

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

**Tuesday 4 and
Wednesday 5
August –
Three-Way
Conferences**

A NOTE FROM THE PRINCIPAL

Dear Parents,

As we navigate the ongoing Coronavirus (COVID-19) crisis together, we are committed to providing our students the best possible education via an online learning platform as well as looking after their physical and mental health and wellbeing.

I realise that the last several months have been incredibly challenging as we get used to coping with changes to our employment, education and everyday life. It's during tough times like these that our community spirit matters the most. Especially for our children. The uncertainty, fear and countless changes created by the COVID 19 pandemic may mean that our children may find it hard to cope emotionally as they learn to adjust to social isolation and not being able to participate in any extracurricular activities, meeting friends and attending play dates.

SALTWATER P-9 COLLEGE NEWSLETTER

How we talk to our children is as important as what we say to them. So in times like these, it is vital that we listen attentively and empathise with how they are feeling. A few months of quarantine and physical distancing can feel like forever to kids (and adults too). However, remind the children that this will not go on forever, but that it is important that we all adhere to safety precautions so that we remain safe.

Another important issue to remind our children of is about using trusted sources of information, as they live in a world where they are accessing material via social media and other media outlets that may sometimes be inaccurate. As adults, it is important that we help them understand what they need to know and talk to them about what they are reading and hearing. We must resist the urge to scare our children into complying with new safety precautions; but rather encourage compliance by affirming them. As I said previously, we set the tone of the environment that we are in. Therefore, it is important that we try to stay positive and communicate consistent messages to our children about adhering to safety protocols now, and that a brighter future lies ahead.

At the school front, teachers and students have well and truly settled into the remote learning phase once again. I have heard some great feedback from the teachers about students who are using WebEx to connect with their teachers and complete set tasks via our communication portal, Schoolbox. We have a number of students attending school due to various reasons. These students still access their learning remotely and are connected with their classrooms via WebEx and Schoolbox. In addition to this, we are also running Intervention and Extension sessions, some at school and some online. These have been quite valuable for our students, as they get to work with a teacher on a one to one basis or in a small group to cater to their individual needs in Literacy and Numeracy.

Assemblies

From this coming Monday 3 August, we will resume our school assemblies. As we are unable to run live WebEx sessions with 900+ students all at the same time, the teachers will play a pre-recorded message from myself to their classes each Monday morning. This will then be followed by the teachers presenting students with the Acknowledgement Awards within their own class WebEx sessions. Please note that this may change in the future if we can work around a live stream in a secure platform.

Jackie Daniali
Principal

SALTWATER P-9 COLLEGE NEWSLETTER

Saltwater 3-Way Conferences

Dear families,

We will be holding our 3-Way Conferences on Tuesday 4 of August from 8:30am – 6:40pm and Wednesday 5 August 4:10pm-5:50pm.

The aim of 3-way conferences is so that our students are given increasing responsibilities and ownership for their learning and develop skills to communicate and articulate their growth and achievements over the past semester. Parents are required to book for these interviews via www.schoolinterviews.com.au and enter the code: **m59x6**

This term, the three way conferences will take place via Webex. Your child's classroom teacher will share the link with you in an email on the Monday prior to the conferences.

Conferences will run for 15 minutes with 5 minutes between interviews to allow for parents to log in and out of the conference.

Please note that it is crucial for every family to make a booking and to participate and support their child's learning. Your children will also need to be present during the conference as they will be showcasing their learning, if they are on site, the supervising teachers will support them in logging into the conference.

Specialist teachers and Performing Arts instructors will also be available on Tuesday 4 of August from 4:20pm – 6:40pm and Wednesday 5 August 4:10pm-5:50pm should you wish to book in. You can book this via the same link and code as per the classroom teachers.

For Tuesday 4 August, teachers assign tasks that students can access and work through independently. They will not be checking in via Webex as they will be conducting conferences. Teachers will share clear instructions for this day with their classes on the Monday before the conferences.



School event code
m59x6 Go

Go to
www.schoolinterviews.com.au
Enter THIS school event code.
Then follow the 3 simple steps.

1 Enter your details

2 Choose teachers

3 Choose times

When you click **finish**, your interview timetable will be emailed to you automatically - **check your junk mail folder** if you do not receive your email immediately. You can return to www.schoolinterviews.com.au at any time, and change your interviews - until bookings close.

STUDENT WELLBEING

Learner Profile – Reflective

Reflective learners give thoughtful consideration to their own learning and experience. They **are** able to assess and understand their strengths and limitations in order to support their learning and personal development.



As we move into Term Three and the continued experience of COVID we can take this time to reflect on what we need right now to be safe, focused and healthy.

There is much talk concerning children falling behind in their education, however, there is little evidence to back this claim. This is a time for us to understand what matters most. We should be focusing on learning, doing our best and being consistent in our endeavours to improve ourselves. This is not just for the children; this includes the parents in our community also. Parents set the example. Children learn from watching you. How you manage situations will be the way your children manage themselves and their emotions in the future. How we interact with each other matters. Be kind.

This week each class has been participating in a day dedicated to wellbeing. This was a wonderful opportunity to stop and focus on a holistic approach to how we look after ourselves. Try a new routine like drinking more water, meditation, exercise, prepare healthy meals or improve sleep routines.

One of the practices we use in the wellbeing team is one of gratefulness. Children are taught to write or draw one thing that they are grateful for. This research backed practice has positive mindset benefits in improving happiness.

Resources that you can access to help you include:

- <https://www.smilingmind.com.au/>
- <https://headspace.org.au/>
- Keep focused on what matters.
- Take small steps forward each day.
- Practice self-care and teach your children self-care routines.

Elle Ryan
Wellbeing and Engagement Leader

PERFORMING ARTS NEWS

Term Three for Performing Arts is all about laying the foundations for the End of Year Performing Arts Spectacular. This means that the skills that we hope to explore within our instructional videos this term will be the very skills required within rehearsal and in preparation of the final performance.



Drama will focus on the art of Film and will seek to step students through different technical elements of the artform and how being resourceful and having an eye for detail can improve film recordings immensely. Drama lessons will also direct students and parents towards some cheap and effective pieces of equipment (such as tripods or green-screens) that can have a profound effect on the quality and appearance of our footage.

