

## SALTWATER P-9 COLLEGE NEWSLETTER



### KEY DATES

**Friday 26 June** – Last day of Term Two 2.30pm dismissal

**Monday 13 July** – Curriculum day – student free

**Tuesday 14 July** – First day of Term Three

### A NOTE FROM LEADERSHIP

#### **A Term of Change**

Term Two has very much proved to be a time of change. From the first announcement of remote learning to the return of face-to-face teaching, we have really been put to the test as a community. As we close for another term, as a school, we are very proud to say, together, we have made it. Although there is no denying there have been some very challenging moments in this term for us all, all the staff at Saltwater College are extremely grateful for the continuous support, kindness and understanding that has been extended to us. We couldn't have done this all without you, our wonderful parents, carers and friends!

As I am sure you have all seen, our entire Saltwater staff have been working around the clock to prepare programs that will support learning continuity for our students during school closures this term and have continued this as some families opted to stay at home. I thank staff for their ongoing commitment and care of our students at this time whilst caring and thinking about their own partners/children/families. Our staff are an incredibly innovative, hard-working and dedicated bunch of professionals, which has been only further highlighted this term. Please remember to show them your support and gratitude for the countless extra hours they have put in to making everything possible this term.

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As we enter into the holiday break, there are still many unknowns. But there are also things we do know. We know that the kids in our care, need calm. We know that they need reassurance and comfort, both verbal and through our actions. We kindly ask that families continue to take the time to reassure your child/ren at this time. If anything, the last 11 weeks has been particularly confusing and challenging time for all students, so it is more important than ever that students are supported both at home and at-school to process all that is going on around the world.

As cases are looking like they may continue to rise across Victoria, like always, we will endeavour to communicate with the community about changes in processes going into Term Three. Like previously mentioned, being a government school, we are directed as per the Department's requirements and will inform all stakeholders of information as it is brought to our attention.

But for now, please enjoy this well-deserved break with your child/ren, I know our staff certainly will be. We look forward to seeing you all refreshed and ready for another term of learning.

### **New Year Two and Five Classrooms**

As the community is already aware, we recently received a new Modular-5 Portable that is now located at the front of the school, near our current Year Five and Six classes. These rooms will house a new Year Two class (2E) and a new Year Five class (5D). We are pleased to announce that the teachers that will be commencing in these classrooms are Denae Vines and Di Traianon (Year 2) and Taylah Hunter-Gerber (Year 5). These teachers are very much looking forward to starting with their new classes next term and getting to know both the students and parents that are transitioning into these classes. We also wish to thank the families of those students moving for their understanding and support to keep our class sizes as small as possible. It is very much appreciated by all!

### **Curriculum Day**

On Monday 13 July, Saltwater staff will be participating in a full day of professional development with education consultant Dr Bill Rogers (see bio below). Bill will be supporting staff with developing whole school positive behaviour management strategies. This will mean that the first day of Term Three for all students will be Tuesday 14 July. Big Childcare will be available for full day care on this day if families require it.

This curriculum day was originally proposed for the first day of Term Two but due to COVID-19 restrictions it had to be cancelled.

The Saltwater staff are very excited to have the opportunity to meet with Bill and to learn from his vast years of experience within this area.

## SALTWATER P-9 COLLEGE NEWSLETTER

### **Bill Rogers**

#### Qualifications:

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

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

### **Reporting and Three-Way Conferences**

As announced on Wednesday, all Semester One student reports have been published on Schoolbox ready for parents to access. Our staff put a great deal of time and effort into writing and marking your child, so we greatly appreciate you taking the time to read how your child is progressing within their current year level. If you have any questions in regards to your child's report or progress, please don't hesitate to get in contact with your child's classroom teacher and they will arrange a time to meet at the beginning of Term Three.

To view these please:

- Log in to Schoolbox
- Click on your child's profile
- Click on the 'ePortfolio' tab
- Click on the 'Reports' tab
- Select your child's latest report

If you are having any problems accessing Schoolbox, please contact administration on 8366 7700 during office hours or email the school at [www.saltwater.p9.co@education.vic.gov.au](mailto:www.saltwater.p9.co@education.vic.gov.au)

Another important component of our assessment and reporting cycle, is our Three-Way Conferences. This is an opportunity for each child to present pieces of work to their family that showcase their growth and achievement across the curriculum areas. Due to the Department's advice around parents not entering the school grounds, we are unable to conduct these conferences until the restrictions are lifted. We are anticipating we will be able to reschedule the Three-Way Conferences to occur later in Term Three, but we will be sure to keep the community informed as to exact dates and times when this is finalised.

Kind regards,  
**Danielle Colling**  
Leading Teacher

# STUDENT WELLBEING

The **International Baccalaureate®** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Over the past few weeks I've had many conversations with students in regards to the Learner Profile and the attributes and values that the IB and the Saltwater community aspire too. The learner profile of Caring is one that I have been focusing on in my discussions with classes and individual students. As we have settled back into the school environment this has been very important.



I asked a number of students what caring means to them and these were their responses:

*Caring means to be nice, to be there for a friend and if someone is alone to ask them if they're ok.*  
Jess and Mina, Year Six

*Caring means that we are kind to each other. We are nice and we say thank you and excuse me when we are getting someone's attention.*  
Vanamala, Year One

*When someone is sad you help them and say, "Would you like to play with me?"*  
Olivia and Lillyann, Year Five

*Being nice and helping people. We say, "I'm going to be your friend."*  
Manaaki and Mikhail, Prep

*Caring means you are kind to someone or something like an animal.*  
Oliver, Year Two

## How can you show you are caring?

Elle Ryan, Student Wellbeing Leading Teacher

## Triple P – Positive Parenting Program

Families can now access free expert parenting advice through the online Triple P – Positive Parenting Program. The program is relevant to families with children between 2 and 16 years and provides strategies to deal with specific challenges, such as building children's resilience and dealing with conflict. There are courses specifically for parents of toddlers to tweens, and for parents of pre-teens to teens.

It gives parents strategies to:

- raise happy, confident kids
- manage misbehaviour so everyone in the family enjoys life more
- set rules and routines that everyone respects and follows
- encourage positive behaviour
- take care of themselves as a parent
- feel confident they're doing the right thing.

