

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,

We are now over the halfway mark for Term 3. We are also into week four of the Stage 4 lockdown and there are still three weeks to go until this is revised on September 13.

This is a time of great uncertainty for our Saltwater families, our fellow Victorians and the world at large. Effective communication, support for one another, and managing stress and anxiety are all important at this time.

Condolences

We sadly share with the Saltwater community, the passing of Maryam Karami, loving mother of our Principal, Ms Jackie Daniali.

We send our sincere condolences to Jackie and her family at this very sad and difficult time.

Thank a Teacher

Tim Smith one of our parents, in conjunction with Lightpoint Church community would like to say a huge Thank You to all the teachers and staff of Saltwater P-9 College with a FREE Coffee & Cake in partnership with Oh Happy Day Café in Saltwater Coast. Lightpoint church will sponsor teachers and staff to have a coffee & cake, or tea & doughnut, or milkshake and muffin from Oh Happy Day as we Love our Community and Thank our local teachers.

Thank you to Tim, Lightpoint Church and Miranda at Oh Happy Day for this very generous gift and acknowledgement for our hardworking teachers and staff. This is so very appreciated.

SALTWATER P-9 COLLEGE NEWSLETTER

Social and Emotional Wellbeing Sessions

As part of our Wellbeing support team, Alex and Tom have been running a Social-Emotional Skills program on Wednesdays with the students currently on-site. These group-sessions aim to help children develop psychosocially beneficial skills such as emotion regulation, assertiveness, and interpersonal problem solving, whilst adapting to the specific needs of each group.

The focus to-date has been on developing students' emotional vocabulary, recognition of emotions, and how to communicate them to others. We have integrated core teachings from the **Zones of Regulation** program, which encourages emotions into four distinct, colour-coded 'Zones', as analogised through correspondingly-coloured traffic signals:

Blue Rest Area - low physiological activity e.g. sad, low mood, tired, bored, depressed
Green Go - optimal physiological activity e.g. calm, focused, happy, ready-to-learn
Yellow Slow - high physiological activity, e.g. frustrated, irritated, worried, excited
Red Stop – excessive physiological activity e.g. furious, terrified, hyperactive

We discussed with the students the notion that, rather than 'right' or 'wrong' feelings/zones, it is better to think in terms of helpful vs. unhelpful emotions, such as how being in the 'green zone' is more helpful within the classroom setting (and preferable most of the time).

We will focus on the zones and emotion recognition skills for the next few weeks, whilst integrating tools for navigating between zones. We are pleased at how engaged the students have been and their insightful contributions and look forward to running these sessions for the coming weeks. These strategies/language can also be used at home and teachers also use these within the classes.

In Term 4, we will continue to run these groups with students. As part of our ongoing commitment to creating an environment of wellbeing within the community.

Rise Up program

Ms Effie Blias – Educational Support teacher, has initiated a reach out program between the Saltwater school community and Homestyle Point Cook Manor nursing home. At this time, many of the residents are isolated and experiencing loneliness. Effie's idea of creating this action whereby the children could assist with support originated. Children are encouraged to write letters, draw pictures and share videos of encouragement to the residents to help bring joy to their day. Please see below the email to send your letters and ideas of support and these will be forwarded to the residents. They in turn will respond back. A very lovely idea and certainly a way to show we care. [saltwateriseupprogram@gmail.com](mailto:saltwaterriseupprogram@gmail.com)

Continue to support and encourage each other and reach out to families and friends. Please ask for help if you need to. In Victoria, we are seeing a decrease in covid numbers which is very encouraging as we approach the September holiday break.

We hope you enjoy reading the goings on at school and via remote learning.

Elle Ryan
Lead Teacher – Wellbeing and Engagement

STUDENT WELLBEING

Dear Saltwater community,

We have just crossed over the halfway point in this term. It is hard to believe how quickly this has flown. We really miss you all at school and life is certainly in a physical sense much quieter on the school campus.

Speech Therapy

This week in Wellbeing, we are welcoming our Speech Therapists to the team. Carisse has been working with students since Term 1 and recently gave birth to her second daughter Gracie. Su Ann has taken the reigns in Term 2 and has been enjoying working with our students.



Carisse Matthews is the Principal Speech Pathologist of Safe & Sounds Speech Pathology. Carisse started her career in regional Western Australia working with both adult and paediatric clients in the community and in a hospital setting. Since this time, Carisse has been living and working in Melbourne for nearly ten years focussing solely on assisting children develop their speech, language, fluency, social and literacy skills. The speech pathologists of Safe & Sounds Speech Pathology work predominately in primary schools in the Western Suburbs of Melbourne. Working in school settings allowing them to collaborate with teachers and education assistants in order to provide the best service possible to the students. A photo of me with the very recent addition to our family, Gracie. For Speech Therapy inquires email carisse@safeandsounds.com.au

Su Ann Leow is a graduate Speech Pathologist from the University of Sydney. She enjoys working with children of all ages and strongly believes that every child has limitless potential to achieve success in their lives. Su Ann's primary areas of work include literacy, language, speech and social communication. She looks forward to supporting you and your child on their exciting schooling journey.



Webinars for managing stress during COVID.

COVID-19 has impacted families unlike anything we have ever experienced before. Most parents are facing new challenges with their children and trying to not *sink* but *swim*. This webinar will give you expert insight, advice, and tips for navigating through our changing environment and supply you with strategies the whole family can benefit from.

Bookings Essential @ <https://www.trybooking.com/BLDDN>

(Please note: upon booking you will receive a link for the zoom webinar)

Date: 9th September: 10.30am-11.30am **or Cost:** \$15 per family

Congratulations

Ms Sarah Borracci – Year 4 teacher has been successful in gaining a grant to train to be a Mental Health First Aid contact. Sarah will undergo training and then upskill teachers with how to respond in sensitive situations. Having Sarah's expertise will be of great benefit to the Wellbeing team.

Ms Elle Ryan

Student Wellbeing and Engagement Lead

PERFORMING ARTS NEWS

Firstly, we'd like to send a huge thank-you to the students and families who have followed our cheap and simple requests to set themselves up with a home Green Screen. This will allow students not just in Performing Arts Extension but in fact, any student who has set themselves up with a Green Screen, the opportunity to submit footage that will be used in the end of year production. It is exciting to see that students, particularly from the early years, are becoming familiar with the iMovie software and are improving on their basic filming and editing skills.

Students in Drama have begun learning about the theory of the Seven Basic Plots, which was developed over 40 years ago and is extremely helpful when analysing dramatic structure and creative writing. Prep students through to Year Three have been exploring the category of 'Overcoming the Monster' and Years Four, Five and Six have been exploring 'Comedy'. Their task was to simply choose their favourite film from that category and to recreate it using their Green Screen skills and getting the family involved where possible. The results have been truly fantastic and it is heart-warming to see families at home all joining in to re-create these scenes! Currently, the category is 'Voyage and Return', a very popular format in many children's stories where the hero journeys to a strange land. Please visit the Drama Schoolbox Social Stream to view these fantastic student films.



Needless to say, there are quite a few budding filmmakers and visual presenters in the making! Every week of student submissions marks a development in how they express themselves and effectively communicate through this important visual medium.

As we reach the half-way mark of Term Three, we see the great results delivered by the students through this pandemic and all they've achieved so far. In saying that, we also acknowledge the journey ahead and all the exciting things we have planned throughout Performing Arts and know the best is yet to come.

