and staff, our school will continue an enhanced cleaning routine and will encourage frequent hand washing as well as the use of hand sanitiser and reminding students of proper hygiene practices. Teachers will continue to wipe down tables and door handles around their classrooms.

A reminder that if your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice.

Intervention and Extension

Both our Intervention and Extension programs successfully began during remote learning and are continuing now that all students have returned to school.

Intervention helps support students by targeting specific areas of need in Literacy. The ultimate goal of the program is to build student confidence and skills in Literacy.

Students in Prep who attend these sessions are supported to build on their knowledge of the letters and their corresponding sounds. This is done through repetition, using cued articulation and fun games.

In Years One and Two, the intervention program takes a balanced literacy approach focusing on a range of literacy components: phonemic awareness, phonics, fluency, comprehension, spelling, capitalisation, punctuation and grammar through Reading, Writing and Spelling.

The Extension Writing Program has continued with face to face lessons now that all students have returned back to school. This program helps extend student knowledge by building on understandings and skills they already have.

The Maths Extension Program has continued with Year Three to Six students participating in many fun and challenging tasks. These challenges and tasks help the students to become deeper thinkers by developing their problem-solving skills. The Prep to Year Two Maths Extension Program will be launched in Term Three and I'm sure we will have some budding mathematicians eager to participate.

Julie Chandler- Education Consultant and Facilitator in Leadership and School Improvement in Victoria

Julie Chandler is an educator who has an extensive background in educational leadership as a school principal, Support Centre Manager, and a range of senior leadership regional roles with the Department of Education. She is an experienced and accredited school reviewer, leadership coach, and mentor principal. Julie will soon be working with our leading teachers, learning specialists and unit leaders to build the leadership capacity within the school.

Julie visited our school last week and was left speechless and overwhelmed by the work of the school, the staff and all of the achievements we have accomplished in such a short time.

Gramatiki Alexiou

Leading Teacher

STUDENT WELLBEING

Why do kids need to learn to self-regulate?

Self-regulation has always played an important role in our lives. It's what underpins our ability to control our behaviours, emotions and interactions, while at the same time avoiding distractions and enticing alternatives.

During the current Covid pandemic, children could be experiencing heightened emotions, feelings and inappropriate behaviours and finding it difficult to regulate themselves. Children could appear distracted, sleepy, fidgety and anxious.

Self-regulation requires at least three things: selecting a goal, problem-solving and working on motivation, and overcoming distraction and impulses.

At school, we create shared goals to help children focus on where they need improvement, to move forward and to achieve. Parents can do this too. Select one goal to work on at a time. Make it simple and achievable with a practical time frame. Once it is consistently achieved then you can move onto another goal.

After selecting a goal, the path to its achievement is not always straight. Children need effective problem-solving and motivation strategies to help them achieve their goals. Please be patient and authentic with your praise when they make steps to achievement. Supporting young children to persist in the face of challenge means validating their efforts, reinforcing their solutions and encouraging them.

Children need to be able to overcome distractions and impulses that are contrary to their goals. This self-regulatory behaviour can benefit from practise. We are not saying practise makes perfect, however, consistent practise little by little helps children move forward.

Please be patient with yourself and your children – if you have found this time tough then so have your children. Building practices such as goal setting is a positive way to help you and your children flourish.

Elle Ryan
Student Wellbeing Leading Teacher



PERFORMING ARTS NEWS

Welcome back to all the students! It's so good to see everyone back at Saltwater once again! The students have been missed and the energy and excitement is so positive and uplifting as we all settle back into the last few weeks of Term Two.



Dance has seen the students move a little further on in development, by doing the weekly online work. We've had students watch dance movies that they'd never seen before and explore the different elements by breaking it all down. These consisted of: the title, naming the characters and actors, the year of release, the styles was showcased, the students' favourite scenes and most importantly, the messages that were portrayed in the movies and what they learned from them. It was great to see parents getting involved and sharing their favourite dance movies with their children and sharing their fond memories.

Upon reading the submissions, we were so pleased to see the important messages and life lessons that everyone had picked up on and learnt from their chosen film. They also acknowledged how it not only related to dance or the arts, but also every other aspect of life in so many different areas.

We've kept the students moving with the weekly online lessons pushing and challenging them in fun ways with different routines and forms of dance. It's been great to see them practising now that they are at school and collaborating with other students.

PERFORMING ARTS NEWS

In the remaining weeks of lockdown, Drama students had been given the opportunity to solidify their investigation into 'Prose, Poetry and Shakespeare' by watching several documentaries and commentaries from various sources. This built upon the work that they had done during Remote Learning but also gave the students still catching-up with their Drama classes, the opportunity to complete any of the classes that they had not yet covered.

Of course, it is important to reflect on and analyse these investigations, and the online discussion stream on the Drama page has reflected some fantastic understandings.

In Music, our students have been exploring rhythm and how it is applied in other parts of the world. They have started exploring the construct of rhythms in simple duplet patterns as well as compound triplet patterns. These patterns form the basis for all music, and when they are combined and the emphasis of meter is changed, they create distinctive characteristics that are unique in different parts of the world. This will be further explored through the instruments when the students return to the Music Room.



Behind the scenes, initial development has begun on the end-of-year Performing Arts production. Details will be released overtime, and this year's production promises to be truly outstanding, especially as we have found a fantastic way of presenting our ideas, should crowd restrictions still be in place at that point. Stay tuned. We can't wait to release further news!

A final congratulations goes to the winners and runners-up of the Week Five Drama Challenge and thank-you to every student, parent, guardian and staff member who contributed the wonderful submissions. Well done!

Jay Bowen – Drama
Phill Haddad – Dance
Michael Lapiña – Music
Performing Arts Directors

VISUAL ART NEWS

03 Mr Squiggle

Choose from one of the three templates and create something from lines like Mr Squiggle.