Sign up to the Triple P program via their website:

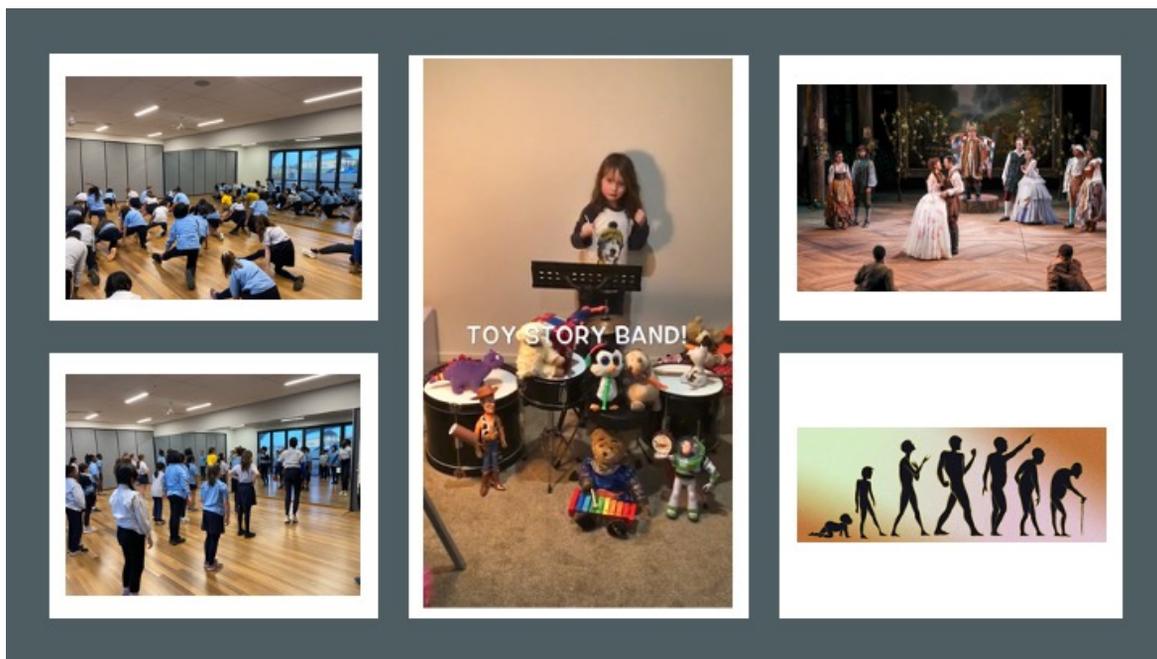
<https://www.triplep-parenting.net.au/vic-uken/triple-p/>



## PERFORMING ARTS NEWS

Welcome to the end of a challenging yet amazing Term Two here at Saltwater College. Through this journey we've seen everyone on lockdown and learning from home, but still managing to overcome all obstacles and setbacks while achieving our goals.

It's been great to have the school back to full capacity which has also seen our Prep students gain their first live experience in the dance studio. Excited and eager they all came alert and energised ready to dance their hearts out. This was a great refresher for them after learning dance online this term with the amazing work presented by Miss Lauren. The Prep students now have an insight as to what to expect and what classes will be like for Term Three and beyond.



All classes maintained online learning for the rest of the term but it was great to finally catch up with all students face to face around the school. We got to listen to some of their stories and discuss different elements they learnt and enjoyed throughout the whole online learning experience.

The last two weeks have also seen the Dance Extension students come together for the very first time since their intense auditions that were held at the end of Term One. Counting down the days and with a few requests for them to get started saw everyone come in for two training sessions each over the final two weeks. This was a great introduction for the new students joining the program for the first time this year, as well as a great reunion for students returning after a successful end of year performance in Sakura last year.

After a brief breakdown of the plan ahead for Term Three and end of year showcase, we took the students through two refresher classes to get them reconnected with their bodies and also get acquainted with each other. Teamwork is a huge part of the Dance Program and the Saltwater culture, and together with this we are all eager and set to go for a great second semester!

## PERFORMING ARTS NEWS

The final two weeks of Drama have seen the students complete their Shakespeare exploration with The Seven Ages speech from the play 'As You Like It'.

This speech is famous for the opening line, 'All the world's a stage and all the men and women merely players'. It then continues to dissect a person's life-span into seven different 'ages' similar to scenes in a play.

A large part of an actor's preparation relies on learning countless lines. However, line-learning is a skill that can be applied to many other professions, and will also come in handy for school oral presentations, recitals, speeches, job interviews and many other future situations where public speaking is required. Also, it will be a skill required by performers in the End of Year Production! So currently, we are exploring The Seven Ages speech through a memory challenge.

Preps and Year Ones have been asked to test their memories by learning the first sentence of the speech; Years Two and Three need to memorise the introduction; and Years Four, Five and Six have been asked to learn the introduction plus the first two 'Ages'. Granted this may be a difficult task for some, and there are no real shortcuts or secret techniques apart from simply reading the text so many times out aloud until eventually it becomes so familiar that the text no longer needs to be read. Well done to the students who have attempted this tricky challenge!

Whilst all the children have returned to normal classes, we've continued posting music lessons online in our Schoolbox pages. This week, the students have been introduced to formal music theory, starting with note values and time signatures. Recognising notes and their beat values, and being able to divide them appropriately into bars (or measures) not only helps the students with playing rhythms accurately, but it also helps them with simple Maths. Through musical notations, the children start to recognise rhythmic patterns in very much the same way they learn language. We will continue to provide theory lessons online so that the students can prepare themselves for the music classes which will primarily focus on practical activities.

Every day, we get a lot of queries from students who are excited about getting back into the music rooms. Many have started receiving individual music lessons in violin, guitar, piano, drums and singing. These lessons occur during school hours and after school. With the easing of restrictions and our students now back at school, we anticipate the number of individual lessons will increase in Term Three.

We've also conducted some auditions for our School Choir which will also be commencing in Term Three. The students who auditioned will rehearse with our Vocal Extension Group, and will get an opportunity to sing at our End of Year Production and various school assemblies!

Have an amazing and safe holiday everyone and we look forward to seeing you all next term!

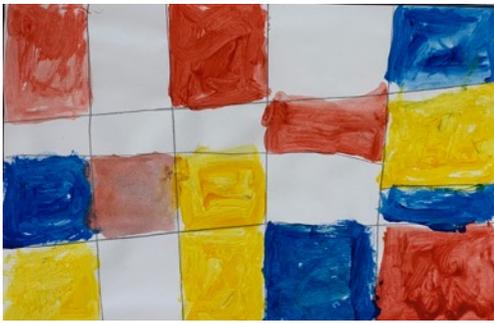
Jay Bowen – Drama

Phill Haddad – Dance

Michael Lapiña – Music

Lauren Lourdes – Dance Assistant

## VISUAL ART NEWS



Well what a turbulent and interesting term this has been! As we approach the end of the most interesting and unusual term any of us have experienced, we also celebrate the completion of multiple works that were left in limbo prior to the state-wide school lock-down.

These last couple of weeks we watched the perseverance and thinking skills being displayed through the works of the Year Six students who completed their print making projects which began in Term One.

Year Five students worked to complete their mixed media portraits inspired by Jean Michel Basquiat whose works were observed at the National Gallery of Victoria in Term One.