PERFORMING ARTS NEWS

In Music, work has started on the end of year production. We're giving all students the opportunity to take part in this performance which will be streamed online. Students are now recording themselves singing the songs "Revolting Children" and "Believer" via their weekly classes. They're being encouraged to incorporate the skills and techniques they've learned in the other Performing Arts streams (Drama and Dance) in their recordings, which is all being done in front of the green screen. We're then incorporating them together. The Vocal Extensions students are learning the harmonies to all the songs, as well as learning a mashed up version of "The Prayer" which will be sung in Spanish. We've got some very enthusiastic and talented musicians in our school.



In Dance, we have had some outstanding work sent through from many students as we start putting the pieces together for the End of Year Performance.

'Reflection' is a key element in anything we do in order to improve and move forward, so over the last two weeks we have had a little flashback in some of our exercises to help excel students' creativity. We've taken the students back over previous tasks and added layers and different directions to not only help trigger their memory, but also fuel that creative spark inside.

In the coming weeks, we will be working in a more in-depth manner on the end of year production and all that's required. More choreography and various elements will be added for the students to learn, study and upload online as our timeline draws closer to the final date. Please keep watching the weekly lessons as all details and instructions will be there to follow.

The selection for assembly awards recently has proved difficult as the level of dedication, commitment and performances by all has been very high. This has been great to see from students as it's a clear indication of growth and development throughout these challenging times.

We'd also like to thank all the Dance, Drama and Vocal extension students and parents for tuning into our very first Performing Arts Extension Program combined Webex meeting. It was amazing to see you all and reconnect online after so long, and we cannot wait to see everyone's amazing work come through for Saltwater's end of year production!

Jay Bowen – Drama

Michael Lapiña – Music

Phill Haddad – Dance

Lauren Lourdes – Dance Assistant

PHYSICAL EDUCATION NEWS

Hello Saltwater Community,

We'd like to start by saying a massive thank you and well done to all of the students who are continually displaying such fantastic work ethics and participating in our online PE programme. It is evident that we have so many open-minded students at Saltwater P-9 College by the effort on display during these unusual circumstances.

Next week is **'Fitness Week'** in PE and we would like to encourage students to click on the links to 'PE with Joe' on our Schoolbox page. Joe Wicks releases daily 30-minute exercise videos on his YouTube channel, that are aimed at primary school aged students. It is advised that students aim to exercise for at least 30 minutes a day. Watching one of these videos and participating will help you achieve that goal. Students who watch these videos can then suggest specific exercises when joining in with live WebEx sessions with their PE teachers. Students who upload pictures or videos of themselves joining in will earn 20 points for their respective house.

Every two weeks we will be uploading six new short videos for students to watch on our Schoolbox page. Each time we upload these videos there will be a certain topic that we are focusing on. During weeks Five and Six we focused on **'Inspiring Athletes'**. We included a poll where students could vote and say which video they found the most inspiring. LeBron James and Sally Fitzgibbons came out on top of this survey as the most inspiring athletes. Next week we will be focusing on **'Great Sporting Moments'**. Students are encouraged to take the time to watch each video and see which sporting moment they find the greatest. We have also opened up a thread in the forum section of our page for students to discuss their voting choices and let us know if we have missed one of their favourite sporting moments.

Kinds Regards,

Mr. Irons, Ms. Evans and Mr. Symmons



VISUAL ART NEWS



Isn't it amazing that this newsletter comes past the half-way mark for Term Three?

What an extraordinary term indeed. Over the past two weeks our students have been great risk-takers creating art using a variety of techniques, mediums and skills.

Our Prep students are moving from creating Eric Carle inspired caterpillars to creating cubist birds. Our Year 1 and 2 students have been inquiring into the use of lines to create expressions in portraits. Year 3 and 4 students have been open-minded thinkers in learning new sketching skills to create 3D objects and still life images. While our Year 5 and 6 students have been exploring the use of perspective to create their own landscapes.

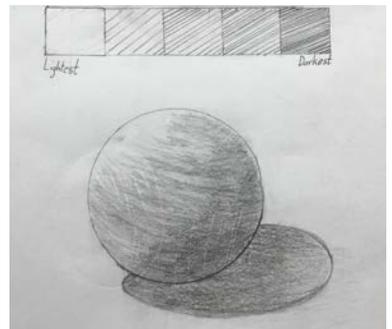


In the coming weeks, these landscapes will undergo a huge transformation as the students integrate their artwork into the work of technology and explore the world of augmented reality.



We look forward to seeing how each student at every level progresses with their work this week and welcome all their additional artwork on our Visual Art social stream to be admired by our entire school community.

Yours in creativity.
The Visual Arts team.



SPANISH NEWS

¡Hola a todos!

Can't believe it is Week 6 already! It has been a fun couple of weeks for Spanish. Some of the older students had fun playing a game of Kahoot, based on previous learning, and prizes were delivered to some lucky students. We will probably do this again in the last week of the term, so make sure you keep watching all the Spanish videos and learning, even if you are not submitting. Doing this work will give you a better chance in the Kahoot quiz!

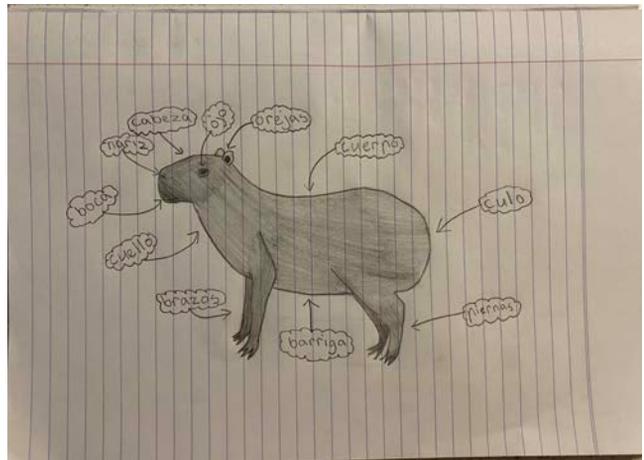
Younger grades P-2 have come up with a cute character (with input from all the Webex students) and then with whole class input, developed a short, engaging text about the character. Some of the Year 1 and 2 students read these out loud in the Webex meeting this week. I am sooooo proud of them all for writing such awesome stories.

Here is the link if you wish to take a look. (Timetable A) The stories will automatically be read to you – a good activity would be to ask your child to listen first, tell you what it all means and then try reading it. If anyone wants to send me a video of your child reading their story, I would love it!

<https://padlet.com/senoraana62/3jffozhwc9worwqj>

There has also been some awesome work submitted this week. Check out a couple of the gorgeous samples below!

By Violet Year 5B



By
Samyak PA

VISUAL COMMUNICATIONS NEWS

Students over the semester have become familiar with research compared to the previous semester that focused on practical sessions. Whilst undergoing visual and historical research, students were able to identify the path in which one has taken to achieve success. This is applicable to any professional field such as; medicine, sport, arts, aviation and so forth. Students built 1 case study and were advised they would need to build 5 in a field of aspiration via this method in order to draw analytical comparisons and similarities between the paths of success. This method is vital in order for individuals to build a template that follows in the right direction to achieve professional success.