Hello Saltwater Community,

Another fortnight has passed and what a busy time it has been! In the last two weeks we saw our Prep to Year Two students return and continue the challenges set up on the Visual Art page on Schoolbox.

The students have been great risk-takers while taking part in the Art challenges. They were creative thinkers while engaging in the 3D optical illusion challenge during Week Seven and were very open-minded while engaging in the 'Mr Squiggle' challenge during Week Eight. It was heart warming to see our students' perseverance and attention to detail creating their 3D optical illusions both at school and at home!

The 'Mr Squiggle' challenge showcased our students' creativity and development of the overarching idea that change leads to transformation. You can see the variety of interesting illustrations uploaded on the Visual Art's Schoolbox page within the different year level forums. The students have also been introduced to the concept of providing peer to peer feedback. This helps students to develop their cognitive skills as well as their communication skills.

Stella Nguyen and Maria Nardo
Visual Art Teachers



PHYSICAL EDUCATION NEWS

Week Nine has been an exciting week for the PE team as we welcomed back students in Years Three to Six. We would like to say a big thank you to all students for their hard work and effort during remote learning. This was a difficult time for everyone but the students at our school should be proud of themselves as they persisted through these unprecedented times.

We have been impressed with the number of students who have still been engaging in activities on Schoolbox over the last few weeks. We would like to say a big well done to the following five students. These five students participated in more Schoolbox activities and challenges than any other students in the school and have been awarded 50 house points:

- Tana Chiura (4C, Team Vander-Kuyp)
- Josh Del Rosario (4B, Team Goolagong)
- Vanessa Mocko (5C, Team Freeman)
- Hanna Krause (5B, Team Freeman)
- Hayley Kan (PB, Team Freeman)

A big congratulations to these five students, as well as all the students who have impressed us during remote learning. The house point results for this term, including the 'Daily House Point Challenge', will be announced at the end of the term.

Over the past two weeks students in Prep have been learning about basket ball and have been working on running and dodging, completing various obstacle courses. Students have then had discussions around why skills such as dodging are acknowledging the importance behind these skills.

Our Year One and Two students have also been practising dodging as well as revisiting dribbling, throwing and catching skills. This is a continuation in our basketball unit that they began towards to end of Term One.

This week we have welcomed back students in Years Three to Six and have continued our unit on basketball. We have introduced students to warm up games and specific skills that are linked to basketball. By the end of the term students will be playing small games of basketball. Before we begin playing these games students will continue to work on their throwing, dribbling and shooting techniques as well as class discussions around the rules of the game.

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



SPANISH NEWS

Students in Prep to Year Two have been listening to a story about Robot F. Along with this theme, we have been dancing like robots and acting out the story. We have also had fun guessing what animal is inside 'la caja mágica'. It has been great to do some face-to-face learning after so long in front of devices!

Years Three to Five have started to learn some new vocabulary related to the new Spanish book they will be learning to read. The students also had fun making and eating guacamole at home whilst remote learning. It looked so yummy!

Even though we are now all back at school, please continue to check in on the Spanish page on Schoolbox and also Señora Ana's YouTube channel, 'Spanish Fun for Juniors'. New stories are continually added to the YouTube channel, so it is an excellent way for your child to receive extra learning in this area.



Prep B dancing like robots



Guacamole prepared by Violet Deering 5B Yum!

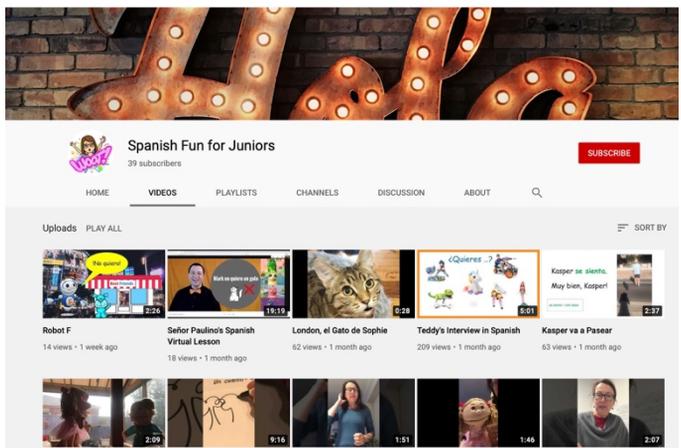
Benefits of learning another language

Give Them a Head Start

Children who learn another language before age five use the same part of the brain to acquire that second language that they use to learn their mother tongue. Younger learners are also uninhibited by the fear of making mistakes, which is sometimes an obstacle for older beginners.

Start Early, Stay Long!

The length of time a student is able to devote to learning a language has a direct and positive correlation to cognitive development. Longer sequences also provide the opportunity for learners to grow alongside the additional language and culture, developing a deeper connection as they mature.



Señora Ana's YouTube channel

VISUAL COMMUNICATIONS NEWS

It's great to be back with face to face teaching and learning. Remote learning has been quite beneficial for Visual Communications with some students completing a semester's worth of work via Schoolbox. Through the online course, students have been able to view content and work through the curriculum, allowing them to review and reflect on their practice, thus refining their skills. Since returning to school, I have been able to facilitate and consult with students on a one to one basis as they become more self-sufficient and responsible for their learning.

It's exciting for Saltwater College to announce that we now have a state-of-the-art, large format Epson printer for students. With less demand for printed media, it is still crucial that students develop an understanding of print that will improve their capture quality and attention to detail. Improving standards are vital for students in preparing them for a competitive downsized workforce that requires a mixed skillset. This printer will be used by the students in particular to produce prints for folio and exhibitions.