All Music students will have a chance to be part of our End of Year Performing Arts Spectacular. This term, we're going to learn songs that the Vocal Extension Group and Choir will be learning, letting all students experience the steps in learning the lyrics, singing the melody and harmony, and recording themselves. Utilising the filming techniques the students gained in their Drama lessons, we will combine their recordings as part of the overarching video production.

As online Dance classes have begun, we've already had a great response from the students and the videos sent through have been amazing to see. They have applied themselves more so and are more comfortable with the process of being online and uploading their work on a frequent basis. It's been great to see students here at school collaborating and working in a team environment, creating some outstanding work together, and all the while supporting each other along the way. In the weeks ahead there will be more fun tasks set up which will also help prepare students for the End of Year Performing Arts Spectacular.

PERFORMING ARTS NEWS

As well as beginning our Term Three programs for Performing Arts, we also had the pleasure of releasing our 'Welcome Back' video. Our inspiration was simply the spirit of the school but our aspiration came from the quality of the videos submitted by the classroom year levels around us. Not just a warm welcome and a fun message, but a great deal of care and warmth projected from each message and these were the intentions that really drove us.



We cannot have expected the encouraging level of response from the community and the greatest reward of all were the messages from many Saltwater homes informing us that there was much dancing and singing for days as little ones played our clip over and over. If we can inspire so much fun whilst still showcasing all of the elements of Performing Arts that we teach, then mission accomplished. These elements of course are acting, music, dance, choreography, film, recording, costume, instrumental, production and new media.

Thank you to the community for spreading our message and allowing our best wishes reach as far as Wyndham TV and Star Weekly! Hopefully our message and our good cheer spreads to neighbouring communities and has a positive knock-on effect on nearby schools.

Jay Bowen – Drama

Phill Haddad – Dance

Michael Lapiña – Music

Lauren Lourdes – Dance Assistant

PHYSICAL EDUCATION NEWS

Hello Saltwater Community,

Welcome back to Term Three and our second round of remote learning. The PE team were so impressed with all of the students during last term and we are looking forward to what the future brings.

The PE programme we are running this term is similar to the programme in Term Two but there are a few minor changes. The PE team will be running both live WebEx sessions and pre-recorded videos again during this term.

For the first five weeks of remote learning we will be running live workouts during our WebEx sessions. These will be 15-minute sessions consisting of approximately five different exercises. Students have been notified of the times of these sessions with their classroom timetable.

As well as these live workout sessions we will post weekly workout videos which will consist of a five-minute workout. As with last term we will be running a **'House Point Challenge'** where students can win points for their respective houses. Instead of daily videos these challenges will be included in the weekly pre-recorded videos, students will then upload themselves performing the specific exercise to Schoolbox to claim their house points.

We have also been posting weekly remote learning activities for students to complete. This includes weekly journals so students can keep track of their weekly exercises. We will also be uploading a healthy eating food diary for students to monitor their weekly food intake.

When students are joining in with any form of exercise at home, they need to ensure they are working in a safe environment. This means students need to find a space in their home/classroom where there is no mess or equipment on the floor that could trip them up or interfere with the workout. Students also need to bring a bottle of water to all live WebEx sessions to ensure they remain hydrated during exercise. Students should also notify their parent/guardian when they are performing physical activity at home, as when performing physical activities there is always a slight risk of injury.

For Term Three the PE Team had planned a unit of work around kicking and punting, focusing on soccer and AFL skills. As we are not able to offer these lessons in person, we will post links to video resources on our Schoolbox page for students to watch and participate if they have the necessary equipment at home. This can be a valuable resource for students as it will expose them to the skills and concepts we will be focusing on when we return to onsite learning.

Kind Regards,
Mr. Irons, Ms. Evans & Mr. Symmons



VISUAL ART NEWS

Welcome back to Term Three – Remote Learning Style! This term we are continuing with the theme of ‘Change leads to transformation’. Our focus has shifted to the Art element of ‘Line’. Each year level is taking a slightly different approach to understanding the use and purpose of line in Art. Students have had to be open-minded in understanding the definition of line. We have started the term by asking the students to communicate their prior knowledge of line and its use in art. The Prep students will focus on the use of line through pattern with a literacy focus to their work. The Year One and Two students are looking at the use of line in portraits while the Year Three and Four students are looking at the use of line in creating still life images. Year Five and Six students are taking the concept of line further by investigating how implied lines relate to landscape images.

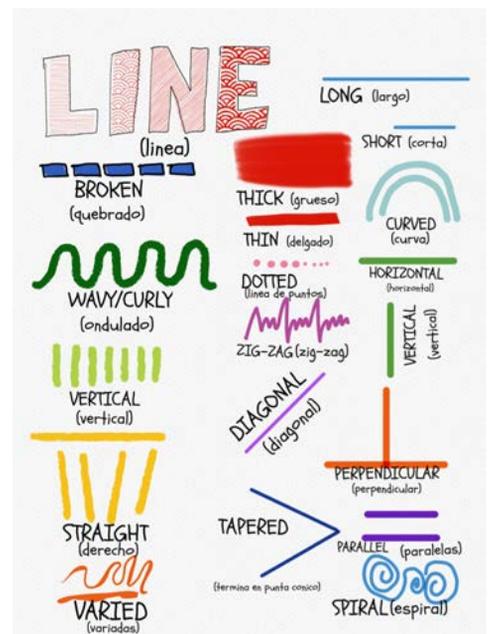


On the left is an image of artworks that the Year One and Two students were asked to observe and discuss in relation to portraits. Students were asked to communicate their observations and compare the two images. They were then asked to decide whether each image is a portrait and use their thinking skills to explain their response.

In Week Two, students will start working on combining their Spanish skills with their Art skills by creating the below line glossary in their Visual Art diary. This is just one of the ways we are trying to ensure all our students are global citizens that can link the different areas of their education in a seamless manner.

We look forward to seeing the students in WebEx and their work on SchoolBox. We would also like to thank all parents for their continuing support.

Stella Nguyen and Maria Nardo



SPANISH NEWS

Spanish News

Well here we are again in Remote Learning 2.0, just when we thought we finally would have a term of learning in the classroom! As far as language learning goes, the best thing you can do for your child during the coming weeks is to provide them with comprehensible input, that is, Spanish they can hear or read that they understand.

For this reason, the Spanish teachers have posted lots of videos, songs etc that students can watch and listen to, followed by an activity designed to show how well they have understood the work.