Following weeks head into the Portfolio Workshop Series of which students are to produce a body of work for folio purpose. This is where students must merge research and practical skills to produce a desired outcome.

Jayne Saleem
Visual Communications



Makayla Reid

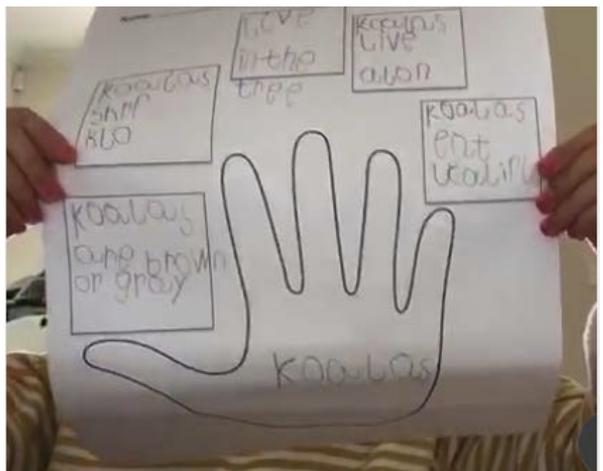
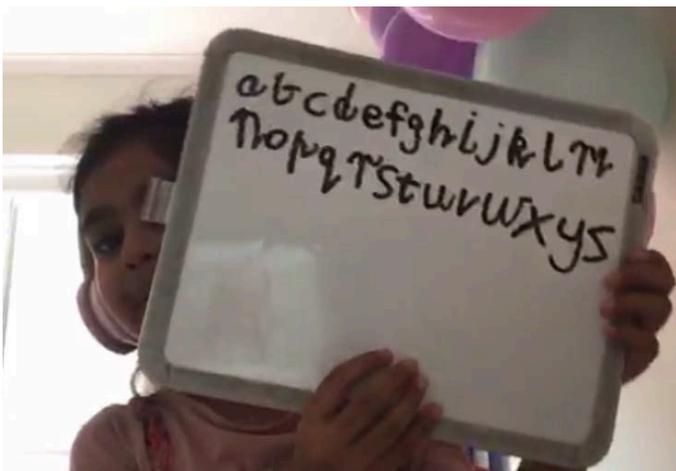


Lacey Hohua-Tata

INTERVENTION NEWS

Our Intervention team is thrilled to report that we have had two more fantastic and successful weeks of running our Intervention program remotely via WebEx. The feedback provided from teachers is that all the students have been extremely open-minded and enthusiastic when participating and have demonstrated commitment towards their learning by applying themselves, which in turn has allowed students to get the full benefits out of their sessions.

Our Prep students have been practising their alphabet and letter-sound recognition. Alongside this, they have also been investigating CVC words such as cat, bed, and pig. CVC words are made up of a consonant, vowel and consonant sound, where students can use their knowledge of individual letter sounds to blend together and decode words. Prep students have also been participating in Guided Reading, where they have been exploring the five-finger retell, focusing on remembering and discussing different parts of the text.



INTERVENTION NEWS

In Year One, students have been reading using the PM eCollection, with the focus being on using the Good Readers Strategy – ‘chunking’. When chunking words, students are required to break the word down into smaller parts in order to decode words. Year Ones have also been practising their CVC and sight words using Literacy Planet. All Year One students are making fantastic improvements in identifying the relationship between letters and sounds, which has allowed them to build their confidence and expression when reading.

This week our Year Two and Three Intervention focus has been on the reading comprehension strategy – ‘predicting’. Students were required to think like detectives when making their predictions by looking for and using all the clues such as the title, the illustrations and the blurb to make a well-informed prediction.

Students demonstrated their ability to think ahead and ask questions regarding the text, and were able to activate their prior knowledge and make meaningful text-to-self connections. Along with this, students also used a range of interactive educational online resources to practise and build on their letter sound knowledge and onset and rime.

Rachael Cunningham
Literacy Support

Making Predictions

I predict that they are going to look at different tunnels.

The clue I used was the pictures because I could see people about to ride through a tunnel.

My prediction was correct because the book was about people looking a different tunnels.

Reflection:

I learnt that to make a prediction you have to use all the clues, like the pictures, blurb and title, and then you can figure out what the book might be about. Next time when I start to predict I will make sure I look closely to use all the clues.

Title
Pictures (Illustrations)
Blurb



Making Predictions

I predict that the cat wants to go in and out, so the family makes the cat a door.

The clues I used were the blurb, the title and the pictures on the front cover. I also used my prior knowledge of cats.



PHILOSOPHY , DEBATING AND WRITING EXTENSION NEWS

Despite the challenges of remote learning, the Writing Enrichment and Philosophy and Debating students are showing commitment by participating each week. The students who are attending WebEx sessions and completing learning tasks are producing work of a high standard. Philosophy and Debating in particular, poses great challenges with learning online as much of this class is discussion based. As a collective group we discuss concepts and pose questions to each other, prompting higher order thinking and further questioning delving deeper into the process of exploration and perspective. It is great that students are given opportunities to discuss these concepts and share their own thoughts about ideas and opinions. We have been working together successfully and the quality of work that has been submitted by the students is a reflection of the learning that has taken place thus far.

Year Five and Six - Philosophy and Debating

The Year Five and Year Six students have explored a series of statements where they have had to select a topic of interest, inquire into their chosen topic and write a response. The students needed to be creative and critical thinkers when responding to their chosen statement. They had to understand that their response was purely based on their own opinion and that there was no right or wrong answer. Leaving tasks open ended is important to allow students to go as far as they can, which then allows for further learning and extension.

Do People Need Friends?

I think people do need friends because friendships help us grow through each year of our lives. The friends we meet in school teach us how to be patient, wait our turn, reach out, and try new hobbies. When we move into young adulthood you take more responsibility and our friends give us feedback on our work and help us with some things that are important in our life.

As we continue into our 40s and beyond, we can feel there are more things that upset us and once again friends provide a place for us to grow. We learn how to interact with people if we have a wide range of friends. We don't just talk with others but learn from them. One of the benefits of friendship is that it helps keep our minds and bodies strong.

It is a fact that having solid friendships in our life even helps promote brain health. Friends help us make better lifestyle choices that keep us strong, and allow us to rebound from health issues and disease more quickly. Friends help us during lonely times. We learn how to accept kindness and also to reach out when we need help. Those painful times when we might be without friends also help us to appreciate the friendships that come in and out of our lives. Friendship is key to our success with all our relationships and it can create a sense of purpose in our lives.

We fill up our lives with great conversation, heartfelt caring and support, and laugh out loud fun. When we fall on hard times, friends are there to put things in perspective and help us. When we have success, they're smiling at our good fortune. With down-to-earth, positive people in our life we will be more mindful of gratitude and doing nice things for others.

Thasneem Year 5

WRITING EXTENSION NEWS

Prep - Writing Enrichment

Through exploring poetry, the students have written their very own Acrostic Poems. Acrostic Poems are a new form of poetry for the Preps and they have written some very creative ones. An acrostic is a poem in which the first letter of each line spells out a word or a message. Acrostics are a fun poetic form that anyone can write. Through poetry and to further extend their abilities, they will begin to edit their own writing in the coming weeks, particularly focusing on spelling and punctuation.