Jayne Saleem
Visual Communications

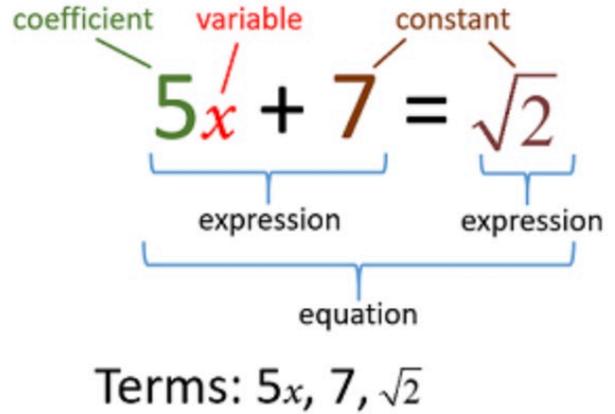


MATHS EXTENSION NEWS

Last week, students inquired into the concepts of ‘Terms, Equations and Expressions’. As a team, we have been exploring the topic referred to as Algebra!

We revisited some of the basic algebra terms students need to know in order to develop a deeper conceptual understanding. These terms are known as:

- Constants
- Variables
- Coefficients
- Terms



Students demonstrated a high level of persistence and collaborative skills during last week’s interactive WebEx sessions as we explored these terms in greater depth. As a team of inquisitive learners, we came up with the following definitions:

Variables

A variable is a symbol that we assign to an unknown value. It is usually represented by letters such as ‘x, y, or t’. For example, we might say that ‘L’ stands for the length of a rectangle and ‘W’ stands for the width of the rectangle.

Coefficients

The coefficient of a variable is the number that is placed in front of a variable. For example, $3 \times w$ can be written as $3w$ and 3 is the coefficient.

Exemplar Student Work Samples:

Max Nyeholt – Year Five:

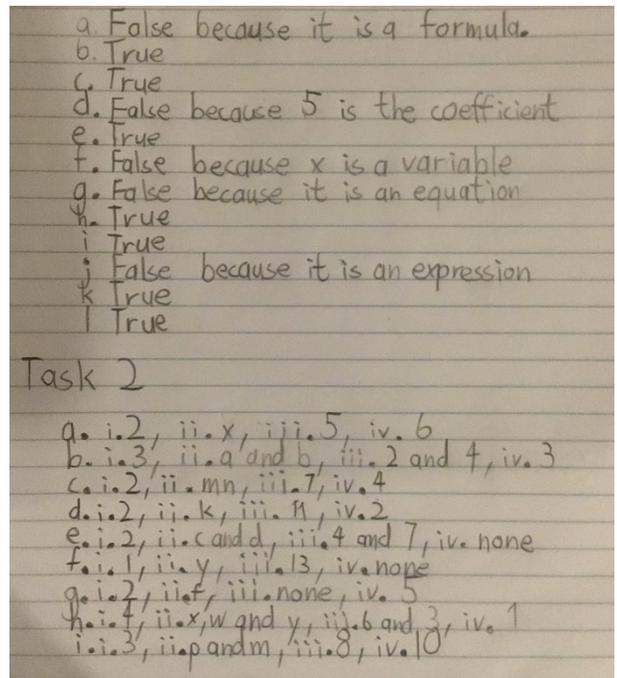
Task 1:

- A is false because it is a formula
- B is true as it is a variable with a coefficient
- C is true as it is simply stating a group of numbers and an operator but not the answer
- D is false as 5 is a coefficient
- E is true as it is stating the operation to do to one variable to get another
- F is true as a variable with no coefficient is equal to one with a coefficient of one
- G is false as it is a formula
- H is true as the number before a variable is a coefficient, which, in this case, is 6
- I is true as 5 is not a coefficient or the value of a variable
- J is false as it is an expression
- K is true as $6x$ and 2 are terms
- L is true as it has no equals and doesn't have an answer

Task 2:

- A has 2 terms, has the pronumeral x with a coefficient of 5, and has a constant of 6
- B has 3 terms, has the pronumerals a and b, each with the coefficients of 2 and 4 respectively, and a constant of 3
- C has 2 terms, the pronumerals m and n, a coefficient of 7, and a constant of 4
- D has 2 terms, the pronumeral k, with a coefficient of 11, and a constant of 2
- E has 2 terms, the pronumerals c and d, with a coefficient of 4 and 7 respectively, and a no constants
- F has 1 term, the pronumeral y, with a coefficient of 13, and no constants
- G has 2 terms, the pronumeral f, with no coefficients, and a constant of 5
- H has 4 terms, the pronumerals x, w and y, with coefficients of 6 for x and 3 for y, and a constant of 1
- I has 3 terms, the pronumerals m and p, with a coefficient of 8 for p, and a constant of 10

Hugo Megyeri – Year One:



MATHS EXTENSION NEWS

Titanic Challenge:



Congratulations to Kavin Singh Makkar from 5A for submitting an absolutely outstanding creation of the Titanic model. It was so pleasing to see Kavin explore items around the house which showcased his critical and creative thinking skills. I was even more impressed with Kavin’s use of small objects also known as informal weights to test the durability of his ship. Kavin has now been assigned the task of sourcing a formal measurement, to test whether it will sink or remain afloat.

30 Second Challenge:

Keep your brain sharp in just 30 seconds. Start on the left with the number given and follow the instructions as you go across. Within the 30 second time limit, beginners have to complete their own challenge, intermediates have to complete their own challenge **ASWELL** as the beginners’ challenge, and advanced players have to complete their own **ASWELL** as the intermediate challenge. You can try to beat your personal best time to improve.

BEGINNER										ANSWER
46	HALF OF IT	-5	DOUBLE IT	-9	÷9	x4	TIMES BY ITSELF	-4	¼ OF IT	
INTERMEDIATE										ANSWER
37	DOUBLE IT	-2	4/9 OF THIS	-4	25% OF THIS	TIMES BY ITSELF	+1	x7	½ OF THIS	
ADVANCED										ANSWER
600	LESS 25%	÷9	TIMES BY ITSELF	30% OF IT	-30	87½% OF THIS	10% OF IT	x 1 1/3	4/7 OF THIS	

You can email Mr Nicolaides at michael.nicolaides@education.vic.gov.au with your working out and answers to earn HOUSE POINTS.

