

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

- Term Three concludes on Friday 18 September 2020 at 2:30pm
- Term Four commences on Monday 6 October 2020

A NOTE FROM LEADERSHIP

Hello Saltwater community,

Last week the Victorian Government made a series of announcements that were in line with the Chief Health Officer regarding the Stage 4 restrictions Metropolitan Melbourne would face as of Sunday 2 August.

The Department of Education and Training have issued further restrictions on students who attend on site. As of last Wednesday 5 August, the criteria for students who can attend on-site changed to the following:

- children whose parents are permitted workers and for whom no other arrangements can be made.
- vulnerable children in out of home care, children known to child protection and other agencies and children the school identifies as vulnerable
- children with a disability who also fit one of the above two categories.

Please understand, this criterion is strict and must be adhered to by all members of the community. No exceptions will be made outside of the above categories. We must all do our part to eliminate this pandemic, and as much as we understand that this may be hard at times for families, the direction is quite clear that students who fit the above categories are the only students who can attend school.

SALTWATER P-9 COLLEGE NEWSLETTER

Home and on-site learning programs

The learning program delivered on-site is the same as the learning program delivered to students undertaking remote learning. The following are the daily minimum guidelines schools and families are encouraged to meet for students to continue growth in the curriculum areas:

Prep to Year 2

- Literacy activities = 45-60 minutes
- Numeracy activities = 30 – 45 minutes
- Additional learning areas = 30-45 minutes.

Years 3 to 6

- Literacy activities = 45-60 minutes
- Numeracy activities = 30-45 minutes
- Physical activities = 30 minutes
- Additional curriculum areas = 90 minutes.

Physical distancing

To ensure that we follow the department guidelines Saltwater College has implemented the following safety processes:

- The use of spaces within the school that support physical distancing.
- Signage and rostering of staff to minimise congestion.
- Offices and room allocations being appropriately spaced.
- Careful management of movement of adults through school reception and around school grounds.

Celebrating 100 Days of Prep

On Monday 10 August our wonderful Prep students celebrated 100 days of school. Students engaged in fun activities, they made fairy bread, watched a video of the teachers congratulating them, received certificates and ended the day's celebration with a Prep Disco via WebEx with Mr Jayme Saleem our official Saltwater DJ.

Congratulations to all of our Prep students for reaching this milestone in these unprecedented times.

Jeans for Genes Day

Last Friday was Jeans for Genes day and the Saltwater community once again showed just how caring and supportive we are. Digging deep into our pockets, we were able to support Mrs Machler's plea, raising much needed funds and an awareness for congenital myasthenic syndrome and other gene conditions. I am pleased to announce that we raised \$3199.00, completely surpassing last years raised total of \$1900. Thank you for contributing and raising awareness of this worthy cause. So many families will benefit from the scientists having these funds to assist them in their research.

As we continue our Remote Learning, I encourage you all to be kind to yourselves and each other. It is important in life to always remain flexible to change and embrace our new circumstances day to day. When we remain flexible and positive and adopt a growth mindset nothing can beat us.

Regards,
Michael Nicolaidis
Leading Teacher

STUDENT WELLBEING

The Wellbeing team at Saltwater has expanded over the past couple of months. This has allowed the school to run a number of initiatives for wellbeing including Respectful Relationships, Restorative Practice and social and emotional learning.

Learning Specialists for Respectful Relationships are **Ms Sarah Grenfell** and **Ms Stephanie Day**. Sarah and Stephanie are responsible for leading the program and holistically embedding this in our curriculum.

Respectful Relationships is an initiative to support schools to promote and model respect and equality. It also supports educators to teach our children how to build healthy relationships, resilience and confidence.



Mrs Caroline Smith has joined in supporting the administration of the team. Caroline also works as part of the Education Support ES team. She moved to Australia from Scotland last year with her husband and daughter and has had a variety of experience within the educational support area.

This week we welcome Alexander Almendingen and Thomas Jory as provisional psychologists to the Wellbeing team. Alex and Tom will be here on placement from ACU until the end of the school year. They will be assisting with intervention/counselling, social and emotional learning skills groups and also completing cognitive assessments.

Alex Almendingen is a provisional psychologist currently completing his Masters of Educational & Developmental Psychology at ACU. Through collaboration with families and school staff, Alex's holistic therapeutic style and provision of evidence-based practice aims to build a supportive team around the young person. He is committed to a coordinated and tailored approach to meeting the unique needs of each student, and is passionate about fostering optimal child learning, development, and wellbeing.



Hello Saltwater P-9 College community, my name is Tom and I'm excited that the Student Wellbeing and Engagement team has generously allowed me to be a part of this vibrant school community. I will be providing what support I can in my capacity as a provisional psychologist undertaking this final student placement for my university Masters degree. Once this pandemic is under control, I look forward to seeing your faces around the school grounds.

As we continue to move further into Term Three and experience the continued disruption of our 'normal' lives, please understand that we as a Wellbeing team are working hard to assist families in a variety of ways. These are difficult times and it is understandable that some of our community are finding this learning from home more difficult this time around.

Please know we will reach out to you, we will support you and we are here to help you the best we can.

Ms Elle Ryan
Wellbeing Coordinator and Engagement Leading Teacher

PERFORMING ARTS NEWS

And just like that, we're back into lock-down....

With so little direct contact with the students, the Performing Arts team have been back at the storyboards, re-conceiving a new approach that will enable us to deliver our End of Year Spectacular Performance within the current constraints and limitations. All of the online weekly lessons have been tailored to capture as much of the creativity and artistry that our students demonstrate so that it can be incorporated in the final performance.



Parents have been asked to purchase some green fabric so that students can record their various exercises in front of the green-screen. The videos uploaded into the social streams of Schoolbox are then combined to form a rich tapestry of our students' work within the various Performing Arts streams, and will form the basis of our End of Year performance.

In Music, students have already started learning the first of three songs that will be part of the performance. We have already been inundated with a number of versions of John Farnham's "You're the Voice" that are beyond our expectations. In the coming weeks, the students will commence learning the song "Revoltin' Children" from the musical "Matilda". This song has far more lyrics than previous songs, and will be the first song that the students will sing a harmony to. Our Vocal Extension Group and Choir will also commence learning other parts of the song to help add musical texture to the piece. They will commence weekly WebEx rehearsals very soon.

The last two weeks in dance have also seen preparations for the End of Year Performance start to take shape and be put into motion. We have started to upload and pass on the early stages of choreography that will go towards our final production. The dedication so far from everyone online is amazing and, despite the current lockdown situation, the energy and commitment shown from students has been both consistent and outstanding. This has brought a lot of joy to everyone, especially Miss Lauren and Mr H in the dance department as we've watched everyone excel over the last few weeks.

PERFORMING ARTS NEWS

Over the past two weeks, students have been auditioning for the Drama Extension Program in anticipation of the End of Year Performance. The goal is to give the Drama Extension students the insight into a real-life professional dramatic setting (Covid restrictions withstanding). We look forward to naming the Drama Extension company and launching them as one would a brand new dramatic production company like some of the fantastic independent theatre and film companies that we have around Australia such as Malthouse Theatre (Vic) or Belvoir St Theatre (NSW) or Matchbox Pictures and Bazmark Films.