We saw the Year Three and Four students being inquirers by using the Apple Pencil on the iPads to work toward a final digital art product relating to the theme 'Change Leads to Transformation'.

Year One and Two students were risk takers while being movie directors in creating their own stop-motion movies using their iPads and the Tromarama app from the National Gallery of Victoria. They also demonstrated their knowledge refining and completing their colour landscapes to express how they felt about the bushfires.

Our Prep students were knowledgeable learners by integrating their prior knowledge acquired during remote learning to create works inspired by Piet Mondrian and Sonia Delaunay.

These wonderful and inspiring works by all the different year levels will soon start to make an appearance across the school as we work hard to ensure they are displayed prior to the return from the Semester break. We wish you all a restful and creative break and look forward to seeing all our artists back in Semester Two.

Maria Nardo and Stella Nguyen  
Visual Art Teachers



## PHYSICAL EDUCATION NEWS

Welcome to the final week of Term Two. This term has been like no other term any student or parent would have faced before. We are extremely proud and grateful for your efforts and the efforts of everyone in the community during this difficult period.

During Weeks Ten and Eleven students across the school have been continuing their respective units on running, dodging and basketball. Our Prep students have been working on their fundamental motor skills, in particular practising their running and dodging. In class we have been discussing the importance of these skills and when they are used in real life situations. Students have then been practising these skills by completing various obstacle courses.

Students in Years One and Two have been working on their basketball skills which include dribbling, passing and shooting techniques.

In Years Three to Six students have been inquiring into the rules of basketball and playing short games where they are able to practise the skills and techniques they have been learning throughout the term.

During remote learning the PE team invited students to participate in the 'Daily House Point Challenge' to earn points for their respective houses. The results for this term are as follows:

- 1<sup>st</sup> Team Goolagong – 8, 305 points
- 2<sup>nd</sup> Team Goodes – 8, 185 points
- 3<sup>rd</sup> Team Freeman – 8, 140 points
- 4<sup>th</sup> Team Vander-Kuyp – 8, 025 points

Congratulations to Team Goolagong and to all the students who participated during remote learning and won valuable points for their houses. These are the standings for Term Two only. The running total and the winning house will be announced at the conclusion of the school year. There were only 280 points separating first and fourth place, so everything is still to play for in the race for the inaugural house cup. Students are also able to win house points in class for displaying positive behaviour and attributes of the learner profile.

Kind Regards,

Matt Irons, Kelleigh Evans and Matt Symmons  
Physical Education Teachers



## PHYSICAL EDUCATION NEWS

### Swimming extension classes

On Monday 20 July (Term Three) Miss Colling and I will be running swimming trials for children in Years Two to Five at the Saltwater Swim School (across the road from school) from 1:45pm-3:00pm. This trial is for us to choose a swimming squad so we can run swimming extension classes once a week during school time.

The swimming trials being held on Monday 20 July is for any child in Years Two to Five who can **competently** swim 25 metres. Please **DO NOT** send your child for a trial if they are unable to swim 25 metres continuously, as this then creates a dangerous situation for the child and all staff involved.

If your child is chosen to be in the swimming extension group, they will be notified by me no later than Thursday 23 July. Please note if your child is selected there will be a small charge per session for lane hire.

The aim of the extension group is to focus on your child's technique and fitness levels in preparation for the District Swimming Carnival in 2021. The extension group will leave school every Monday starting on Monday 3 August through to Monday 14 December from 1:45-3:10pm. Some sessions may be held at school, where we will focus on fitness and strength, these sessions will be free. More information will be provided to you and your child once we have chosen the extension group.

Your child should have received a permission note this week.

**Please note there is NO cost for the swimming trial being held on Monday 20 July.**

This note must be returned to your child's classroom teacher (not the office) no later than Thursday 16 July. If the note has not been returned by this date your child will not be permitted to attend the trials.

If you have any questions regarding the swimming trials or the swimming extension group, please do not hesitate to contact us at school.

Kind Regards,

Kelleigh Evans and Danielle Colling

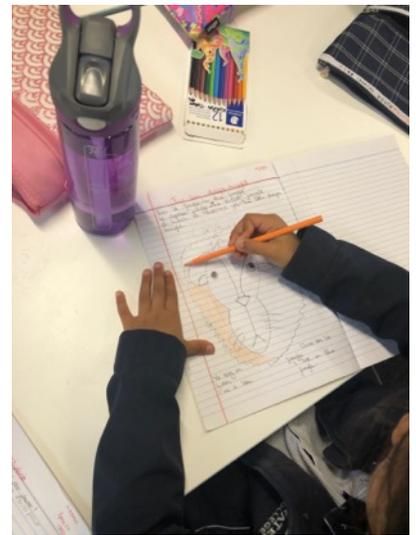
## SPANISH NEWS

Hola comunidad AguaSalada

The goal of our Spanish program is to introduce elements of language learning and culture to our students. Children's brains are incredibly receptive to learning new languages and as a result, tend to 'pick up' new languages faster than adults. At Saltwater P-9 College our topics are introduced in the early grades, then revisited and built upon each term, allowing for students to incorporate new concepts while feeling confident about what they can already do with the language.

In our early years (Prep to Year Two), learning occurs mainly through discussions, games, songs, videos and movement. Writing is limited, often to no more than a few words or short phrases.

For our middle school (Years Three to Six), learning continues to occur in the same way as Prep to Year Two, however, written expression is introduced through short phrases and sentences.



This term we have been learning:

- To follow directions with words like **levántense (stand up)**, **siéntense (sit down)**, **izquierda (left)**, **derecha (right)**, **Adelante (forward)** **atrás (backwards)**
- To greet peers and teachers using **hola**, **adios**, **Buenos días**, **Buenas tardes**,
- To introduce ourselves using **me llamo, ( my name is...)** and **¿cómo te llamas? What is your name**
- To make requests: **¿Puedo ir al baño? (Can I go to the bathroom)**, **¿Puedo escribir ....? (Can I write)** and to call teachers by **Señor, Señora (Mr and Mrs)**

Students have been consolidating their Spanish language learning by practising:

- Numbers, colours, animals' names and greetings through songs, videos and WebEx meetings
- Increasing their vocabulary by learning about:
  - Most common verbs in Spanish
  - Daily phrases commonly used at school and at home
  - How to ask and respond to questions in Spanish
  - Numbers, colours, greetings
  - Practising the days of the week by learning about Jorge, a Spanish boy that likes to do different activities from Monday to Sunday

Congratulations to our Spanish learners!

Anne MacKelvie and Nelson Pasten  
Spanish Teachers

## VISUAL COMMUNICATIONS NEWS

Students are continuing to complete foundation tasks from the online remote learning modules. Full completion is required to qualify for excursions that provide portfolio opportunities. The following pieces are from students in Years Five to Six.