Park
Egg
Open
Peaceful
Lazy
Easy

Jolly
Animated
Cautious
Kind

Meat Lover
Apartment
Gymnastics
Giraffe
Ice cream
Eating

Energetic
Musical
Magnificent
Alpaca

Risk Taker
Interesting
Caring
Kind
Young

Help
Octopus
Toy
Mum
Eat

Cute
Hunting
Excellent
Energetic
Tremendous
Adorable

Year One - Writing Enrichment

The Years Ones have continued to produce a creative writing piece that will be sent to an aged care facility. They have been refining their work first by editing and improving what they wrote. In particular, focusing on spelling and punctuation and are now going through the publishing process. We aim to have these pieces sent to an aged care facility by the end of this term.

WRITING EXTENSION NEWS

Year Two and Three - Writing Enrichment

Through the writer's notebooks that the Year Two and Three students have been working on, they have begun writing a creative writing piece. The purpose of a writer's notebook is to record ideas, thoughts, feelings, wonderings, wishes, observations and even hobbies or passions. These notes are then used for inspiration to create a piece of writing. The students spent time during Term Two understanding the purpose of the writer's notebook and applying their knowledge to their own notebook. Since the beginning of Term Three they began creating their own notebooks and now will use their ideas to create a piece of writing. The idea of this student driven concept is that the students make independent choices about their writing and they select what writing piece they will produce. Some have chosen poetry, others have chosen non-fiction texts and written about their own real life experiences, whether that be a hobby they love such as football or an event they have encountered. Others are writing a fiction text that challenges their imagination. To extend the learning of the Year Two and Three students, once their writing pieces are completed, they will focus on descriptive language, editing their work by replacing all of the basic words with more interesting ones.

Years Four to Six - Writing Enrichment

Through creative writing, the Years Four to Six students have been working through the process and are now up to the editing and publishing phases. They began by planning, and then writing. They have begun to revise their own work and enhance their writing by correcting and editing their own pieces. The publishing phase will follow editing and hopefully we will see some examples of work in the next newsletter to celebrate the learning over this term. The Year Four to Six students are encouraged to attend all WebEx sessions and keep up with the tasks on Schoolbox to continue to move their learning forward. Once they have edited and published their work they will focus on reflecting which has also been part of their learning along the way.

REMINDER...

If your child is linked to an extension group and they have not been logging into WebEx for the live lessons or if they have not been completing the work, I ask that you kindly encourage them to do so. This will enable them to move forwards in their learning and keep them up to date with what the lessons entail.

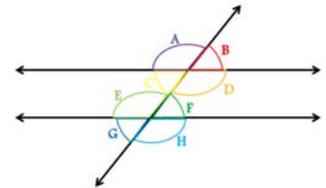
Mrs Traianon

MATHS EXTENSION NEWS

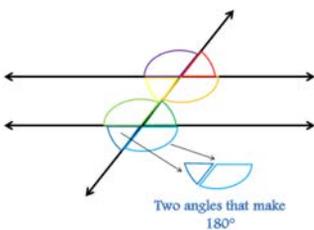
I am pleased to report back that our little mathematicians are working harder than ever before to ensure they complete all set tasks.

Currently students are inquiring into the concept of **Transversals**. Through collaborative discussions students defined a transversal as “a line that passes through two lines in the same plane at two distinct points. Transversals play a role in establishing whether two other lines in the Euclidean plane are parallel”.

Students developed an understanding that there are eight different angles in a transversal that are placed into five categories. These categories are represented below:

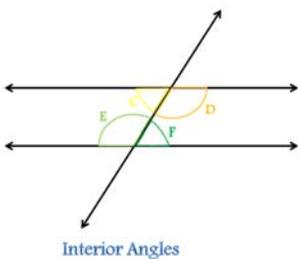


The Eight Angles of a Transversal



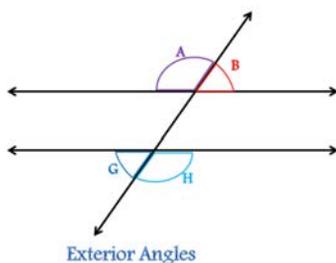
Supplementary Angles

Supplementary angles are pairs of angles that add up to 180 degrees. If you put two supplementary angle pieces together, you can draw a straight line across the top of the two angles. In essence, the two angles together make a half circle. **Supplementary angles are not limited to transversals.**



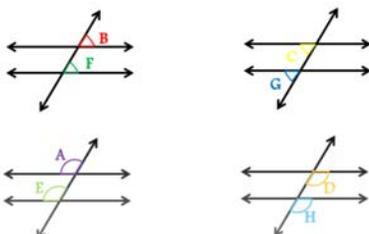
Interior Angles

Interior angles are angles that are on the inside of the two parallel lines. In the example, the interior angles are angles C, D, E, and F.



Exterior Angles

Exterior angles are angles that are on the outside of the two parallel lines. In the example, the exterior angles are angles A, B, G, and H.



Corresponding Angles

Corresponding angles are two angles that appear on the same side of the transversal line. One of the angles must be an interior angle and the other must be an exterior angle. Corresponding angles are congruent, meaning that they are equal measurements.

MATHS EXTENSION NEWS

VICTORIAN CHALLENGE AND ENRICHMENT SERIES: YEARS 4-6 VICTORIAN CODING CHALLENGE



The Mathematical Association of Victoria (MAV), in collaboration with Digital Learning and Teaching Victoria (DLTV), are producing a two-stage coding challenge, free of charge to participants aimed at extending curious minds, nurturing passions and supporting students in refining their coding skills.

Students will have their challenges and content presented in an online course in **Thinkific**.

STAGE ONE:

In stage one schools will receive a virtual kit with a series of fun and engaging coding tasks. Students will participate in these tasks via a user-friendly online platform – accessible from home. The challenges will require that students apply coding and algorithmic thinking in order to solve interesting problems.

STAGE TWO:

Stage two allows student to compete with others, in a state-wide coding competition (in 2020 this will be virtual). In this competition, students will be competing in groups in an open-ended challenge, solving a real-world problem. They will present their solutions to be judged and will be eligible to win some cool prizes. The stage two Coding competition will be launched on the 5th October 2020. Submissions for judging must be made by 9th November 2020. Results and prizes will be announced on 20th November 2020.

Congratulations to the following students from Years 4-6 who have been accepted to participate in the Victorian Coding Challenge.