Therefore, we proudly launch the Drama Extension Program as The Bungaree Company in honour of Bungaree, the first known Australian-born person to circumnavigate his country and the first person ever referred to in print as an 'Australian'.

In the 1790s, Bungaree had established himself within the growing British colony (now known as Sydney) as a respected story-teller, entertainer, explorer and tracker within his own Aboriginal community, and as a well-known identity able to move between his own First Nations people and the European newcomers. From 1798, Bungaree accompanied Matthew Flinders on several coastal surveys as an interpreter, guide and negotiator with local indigenous groups. Despite the lack of a common language, the indigenous people persistently sought Bungaree out to speak to instead of Flinders. Bungaree's incredible communication and mediation skills were greatly appreciated by the Europeans with whom he shared the ship.



However, Bungaree's important role in the exploration of Australia appears to have been almost forgotten. This is our opportunity to honour his legacy and his important contribution to Australian history, and to celebrate his skills as a story-teller and communicator.

Everyone is invited to look further into his incredible story online.

We wish a huge congratulations to all Bungaree Company members for 2020!

Jay Bowen – Drama

Phill Haddad – Dance

Michael Lapiña – Music

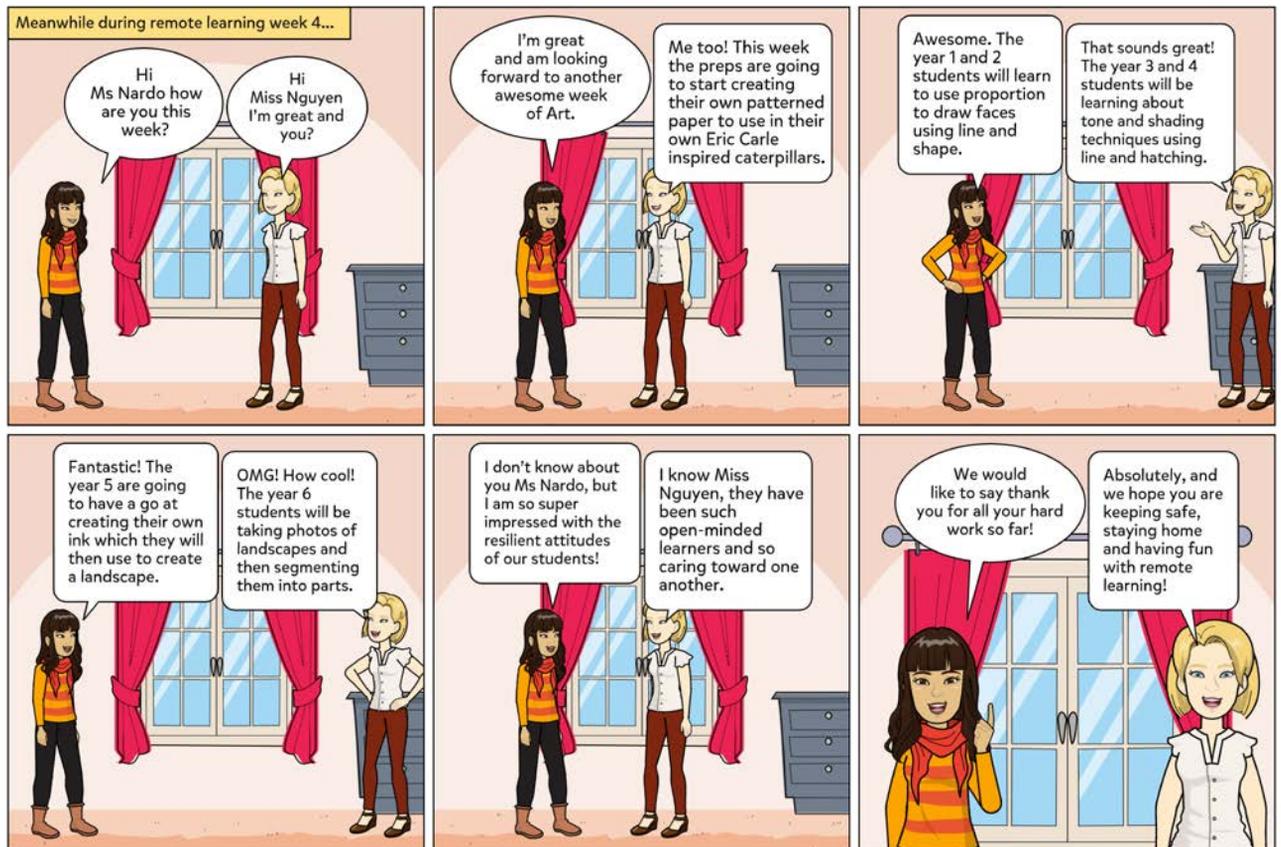
Lauren Lourdes – Dance Assistant

VISUAL ART NEWS



Hello Saltwater community and welcome to another week of remote learning. Last week we continued our work on the Art element of Line. The Prep students focused on using their creativity to draw patterned paper using their iPad for an upcoming project. The Year 1 and 2 students used their prior knowledge of lines and applied this to creating some crazy hair on a portrait, while the Year 3 and 4 students started to explore tonal value using hatching. The Year 5 and 6 students continued to unpack their understanding of landscapes working towards an awesome augmented reality piece for their end of term presentation. We also finished the week with lots of artwork for the Royal Children’s Hospital COVID ward window. We wish to thank every student for their generous contribution of their artwork for this special cause and hope you enjoyed creating extra work.

We would also like to remind students to head to the Visual Art page more frequently as they will find our weekly wrap-up in a comic strip format – see below. We also use the Visual Art page on SchoolBox to set extra challenges or provide students an outlet for their personal artwork via the Social Stream. So... jump in and join the Visual Art community! See you all soon.



PHYSICAL EDUCATION NEWS

Hello Saltwater Community,

We would like to start by saying what a fantastic return to remote learning we have had. We miss teaching all of the students on site, but the PE team have thoroughly enjoyed the live WebEx workouts. We have been extremely impressed by all of the students who are joining in with these sessions. It is great to see so many risk takers here at Saltwater College who have joined in and suggested various workout activities.