This photo was taken for my colour representation. I decided to choose the colour yellow and use the principle of continuity whilst taking the photo. Yellow represents happiness, freshness and positivity.

Anastasia Kere 5C



The photo shown is of the design principle, frame within a frame. Frame within a frame is when an object inside of the shot frames the main subject. I chose this image because of the colour blue. The colour blue is often associated with depth and symbolises trust. Both of which is represented in this photo of my friend Naledi.

Mia Nicolas 6A



Jayme Saleem,  
Visual Communications

## INTERVENTION NEWS

The students in intervention have been working incredibly hard to improve their reading skills. Students in Prep have continued to explore the different sounds the letters of the alphabet make.



The Year Ones and Twos have participated in a range of activities to ensure a balanced approach to Literacy. These include answering literal and inferred reading comprehension questions and completing cloze activities using a variety of fiction and nonfiction texts. They have displayed their knowledge of the sounds that individual or combined letters make by using letter sound boxes and games such as ‘Sound-a-Pillar’ which are favourites for the students.



Miss Denae Vines  
Intervention Teacher

## EXTENSION NEWS

The quality of work throughout Writing Enrichment, across all year levels, has been most impressive. The Preps and Year Ones have again explored text innovation using a range of rhyming poems as their mentor text.

These enrichment lessons have introduced creative collaboration into the writing process. The students in the younger years began their lessons by discussing the elements of poetry, such as: rhyming words, the structure and the use of punctuation. By brainstorming a large variety of vocabulary students could incorporate and demonstrate their knowledge of nouns and adjectives. They worked together to share their knowledge and ideas to write a shared poem. They then went on to tackle the task of producing their own individual poems. The biggest challenge in this was a that students needed to think at a deeper level to ensure that the words rhymed, the poem made sense and told a short story. Students demonstrated creativity and determination which resulted in each child producing some very creative pieces of writing, well above the expected level.

The children collectively outlined some goals that they want to achieve from their participation in the enrichment class. They identify this through reflection which allows the students to track their goals and therefore improve and move forward within their learning in Writing.

### Year One Goals

- Demonstrate Creativity
- Publish a book
- Share our knowledge
- Writing about our own thoughts
- Expand our vocabulary
- Challenge ourselves to try new things
- Illustrate our writing
- Be Inquirers and ask lots of questions
- Use each other to learn from and be inspired by

### Year One Whole Class Poem

Razzle dazzle shiny sun,  
When you shine, we have fun.  
Up above us in the sky,  
I lie down and see you up  
high.  
Razzle dazzle shiny sun,  
When you shine, we have fun.

## EXTENSION NEWS

### **Year One Whole Class Reflection**

We realised that we are in Writing Enrichment because we are confident writers. We feel that we are in this class so that we can be challenged to become better writers. We are happy to have extra writing time and excited to be able to write about anything that we want. A reflection can help us to identify when and if we have achieved a goal.

Years Two and Three have explored their own Writer's Notebook in preparation for Creative Writing. The purpose of a Writer's Notebook is to develop oneself as an author. It is a book that allows students to plant their thoughts and ideas for possible future development into a writing piece. In this book students can engage with language, gathering images, artefacts and ideas. The purpose of such a notebook is to nourish the writer by having somewhere to keep inspirational ideas and memories to develop into something greater at a later date.

In Philosophy and Debating, the Year Five and Six students have begun brainstorming, sharing thoughts, knowledge and ideas in preparation for their first in house debate. Some very interesting, and meaningful headlines from the news were shared in class and prompted students' opinions. After listing various headlines on the board, the students broke into groups based on their point of interest. Much the same as the inquiry process, they began tuning in to their chosen headline and used graphic organisers to sort out their ideas and knowledge. This took much discussion and cooperation to work collaboratively in supporting each other and being open-minded to the ideas and opinions of others. Next time we will take the next step towards participating in a debate which the students have been anticipating and are eager to engage in.

### **Some of the news headlines that students brought to class that they wished to further explore and debate about were:**

- Black Lives Matter
  - Donald Trump
- Brazil has One Million Cases
  - Is Kim Jong Un Alive?
- Covid-19 Restrictions Easing (Australia)
  - George Floyd
  - China Versus America
  - Vaccine for Covid-19
- NZ- Should Restrictions Ease?
- People Arrive on Mars with Drones
  - Covid-19 Travel Restrictions

## MATHS EXTENSION NEWS

### Algebra is Beautiful

Over the last ten weeks our mini mathematicians have absolutely blown me away with their knowledge, determination and persistence during our algebra workshops. Students have been able to make the connection that algebra is a life skill worth understanding. We have been exploring the notion that algebra moves us beyond basic math and prepares us for statistics and calculus. When we linked algebra to real life contexts we were able to make the connection that Algebra is useful around the house and when analysing information in the news. It also reinforces logical thinking and in fact, it is simply beautiful.

This week's task required students to reflect on their conceptual understandings and really analyse what it was that they have learned during the last ten weeks. I was left speechless as I was able to take a step back and watch my mini mathematicians speak **TO** each other and not **AT** each other as they reflected on their understandings. Below are some examples:



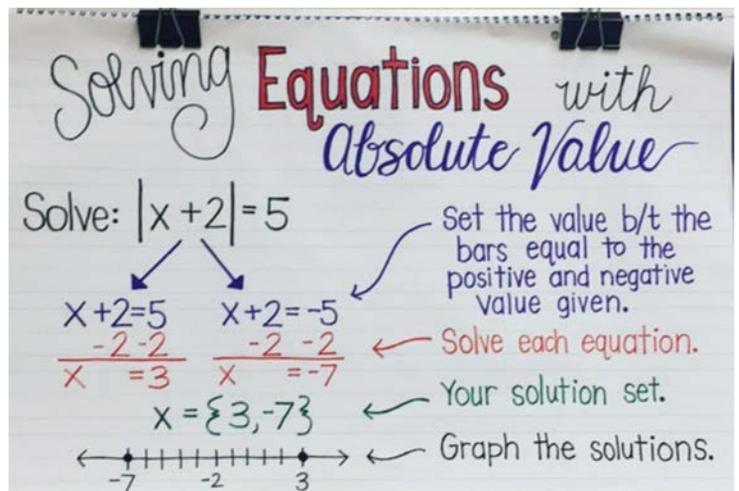
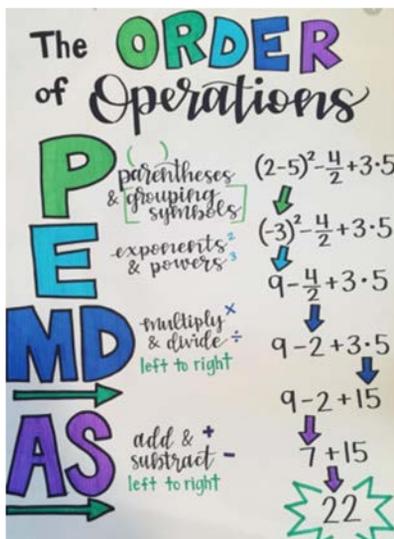
*As you can already imagine, being able to solve problems with a simple algebraic formula is way faster than other methods. This not only allows homework to go faster but everyday situations.*