- 10 House Points for BEGINNERS
- 30 House Points for INTERMEDIATE
- 60 House Points for ADVANCED

EXTENSION NEWS

Extension Program

It has been lovely to see many students face to face for both Intervention and Extension Programs. The Preps and Year one students had their first Writing Enrichment lesson last week with a focus on text innovation, which takes a **text** and allows the students to change characters, setting, and story elements to make a personalised version of the text. They utilized the poem 'Mary Had a Little Lamb' and wrote their own versions. Throughout this, they were able to demonstrate their knowledge of nouns and adjectives and express their creative flare, and their love for writing. The students were enthusiastic during Writing Enrichment and some students were keen to write multiple versions of the poem.

*Jessie had a little shiny bunny, little
shiny bunny, little shiny bunny.
Jessie had a little shiny bunny,
It was shiny all day long.*

*Lilly had a sparkly watch,
Sparkly watch, sparkly watch.
Lilly had a sparkly watch,
that went tick tock all day.*

Francesca 1B

*Andrew had a lovely duck,
lovely duck, lovely duck.
Andrew had a lovely duck,
its fur was cute and yellow.*

*Mummy had a little kid,
little kid, little kid.
Mummy had a little kid,
Its skin was peachy and soft.*

Andrew 1C

*Emily had a little cat,
little cat, Little cat.
Emily had a little cat,
Its fur was white and fluffy.*

*Jessie had a big strong arm,
big strong arm, big strong arm.
Jessie had a big string arm,
The arm was yellow and heavy.*

Hanna 1E

Extension classes had continued via remote learning for Year Three to Six students in weeks seven and eight and this week lessons resumed back at school. Both students and teachers were eager to be face to face while learning. This allows one hour sessions rather than the 30 minute online lessons we had been doing. All of the extension subjects are centred on enrichment, providing students with the opportunity to delve into the curriculum with a greater focus on breadth and inquiry. Students are encouraged to develop their problem-solving skills, both individually and collaboratively, in exploring core concepts with reflection, creativity and a critical eye.

INTERVENTION NEWS

Prep to Year Two intervention

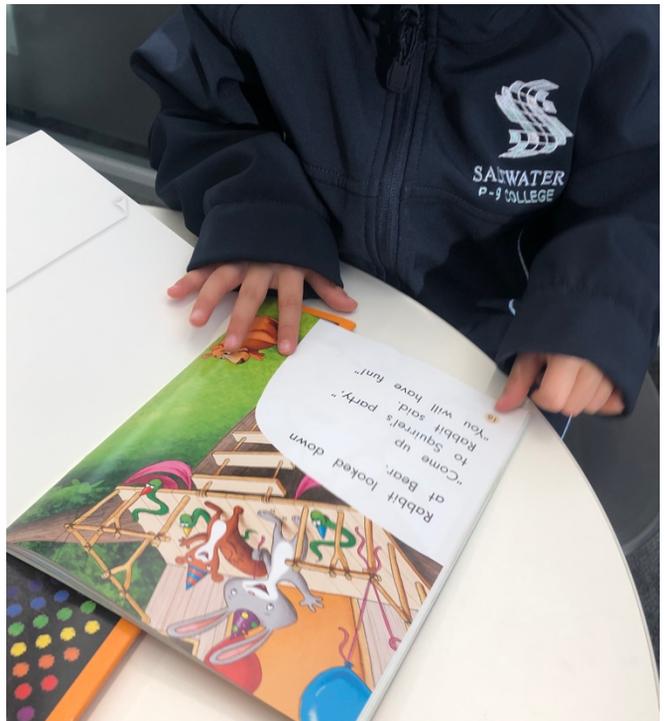
Our Prep to Year Two Literacy Intervention Program is well underway, with us already seeing pleasing results in the few short weeks it has been running. Our program aims to intensively work on any gaps in the students' knowledge and skills within Reading, Writing and Spelling, whilst building the student's confidence within these curriculum areas.

So far we have had a strong focus on understanding that all the letters in the alphabet have corresponding sounds. Many of the students have been surprised to learn that some letters can have more than one sound; for example, the letter 'a' has a total of five sounds it can make, depending on the context it is used in! Hearing sounds helps to develop the student's phonemic awareness (letter sound correspondence) as they are then able to break up words into their phonemes, for example the word mat has three phonemes: /m/ /a/ /t/. This has been assisting students in spelling common words used in texts, as they are able to better hear sounds and then make educated guesses as to what letters may make that sound.

Over the coming weeks, we will be continuing to build on this knowledge by working to learn common digraphs (two letters that make one sound e.g. 'ph'), trigraphs (three letters that make one sound e.g. 'igh') and consonant blends (two or three letters that make a distinct sound e.g. 'bl'). This gives students the ability to attempt unknown words when reading by being able to know the initial sound and to accurately stretch the word using all the sounds within the word.

We look forward to continuing to work with some of our early years students, helping them to reach their full potential within Literacy!

Gramatiki Alexiou (Prep Leader) and Danielle Colling (Years 1-3 Leader)



NEWS FROM PREP

The Prep Team have been so impressed with how well all students have transitioned back to school. We would like to thank every Prep family for their continued support and dedication to their children's learning. For those continuing their learning remotely, we can't wait to have you back in the classroom with us!

In Prep, students have continued their exploration of word families. Word Families, also known as onset and rimes are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound. For example, at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common.

During the past fortnight, students continued to gain an understanding of the 'ig, ag, ip' and 'op' word families. To scaffold their understanding, students have been viewing engaging videos, discussing learnt words, writing four words specific to the focus word family, and then accompanying each word with a picture. As an extension, some students have been recording or voicing sentences.