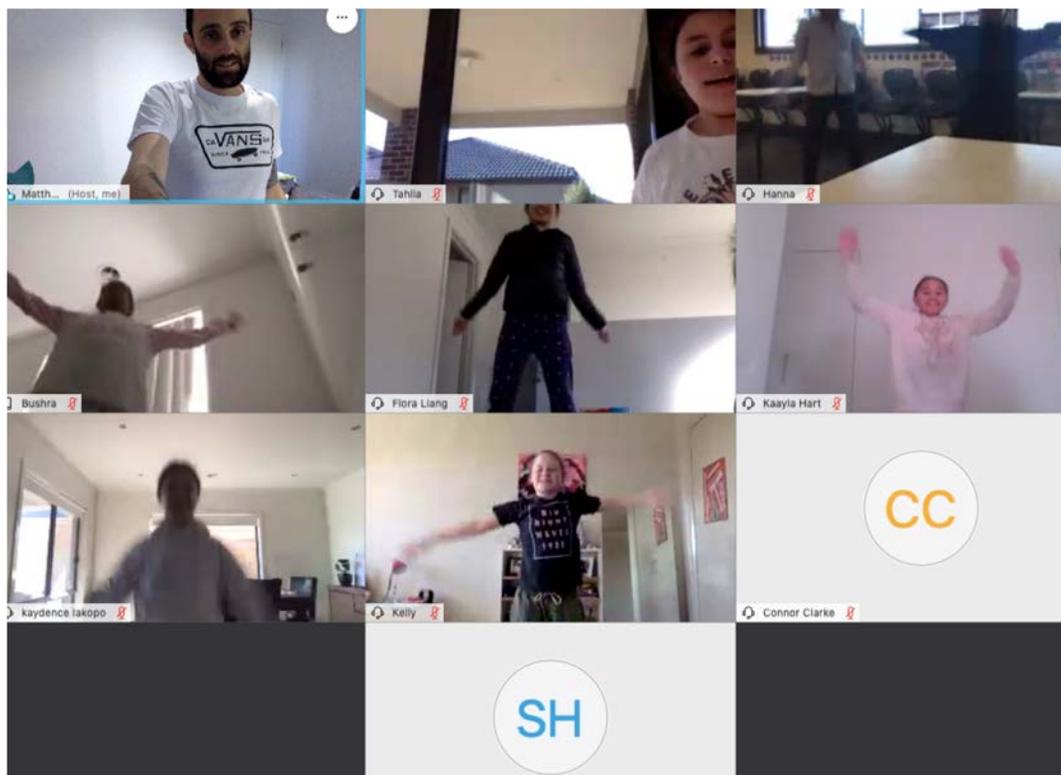
We would like to congratulate 'Team Freeman' who won the weekly House Point Challenge in Week Three with an impressive 180 points for all their submissions on Schoolbox.

We would also like to remind the community that Ms. Evans is running a lunch time fitness club where students are able to join Ms. Evans in her WebEx room for an additional fitness class. On Tuesdays from 12.30pm – 1.00pm there is a session for students in Prep, Year One and Year Two and on Wednesdays students in Years Three-Six can attend from 12.30pm – 1.00pm. The link to Ms. Evans' WebEx room is on the PE Schoolbox page.

Next week is Yoga week in PE and we would like to encourage students to click on the links for the various yoga videos on our Schoolbox page. Students can choose between Frozen, Trolls or Star Wars yoga classes and parents and guardians are always encouraged to join in with these activities. Students who upload pictures or videos of themselves joining in one of the yoga sessions will earn 20 points for their respective houses.

Kinds Regards,

Mr. Irons, Ms. Evans and Mr. Symmons



SPANISH NEWS



Hola Agua Salada!

Our goal for Term Three in Spanish is for our students to be excited about learning and communicating in a new language. As the students engage in different learning activities involving music, body-movement, vocabulary games, and role-playing, they will be hearing and producing authentic Spanish language.

In Term Three our students have been practising how to:

- Introduce themselves to build relationships.
- Recognise primary colours.
- Become familiar with the Spanish alphabet, noticing that there is an additional letter compared to English, ñ (nye).
- Numbers.
- Greet and farewell the teacher and their friends, based on the time of the day.
- Contribute to activities or projects that involve naming, illustrating and writing simple sentences.

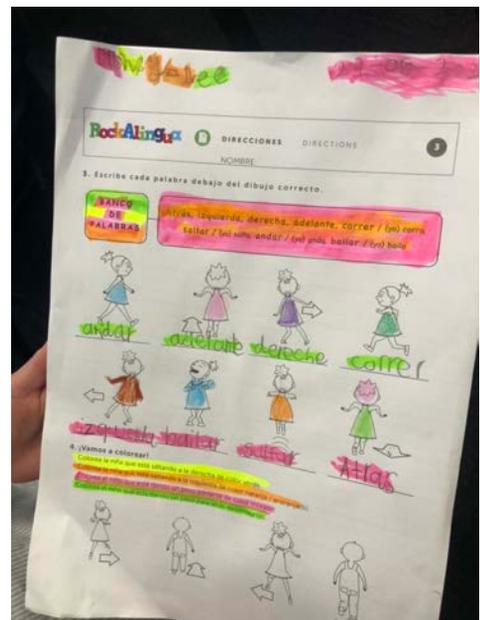
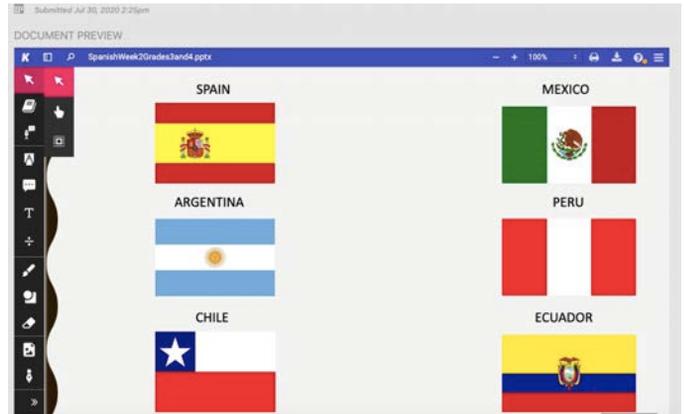
Learning about:

- Directions in Spanish.
- Facts of the Spanish speaking countries.
- Spanish countries location in the world using maps.
- Spanish speakers in our community.
- Spanish cultural tradition and celebrations and
- The Capybara (A giant rodent native to South America.)

During the past weeks, our student continue to develop the ability to adapt to new situations and demonstrate the attributes of the IB learner profile. Learning a second language involves taking risks and our students have really risen to the challenge.

Well done!

Señora Anna y Señor Pastén



VISUAL COMMUNICATIONS NEWS

Students are well into their visual research component of the Visual Communications program. A large emphasis is placed on research and analysis for the development of ideas and purpose for effective communication. There is more often than not a correlation between the quality of a student's *Visual Diary* and final output. Visual Diaries will be taken into consideration for final years assessment.

Below are examples of students work using Keynote

Jayme Saleem

ROBERT FRANK



- Continuity with the fence
- Rule of thirds where the girls standing
- Contrast is a medium
- Light shooting is very low
- The choice of this is really great
- Giving a sense that the people behind her are locked up



- continuity with the zebras
- Continuity with the water
- Continuity/patterns with the zebras stripes
- Rule of thirds with the third one
- Giving a sense that there migrating
- This is a very beautiful picture
- Contrast is medium

Continuity of the trees
Rule of thirds with the horse
Perspective is in front
The colours are dark lots of grey and black
I like how you don't know where its leads



Continuity of the logs/wood
Rule of thirds used with the people
Perspective is in front
The colours are mainly grey
I like the angle of the photo

INTERVENTION NEWS

After running several successful on-site literacy intervention sessions, unfortunately we have had to cancel intervention for the time being due to Stage 4 COVID restrictions. In order to ensure we are still able to provide literacy support to students remotely, our dedicated Intervention team has been busy setting up an online literacy support timetable that will be implemented via WebEx. During this time students will continue to practise a range of skills from the literacy domains of Reading and Viewing, Writing and Speaking and Listening.