Max Nyeholt 5A



*Algebra is very helpful in day to day life. In the store, you have \$20 and need to purchase groceries. After looking at the prices, you determine how much you can put into your trolley without being embarrassed at the register by not having enough money to cover the cost of the bill. That's algebra!*

Saksham Kalra 6C



**Anchor charts** are a tool used largely to support instruction and to move the students towards achieving success with concepts taught in class, i.e. ‘anchor’ the learning for students.

## MATHS EXTENSION NEWS

### Critical Thinking Skills in Mathematics

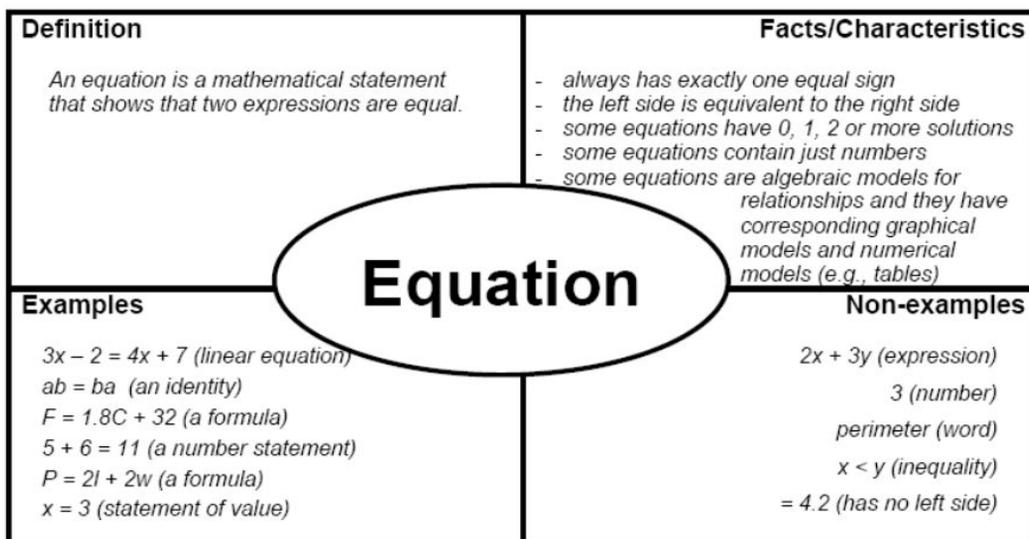
Critical thinking skills are the mental skills and processes involved in the act of learning such as: remembering and understanding facts, ideas and/or concepts.

Thinking processes describe what goes on in the learner’s brain during learning – how knowledge is acquired, organised, stored in memory and used in further learning and problem solving. It is often helpful to classify knowledge as either **declarative** – knowledge about something – or **procedural** – knowledge of how to do something. For the development of conceptual mathematics and mathematical problem solving, building thinking skills and processes is essential.

### Using the Frayer Model

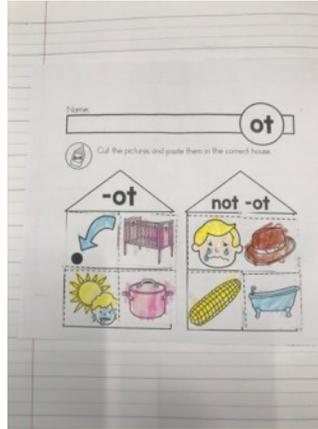
The purpose of the Frayer Model is to identify and define unfamiliar concepts and vocabulary. During our final week of Term Three students defined the term ‘algebra’ (a concept/word/term), where they described its essential characteristics, provided examples of the idea and suggested non examples of the idea (knowing what a concept isn’t, helps define what it is). This information was placed on a chart that was divided into four sections to provide a visual representation for themselves. The model prompted students to understand words within the larger context, as it asked them to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non examples. The Frayer Model activates prior knowledge of a topic and builds connections.

## Frayer Model



## NEWS FROM PREP

In Reading, the Prep students have continued to explore word families. These are a group of words with the same letters and sounds at the end. This is also known as *onset and rime*. Most recently, Preps have been introduced to the 'ot', 'ing', 'ay' and 'ump' families. Students continued to learn about vowel sounds. These letters of the alphabet have more than one sound, a short sound (the sound) and a long sound (its name). Students are able to identify the vowels as *a, e, i, o* and *u* and have sorted pictures and words according to the sound the vowel makes.



In Mathematics, the Preps have continued to use concrete materials to explore the composition of two-digit numbers. They have begun to consolidate their understanding of tens and ones using bundling sticks, unifix blocks and ten frames. Students continued to learn about positional language and the concept of left and right was introduced. They had fun following instructions relating to positional language. Students practised ordering numbers from the smallest to largest and completed a cut and paste activity to demonstrate their understanding.

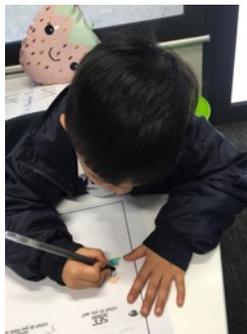


## NEWS FROM PREP

In Writing, the Preps completed a text innovation using the book *'When I was Little.'* A text innovation is when you take a book and allow the students to change elements of the text such as the characters, setting, or story elements to make a personalised version of the text. Once written the students illustrated their innovations on the text and teachers then created a class book. Students were delighted to see their work published in a class text. The story was a great way to practise making text to self connections as students could relate this story to their own experience of being little.



The Preps have been introduced to the *'Respectful Relationships Program'*, an initiative that teaches children how to build healthy relationships, resilience and confidence. They completed a thinking routine called *'See Think Wonder'*. This routine stimulates curiosity and inquiry through careful observation. Students carefully observed a picture and then used drawings and sentences to record what they thought, saw and wondered. The routine stimulated inciteful conversations around respecting differences and being comfortable in our own uniqueness.



The Prep teachers would all like to congratulate the Preps on their effort towards their learning over the past semester and wish students and their families a happy, safe and restful holidays. We hope the students enjoy their break and come back to school ready to learn and develop their knowledge and skills even further.