We look forward to sharing with you some of the great responses that students come up with this term in remote learning.

If your child really enjoys Spanish classes, here are a couple of fun things they might like to have a look at with you at home:

Duo Lingo for Kids (Application)

<https://apps.apple.com/au/app/duolingo-kids/id1261096643>

5-minute Salsa Lessons

<https://www.youtube.com/watch?v=FdQ87SOfb7Y>

5-minute Merengue Lessons

<https://www.youtube.com/watch?v=daaHi0jtHlw>



Lilian Norgate is the winner of last term's poster competition! She made a gorgeous poster which says '¿Puedo ir al Baño? (Can I go to the bathroom?)

Here is the picture. It will be put in all classrooms when we come back to school.

Great work Lilian!

VISUAL COMMUNICATIONS NEWS

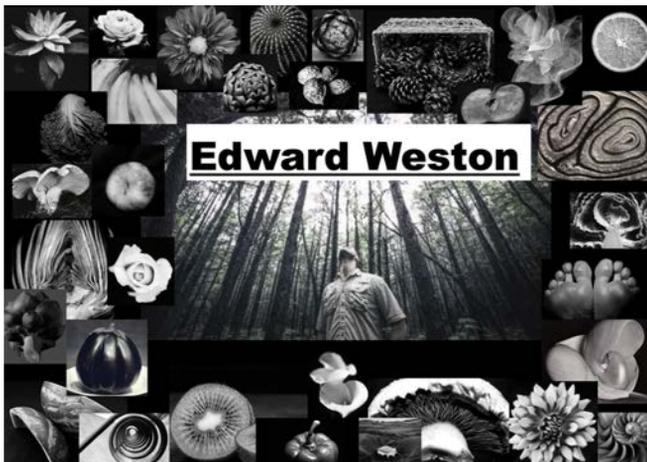
With Covid restrictions back in place it is the perfect opportunity to embrace academic research into art and photography. Visual research is one of the most critical aspects of learning and improvement that is often ignored due to the keenness of on field practicality. This analysis debunks the notion that creativity cannot be taught. With the world wide web literally at our fingertips there is a vast amount of imagery making it difficult for early learners to pick the diamond out of the rough. So, we have carefully curated a select few masters works for students to research allowing them to develop their eye through exceptional pieces of work

There is often solace or comfort in myths such as, *'art is subjective'* or *'beauty is in the eye of the beholder'*. But in this course students are taught that there are general standards to adhere to and it must be backed by research. What they will find is that all master artists had something profoundly important to say and communicate during a particular period in time.

Over the next few weeks students will be creating visual diaries and mood boards through the apple program Keynote. For some it is there first introduction into the software that will prove invaluable for future subjects and presentations. It will teach them design skills of which will be refined over time and practice. I consistently use Keynote for presentations to clients and prospective clients.

Jayme Saleem

Below are examples of students works using Keynote



INTERVENTION NEWS

Welcome back to Term Three Intervention!

The Intervention team has been very busy preparing an interactive and engaging program for all students attending intervention this term. Although learning may look different again this term, the team here at Saltwater College have ensured that minimal disruption has occurred to the way that intervention will commence.

We believe in the power of intervention and we see it in the results and growth of our students, which is why we'd like to say thank you to all parents who are working with us to ensure we can assist our students the best way we can.

Intervention in Term Three, involves a literacy focus from Prep to Year Six where we will focus students' reading and writing. From identifying the letters and sounds in the alphabet to decoding and comprehension strategies, our team have dedicated the first two weeks of this term ensuring that we were well prepared with in depth planning and resources to assist all students attending.

Week Two saw our first week of Intervention running efficiently with the support of parents and the Intervention Team. We look forward to the term ahead and all of the valuable learning taking place as we encourage our students to develop their understandings in an engaging and supportive environment.

Maree Caminiti
Intervention

Welcome

The Intervention Team would also like to introduce to you our newest member, Rachael Cunningham. We are very fortunate to have, Rachael as part of our team so please join us as we make her feel welcome and part of the Saltwater Family!

My name is Rachael Cunningham and I would like to introduce myself as a Literacy Support teacher at Saltwater College. I have been a classroom teacher for six years teaching mainly Year Three and Four. As I have previously worked at an IB school, I couldn't be happier to be joining the Saltwater team to continue teaching using the PYP Curriculum Framework. For the past 12 months I have been on maternity leave, so I am super excited to be getting back into the classroom and working with students towards achieving their personal learning goals. I look forward to meeting and getting to know you all throughout the year.



MATHS EXTENSION NEWS

Welcome to Math Extension 



Maths Extension in Term Three will be focused around students exploring the topics of Line, Angles and Location. Students will be introduced to the following essential question as they partake in a series of explicit instructional Webex meetings, *'Without roads, how do sailing ships and jet planes find their way?'*

Know, Understand and Do

The 'what' of intended learning is what students are expected to **know, understand, do and become**, or the development of:

- knowledge and understanding
- capabilities and skills
- attitudes, motivations and dispositions.

The image below highlights what the students will be expected to **KNOW, UNDERSTAND** and **BE ABLE TO DO** by the conclusion of this unit on Lines, Angles and Location.

KNOW

- When two lines meet they form an angle.
- Lines that never meet are parallel.
- A point is often shown as a dot. A point has no length or width.

UNDERSTAND

- Angles are classified according to their size.
- Where two or more straight lines meet at a point, they form a vertically opposite angles that are always equal.

DO

- Drawing lines, rays and segments.
- Finding the complement and supplement of an angle.
- Finding angle size using vertically opposite angles.

Navigating the Maths Extension page

The Maths Extension page has been revamped to spark a higher level of interest with the students.

Students will notice some of the following features:

1. Tiles

The tile below directs students to an interactive textbook to which the tasks are derived from. Week by week students are introduced to a concept to deepen their understanding of the topic being learned.