During the brief on-site intervention sessions, students displayed commitment to their learning and proved to be open-minded by taking on board the feedback provided by teachers. They were reflective as they began to set and work towards achieving their personal reading goals. Many students practised their sound letter knowledge, as well as using the 'Good Reader Strategies', such as looking at the picture clues and sliding through the whole word when faced with difficult or unfamiliar words. Students also participated in a range of reading comprehension activities to build and demonstrate their understanding of the text.

It was fantastic to see all the students being so enthusiastic towards their learning. We are looking forward to seeing the same positive attitude during our upcoming WebEx sessions. Parents of the students who will be participating in these WebEx sessions have been contacted to inform them of their child's allocated WebEx session time. We thank you for your support and patience while we strive to overcome and organise these challenging times.

Rachael Cunningham

Literacy Support

Good Reader Strategies

<p>Look of the pictures</p> 	<p>Get your mouth ready to make the first sound</p> 	<p>Slide through the whole word</p> 
<p>Stretch the word out loud</p> 	<p>Try the other vowel sound</p> 	<p>Think of a rhyming word you know</p> 
<p>Look for small words or  parts you know hiding inside</p>	<p>Skip hard words and then go back</p> 	<p>Look at the ending...</p> <p>plays played playing player</p>

PHILOSOPHY , DEBATING AND WRITING EXTENSION NEWS

The Extension programs began via remote learning, using Schoolbox and WebEx. Children continued from last term's extension work and are moving forwards in the areas of their extended learning. We had new students join from across the school and from all year levels, which is always great to see. Ultimately, we want to see movement, improvement and students constantly working towards furthering their abilities. With having new students in the extension program, this tells us that classroom teachers are doing a wonderful job despite remote learning, in assisting children to reach their goals and constantly striving to do better. All extension program year levels currently have a different focus and different learning outcomes.

Year Five and Six - Philosophy and Debating

In Philosophy and Debating the Year Five and Year Six students will focus on establishing a philosophical community of inquiry whereby students learn how to be effective, independent and creative thinkers. Through the use of Bloom's Taxonomy, they will explore and understand higher order thinking. The expected Learning Outcomes for Term Three are:

- Deep comprehension
- Evaluating reasons
- Uncovering assumptions
- Clarifying ideas and concepts
- Making judgements
- Drawing inferences
- Articulating questions
- To stimulate curiosity about who we are, how the world is, what our relationships within it and with each others and what is fair, good and right

Prep - Writing Enrichment

Preps are exploring poetry and have begun writing their own. This is an extension of the poetry we looked at last term through text innovation. The Preps will focus on poetry in different forms. The Learning Outcomes are:

- Identifying different types of poetry
- Writing poetry
- Planning, editing or revising and finalising writing

PHILOSOPHY , DEBATING AND WRITING EXTENSION NEWS

***The dragon had a wagon
He pulled it night and day
Over hills and far away***

***The dragon had a wagon
He filled it up with hay
He walked 12 hours a day***

***The dragon had a wagon
He parked it in his shed
And used it as his bed***

Sydelle- Prep

Year One - Writing Enrichment

The focus for Year One is Creative Writing. Last term they began brainstorming ideas for a writing piece, and they will continue working through the writing process this term. The aim for the Year One students, in writing enrichment, is to create a story or a poem that will be presented to a local aged care facility. The Learning outcomes this term, for Year One are:

- Planning, self editing and revising work
- Complete a final copy of a published text

***Littering is appalling!
I strongly believe that everyone should stop littering!
How would you feel if your house was covered in rubbish?
Firstly, if everyone litters all of the animals might become extinct.
Secondly, it won't be good for the environment.
Thirdly, we could have rubbish free days.
In conclusion, littering is very very BAD!***

Vidya, Grade 1

Year Two and Three - Writing Enrichment

The Year Two and Three students have continued working with their writer's notebook that they began last term. They have spent time during Term Two understanding the purpose of the writer's notebook and applying their knowledge to their own notebook. They will again focus on the writer's notebook and will eventually use their ideas to create a piece of writing. The Learning Outcomes for Term Three are:

- Use memories and observations to create ideas
- Descriptions of people and places important in their lives
- Opinions
- Wonderings
- Wishes
- Family stories, hobbies and other passions

PHILOSOPHY , DEBATING AND WRITING EXTENSION NEWS

Years Four to Six - Writing Enrichment

Creative writing is the focus for Years Four, Five and Six this term. The aim for these year levels is to create a published piece of work for the Year Prep and One students of Saltwater College. They will explore the planning, editing and then publishing process in writing with the following Learning Outcomes:

- Plan, draft, revise or edit their texts.
- Work on completing a final copy of published text.

They have had the choice to write about whatever topic they want to. Below is an example of a poem that has been drafted a number of times before the final copy was decided on.

LIFE MADNESS
*Life gets faster every day.
No time to think, no time to play.
Hurry, chaos, lots of stress.
All this tension leads to sleeplessness.
Where is free time? Where is peace?
There's no time to even blink!
I am working, doing 'till I drop...
I just need someone to say STOP!*

Thasneem Year 5

We hope that these writing enrichment students will have an opportunity to present their work to the lower level students once remote learning is over and we are all back at school. A copy of each published piece will be kept at the school library and we hope that students will have the opportunity to present some examples of this work at assembly. We may be able to present some work at the assembly currently running via WebEx.

I must commend the students who are participating via WebEx for their extension program classes and for demonstrating that they are independent, enthusiastic workers who are willing to be risk takers and have a go at completing set tasks. Well done to all, on a wonderful first week of learning.

Mrs Traianon

MATHS EXTENSION NEWS

Maths Extension Year Four to Six

Two weeks ago, students were faced with the task to create an anchor chart using words that related to our current topic on angles, lines and location. Anchor charts are an effective way of encouraging student engagement. Not only do they increase student confidence when engaged in tasks, but they help to keep students on task by offering support in the form of visual prompts.

For students, anchor charts are a powerful tool for academic support, especially for visual learners. They help students recognise learning goals, review concepts and establish learning expectations. They are displayed based on students' needs, or they can be displayed at any time throughout the year, to help students connect new learning to previously taught skills.

STUDENT BENEFITS

When students have an active role in creating an anchor chart, they engage in the learning process because they have an opportunity to share their thinking and observations. For the students and myself, anchor charts were the catalyst for excellent discussions and peer-to-peer dialogue. They were excellent tools to activate the students' thinking and motivate further student input. I provided the question stems or discussion topics and their task was to think and respond. After using this practice consistently, it became part of the culture of my lessons. The students anticipated that their voice was an important component of the lesson and their ideas would be used and demonstrated on the chart for all to see.

I am so proud of my little mathematicians. The anchor charts that they have created are a brilliant stepping-stone for further success.