### Reminders for next term

- Please ensure children are bringing their reader satchel with their take-home readers, keyring and special writing book everyday as these are used during Independent Reading.
- Please ensure children have a spare change of clothes in their bag in case of emergencies.
- Please ensure children are bringing their iPads to school every day with sufficient charge.

The Prep Team

## NEWS FROM YEAR ONE

Dear Year One families,

How fast time flies! Who can believe we are already in our last week of term. Since the return to school, students across all Year One classes have displayed some very principled behaviour in the way they have transitioned to the changes in our school and classrooms.

### Unit of Inquiry

In Inquiry, the Year Ones are further developing their conceptual understanding of our Central Idea, 'Human choices and actions impact animal habitats', by creating individual wonderings to help drive their personal learning. Students were able to explore and research their individual wonderings by going online, looking back through their inquiry books and finding books related to their wondering. Students were interested in exploring the affects humans and natural disasters can have on a habitat, where they created cause and effect drawings to reinforce their conceptual understanding. This week they have been lucky enough to also analyse and explore the form and function of a habitat when they went on their excursion to Saltwater Coast Wetlands.

### Reading

In Reading, the Year Ones have continued to look at non-fiction texts in connection with their inquiry topic. They have been studying the features of a non-fiction text such as the contents page, index page and glossary. They have been exploring the purpose of these different features both with actual books and online books. Students have been looking at different decoding strategies to support their reading, in both Guided Reading sessions as well as their individual reading time.

### Writing

In Writing, the Year Ones have continued to explore persuasive writing, whilst being supported to create a piece on 'recycling'. Students were able to follow the Writing Process from generating their reasons in a draft copy, followed by editing and revising their work to then completing their good copy. They explored the use of powerful language we incorporate into our persuasive writing to help assist in convincing the reader of our opinion.

### Mathematics

In Mathematics, the students are now finishing up with money and have begun exploring fractions through the manipulation of shapes and collections of objects. They have been working in groups to reinforce and expand their language when working with fractions, by partitioning shapes and collections of objects into halves, quarters and eighths. The Year Ones have also been looking at subtraction to support their understanding and expand the different strategies they use to work out different subtraction number sentences.

### Just a few reminders as we conclude the last week of term:

- Students still 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 ill like symptoms **should not** attend school.
- Performing Arts classes **will commence again in Term Three.**

Thank you,  
The Year One Team



# NEWS FROM YEAR ONE



## NEWS FROM YEAR TWO

Dear Year Two families,

Wow, what a term! Now we are in the last week we can look back in satisfaction at everything we have achieved together in the last eleven weeks. Firstly, we overcame the challenges of the lockdown and worked together to successfully complete six weeks of remote-learning (even more for some students). It was great to see how confident everyone became when engaging together for our daily Reading, Writing and Mathematics lessons (plus specialists) over Webex. No one had ever done this before, and yet we all managed to do it with excellence and enthusiasm! We then had the fun of seeing each other in person again when school resumed on-site in Week Seven. While it was fun, many of us were quite anxious about returning too. Fortunately, the students took on this challenge with a risk-taking and principled mindset too, and the transition back was a smooth one. Now, everyone is probably ready for the holidays and a good recharge of the batteries before Term Three!

### Unit of Inquiry Three

In Inquiry, students are approaching the end of our third Unit of Inquiry, focusing on our Central Idea 'People express important events through celebrations and traditions'. Everyone has been working hard to research their chosen celebration and are using their information report from Writing to create their own iMovie on their iPads to present to the class. Students were also given the opportunity to create a symbol associated with their chosen celebration made from materials including tissue boxes, cardboard and coloured paper. We cannot wait to see the finished product!

### Reading

In Reading, the students have been learning various ways to note-take. The note-taking skills the students explored were: highlighting, writing down notes and drawing. Together, students read an information report, and then investigated each of the note taking skills through teacher modelling and then having a go themselves. At the end of the week, the students were given the opportunity to choose one or a combination of these learnt note-taking skills that best worked for their learning style. Then they summarised the important information from an information report about Turtles. Note taking is an important life skill that enables the students to record researched information and translate it in a way that they understand it. This allows them to be effective thinkers, researchers and communicators.

### Writing

In Writing, students have been working through the Writing Process and following the steps in order to complete their Information Reports. They have been risk takers in having a go at editing and revising their own pieces, reading aloud to a friend and finally conferencing with their teachers before publishing their good copies. To edit and revise their work, students have used the 'ARMS' and 'CUPS' strategy to work through their reports and fix any mistakes that they think need to be changed. Students have used these published Information Reports to assist them in filming their videos for their Inquiry project.



## NEWS FROM YEAR TWO

### Mathematics

In Mathematics, the Year Two students have been investigating the Mathematics strand - Statistics and Probability. We began by investigating the Chance sub-strand, focusing on the language associated with chance, such as the terms 'impossible, unlikely, even chance, likely and certain'. We also conducted different chance experiments using dice and coins and practised expressing the chance of an event happening as a fraction. This week we have been investigating the Data Representation and Interpretation sub-strand. The students have been practising recording data in a table, using tally marks to record and calculate the totals faster. They have also been practising interpreting and creating their own pictographs, using data that they collected themselves. The students have particularly enjoyed playing the warm-up chance games such as 'Four Corners', which they might even teach you how to play at home!

### 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 change their books.
- **Remember, the students finish at 2.30 pm on Friday.**

Kind regards,  
The Year Two Team



## NEWS FROM YEAR THREE

Dear Year Three families,

Another two fantastic weeks have passed, and we are finished for Term Two. What a whirlwind! We thank the students for settling back into the routines of face-to-face teaching and learning, and for their continued commitment to their learning. We celebrated the arrival of our temporary internet connectivity in the Year Three portables this week. The students have taken full advantage of this exciting change by using Mathletics, Epic and researching their Inquiry projects.

In **Writing**, students successfully completed their explanation texts that they began during remote learning. Students applied their editing and revising abilities to review their drafts before publishing their pieces to an agreed criteria. As teachers, we were very impressed by the quality of these pieces, admiring the students' ability to research and create explanation texts on a variety of natural events.

In **Maths**, students have spent the past two weeks consolidating their knowledge of addition and subtraction strategies as well as time, data and chance. Students identified their own survey topic before collecting data from their classmates and then representing this data in a column graph. Students also engaged in a variety of chance experiments using dice and coloured spinners, working hard to find a pattern and answer why the chance of one or two numbers being formed was so.

In **Inquiry**, students finished their third and final unit for the semester under the Transdisciplinary Theme, 'How We Organise Ourselves'. Students had the opportunity to showcase their learning and knowledge of their chosen natural event through creating a poster. The posters displayed their ability to use the Approaches to Learning Skill of Research and ability to use images and diagrams to support their content.