MATHS EXTENSION NEWS

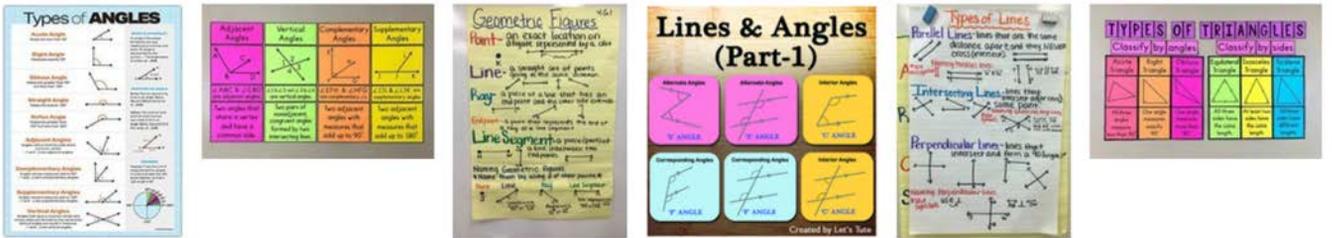
2. Anchor Charts

What is the purpose of an anchor chart?

Anchor charts build a culture of Mathematics in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues, and guidelines during the learning process. Creating anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens. They are often co-created with student collaboration. Students refer to the charts and use them as tools as they answer questions, expand ideas, or contribute to discussions and problem-solving in class.

This section on the Maths Extension page is dedicated to teacher and student created anchor charts to deepen student understanding.

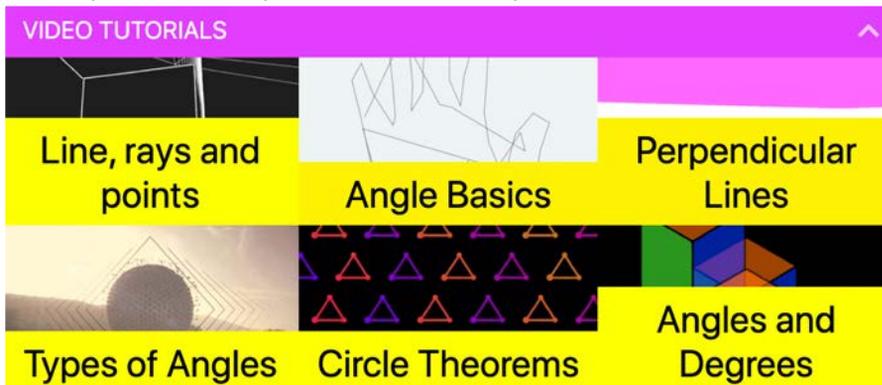
Anchor Charts



3. Multimedia

Multimedia brings learning to life! We can bring videos, animations, interesting movies and other media into the learning process to help our students develop skills and understandings. This can help to motivate and excite our students about their learning!

The section below provides video instructional material for students to access to consolidate their understanding of the topics and concepts introduced weekly.



Maths Extension Prep to Year Three

In the coming weeks a select group of students from the Prep to Year Three will be given the opportunity to extend their conceptual knowledge of Mathematics in Maths Extension groups. The groups will be exposed to higher order thinking strategies targeted to engage and enable further conceptual connections within Mathematics. Students will be looking at the connection between operations in number through open-ended lessons to encourage them to take more ownership of their learning.

NEWS FROM PREP

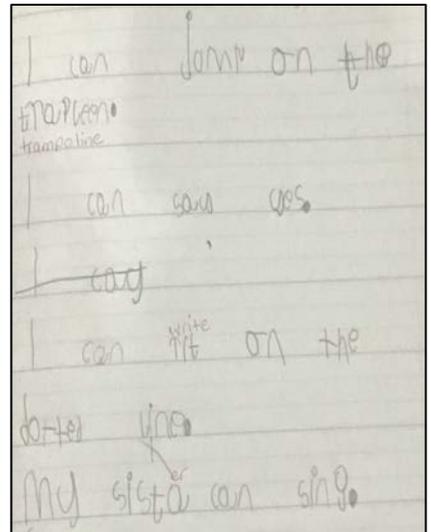
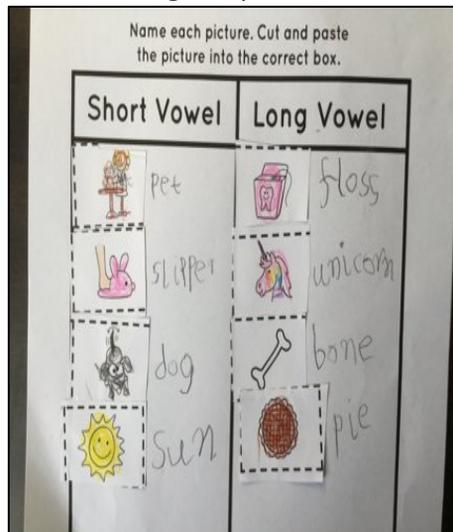
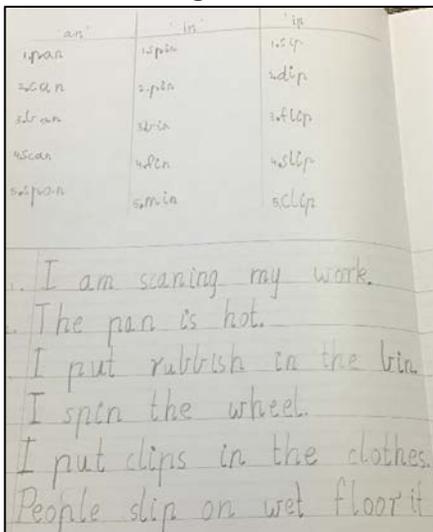
Welcome back to Term Three! The Prep Team have been so impressed with how well all our students have transitioned back to remote learning and are trying their best to learn. We would like to thank our Prep families for their continued support and dedication to their children's learning.

Teacher Highlights

We have enjoyed seeing our students join our WebEx sessions. While our timetable has had some slight changes, our WebEx sessions happen three times in a day: 9am, 10am and 11:30am. Please continue to jump online during these times as there is often important information relayed through WebEx. Another highlight for us is marking student work on Schoolbox. We'd like to remind you all to please continue to upload your child's work and take the opportunity to show your child how to upload their own work on Schoolbox. We love going through all submitted work as we get to provide quality and timely feedback as well as see the learning growth that is happening from home. We appreciate how adaptable and resilient our students have been during our second round of remote learning. While we recognise it is not easy for families, parents are doing a fantastic job at supporting their child during this process.