Anchor Chart

Math Extension Aug 4

Line – A one dimensional figure that goes endlessly each direction ->

Point – A one dimensional figure that looks like a dot ->

Ray – A one dimensional figure that goes endlessly in one direction ->

Segment – A one dimensional figure that connects to a point and ends in every direction ->

Parallel – A term to describe how an object is aligned ->

Perpendicular – A term to describe how an object is formed ->

Created by Suhkraj

Lines

Parallel lines never meet

Parallel Lines

Perpendicular lines have right angles

Intersecting lines intersect with each other

Intersecting Lines

Intersecting Lines Perpendicular Lines

Parallel Lines

Created by Kavin

MATHS EXTENSION NEWS

Prep to Year Three Extension

This week the Prep to Year Three extension began with many enthusiastic mathematicians joining their WebEx to take part in extending their conceptual understanding about number. The students have been presented with the 'Know, Understand and Do' model (see below) for the unit as this will guide them in developing their understanding of the expectations in each unit.

The Prep and Year one students have commenced developing their knowledge on the concept of number and operations. Students will classify numbers by their place value and explore the inverse operations of addition and subtraction. The Year One students will further extend this concept by examining the relationship between all four operations, addition, subtraction, multiplication and division.

The Year Two and Three students will be taking on several mathematical challenges. Before students take on the challenges they are exposed to the conceptual understandings of the mathematical concepts. This week the extension group have been inquiring into the concept of decimals and how it applies to everyday situations. This will lead into the conversion between metric units, in particular metres and kilometres. Students may ask questions or explore these concepts around the home.

Know

- Hundredths
- Tenths
- Units of measurement
- Place value of numbers

Understand

- Place value can determine the value of a decimal number.
- The metric system is connected to the number system.

Do

- Compare, order and represent decimals
- Connect decimal representation to the metric system
- Convert between common metric units of length

NEWS FROM PREP

We would like to acknowledge the effort of every single Prep student who completed their very first three-way conference. The Prep team were very impressed with everyone's level of enthusiasm towards their conference and we would like to commend our students for showcasing many of the Learner Profiles, including:

Communicators – students collaborated with their teacher to showcase five pieces of work completed during Semester One, to their families.

Risk-Takers – students approached their three-way conference with courage and tried their best.

Reflective – students thoughtfully considered their strengths and identified areas of their learning they would like to further improve on.

Writing: Information Reports

In Writing, students have been busy learning about a new text structure, 'Information Reports'. An information report informs readers with (factual) information, of a chosen topic (living or non-living), in an organised format. As an introduction to the structure of an information report, students gradually learnt about the different parts that make up the structure of an information report:

Title: A title informs the reader what the report will be about

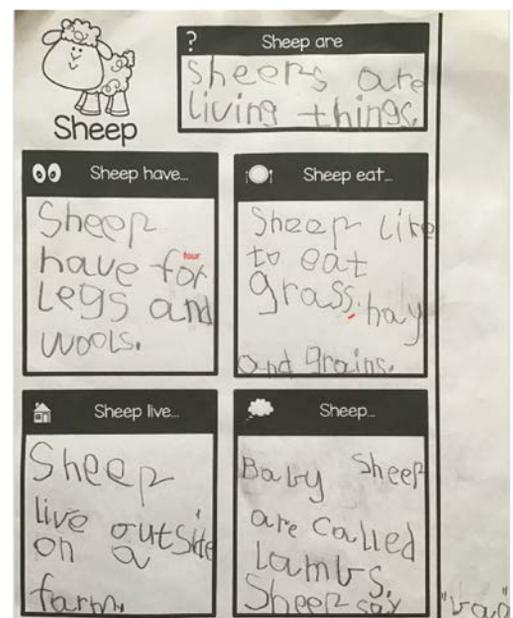
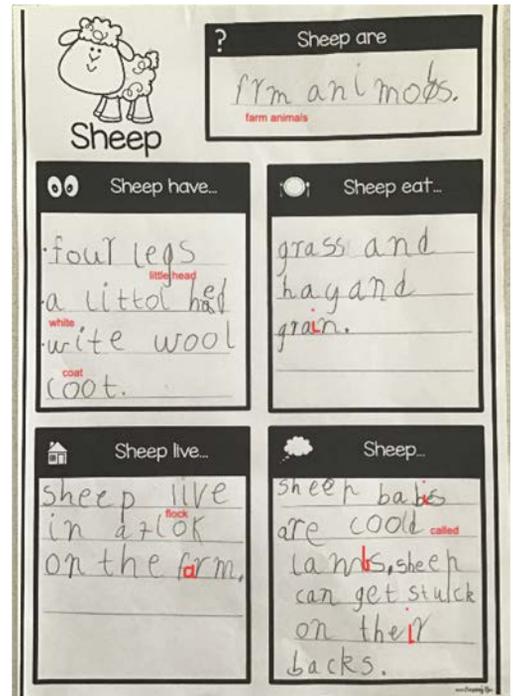
Classification: The topic is introduced

Description: Facts are collected from research and organised into paragraphs

Conclusion: An interesting concluding sentence about the topic

Students completed their first information report on an assigned topic, 'sheep'. To assist our students in developing an understanding for the new text structure, they used a poster template to easily organise and record learnt facts about sheep from a non-fiction mentor text. It was fantastic to see our students utilising their iPad devices as a learning tool to assist them with conducting further research. While some learnt facts were communicated during live WebEx sessions, others extended their writing by including additional information into their information report template.

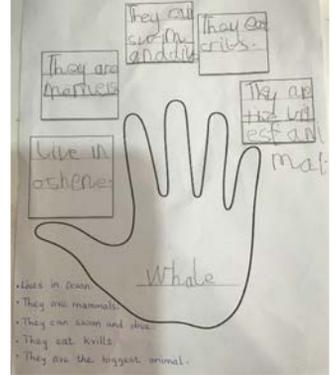
Did you know...? Wait, take a LOOK at some of the amazing student work!



NEWS FROM PREP

Inquiry: Living and Non-Living Things

We have been continuing our new Unit this fortnight, exploring what classifies something as a living thing. We have begun inquiring into the needs of living things and made connections to our own personal needs vs wants. It was interesting that some of the things we might think we need, like donuts, are actually things we want! To consolidate our understanding of needs, the students thought about the needs of pets and completed some fantastic work around this. We are really enjoying learning about living and non-living things in Prep!



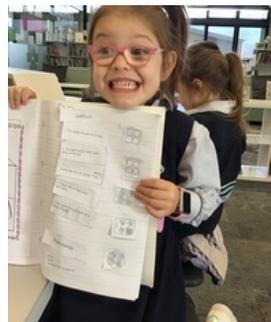
Numeracy: Capacity

In Numeracy, one of the topics the students have been inquiring into is capacity. They have been exploring the terms: empty, full, half-full, more, most, least and less, when testing the capacity of containers in their homes. It has been a lot of fun using different materials to explore capacity!