At home, you can support your child's reading and writing skills by continuing to learn other word families. Text explorations are another fun way of engaging children in their learning. Whilst reading their home reader, they can search for word families.



In Mathematics, we have been focusing on location and how to use positional language such as 'around', 'between', 'under', 'over' and 'through'. The students have continued to explore positional words using Bee Bots. Bee Bots are a programmable floor robot where students enter the instructions to move forwards, backwards, left or right, to reach a destination. When they press the 'go' button, the robot travels the directions coded by the students.

Students had an awesome time applying their knowledge of positional words and location during a lesson using Bee Bots. They used a map of Australia and Zealand to code the Bee Bot to reach different destinations. Students began by placing the Bee Bot in a starting position and then programmed it to travel to a chosen location on the map.

Students were able to explore location, coding, positional words and then linked their Mathematics to a journey they might have been on in Australia or New Zealand.

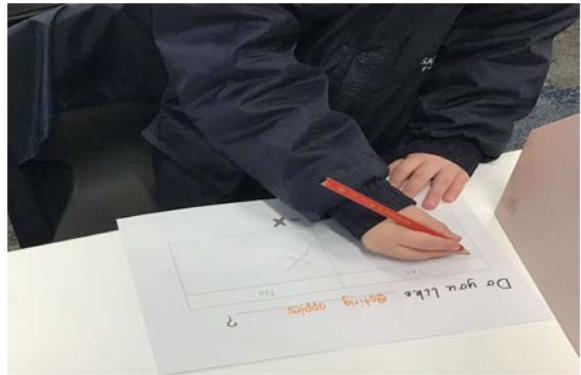


NEWS FROM PREP

This week in Mathematics, we have been learning about 'asking questions to collect data'. The students have been exploring the difference between a question and a statement. Initially, the students learnt how to think and respond to a closed question (yes/no) asked by the teacher. Also, they learnt how to record their responses using ticks and crosses.

The students had the opportunity to create their own question to ask their peers and then collect data. The students produced closed questions such as, 'Do you like eating cupcakes?', 'Would you like to have a snake as a pet?', 'Do you like to go to school?'

During this lesson, the students approached their peers to ask their own question and recorded their responses using the strategies learnt. The students built amazing relationships by listening to and using their interaction skills to respond to their peers. This lesson helped them to build some new friendships and they enjoyed playing together with their new friends in the yard.



Reminders:

- All Prep students are to be dropped off and collected from the front gate, to the right of the administration building.
- As we have entered winter, please send children to school with appropriate clothing.
- Water bottles are to be brought to school each day, along with their satchels.
- A reminder that if your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice.

Thank you
The Prep Team

NEWS FROM YEAR ONE

Dear Year One families,

What a busy two weeks we have had in Year One. The students have settled in really well getting back into the school routine and have dived straight into their learning. Each individual class has also established new classroom expectations to make sure they are all being safe and cautious.

Unit of Inquiry

In Inquiry, the Year Ones are underway investigating their Central Idea, 'Human choices and actions impact animal habitats', by looking through the key concept of responsibility and how people are affecting animals' habitats. The students focused on the word 'choice' and understood that people can either make a good choice that leads to positive outcomes such as picking up their rubbish prevents animals from getting hurt or trapped in their habitat; or people can choose to make a bad choice which leads to negative consequences such as chopping down trees, leaving animals without a home.

Reading

In Reading, the Year Ones have started looking at non-fiction texts in connection with their inquiry topic. They studied the features of a non-fiction text such as the contents page, interesting fact boxes and glossary. They discussed the importance of these features and how these distinguish a non-fiction text compared to fiction. The students are still working on their individual reading goals during independent reading.

Writing

In Writing, the Year Ones have finished writing their persuasive text on the topic, 'Littering is bad' and have begun publishing their good copy. They have been working through the 'Writing Process' where they had to go back and revise and edit their work and make sure they have added in strong language to persuade their reader, correct full stops and capital letters. Their published piece is a celebration of the hard work they did in Writing to finish their persuasive text, and the Year Ones should be proud of their efforts.

Mathematics

In Mathematics, the students have wrapped up data representation and have started investigating money by identifying the unique features of each Australian coin. They worked in small groups to create a poster for each coin and its features. This will be displayed around the classroom as a visual aid. They also explored each coin's value and studied how many cents make up each coin such as, 'five ten cent pieces make up fifty cents'. The Year Ones have also been learning about fact families and understanding the relationship between addition and subtraction.

Just a few reminders as we enter the last two weeks of term:

- Students must bring a full bottle of water as they will not be allowed to use the taps at school or refill at the taps.
- iPads are to be brought to school **EVERY DAY** and fully charged.
- Any children who are ill or present flu like symptoms **should not** attend school.
- Food Tech and Performing Arts classes **will not** operate for the rest of this term.

Thank you,
The Year One Team

NEWS FROM YEAR ONE



NEWS FROM YEAR TWO

Dear Year Two families,

It has been great to see so many of the Year Two students settle back at school after returning from remote learning! Although it has been a little bit different to last term, with things like our seating arrangements changed and the students no longer sitting in large groups on the floor, everyone has adapted confidently to the new environment. In fact, we have all been having a great time seeing our friends again and learning lots of interesting new things!

We have definitely not forgotten about our peers who are still working remotely from home. We hope you are enjoying the lessons we provide online, which are the same as we are teaching the students here at school. Everyone is looking forward to seeing you back soon!