Reading

In Reading, students have been revising the word families as well as the short and long vowel sounds. Word families (also known as onset and rime) are groups of words that have the same ending sound or pattern. Students have continued to gain an understanding of the '-at, -an, -ay, -in, -ot, -ing, -ump and -up' word families. Last week, it was impressive to see that students not only had a go at reading the word families task but also challenged themselves by making new words and writing sentences using the new words. Here are some great pieces of work we'd like to share.



At home, you can support your child's reading by continuing to practice word families and vowel sounds. For example, provide your child with a word and ask them to sound out the word or provide your child with a word family and ask them to make a word. Use the reading strategy of 'stretching out the sounds', to prompt your child.

Inquiry: In Week One, we began with our new unit of Inquiry on 'How the World Works' and together with the students we unpacked the central idea, 'Living things undergo a process of change and live in different habitats'.

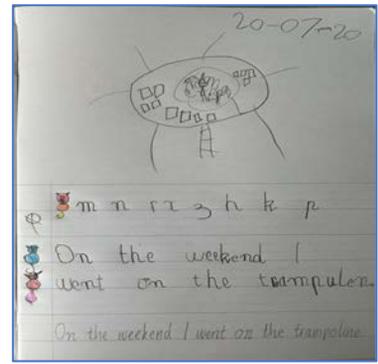
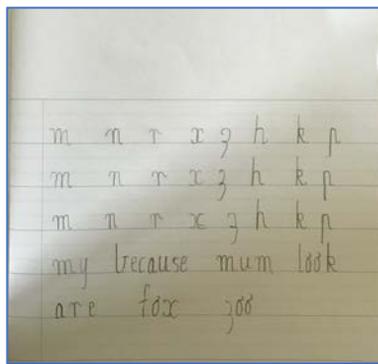
❖ Please note that there will be three Inquiry lessons planned, which students are expected to complete each week.

NEWS FROM PREP

Writing

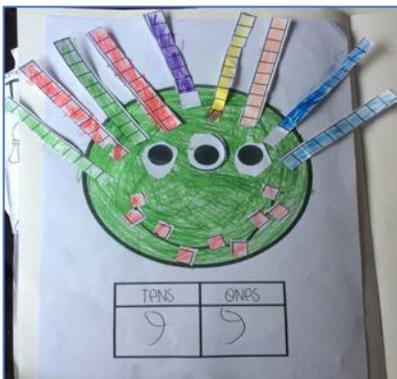
In Term Three, students started to explore writing on dotted third lines. They have begun to form letters on the dotted third lines using the *'handwriting with the cat'* visual strategy. This visual strategy assists our students to form the different letters such as short letters, tall letters and letters with a tail, accurately on the dotted third lines. At this stage, students have been practising on forming each letter on the dotted thirds to help them with writing sentences in the upcoming weeks.

This term, students will explore *'Information Reports'*. An information report provides readers with information on a chosen topic by providing them with facts, often about living or non-living objects. This links nicely with our Inquiry Unit. During this exploration, students will learn about non-fiction texts and their features, structure and purpose. So, stay tuned!



Maths

In Maths, the Preps have been exploring a *'just right'* number. This is a number that is sufficiently challenging but achievable - not too big and not too small. Students represented their chosen number as a numeral, in words, on a ten frame and as a tally. They identified the number as odd or even and used place value to explore the composition of the number. Students enjoyed combining maths with craft when completing an activity where they created an alien to further explore the concept of place value and a hen to revise partitioning as an addition strategy. The Preps were introduced to the concept of ordinal number where they used ordinal numbers to indicate position of objects in a line.



Reminders:

- Please book for three-way conferences
- **Student work** expectations – work independently, cross out mistakes instead of rubbing out, have a go and be a risk-taker.

NEWS FROM YEAR ONE

Dear Year One Families,

Welcome back to Term Three! We are in very new and unknown times right now! We hope everyone is staying safe and well. I know for many, the return to remote learning has been met with many different emotions. We as teachers have been thrilled to see the resilience, open-mindedness and risk taker attitudes presented by our students. The ease in which they have returned to online learning has been a joy to see and we thank you all for your patience, commitment and support as we continue our teaching and learning journey through our digital classrooms!

Unit of Inquiry

This term we are beginning our fourth Inquiry unit under the Transdisciplinary Theme, How the World Works. Students have been exposed to various forms of provocation to engage, explore and introduce them to our Central Idea, 'Earth is in a constant state of change due to its position within the solar system.' Provocations have been presented to students using various forms of technology such as images, video clips, online texts and Padlets to reflect on and share their ideas, connections and wonderings. To increase student ownership of learning and higher order thinking within our IB school culture, we have left it up to students to identify our learning theme based on their understandings from the inquiry tasks in Week One.

Reading

In Reading, the Year Ones have been revising their knowledge of non-fiction texts and consolidating their ability to distinguish between fiction and non-fiction text types. Students have been using the online reading platform Epic to explore the features of non-fiction texts such as a table of contents, diagrams, glossaries, an index, sub-headings and captions and begin to understand how these features help us as we read and navigate these text types. A focus on rhyming words through games or challenges and unpacking sound and letter relationships is a weekly reminder to continue to build on the student's decoding skills.

Writing

In Writing, the Year Ones have been introduced to a new text type – Information Reports. Students are making links across our literacy curriculum by understanding that the non-fiction texts they are reading are a genre they will be able to replicate through their writing. To begin, students have been learning about the difference between the real and the make believe and facts and opinions, in order to understand what is to be included in an information report, and what is not.