100 Days of School

On Monday the 10th of August, the Prep students celebrated their 100th day of school. This was an amazing achievement for all Prep students as their first year has been different to most as it has consisted of learning at school and remotely. Each student was sent a 100 days pack in the mail which consisted of fun activities to be completed and a congratulations certificate. Students were able to dress up for this momentous occasion, complete activities and took part in an online disco with lots of dancing. This was a day full of plenty of fun and excitement. Congratulations to all the Prep students on this achievement.



NEWS FROM YEAR ONE

Dear families,

What a success! We are incredibly proud of what the Year One students have achieved so far this year and it was during our 3-way conferences where this was showcased. We hope you all felt a sense of pride as your children demonstrated their resilience, open-mindedness and determination to continue working hard towards their learning goals. We can all agree that this year has been nothing short of a challenge, however the conferences proved how brilliant our Year Ones are.

Unit of Inquiry

As we approach the final weeks of our fourth Unit of Inquiry, students will begin to investigate the following Lines of Inquiry, 'How Earth's rotation effects the seasons' and 'Weather and its connection to the seasons'. Students will be challenged to examine what causes our seasons to change and the reasons behind different weather patterns. Students have shown a strong sense of eagerness with this inquiry and we continue to encourage students to collect and share their artefacts. So far, we have seen an amazing selection of artefacts such as projects, information reports and awesome non-fiction books.

Reading

Guided reading has commenced again in each class. This is an important element of reading and a time where teachers work closely with your child and build upon their reading skills and knowledge. We continue our focus on non-fiction text features that will assist students in navigating this genre to help with their research.

Writing

Students are continuing to explore the different features and purpose of an information text. Students have been scaffolded through the structure while practising their research skills to assist them in writing their own that links closely to the theme of our current inquiry.

Numeracy

Students have been introduced to concept of time. Strong links are made between this concept and our current Inquiry as students explore different times of day such as day and night, while deepening their understanding by exploring the significance of A.M. and P.M. Students have also examined the features of an analogue clock while looking at how many seconds in a minute, minutes in an hour and hours in a day.

Reminders

- Students should be attending their daily WebEx sessions including specialist sessions.
- Please continue to tick off work and upload tasks as required via Schoolbox.
- Remember, Year One teachers are constantly looking for exemplar work. Even though we are in remote learning, students should continue to take pride in the work they produce.
- Don't forget Fun Friday each week!

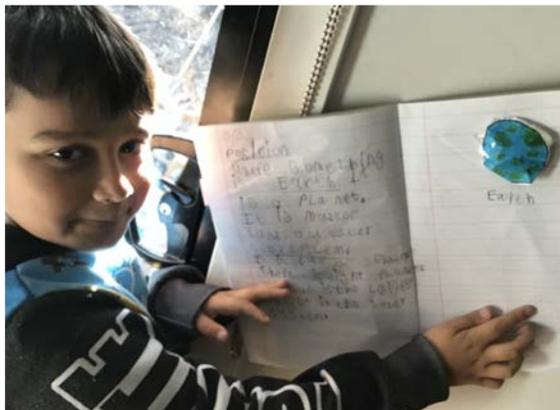
NEWS FROM YEAR ONE



Jupiter 5/8/20

Appearance

1. Jupiter is a giant ball of gas.
2. Jupiter has a striped pattern of clouds of white, brown and orange.
3. There is a Great Red spot on Jupiter. It is the largest of the cloud patterns.

Year One

NEWS FROM YEAR TWO

Dear Year Two families,

Well, it's been another busy fortnight for the Year Two cohort! Congratulations to all the students on presenting their learning to their families and loved ones during their Three-Way Conferences. It was fantastic to see everyone sharing pieces of work that they were proud of. It was also great to hear the students' enthusiasm as they discussed why they chose these pieces, what attributes they were demonstrating and developing as learners and to hear what their goals were to make their work ever better in the future. We hope you all enjoyed the conferences as much as we did!

Unit of Inquiry Four:

In Year Two, the students have been continuing their inquiry into the Central Idea, 'Communities make efforts to create transportation systems that meet their needs.' To begin, they used a variety of graphic organisers and thinking routines as they recorded their thoughts on a series of provocation videos. The students then unpacked the Central Idea and the Lines of Inquiry for the unit. Next, we delved into what exactly a community is, developing the understanding that we all belong to many different communities. For example, we belong to communities such as the Saltwater College community, the Point Cook community, the Victorian community, the Australian community, sporting club communities, social media communities... the list could go on for a long time! In addition to investigating transport systems in our local community (Australia), the students have each chosen global communities that they have been investigating into further. We are looking forward to seeing them develop their inquiry skills further and to share what they discover with the class! Why not ask them to tell you all about it at home too?

Reading:

In Year Two, students have continued learning about how we can persuade someone about a particular topic through reading different types of persuasive texts, looking at what language is seen as 'strong' and the purpose of a persuasive text. The range of texts that they have read through have been letters and books that provide arguments being 'for' or 'against' a particular topic. Along with exploring persuasive texts, students have been practising what it means to read with fluency through the use of reader's theatre. This allows children the opportunity to read aloud and explore a range of voices to read with in order to read with expression. They have also had opportunities to film themselves in order to watch back and be reflective on seeing their strengths and where they believe they can practise further. In the coming days, students will continue to practise their reading fluency and exploring more persuasive texts, such as advertisements and speeches.

Writing:

In Year Two, students have continued their learning about persuasive writing techniques and how to structure a persuasive text. We have experimented with writing our very own persuasive letters and using persuasive language and stronger sentences to make our writing more interesting. We have also brainstormed a list of ideas of topics that we would like to write about to persuade our reader to agree with us. This week we are working on our persuasive piece of writing about what we believe is the best type of transport.

NEWS FROM YEAR THREE

Dear Year Three families,

We would like to express our gratitude for all your efforts in helping to successfully run student led three-way conferences. It was a wonderful opportunity for students to showcase all their learning and for teachers to connect with families. Students should be congratulated for creating fantastic portfolios. Teachers were so impressed with their reflections and their ability to discuss their learning.

We understand that these are challenging times for all. Our goal is to create a remote learning experience that is engaging and enjoyable for students whilst keeping in mind the well-being of families. Below is an update into what students in Year Three have been learning about over the past two weeks.

Unit of Inquiry

In Inquiry, students have started to explore the different ways cultures express themselves. They viewed and appreciated *art* from a variety of cultures and created some of their own. This is closely linked to our Reading and Writing as art is a great way to tell stories through images. We also explored food and traditional cuisine from a variety of cultures and discussed how food brings us together. It also provided Mr Hart with a recipe he is going to try! Students then looked at traditional clothing from around the world and recorded observations of unique costumes and clothing styles. They will now select a focus culture to gather research on and prepare a presentation.