Unit of Inquiry Three

In Year Two, we have continued our investigations into celebrations from around the world. We have researched our chosen celebration/commemoration and created a mind map to showcase our findings. This week we began our information reports, which will be used for our videos, that we will be creating next week. The Year Twos have enjoyed moving classrooms to use their iPads to conduct their research. Last Friday all classes were able to bring in a pillow from home and watch the movie 'Coco' which tied into the celebration the 'Mexican Day of the Dead'. We provided popcorn to acknowledge all of the hard work that has been achieved throughout this term.

Reading

In Reading, the students have continued investigating the different elements of a non-fiction text. These include: content pages, glossaries, index pages, page numbers and maps. We then went on to explore the different types of non-fiction texts such as a: biography, newspaper, atlas and information report. This allowed the students to compare the different elements of the texts, so that they could see that some non-fiction texts do share features, whilst others may not. It also ties in with our current writing unit on information reports. This enables students to have multiple exposures in seeing different types of information report examples, so that it consolidates their understanding around the importance and the features of an information report. Unpacking the types of non-fiction texts and examining their features, have led to some wonderful class discussions and student wonderings about the world around us. It also has heightened the students' curiosity to read a range of non-fiction texts, which ties into our previous learning of having a healthy reading diet.

Writing

In Writing, students have continued focusing on Information Reports, looking at the different features they have and the organisation of these features within the text. Students firstly looked into different types of Information Reports, comparing the various features that each had with the use of a Venn Diagram to compare the similarities and differences. From this, we looked into the questions we can focus on throughout each section when we are looking at writing a report about our chosen celebrations or commemorations. This week, students will begin writing their Information Reports on their chosen celebration or commemoration, focusing on a different section each day to ensure they gain a greater understanding of what it entails.



NEWS FROM YEAR TWO

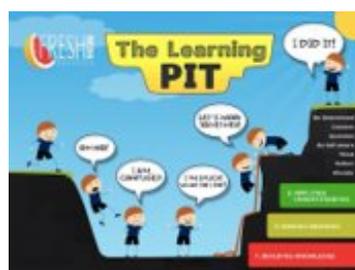
Mathematics:

In Mathematics, the Year Two students have been continuing to investigate plane and solid shapes. We have learned to identify plane shapes by their features, such as how many corners and sides they have, as well as the similarities or differences in the angles they have at each corner. The students have learned new Mathematical vocabulary to describe plane shapes, such as 'regular' and 'irregular polygons'. We are currently investigating solid objects, which we now know can be identified by features such as the number of faces, edges and vertices they have. The students had the opportunity to become more familiar with the concept of 'The Learning Pit' as they made their own prisms from solid object nets. For many of us, cutting, folding and gluing our nets to make 3D objects was a real challenge – hence the idea of falling into a pit when we learn something new. However, the students persisted to work together and start to climb out of the pit. Eventually, when they had successfully finished making their prisms, it was like they were now standing on 'higher ground' than when they started the task, having built up their knowledge of shapes!

The students have also been having fun consolidating their new knowledge of shapes by playing games such as 'Celebrity Head' and 'Guess That Shape'. In 'Guess That Shape' the students had to use their knowledge of plane and solid shapes and their features to guess the identity of different shapes with their eyes closed. They took turns using their sense of touch to tell if the shapes were flat or solid, how many sides or edges they had, etc. It was a fun, but challenging way to test their knowledge!

Reminders:

- Please remind your child of the importance of good hygiene practices – washing their hands, sneezing/coughing into their arms, not sharing food, etc.
- Hand sanitiser is available in each classroom.
- Please ensure that students are bringing enough fruit and vegetables during our fruit breaks.
- Students to bring water bottles to school every day as the drink taps are not able to be used due to health and safety. Large water containers are available in each classroom so the students can refill their bottles throughout the day.
- Students are required to bring their iPads each day, as it is a learning tool.
- Please ensure that students are bringing in their take-home readers, so that they can change their books.



Kind regards,
The Year Two Team

NEWS FROM YEAR THREE

Greetings Year Three family and friends!

Wow, what a busy couple of weeks we have just had. The Year Three students have continued to impress their teachers with their commitment, resilience and knowledge as they ended their remote learning journey and returned to face to face teaching and learning. It has been so lovely to see the returning students, and we hope those who continue to learn from home have had a great week also.

Week Eight saw the students complete their final set of WebEx lessons with their teachers, where they continued until the very last day to engage with the online content and submit amazing work. In Reading, students continued to develop their summarising skills, using the 3-2-1 Countdown response, where they read a variety of fiction and non-fiction books, then noted down three facts, two interesting words and one wondering. Students produced excellent summaries, about a variety of topics including volcanoes, tsunamis and bushfires! Through Guided Reading groups, students have also continued to work on their reading goals.

In Writing, students continued to build on their knowledge and ability to write Explanation Texts, which can be a really tricky style to write in! They have developed their research skills by using a variety of books and websites to research an extreme natural event which they will now work on developing and writing an explanation text about.

In preparation, students have already written explanation texts on a range of topics including, 'How Hair Ties Work' and 'How Kinetic Sand Works'. Thanks to Mr Hart's helpful and informative instructional videos, students have displayed a great base understanding of this text type which they will continue to develop.

In Maths, students have been exploring the language of chance, creating a probability scale and identifying the likelihood of certain events occurring. Since being back in the classroom, students have continued to develop their chance vocabulary as well as revisit problem solving activities and collaborative Maths warm up games.

In Inquiry, students are currently inquiring into the Transdisciplinary Theme 'How We Organise Ourselves', with the Central Idea, 'Extreme natural events can impact humans and the environment'. In this unit, students have been investigating the characteristics of Earth and how natural events occur, using 'Cornell Notetaking' to collect information. They are continuing to investigate natural events that have happened in recent history, including the Queensland floods of 2010-11. Students will now move to transferring this knowledge to their explanation texts and research poster.

We would like to take this opportunity to thank you all for the smooth transition back to face-to-face learning and preparing your children to do so. We appreciate you following the guidelines of our staggered timetables and ensuring we keep our community safe.