Year Four

- Blaine
- Jensen
- Vihaan
- Lexi
- Nimrat
- Annie
- Kevin
- Amanda

Year Five

- Thasneem
- Kavin
- Max
- Ryan
- Lareb
- Hanna
- Chris
- Bushra

Year Six

- Raykant
- Xavier
- Vanessa
- Vishesh
- Saksham
- Vidhi

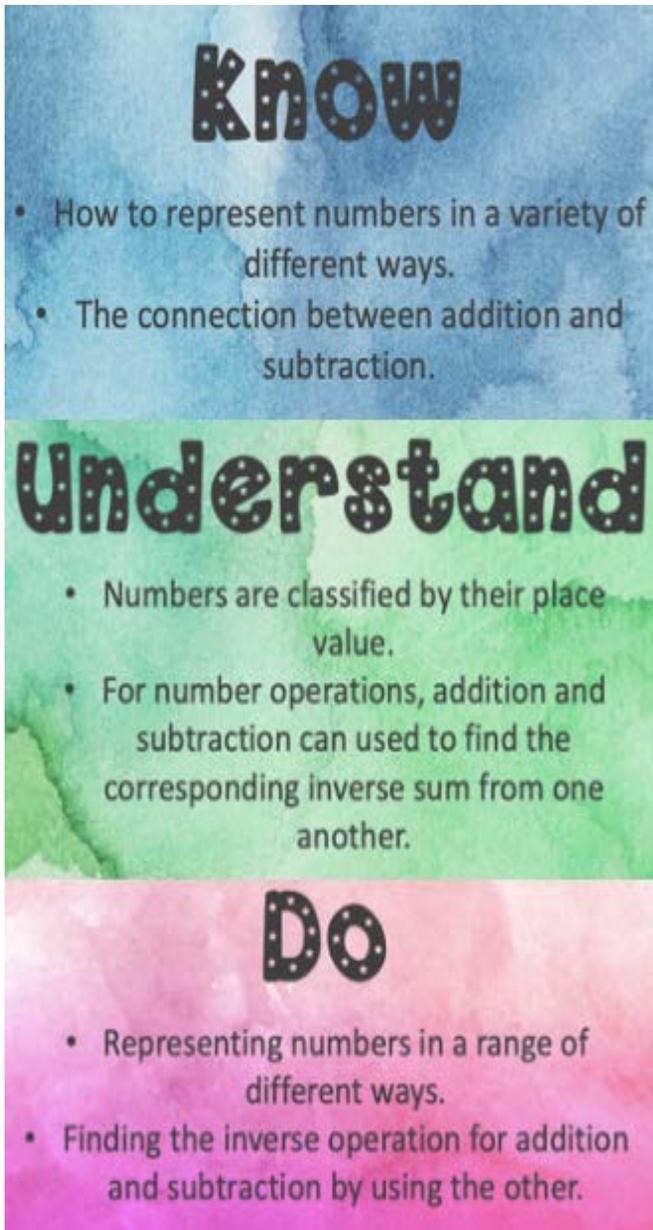
Mr Nicolaides

MATHEMATICS YEARS PREP – 3 EXTENSION

The Prep to Year Three students have begun their remote Mathematics extension groups and have been exploring new and exciting concepts and skills.

In Prep, the students have been exploring number representations and place value to prepare them for the coming weeks when they will be making connections to subtraction and addition. In Year One, the students have been exploring number place and inverse operations to enable them to further understand and explore the term *'inverse'* and *'operations'*.

In Years Two and Three, students have extended their understanding of place value by investigating decimals and being introduced to tenths and hundredths. They have been asked to use this concept in the real-life situation of the metric system. Students were asked to match measurements written as metres and kilometres. The Years Two and Three students were able to formulate the rules when converting between metres and kilometres, identifying the connection between the decimal representation to the metric system.



Know

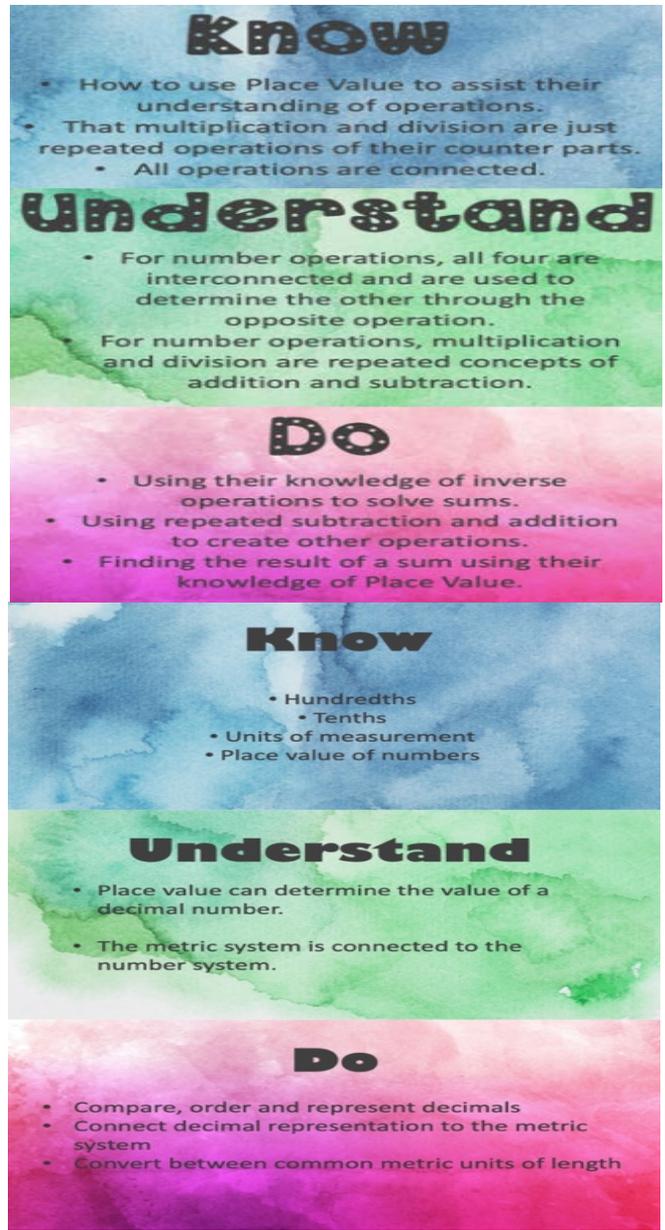
- How to represent numbers in a variety of different ways.
- The connection between addition and subtraction.

Understand

- Numbers are classified by their place value.
- For number operations, addition and subtraction can be used to find the corresponding inverse sum from one another.

Do

- Representing numbers in a range of different ways.
- Finding the inverse operation for addition and subtraction by using the other.



Know

- How to use Place Value to assist their understanding of operations.
- That multiplication and division are just repeated operations of their counter parts.
 - All operations are connected.

Understand

- For number operations, all four are interconnected and are used to determine the other through the opposite operation.
- For number operations, multiplication and division are repeated concepts of addition and subtraction.

Do

- Using their knowledge of inverse operations to solve sums.
- Using repeated subtraction and addition to create other operations.
- Finding the result of a sum using their knowledge of Place Value.

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

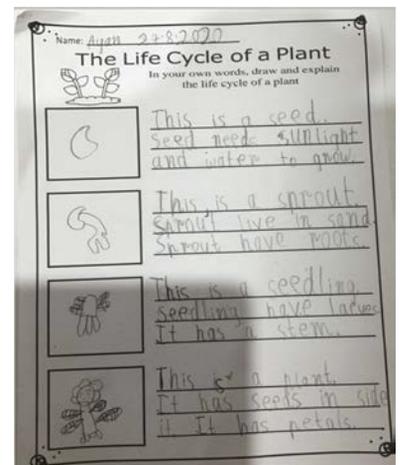
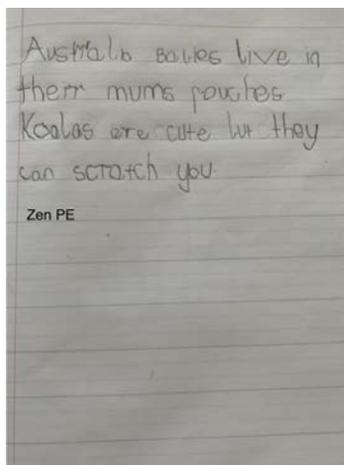
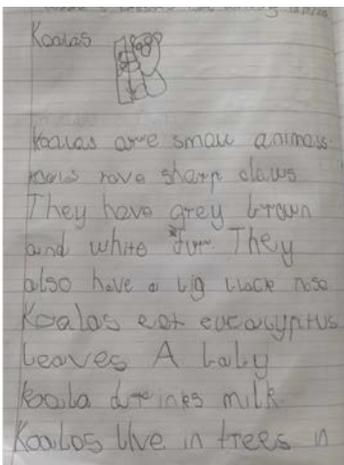
Wow, we have passed the halfway mark of Term Three! We would just like to take this time to congratulate all the Prep students and their families on their continued effort during remote learning. We know that you may have faced many challenges and overcome many obstacles and we appreciate all that you are doing to continue your schooling online.