Mathematics

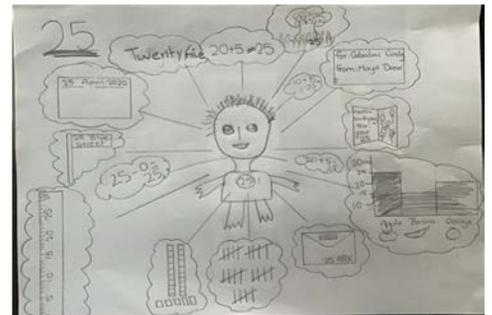
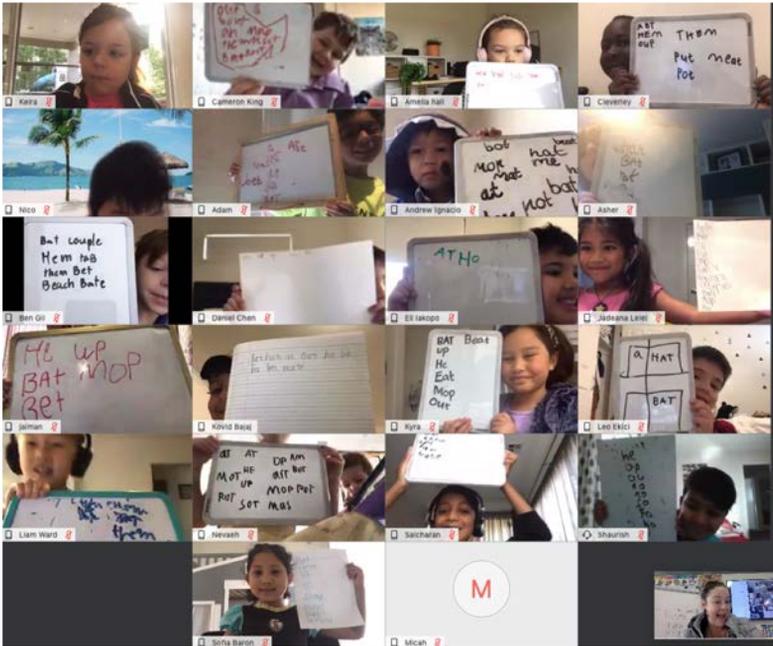
Through our Numeracy lessons, students have revised and built on concepts covered last term such as fractions, addition, subtraction and number knowledge. To engage students learning at home, students have been encouraged to make links between Mathematics and the world around us by identifying and using mathematical concepts within their homes. Moving forwards, students will be introduced to the concept of 'Time'.

Reminders during Remote Learning:

- Students should be attending their daily classroom and specialist sessions via WebEx.
- Please continue to tick off and upload work as required and outlined via School Box.
- Performing Arts lessons can be accessed via their School Box pages and can be completed at family's leisure throughout each week.
- Each Friday the Year Ones will have a Fun Friday theme to increase student wellbeing and engagement.
- Please keep up to date and read all school correspondence for regular news and updates.
- Children completing remote learning onsite who are feeling ill **MUST NOT** attend school.

Thank you,
The Year One Team

NEWS FROM YEAR ONE



Unit of Inquiry 4 - What do you see, think and wonder?
Made with a wish on a star

<p>Affan Why are we on earth</p>	<p>Affan Why sun is very hot very high.</p>	<p>Kiara I was thinking that our transdisciplinary theme is where we are in time and place but it wasn't where we are in time and place it was how the world works.</p>	<p>Harry I saw Thunder,</p>	<p>Affan Day and night comes from the way the sun moves around</p>
<p>zandre sunset lightning rain clouds sun</p>	<p>Mia Elliott Sun Earth Ocean Stars Light</p>	<p>Landon It reminds me of the show space racers</p>	<p>Aurora Why is the sun behind the Earth. Why is there not so much green.</p>	<p>Aurora Earth Sun Rocket Land Water</p>
<p>Saxxon I wonder if other people live in different galaxies?</p>	<p>Hannah Love the school</p>	<p>Summer I wonder what the biggest planet is, And if we are the only people planet.</p>	<p>Lanndon I wonder how rockets get made</p>	<p>Shanaya This reminded me of our planet and our culture.</p>

All the fractions are EQUAL

PIC-COLLAGES

NEWS FROM YEAR TWO

Dear Year Two families,

Congratulations to the Year Two students for beginning Remote Learning 2.0 in such a principled and open-minded manner. Remember, we have done this before and we can do it again. All of us - students, parents and teachers - are in this together! To quote from a book about a very famous bear, *'Promise me you'll always remember: You're braver than you believe, and stronger than you seem, and smarter than you think.'* How many of our well-read students and parents can guess the name of that bear?

Unit of Inquiry Four:

In Year Two, the students have begun investigating the Transdisciplinary Theme, 'How We Organise Ourselves' using the Central Idea, 'Communities make efforts to create transportation systems that meet their needs.' As part of this unit, the students will be working on developing their communication, researching and thinking skills by broadening their knowledge of the purpose of different transport types, the connection between the needs of communities and transport types, and personal factors that influence chosen transport systems. They will demonstrate agency over their learning by choosing a global community that they will investigate, looking at the similarities and differences between transport systems and community needs in that community and the local community. The students will also demonstrate their understanding and take action through the development of a persuasive text and their choice of a persuasive video, letter, diorama, video documentary, storyboard or model of new transport system.

Reading:

In Year Two, students have started investigating different types of persuasive texts and the reasoning to why they are written. This interrelates with their Writing in order to build a stronger understanding of this style of writing. Along with reading different types of persuasive pieces, students have begun looking into what it means to read with fluency and the importance of practising to read aloud. They are gaining an understanding that it is important to practise reading aloud in order to ensure they are reading smoothly, appropriately and with great expression.

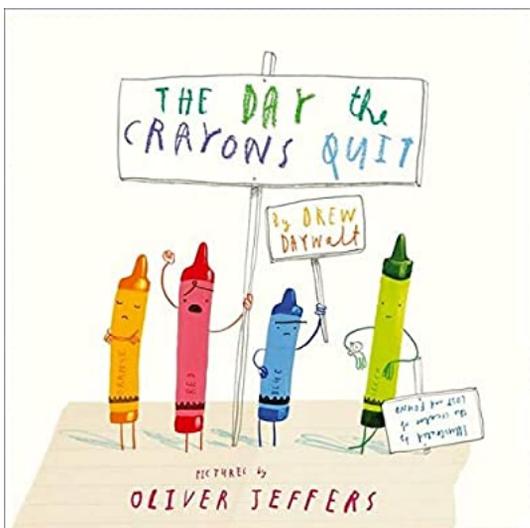
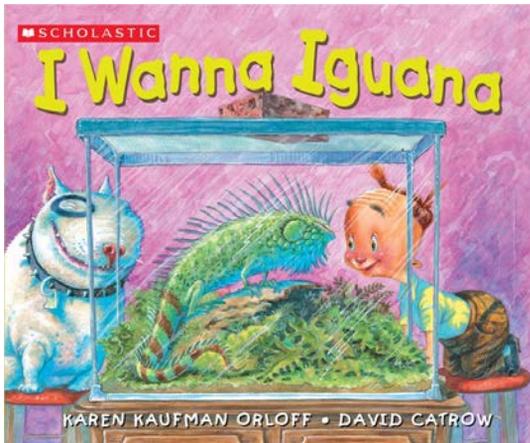
Writing:

To begin Term Three, we have started to look at persuasive texts in Writing. The Year Twos have investigated the elements of persuasive writing, beginning with the difference between a fact and an opinion. We have also started working on time adverbials and using words such as 'firstly' and 'secondly' when writing our holiday recount and describing our point of view. This week students will begin to write their own persuasive text, using the OREO structure to guide their writing. After they have had some practise of this, students will draft, edit and publish a persuasive writing piece on a specific type of transport system, which links directly with their current Unit of Inquiry. We can't wait to read their finished product!