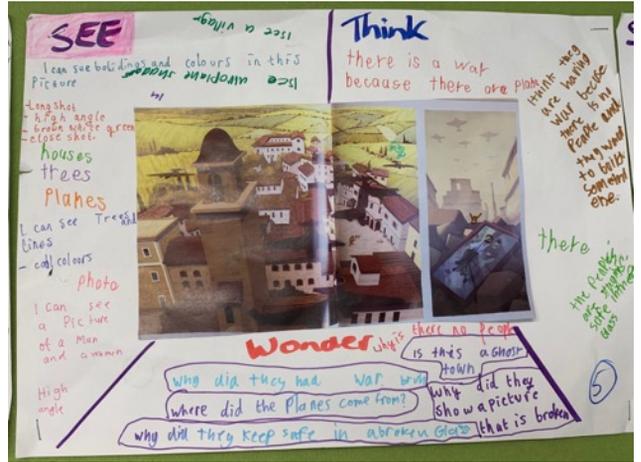
We would like to thank all Year Three families for their continued support throughout this semester, particularly during remote learning. We wish all students and families a restful mid-year break and we look forward to seeing you all in Term Three.

Kind regards,  
The Year Three Team

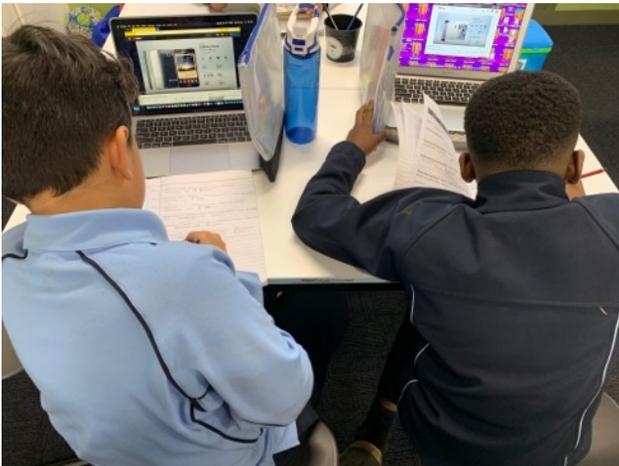


# NEWS FROM YEAR FOUR

Can you believe that we are already at the end of Term Two. The Year Fours continued to inquire into the central idea, 'Evolution of communication technology is driven by the needs of humanity'. Students learnt the evolution of the telephone and examined different artefacts. Students were asked to think about the reason behind the changes and attempted to order them into a timeline. Students were given the opportunity to investigate and research into their own wondering question based on our unit of inquiry. They have developed their research skills by gathering information from a variety of sources and recording their details of their findings. Students had to be thinkers in the way they'd like to present their findings. They had to select the most effective way to communicate their understanding to suit their audience. Students were able to present their presentations to the other Year Four students in the last days of the term.



In Writing we continued our investigation of Visual Literacy. Through the analysis of mentor texts, student have developed a sense on what we see in images and how these pictures relate to the writing associated with them. Students have analysed 'Ride, Ricardo, Ride' by Phil Cummings and 'The Lost Thing' by Shaun Tan. Through the use of the Visible Thinking Routine, 'See, Think, Wonder', students worked collaboratively with each other to make observations and record their interpretations of the images through the idea of visual literacy. Students identified the different elements used and how it related to the story being told.



## NEWS FROM YEAR FOUR

In Mathematics students were introduced to the concepts of patterns and algebra. Through these concepts, students have solved problems using effective rules that involve a short sequence of steps and decisions. They used a function machine as a model to apply mathematical rules to numbers.

### Devices

Macbooks are an important resource to our classrooms and will continue to be used regularly to support student learning. Moving forward into Term Three we ask that students bring their devices to school **fully charged, every day** as it is the responsibility of the student. At times students will be asked to either watch videos or listen to recordings, we also ask that they bring in headphones as to not disturb others.



### **YEAR FOUR CAMP NEWS**

We are glad to announce that our Year Four camp has been rescheduled for the 31st August to the 2nd September. The camp will be at Arrabri Lodge in East Warburton. Arrabri Lodge offers indoor and outdoor activities that are both challenging, adventurous and relaxing. By students staying away from home the camping program provides opportunities for students to build relationships and develop interpersonal skills in the fun relaxed environment of camp. Students participate in various activities such as the giant swing, flying fox, archery, mini-golf, orienteering, low ropes course and damper cooking.

**Further details and notes for the camp will be handed out in the near future.**

We can all safely say that we are looking forward to the holidays ahead. It has been an eventful term with many changes that we all had to adapt to. Congratulations to all students who have been risk-takers and committed to their learning during this time. Thank you to all parents and guardians who have welcomed us into your homes and supported your children so they can continue their education. On behalf of the Year Four team, we'd like to wish everyone a safe and enjoyable break and look forward to seeing you all in Term Three.



The Year Four Team

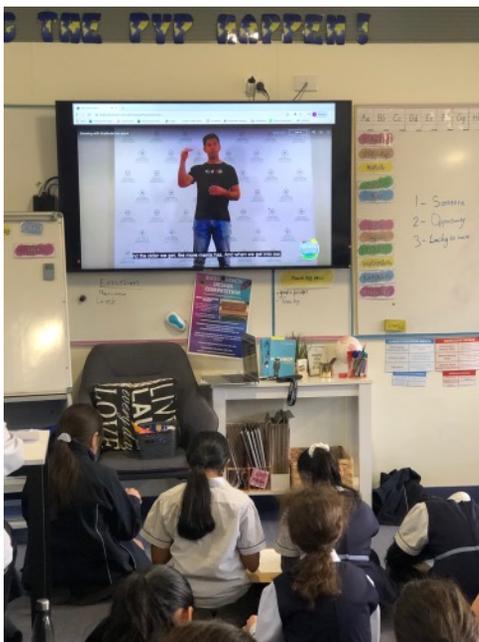
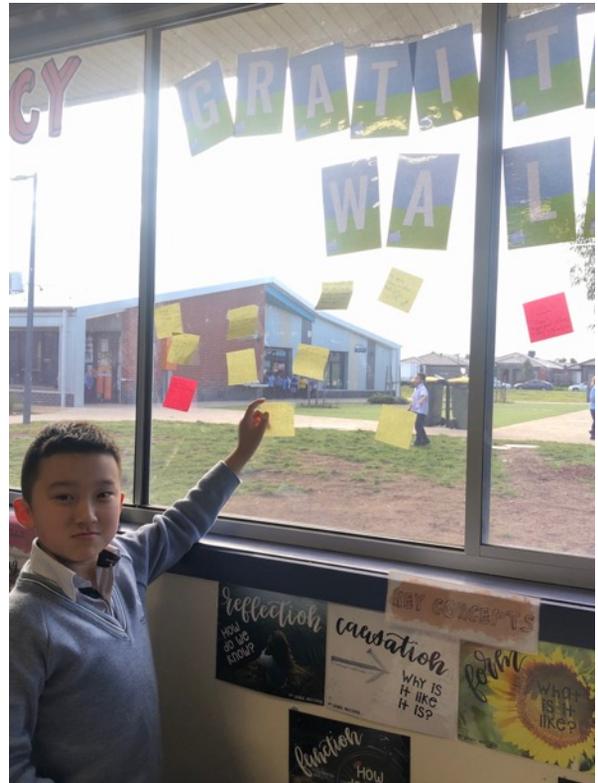
## NEWS FROM YEAR FIVE

As we wrap up what has been an incredible term, we must acknowledge the hard work that has gone into this semester. It has been a term of new experiences, developing our independence and working together. It is important to recognise and appreciate every single parent, guardian, student and teacher who worked through our challenges and developed resilience. We are truly lucky to belong to such an amazing community. A huge thank you from the Year Five teachers.