Reminders

Please ensure you send your child with their snacks, lunches and labelled water bottles so they are organised for the day.

Kind regards

The Year Three Team

NEWS FROM YEAR THREE

Publishing

How Gem pictures keep your mind calm

If you are feeling stressed and need to unwind, you may enjoy a gem picture. A gem picture is a great to be creative and keeps your hands busy while creating a beautiful picture out of gems.

A gem picture is a printed picture with numbers covered in glue. A piece of plastic protects the glue from drying.

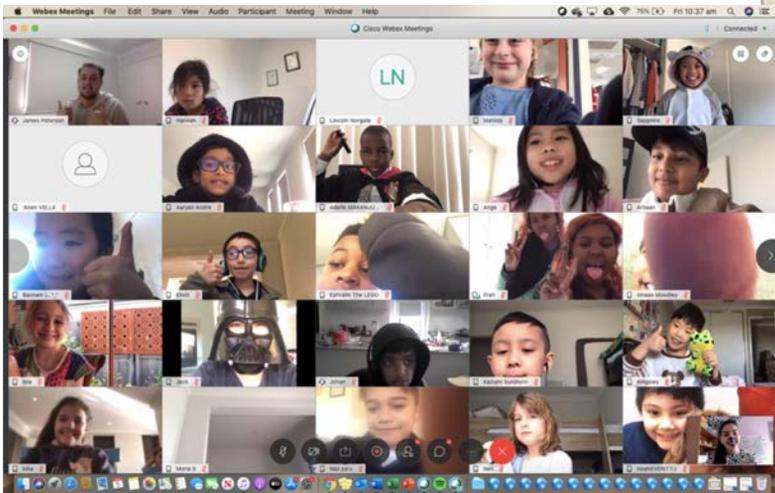
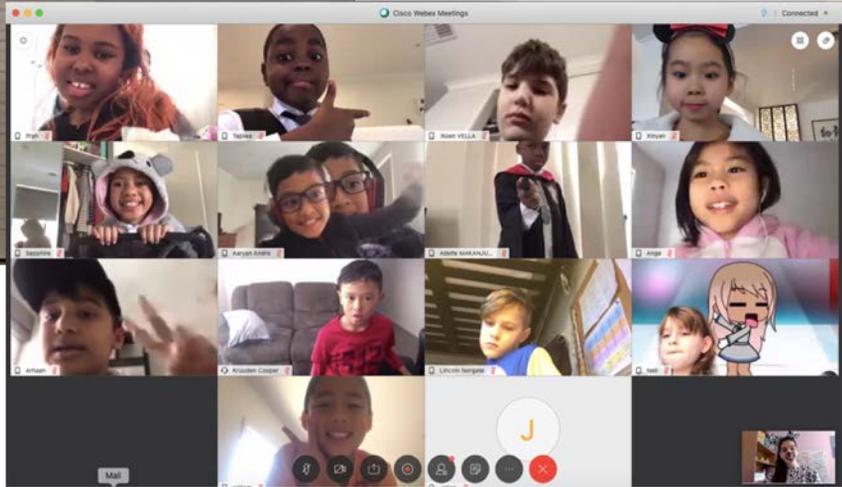
You use different colour crystals to stick on the numbered squares using a stylus. The crystals stick to the stylus because of silicon gum.

Once you have covered all the squares

with gems, you will have a beautiful gem picture to enjoy.

The repetitive process keeps your hands busy and your mind calm.

So if you have a lot on your mind and need a break, then a gem picture can be helpful.



4/6

Topic: Probability

Questions:

What are the chance of pulling out a green?
Likely.

What about a pink one?
Likley.

Yellow?
50/50 chance.

What about a white one? Why?
Impossible because there are no white ones.

NEWS FROM YEAR FOUR

Greetings Year Four families!

Hooray! This week we made it back to learning at school! Thank you again students and families for the resilience, patience and support you have shown towards our online learning program. The Year Fours have grown more independent during this time and we are looking forward to continuing to build the students' technology skills throughout the year. For now, we are loving working face-to-face with the students again!

We are three weeks into our third Unit of Inquiry 'Evolution of communication technology is driven by the needs of humanity.' During online learning, students explored their rights and responsibilities as a digital citizen and examined different cyber-safety scenarios to unpack how they would react to new and uncertain situations. We also inquired into ways human connection can be altered due to technology, including learning from teenagers on the influence of social media in their lives and finding out about technological inventions that have been built to help people communicate when they don't have the ability to. In class this week we have been focusing on technological developments throughout history. If you do have older models of communication such as mobiles, computers, dial-up phones, radios, and any other communication devices at home, it would be fantastic to have a discussion with your child about these items and how they have changed.

Reading groups are now back and running after taking a short break at the beginning of online learning. In these groups we have been practicing 'Reader's Theatre', which is a great reading activity that encourages and grows the story-telling abilities in children, particularly focusing on character voice, tone, fluency and public reading skills.

In Writing we have been exploring a very interesting literary topic of visual literacy. Visual literacy in simple terms is how we can 'read a picture'. Using illustrations and images from children's books, students have been learning about the choices an illustrator makes in order to connect it to the narrative and give depth to the picture. Aspects of visual literacy we have been learning about so far include: shot distance, angles, colour, facial expression, body language, layout and framing. It has been fantastic to see students beginning to use these terms and find more detail in the illustrations than they ever did before.

In Mathematics we have been practicing using our knowledge of time. Students realised quite quickly that time doesn't just mean minutes and hours, but that time can also be annual events, months, years and seasons. After we discussed how and why we convert time, students have been working on converting different lengths of time such as years to minutes. Our continued focus this week on elapsed time looks at calculating how much time has passed and the duration of activities.

Reminders:

If you have chosen to keep your child home for the remainder of term, please notify your child's teacher so they mark it appropriately on the roll.