NEWS FROM YEAR TWO

Mathematics:

In Year Two, students have been investigating directions as well as reading and creating maps. This strongly links with our Unit of Inquiry because directions and mapping is utilised around our transportation systems. The students have been looking at directional language such as left, right, forwards, backwards, diagonal, clockwise and anti-clockwise. Please encourage the students to use this language when giving directions in everyday life. We have also been investigating reading different types of maps using grid maps, Google Maps, Google Earth, examples of zoo maps, transport maps and world maps. This helps build their understanding of key mapping elements such as title, key/legend and a compass. Using this knowledge, students will then apply their learning to draw and measure their own maps.



Reminders:

- Please make sure the students are completing their reflections and uploading their work samples for the Three-way Conferences next week on Tuesday, 4th August.
- Please remind your child of the importance of good hygiene practices – washing their hands, sneezing/coughing into their arms, not sharing food, etc.
- Please remember to log in on time for Webex meetings with your classroom teacher – at 9.00 am, 10.00 am and 11.30 am.
- Don't forget to look at the daily timetable so that you know when the students have their specialist Webex meetings and when to do their other specialist classes.

Kind regards,
The Year Two Team - Mr McIntyre, Miss Bratby, Miss Nardella, Miss Gatt, Miss Vines & Mrs Traianon.

NEWS FROM YEAR THREE

Dear Year Three families,

What a jam packed two weeks we have had in Year Three. As teachers, we are so impressed with the level of engagement from students in Remote Learning. We have seen majority of students attending WebEx and submitting their learning tasks. It is great to see students are confident in using the programs and using their initiative if they encounter problems.

We are very pleased to welcome Miss Abigail D'Souza to the Year Three team as the new teacher of 3B. Miss D'Souza joins the team after having previously taught in New Zealand. She is very excited to officially meet the parents and students of 3B during the three-way conferences on Tuesday the 4th of August.

Unit of Inquiry:

Last week, students started their fourth Unit of Inquiry for the year. Under the Transdisciplinary Theme, 'How We Express Ourselves', students will be investigating the Central Idea, 'Understanding cultural expression leads to cultural appreciation.' Students have already unpacked this Central Idea, created wonderings and have started to look at the different ways cultures express themselves. This Inquiry unit will provide students with many rich learning experiences and a chance to explore their own culture in more detail in addition to a culture of their choice. There will be a lot of opportunities for families to engage in their child's learning especially through interviews and rich conversations. We encourage families to regularly check-in on their child's learning and engage in these discussions. A friendly reminder, that our Unit of Inquiry has strong links to all curriculum areas. We strongly encourage students to aim to complete all tasks.

Reading and Writing:

Linking with our new Unit of Inquiry, in Reading students will be looking at Reader's Theatre, focusing on the role expression plays in understanding a story and developing their fluency. Expression and fluency are key reading skills essential in developing smooth and confident readers. They will also be reading different poems and identifying the messages expressed in these poems. This heavily links with our Writing unit on Poetry. Students will have the opportunity to create various poems based on Mentor Texts as well as link poems to storytelling in cultural practices.

During remote learning, we continue to place a high importance on students having the opportunity to read independently daily, using a book from home, PM Readers, Epic or Readworks.

Mathematics:

As part of the Math component of our Inquiry unit, students will be exploring money and financial mathematics and will have the opportunity to research different currencies around the world. They will also be working towards understanding ways to create money amounts and complete purchase calculations with change and budgets.

Understanding money is an excellent life skill which can be emphasised at home through daily conversations. We recommend families talking to their child about money, practising counting, understanding the value of items and applying this learning in the real-life context.

NEWS FROM YEAR THREE

Money home learning suggestions:

As a suggestion, if families are completing their essential shopping online or at the supermarket, involve your child in this process and ask them to:

- Calculate the total amount of items.
- Give them a budget and ask them to find items within that budget.
- Calculate the change when completing transactions.
- The above can be done both with cash and cashless payments. Monopoly is also a great game to play to refine these skills.

Wellbeing:

This time in Remote Learning, we understand the mental and emotional wellbeing of students may be escalated.

As part of our Inquiry program this time, one to two lessons a week will focus on wellbeing. We strongly encourage students and their families to participate in these lessons as a way to manage emotions and stress at this time.

The first lesson this week focuses on developing a calm zone at home. Calm zones are a space dedicated for practising mindfulness and emotional regulation techniques. This space can be inside or outside and if possible have resources productive to emotional regulation, such as paper for colouring, a soft toy, play dough or kinetic sand (if available) amongst other things specific to each child. Some images have been provided below for inspiration. Next week, we will be introducing students to the importance of having a growth and innovation mindset during Remote Learning and the importance of journaling during COVID-19.

Overall, the students have settled nicely into Term Three and we are confident we will have a successful term ahead. As always, please don't hesitate to contact your child's teacher should you have any questions on concerns. We will endeavor to reply within 24-48 hours.

Stay safe and wear a mask 😊

Kind regards,
Year Three Team



NEWS FROM YEAR FOUR

Dear families,

Welcome back to Term Three. We have had a great start to online learning again. We have been learning about our fourth unit of inquiry. The central idea is 'Urban planning reflects community values and aspirations for future growth'. Students began with a provocation where they needed to investigate local city councils. Students have also been introduced to a new platform called Socrative. Socrative allows students to submit answers as part of an assessment. We as teachers can use this timely data to inform our teaching and planning as well as differentiating tasks suited to each individual child.

Writing and Mathematics

In Writing this semester, we have been learning how to write persuasive texts. Students have been exposed to different features and persuasive devices.

In Mathematics, students have been working on financial mathematics. They have been learning about counting change, calculating costs and rounding to the nearest five cents.