WRITING

Over the past fortnight, students in Prep have continued learning and consolidating their understanding of information reports. Rather than using a template, they were challenged to implement their knowledge of the structure and features directly into their workbooks. This also allowed them to learn what paragraphs are and when we use them. They have now completed two independent information reports without the support of a template.

Prep students were briefly exposed to procedural texts on their 100th day of learning but have since started to learn about them more explicitly. Unfortunately due to the current restrictions, some of our Prep students couldn't participate in the hands on language experience on 'How to Plant a Seed' linked to our inquiry and writing unit, however, there was a video for them to watch before they attempted to write their very first procedural writing piece. We look forward to seeing them develop their knowledge and understanding of procedural texts over the next few weeks.

Just look at some of their beautiful writing.



READING

In Reading, the students have been focusing on decoding strategies to assist them with their reading. The students have learnt to decode tricky words using chunking and flipping the vowel sound. Chunking the word requires the students to break the word into chunks and small words they already know including our word families.

Flipping the vowel requires students to reread the word if it doesn't sound right and flip the vowel sound from either a long sound to a short sound or vice versa.

We have also continued exploring non-fiction texts and the features within these text types. Using a five finger retell the students have been sharing five facts that they have learnt when reading their non-fiction text and then sharing their new learnt facts on Schoolbox.

NEWS FROM PREP

MATHS

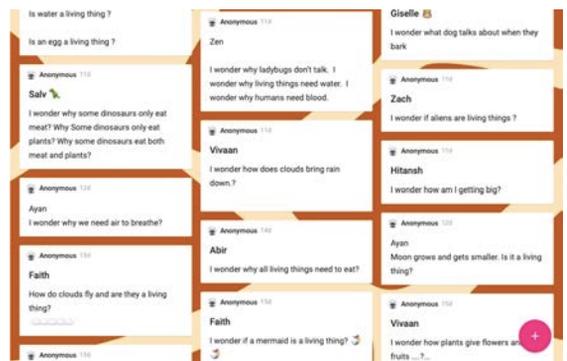
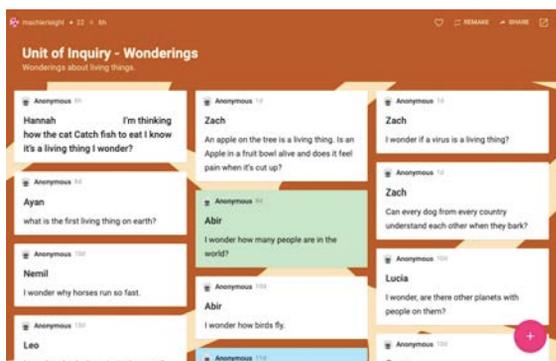
During Maths, this last fortnight, the children have been learning about subtraction and addition. We have used a few different strategies when learning these new concepts such as worded problems, counting on and back using a number line, and showing the sum in a ten frame. It has been great to see how the children are using these strategies to solve the problems.

We have also explored the concept of mass. In these lessons, the students have used home-made scales and their hands to lift items (this is called hefting) and decide if it is heavy or light. They also compared objects and ordered their findings from heaviest to lightest.

UNIT OF INQUIRY – WONDERINGS

As we move forward in the last couple of weeks of the Unit of Inquiry ‘How the World Works’ we will be looking at the fantastic wonderings that the children created and think about ways to solve their wonderings.

Wonderings are a great way to encourage agency in a child’s learning and support them to conduct research to find the answers. We had some great wonderings come through on our Schoolbox pages and we encourage children to always ask questions and wonder throughout their learning! Remember – Wisdom begins with Wonder!



A reminder to ensure that the children are aware of their class Essential Agreement in remote learning and that they remain principled and balanced during WebEx sessions with their teacher. It can be hard to learn this way, but to ensure success for everyone, it is important that we are all adhering to the behaviours we agreed to display in our Essential Agreements.

Thank you for another great fortnight of learning. Only a few weeks to go! Well done Preps. We are all so proud of you!

The Prep Team.

NEWS FROM YEAR ONE

Dear Families,

Once again, what can we say? The Year One team are so proud of our children, the effort and dedication they are putting into their learning and the creativity in the ways they are presenting their work. We cannot thank the children and you, their families, for all your persistence and support during these uncertain and everchanging times.

Unit of Inquiry

This Unit of Inquiry has certainly sparked the interests of the students and created MANY exemplar pieces of work that we wanted to share with the whole school community. Thanks to Mrs Mann's excitement and enthusiasm, a display has been created including photographs of these pieces alongside crafts created by the students onsite. Their knowledge and understandings have truly shone through. Then to support Science Week, the students became scientists themselves by conducting a week of experiments to investigate different weather phenomena. This was a fantastic opportunity to engage in some fun hands-on lessons. We hope you enjoyed them as much as we did!

Reading

To continue to support and extend the student's reading understanding, we have spent the last two weeks focusing on the comprehension strategy, questioning. We began by looking at 'right there' questions which required the students to read texts and find the answers in the text. From here we moved onto 'think and search' questions, which required the children to read a text and then figure out the answers. 'Think and search' questions encourage the children to summarise what they have read, think about how the information or ideas relate to each other and may require them to search a whole passage to find the information to answer a question.

Writing

The students are continuing to explore the different features and purposes of information texts. Using links to our current Unit of Inquiry, the students are practising creating their own information reports. We have been consolidating their understandings about the structure of an information text, the importance of searching for and organising relevant information under subheadings and moving into editing and the ways they can publish their work for their presentations to the class.

Mathematics

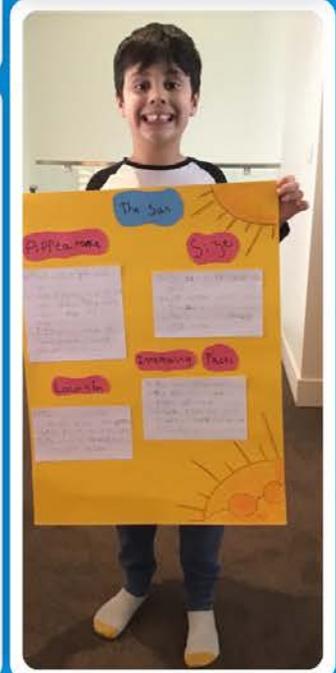
Moving on from our focus on Time and the importance of understanding the duration of activities to help us organise our days, the children have now begun investigating Probability and Chance. To continue to engage students learning at home, we have been encouraging them to sort and then brainstorm their own scenarios that they thought 'will happen, might happen or won't happen' from their daily lives.