### GROWING WITH GRATITUDE

In Week Ten, the students participated in The Big Live online classroom event. Thousands of students worldwide participate in this event. The Growing with Gratitude Program provides primary-school aged children with valuable tools and skills to help them lead healthy, successful and productive lives. This contributes to the Education Department's Wellbeing for Learning and Life Framework, which supports students to be more resilient and engaged in positive experiences, form stronger friendships, be more optimistic and show increased self-esteem.

Students started to inquire into strategies in order to help them remain calm when emotions may take over. By putting things into perspective and applying gratitude students can take control over their emotions. We look forward to continuing to investigate and apply gratitude into every situations.



## NEWS FROM YEAR FIVE

### GOAL SETTING

Over the last couple of weeks, the students in Year Five have been exploring the importance of goal setting and inquiring into the goal setting process. It has been exciting to see the students make personal connections to the importance of setting and achieving their goals and how it will benefit them in the future. Students have shown ownership over their goals and created a plan in order to guide their learning.

*This week we learned about the SMART goals and that stands for... S-specific, M-measurable, Attainable, R-relevant, T-timely. Since then, we try and use the smart way to make goals and it has gotten a lot easier.*

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### CAMP – Cave Hill Creek

Expressions of interest in our camp program has been shared with the families of Year Five students. If you wish for your child to attend, please send back the expression of interest along with the \$50 deposit to secure your child's place.

The camp is situated on a secluded 40 hectares of private land surrounded by the Mt Cole Range. The lakeside location is surrounded by an amphitheatre of mountains and breathtaking views. The students will challenge themselves on the fun range of outdoor activities including abseiling, giant's ladder, crate stack canoeing, archery, low ropes, initiative/team building activities, bouldering and orienteering/map reading.

### Sovereign Hill

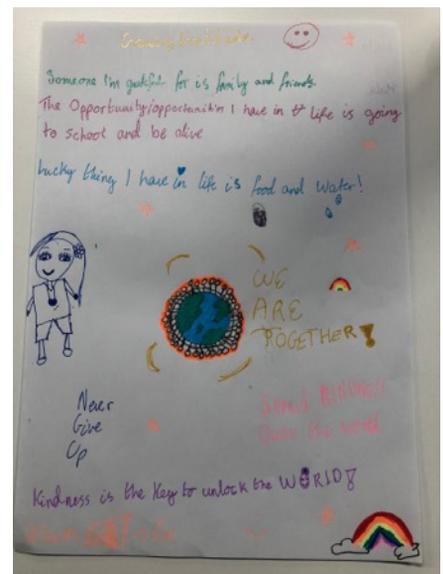
The students will have a day trip to Australia's foremost outdoor museum, Sovereign Hill in Ballarat. After the discovery of gold in 1851, thousands of international adventurers rushed to the Australian goldfields in search of fortune. By day, Sovereign Hill is where Australia's history comes to life! It's just like stepping back in time, from the hustle and bustle of Main Street where costumed ladies and gents parade their new found wealth, to the excitement of the Red Hill Gully Diggings where students can pan for real gold.

### REMINDERS

Communication is an important part of our culture at Saltwater. Parents are encouraged to follow the processes when making contact with their classroom teacher.

Ensure contact is made via email or phone. Please be patient with the processes and adequate reply time as teachers will endeavour to contact you back within 48 hours. We appreciate your understanding.

The Year Five Team



## NEWS FROM YEAR SIX

For the past week, students have been working independently in the classroom on their personal learning goals for Reading, Writing and Mathematics. It was interesting to read their responses to how they are feeling being back at school, with the entire cohort reporting that they are much happier here at school and found remote learning a real challenge.

Students who were interested in applying for Student Representative Council roles wrote their applications and delivered their speeches in front of their peers. Once all students were heard, students were chosen for these roles by the teachers.

### **Portfolios and Three-Way Conferences**

A reminder that Three-Way Conferences will be happening at the beginning of Term Three. The date will be confirmed next term. It is important to note that this is not a 'Parent/Teacher Interview' but rather an opportunity for students to share their learning journey and work pieces that they are most proud of. During these conferences students will present their work in a digital portfolio.

### **Camp**

We are excited to announce that the Canberra camp has been booked and notes went home detailing the events. This camp will provide a wonderful opportunity for students to delve deeper into our Unit of Inquiry, based on systems and the operation of government. More information will be provided on this camp at the beginning of Term Three.

### **Student Hygiene Practices**

We would like to thank parents and students for continuing to practice excellence in personal hygiene. Students have been diligent in bringing along their own bottles of water and have been utilising hand sanitiser in their respective classrooms.

### **Semester One Reports**

Don't forget to view your child's Semester One report via Schoolbox. This is a great opportunity to celebrate the successes and achievements of your child/ren in Semester One and during these unprecedented circumstances.

## NEWS FROM YEAR SIX

### Emotional Wellbeing

Overall the Year Six teachers have been amazed by our students' resilience during this challenging time in history. Checking in with your children's social and emotional health is very important, as teachers and wellbeing staff are noticing that children's fears can become somewhat elevated during this time. Providing a balanced perspective on COVID and other important social issues facing us all is paramount as we don't want children being exposed to constant doomsday scenarios.

Once again, the Year Six Team would like to thank you all for being so supportive and encourage you to make sure you take the time during the break to connect with your children. Undertaking tasks that promote teamwork and togetherness, such as board games, is a wonderful way to build strong, positive and long lasting connections at a very important time in their development. Have a great holiday break, stay safe and we will see you all at the beginning of Term Three.

Best Regards,  
The Year Six Team



**6C** did a wonderful job this week by demonstrating their ability to be **Principled**, **Flexible** and **Open-Minded** to change, by re-locating classrooms to make way for the expansion of our Year Fives.