Year Four Exhibition

A special mention to our Year Four students on their efforts last term. In the last week students worked extremely hard on their student led investigation. All four classes were very creative with their ideas and presentation including. There were a variety of presentations that consisted of:

- Kahoot quizzes
- Posters
- PowerPoints
- Hand outs
- Banners.

Students presented in an exhibition to their teachers and peers. (see collage)

On the last day of term we also had **Crazy Hair Day**, which was a fun last day with the students to celebrate a successful Term Two.

Dates to remember-

Three Way conference on the 4th of August.

Goal setting

The Year Four students have been setting individual learning goals on Reading, Writing and Math's. Students have been answering questions in response to why they chose their goal and collecting evidence as they work on achieving their goal. Students have been reflective while working on this.

Portfolio and Three-way conferences

Students have been working on populating their e-portfolio by identifying work they are proud of, uploading their work and finally writing a reflection. Students will be presenting this at their Three-Way conference on the 4th of August via webex.



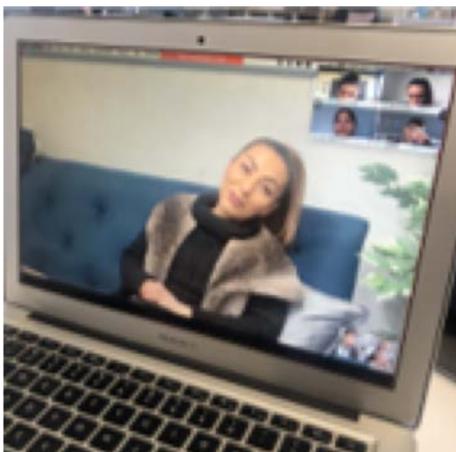
NEWS FROM YEAR FIVE

Welcome back our students and families to Term Three as we begin Remote Learning once again. We are in a very fortunate position that we have a great system in SchoolBox and structures in place to support our students' learning. It has been pleasing to see the students in Year Five demonstrating their independence and commitment to their studies by jumping straight back into their learning with the use of Webex and Schoolbox. We applaud our students on their focus and effort as they develop their self- management and communication skills by seeking assistance and feedback when needed.

Well done year 5, keep up your dedication!

Unit of Inquiry – Where we are in Place and Time

This week, the students began to inquire into our fourth Unit of Inquiry for the year. Under the Transdisciplinary Theme ‘Where we are in Place and Time’, the students participated in class provocations on Webex and were exposed to an inspiring migration story from our very own principal, Ms. Daniali. The students listened attentively and were moved by her journey that led her to be our principal. It was remarkable to see how their responses changed from before hearing her story and the questions that arose after discussing the challenges and opportunities that were driven from migration. This has stimulated excitement for the learning that will happen throughout this unit.



Migration may be a response to challenges and OPPORTUNITIES

<p>Your initial responses to the topic</p> <p>3 Thoughts / Ideas</p> <ol style="list-style-type: none"> 1. When you move from place to place. 2. We are going to learn about people who have migrated. 3. We are going to talk about the challenges there have gone through. <p>2 Questions</p> <ol style="list-style-type: none"> 1. What does Challenge mean in in this context? 2. How would you explain what migration means? <p>1 Metaphor / Simile</p> <p>Migration can be as good as getting a better life.</p>	<p>Your new responses to the topic</p> <p>3 Thoughts / Ideas</p> <ol style="list-style-type: none"> 1. Miss Daniali did not deserve it. 2. Miss Daniali has gone through so much. 3. She definitely deserved to have escaped. <p>2 Questions</p> <ol style="list-style-type: none"> 1. Why do people have to go through so much pain for a small mistake? 2. Why did they not leave earlier? <p>1 Metaphor / Simile</p> <p>Miss Daniali is a hero as a lion.</p>
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BRIDGE

My understanding has changed because I never knew anything about Miss Danial. I thought that she was Australian.

By Millic - 5A

Literacy – Historical Narratives

Through our inquiry-based learning, the students will be investigating a new text genre of Historical Narratives to support their understanding of the challenges and opportunities of migration.

Through self-led investigations, students utilised their developing research skills to design mind maps to communicate their understanding of the elements of a Historical Narrative. Throughout the unit, they will be exposed to many different forms of historical narratives to extend their understanding of migration and the different perspectives of individual journeys.



NEWS FROM YEAR SIX

Unit of inquiry:

Sharing the Planet

Central idea: Our ability to use resources determines how future generations will live.

In Year Six we have just begun our new Unit of Inquiry. We have been working hard on our student wonderings and provocations into resources and how this might impact a country's economy. Building on the Central Idea, we will be utilising the key concepts of Perspective, Causation and Responsibility.

During this unit, the Year Sixes will be deepening their knowledge on the accessibility of the Earth's natural resources, ethical use of the Earth's resources and our responsibility as a community to develop alternative resources.

Literacy:

As a year level, we are continuing with our author studies and the use of the Solo Taxonomy questions. Comparing and contrasting themes, analysing texts, note taking and comprehension will be a focus during this unit. We will be creating a persuasive writing piece with a focus on structure and persuasive and emotive language.

Maths 'Livi City' Project:

Students have begun an exciting 'Livi City' project. This project focuses on different political, economical, social and environmental decisions that are made about the way we live. Students will have the opportunity to take matters into your own hands. Their cities need to be a realistic, liveable city, hence the project name: Livi City!

With these projects, there will be certain specifications that students will need to attend to in order to create a liveable city, but students will need to include their own specifications that will be unique to their cities. They will need to draw on their work from our current Inquiry Unit, Literacy and Numeracy knowledge in order to create their cities.

Mental Wellbeing Day: Thursday 30th July

This Thursday children were involved in a Mental Wellbeing day. This was an opportunity for students to navigate an interactive school page and explore activities at their own pace. Year Six teachers hope that students engaged in these activities and enjoyed the flexibility of exploring activities at their own pace.

NEWS FROM YEAR SIX

Three-Way Conferences:

The Three-Way conferences will be taking place on the 4th and 5th of August next week. During the conferences, students will share five digital portfolio pieces that they have selected to parents. This is a great opportunity to share in and celebrate the learning growth of our students.

Reminders:

- Please ensure your doing your best to login to your class Webex sessions.
- Three-Way Conference 4th and 5th of August

Regards,
The Year Six Team