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.
- * Don't forget Fun Friday each week!

Thank you,
The Year One Team

NEWS FROM YEAR ONE



NEWS FROM YEAR TWO

Dear Year Two families,

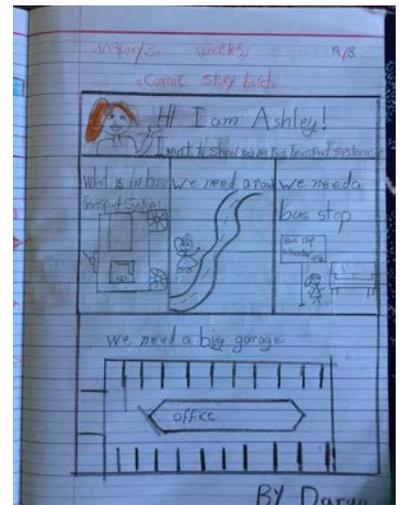
Congratulations on another successful fortnight of fun and learning! As we have come to expect, the students have continued to thrive and overcome all challenges that a Stage 4 Lockdown and Remote Learning can throw at them. We wish all families the best too during this challenging time.



Unit of Inquiry

In Year Two, the students have come to the end of their fourth Unit of Inquiry into the Central Idea, 'Communities make efforts to create transportation systems that meet their needs.' We have been proud and fascinated to see the many ways the students have chosen to 'take action' and demonstrate their learning from this unit. Please have a look at the students' posts on our Schoolbox Class Pages showing their amazing persuasive video letters, transportation system dioramas, video documentaries, comic storyboards and designs for new types of transport.

This week we have begun investigating our fifth Unit of Inquiry topic, which is just as exciting as the last! Please take the time to ask the students all about our new unit (hint - it has a space theme!)



Reading

In Year Two, students have been looking into different types of punctuation marks and what they mean. This was following on from learning how to read fluently, as it is important for students to have an understanding of a range of punctuation and how to use them within their writing, as well as what to do when they come across them reading aloud. Students also continued to investigate into different persuasive texts and gathered an understanding of what strong persuasive language looks and sounds like too. Fluency Fridays is something that Grade Two students have been participating in every week and will continue to do so throughout the remainder of Term Three, as we continue to practice reading aloud. Being able to read fluently is something that we believe is an important part of your child's foundation as lifelong learners.

Writing

In Year Two, students have just submitted their final copy of their persuasive writing. The students wrote their persuasive piece to convince the reader on what they believe is the best type of transport. This linked into the transport systems that we have been investigating during our Unit of Inquiry. The students have put in a tremendous amount of effort into this as they have moved through the writing process of planning, drafting, revising, editing, and publishing. We as teachers are very proud of the quality of work that has been submitted.



NEWS FROM YEAR TWO

News from our new 2E Class

We are very proud of the open-minded approach the students have taken to commencing in our new class. They have enjoyed spending time on WebEx and making use of the Padlet features on Schoolbox to get to know their new classmates. We are looking forward to continuing to get to know each other and helping each other achieve our learning goals. We celebrated the end of our first successful week as a class with crazy hair day last Friday.



Mathematics

In Year Two, the students have finished their unit on Measurement with a focus on directional language and map features. In the last two weeks, students have been exploring the concept of 'symmetry' and investigating the line of symmetry around them. Then using this information and linking to the Unit of Inquiry, students created a symmetrical transport sign. To celebrate their learning, students created their very own Treasure Island map, complete with hidden treasure! Students applied their learning by including map features such as a title, key, compass, different colours and symmetrical shapes. Then they gave directions on how we can find their treasure!



Farewell Mr Mernik:

As many of you were aware, Mr Mernik who was completing his final placement in 2C has now sadly finished his time with us. On behalf of our Year 2 family, we just want to say another big thank-you for all of your hard work during your four weeks of placement. We are all going to miss you!

Reminders:

- Please make sure the students are remembering to tick the boxes on Schoolbox when they complete lessons and to submit their work pieces when instructed.
- 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 an incredible fortnight we have had in Year Three! As teachers, we have been incredibly proud of the dedication to learning shown by students and the level of work being produced. Attendance on WebEx and submissions of work has never been higher, and we are pleased to see these high levels of engagement for Reading, Writing and Maths.

Unit of Inquiry

Over the next week our current Unit of Inquiry, 'How We Express Ourselves' will be ending. Students will be finalising their research projects that they have completed on a culture of their choice. They will have an opportunity to present their project at home to their family before presenting it to their classmates and teachers. The project needs to display their knowledge on how their chosen culture is expressed through forms of dance, art, music, food, celebrations, stories and more. We strongly encourage families to engage in discussions about their child's Inquiry work and the key messages they have learnt about understanding culture.

Rubrics for this unit will be marked and released to families on Friday the 18th of September. For students who have chosen to not participate in the Inquiry unit, elements of the rubric may be marked as '*not yet shown.*'

Once this unit has concluded, we will be moving onto our fifth unit, 'How The World Works' which will investigate the Central Idea, 'Forces effect the movement of objects.' This unit will focus on building student understanding of contact and non-contact forces as well as simple machines and the role they play in everyday life. In preparation for this unit, we ask families to start collecting some recyclable materials as students will be constructing their own simple machines during the unit.

Reading and Writing

In Reading and Writing, students have been refining their skills in Reader's Theatre and Poetry. We have seen high levels of enjoyment from students in this unit as they have been able to participate in read alouds of various texts. Students have also focused on using their Writer's Notebook to create Writing Seeds as a springboard for their poetry. The quality and detail in the poems written has been exceptional!

To support your child in Reading at home, we strongly recommend at least 15-20 minutes of independent reading each day using either a book from home, PM Readers, Epic!, Readworks or another source.

To help students achieve their learning goals, we suggest the following:

- **Fluency:** Practise reading a wide range of texts daily, focusing on pausing and stopping at appropriate punctuation.
- **Expression:** At least once a week, select a text to read aloud to a family member. Focus on changing the tone of your voice at exclamation marks and question marks.
- **Decoding:** Practise reading letters and making their sounds. Practise stretching words out and looking for familiar sounds in words.

Mathematics

In Mathematics, students have been consolidating and applying their knowledge of money to real-world situations. We recommend continuing to ask your child to assist with weekly shopping, calculating totals or budgets as a way to further build these skills.

Students have also been revising concepts of place value and addition and subtraction. We recommend posing simple addition and subtraction problems to your child each week to allow them to build fluency and confidence in this area. Place value knowledge is at the basis of many mathematical concepts, so it is important students are knowledgeable in this area.

NEWS FROM YEAR THREE

Wellbeing

A friendly reminder that Wednesday’s Inquiry lessons have been replaced with **'Wellbeing Wednesday'** We have seen such a high level of student engagement and enjoyment from these lessons which focus on *promoting positive mental and emotional wellbeing*. The lessons begin at 1:30pm with an optional WebEx with Miss Goegan before students complete a mindful task independently. Alternatively, students and families can participate and complete the tasks at a time that suits them.

Last week, students explored the concept of *'de-escalating'* and the importance of selecting calming activities when our emotions are heightened. Below is an image of the mindful art created – isn’t it incredible?