Please a note that with teachers back in the classroom fulltime, teaching via Webex is no longer available. Tasks will still be posted on Schoolbox for students at home to complete, but they will not be set as submissions. If your child would like to share their work with their teacher, they can submit it to their ePortfolio or via email.

Thank you

The Year Four Team



NEWS FROM YEAR FIVE

Return to Face-to-Face Teaching

This week saw the return of all students back into face to face classes. It has been an extra-ordinary journey for all our students. We commend our students for being principled, resilient and open-minded during this time of learning. It is great to see our Year Five students back in class and eager to learn.

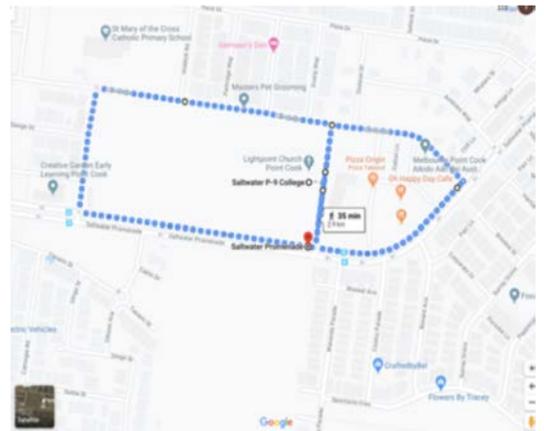
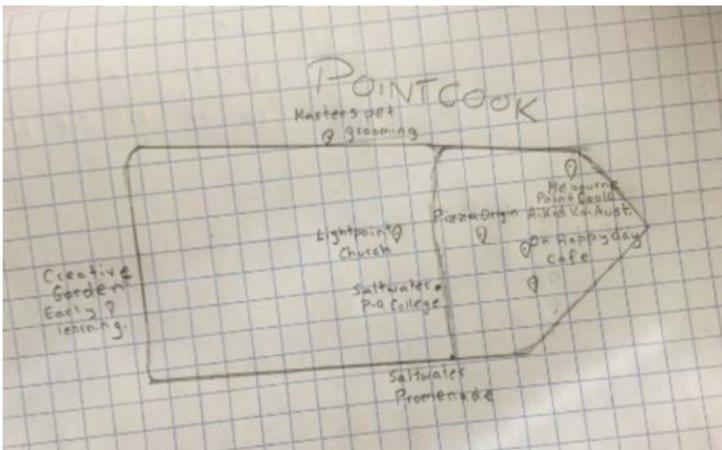
Inquiry – Basic Human Needs

Within our inquiry into ‘How the World Works’, we have been focusing on empathy. As part of our inquiry, we examined the conditions and basic human needs that need to be met before we can be creative and critical thinkers. Students examined ‘Maslow’s Hierarchy of Needs’, (a pyramid of the different levels of needs we need to have met in order to reach our full capacity). Before we can think of being creative learners, we first need our physiological needs met. This includes our needs for food, water, shelter and sleep. Students were able to take these lessons and apply them to how technology is designed to help us meet different human needs. An understanding of how we may individually have different points of need can help develop empathy, acceptance and foster a stronger connection to the priority of equity over equality. Students examined how inventors designed basic houses to satisfy the need for shelter and improved upon it to satisfy other needs.

An example of this is - Different rooms in the house satisfy physiological and social needs.

Units of Measurement

The Mathematics component of our study has been measurement. Students compared the metric system of measurement and the imperial system. Within an authentic context students used Google maps to design and draw a fun run circuit around Saltwater College. The directive they received was that the circuit had to be about 2km long.



Maintaining Good Social Hygiene

Students need to remember they still need to take precautionary measures to prevent the spreading of Covid-19. Students must continue to bring their own drink bottle, wash or sanitise hands thoroughly before and after they eat and use different methods to greet each other, such as an elbow bump high-five.



Thank you,
The Year Five Team

NEWS FROM YEAR SIX

The Year Six team would like to welcome back students to school after remote learning. We are so proud of the effort that students have made in learning with an open-minded attitude. We would like to extend a huge thank you to all families during this time. There is no doubt this was a challenging time, however, we are very proud of the commitment shown by all.

Inquiry

How the World Works

In Year Six our UOI Central Idea is 'Geological changes and extreme weather conditions can affect the Earth's surface'. Using our research skills, we have been inquiring into how natural disasters change the environment and what behaviour needs to occur to reduce the impact of natural disasters. We have been demonstrating our knowledge of extreme weather conditions by posting our student wonderings on a class Padlet page.

For the remainder of the term, we will be making a start on our new line of inquiry into how humans impact their natural environment, with a focus on creating an information text writing piece.

(Mia Nicolas, 6A)

Maths

During remote learning the Year Six students have been working on timelines, data, location and mapping. The students have been learning about the different types of graphs and how to interpret data types. The students have been studying timelines and have been making timelines of their own. We have been inquiring into different historical events that have happened throughout Australia's history. We were then able to use our data and findings to create our own graphs. When linking this to our Unit of Inquiry, we used the information we gathered from the timeline to create our historical narratives.

(Amarachi Ezema, 6A)

Literacy

In Reading the Year Six students have been working very hard on their goals to improve their reading skills. Whilst we independently read, we make sure to keep our personalised goals in mind. We believe that not only is independent reading important, but also that our goals make a big impact on the way we read. We have all chosen a specific book whilst working toward achieving our goal.

(Sarah Smith, 6A)

NEWS FROM YEAR SIX

REMINDERS:

- Access to the school grounds is restricted to only students and school staff.
- Students must bring full water bottles as they will not be able to use the taps for drinking.
- Macbooks are to be fully charged before school
- Any students who are feeling ill should stay at home

If you have any questions please don't hesitate to contact your classroom teacher.
Thank you all for your ongoing support

The Year Six Team.