Reading and Writing

Poetry is a fantastic topic for students to explore. We want our students to enjoy reading, writing and performing poetry. The way in which children sometimes speak reminds us that they know poetry already. As teachers, we want to communicate to students that we notice their creativity, imagination and the ways in which they express themselves. In Reading, students have listened to a number of read alouds and have been asked to focus on the skills of a fluent reader such as, being smooth and confident as well as using appropriate expression, phrasing, speed, tone and accuracy. In the coming weeks, we will also have a focus on reading comprehension, where students will need to use their reading strategies to answer questions related to a specific article. Our students need to hear quality texts read aloud to assist them to find their writing voices. We are endeavouring to select mentor texts which are well-crafted and can inspire students with figurative language. Our Writing lessons have a very strong connection to our reading instruction. Students have written list poetry, imaginative poems and are being exposed to different types of poems and how they are structured. Students will have opportunities to create their own poetry and teachers are looking forward to reading their amazing work. Students are strongly encouraged to use their Writer's Notebook to record ideas, thoughts, feelings and events. This can be used to inspire future writing.

We encourage students to continue daily independent reading, using a book from home, PM Readers, Epic, Readworks, magazines, newspapers or other reading material.

Mathematics:

In Maths, we are continuing our focus on money. Students have been creating shopping budgets, exploring currencies and calculating change from transactions. Money concepts can be difficult for students to grasp as our modern society has moved increasingly towards a card-based system. We have also been trying to distinguish between the concepts of value and worth. For example, the question of why an iPad costs more than a packet of coloured pencils requires students to consider materials used, technology and other factors. A fine work of art will have a greater worth to an art lover than someone who isn't. These discussions are well **worth** having with students.

NEWS FROM YEAR THREE

In our last newsletter we provided some tips for money related home learning activities. If you have some shopping catalogues at home, ask questions such as:

- You have a budget of \$50. Can you create a shopping list?
- How many items can you buy for \$50?

Some other suggestions for home learning include asking students questions or having discussions related to time. These could be as simple as:

- What's the time now? (analogue/digital clocks)
- We are leaving for school in 15 minutes, what time will it be when we leave?
- It's dinner time in an hour. What time is dinner?
- We started walking the dog at 4:10pm, we arrived home at 4:45pm. How long was our walk?

Also, if you have a calendar handy in the house, encourage your child to count days on a calendar and count down to special events.

Well-being

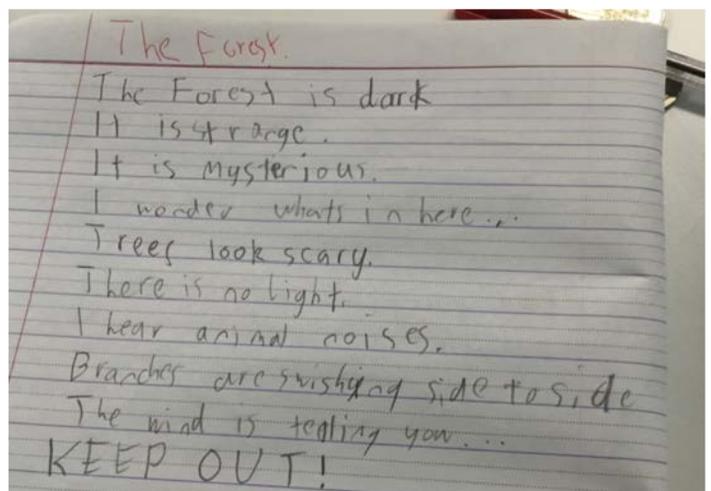
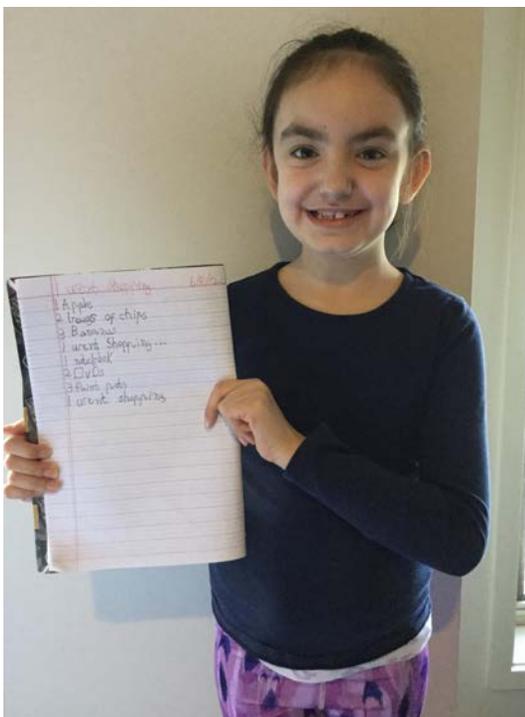
We are extremely pleased with the student engagement with lessons related to our recent well-being day. Many students posted their colouring activities, videos and photographs on our class pages. Well-being will be an ongoing focus in Year Three and we will be creating weekly lessons for students to engage in a range of activities.

Finally, we understand that remote learning can be a challenging experience for families. We are deeply grateful for the ongoing support of our families and fantastic efforts of our students. The Year Three teaching team is constantly striving to improve our remote learning instruction so any feedback is welcome 😊

Kind regards,

Year Three Team

Emily Goegan, James Peterson, Abby D'Souza, Matt Hart



Livi has created a list poem in Writing.
Phoenix has created a poem titled, 'The Forest'
Congratulations on being thinkers!

NEWS FROM YEAR FOUR

Another fortnight has come and gone, and Year Four students are still here working strong! This has been an eventful couple of weeks with students delving more deeply into our units and stealing the show in their three-way conferences with their outstanding reflections.

Unit of Inquiry - How We Organise Ourselves

Students have been exploring the role of town planners, including how they respond to community needs and the purpose behind designed spaces. Students investigated local town council websites and local spaces through a critical thinking lens. They even took a virtual tour of Point Cook Community Centre.

This week, students were introduced to design briefs and were asked to respond to community space challenges with set parameters such as a high elderly demographic in a neighbourhood or the need for social distancing between play equipment at a playground. They also learnt about the design process which they will have the opportunity to work through next week. This process includes identifying a community space problem or area of need, creating a design brief, conducting research, designing a solution, building a model and sharing their solution with others. We are excited to see how the students will respond to this creative and critical thinking challenge.

Mathematics

During our unit on financial maths, students moved on from calculating change to managing budgets and creating financial plans. Students were given scenarios such as supermarket shopping with an item limit, planning an outing to a theme park and organising a school party.

Students also investigated simple percentage discounts, connecting percentages such as 50% and 25% off with their knowledge of fractions and halving.

Literacy

We have been continuing our focus on persuasive writing, with students closely analysing the ideas presented in the body of persuasive texts. They have been working on identifying the big idea or argument theme behind each paragraph. The themes identified by the students were collected, and classes spoke about how each argument theme could be used in a negative and positive way. For example, the theme 'money' can be used to describe something as too expensive or as being good value for money. Similarly, the theme 'safety' can be used to condemn an activity, animal or object as dangerous, or praise it for its role in our protection. Students then practised using this knowledge – which was documented as a poster resource for them to refer to – to plan their own arguments on different topics. Initial teacher feedback and student reflections identified 'the generation of powerful and distinct ideas' as a common area of need in writing. The argument theme lessons were designed to address this.

Three-Way Conferences

Students presented their ePortfolios at their three-way conferences last week. We are incredibly proud of their growing organisation and communication skills. Students came well prepared and delivered their reflections with confidence.

NEWS FROM YEAR FOUR

THEME BANK

MONEY

- +Cheap
- +Worth the cost
- Expensive
- Not worth the cost

CHOICE

- +Fair
- +Many options
- Unfair
- No choice

FUN

- +Keep you busy
- +Relaxing
- +Engage your mind/body
- +Entertaining

PHYSICAL HEALTH

- +Fitness +Good diet +healthy
- Damage eyes/teeth/body - poor diet
- +Good sleep= high energy
- Lose sleep = low energy

EMOTIONAL HEALTH

- +prevent stress + happiness
- stress -sadness

ENVIRONMENT

- +Good for the planet +sustainable
- global warming -rubbish/

LEARN

- +build skills +gain knowledge
- +build understanding
- Miss learning opportunity



LEONS READING LIFE

Here in Smallville, they use only six colors.

Residential uses, places to live, are either: yellow

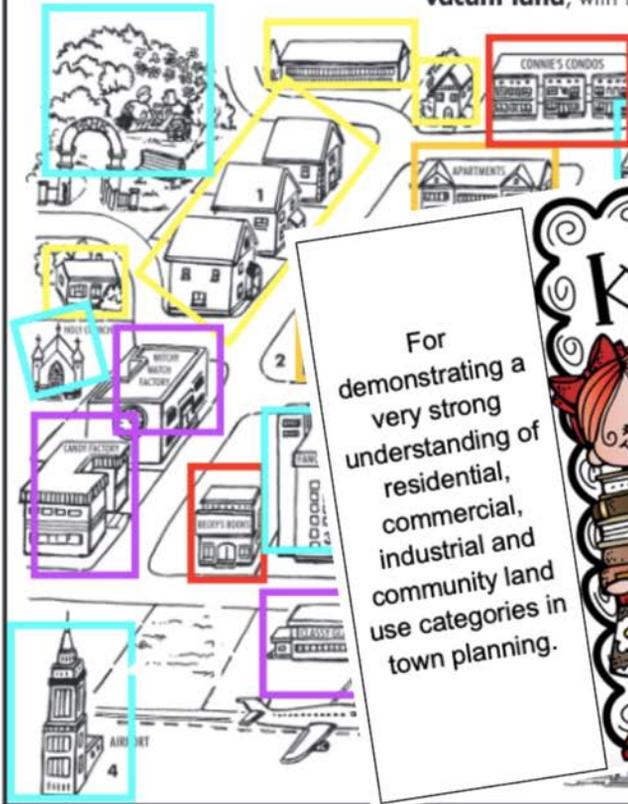
Commercial uses, places to work

Community uses, places to keep the neighborhood

Industrial uses, places to make things to be sold, are purple

Vacant land, with nothing built on it, is white

Please colour each building and/or land use with these colours. A few places in Smallville are numbered to get you started. Enlarge map by 150% by hand.



For demonstrating a very strong understanding of residential, commercial, industrial and community land use categories in town planning.

Knowledgeable

Knowledgeable students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

This Award Is Presented To
Annie

Student name: _____
Date: 11/08/2020

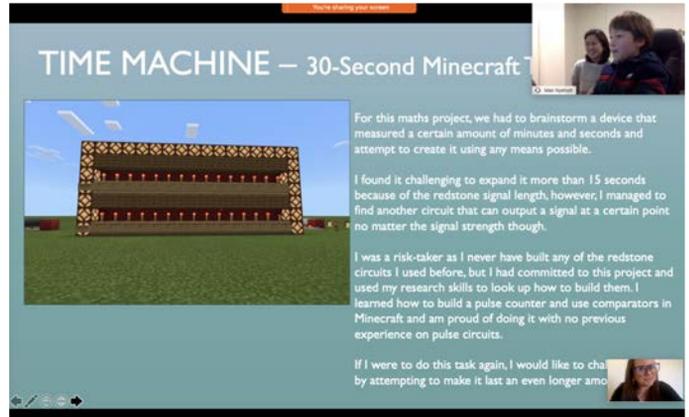
Teacher's name: Miss Borracci



NEWS FROM YEAR FIVE

Three-Way Conferences

In Week Three, it was a first for everybody as the school community took part in three-way conferences, remote learning style! Our students worked so hard in preparation, developing their portfolios to highlight their learning from Semester One. The conferences were an opportunity for the Year Five students to share what they were proud to have achieved, and for our school to demonstrate that all challenges present an opportunity for innovation. Congratulations and well done to everyone who participated!



Getting creative with Area and Perimeter

In Maths, students have been exploring area and perimeter by viewing, creating and analysing floorplans. With the knowledge of the formulas for each principle, students were able to create their own dream houses and recreate their own bedroom spaces.



With the ability to recognise and visualise the size and space of our living conditions, students examined the living spaces for migrants in developing nations and how they compared to our own. The stark contrast helped students understand how substandard living conditions can be a driver of migration and gave them an important perspective of the challenges those less fortunate than us face.



Assembly and Student Awards

As we continue to adapt and evolve the way we deliver remote learning, Monday mornings have seen the return of whole school assembly! Assemblies are an important way to build and maintain our school community and a great opportunity for our leaders to communicate with students. This has also seen a return of our classroom awards. Congratulations to the following students:



- | 5A | 5B | 5C |
|-----------------|------------------|-----------------|
| • Thasneem | • Chris Kim | • Daesha Booth |
| • Mohammed Asif | • Caleb Harrison | • Zekalia Vaeau |
| • Neil Cui | • Annika Lalev | |

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 continued to unpack our Lines of Inquiry. We are putting our knowledge into practice through the creation of our LiviCity. Students will not only be designing their cities with a certain number of houses and living spaces, but also deciding how their city is powered, after researching renewable and non-renewable energy options.

The LiviCity project is not just a Maths Project, it is a way of connecting the information students are learning across Inquiry, Reading and Writing as well. Students will also be displaying their understanding of Fraction, Decimals and Percentages in a real life scenario project. This allows students to show their knowledge in creative ways and make decisions based on their understanding of the world.

Literacy and Numeracy:

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 the topic of 'Safe water is the right of all people'. Students will be focussing on the structure of each paragraph, emotive language and alliteration.

We are continuing our work on Fractions, Decimals and Percentages, making connections to our LiviCity project also. Students have also enjoyed participating in Mental Maths activities once a week.

Health and Wellbeing Day:

Our first online 'Health & Wellbeing Day' was Thursday 30th July. The Year Six team created a virtual yoga studio with links to a range of different sites, relating to health and wellbeing. One of the students' favourite activities for this day was the online mandala colouring. Students also had the opportunity to explore a 360 degree view of Angel Falls in Venezuela, explore the Melbourne Zoo, the Great Barrier Reef and participate in some mindfulness relaxation activities. These virtual yoga studios will stay up on the class pages for students to access when they feel the need for some mindfulness time.



Reminders:

- Please ensure you're doing your best to login to your class WebEx sessions and upload all school work in a timely manner.