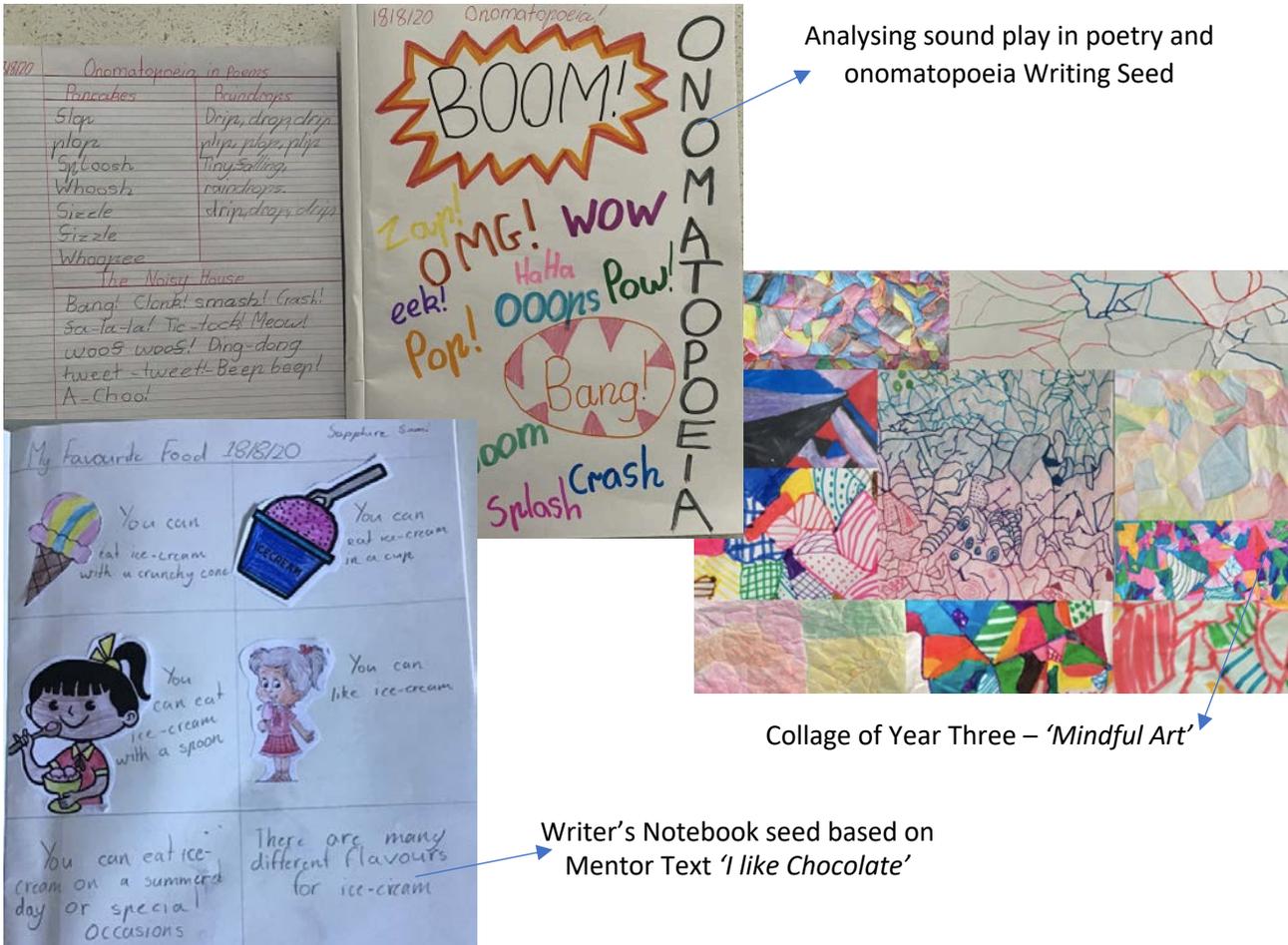
Students will continue to uncover concepts such as; practising gratitude, importance of being present and the power of positive affirmations.

Reminders

- Students attending onsite must bring all their workbooks on the days they are attending as well as a fully charged iPad and headphones.
- Students are encouraged to be submitting learning tasks in a timely manner to allow teachers to provide feedback. It is recommended students regularly check feedback and action it if needed.

Kind regards,
 Matt Hart, Abby D’Souza, Emily Goegan and James Peterson
 Year Three

Exemplar Work – Year Three



The image displays three pieces of student work:

- Top Left:** A notebook page titled 'Onomatopoeia in poems' with two columns of words: 'Pancakes' (Slap, plap, Sploosh, Whoosh, Sizzle, Sizzle, Whoopie) and 'Roundups' (Drip, drop, drip, plop, plop, plip, Tiny splings, rarrdaps, shrip, draps, slaps).
- Top Middle:** A page titled 'Onomatopoeia!' with a large 'BOOM!' in a jagged orange starburst, and other words like 'Zap!', 'eek!', 'Pop!', 'OMG!', 'WOW', 'Haha', 'OOOhs Pow!', 'Bang!', 'oom', 'Splash', 'Crash'. The word 'ONOMATOPEIA' is written vertically on the right.
- Bottom Left:** A notebook page titled 'My favourite Food 18/8/20' with drawings of an ice cream cone and a cup of ice cream. Text includes: 'You can eat ice-cream with a crunchy cone', 'You can eat ice-cream in a cup', 'You can eat ice-cream with a spoon', 'You can like ice-cream', and 'There are many different flavours for ice-cream'.
- Right:** A colorful 'Mindful Art' collage made of various geometric shapes and patterns.

Annotations with arrows point to the 'Mindful Art' collage and the notebook page about ice cream.

Analysing sound play in poetry and onomatopoeia Writing Seed

Collage of Year Three – 'Mindful Art'

Writer’s Notebook seed based on Mentor Text 'I like Chocolate'

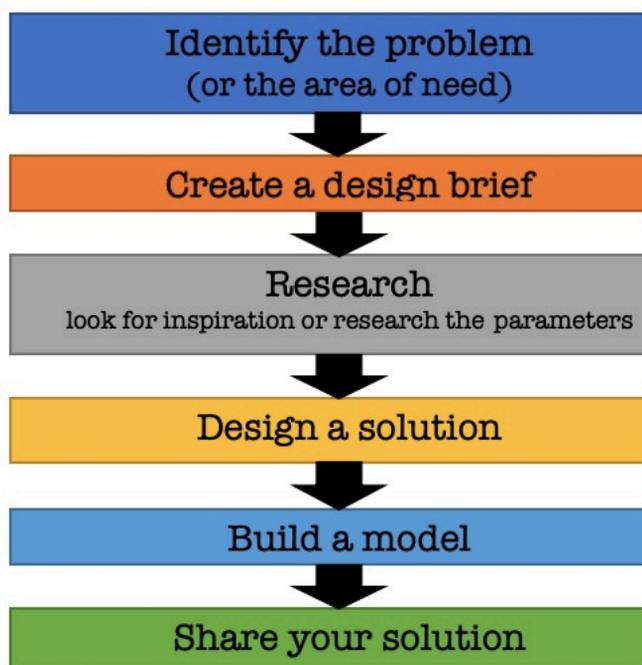
NEWS FROM YEAR FOUR

Can you believe it? We are over the half way mark for Term Three. It has been so pleasing to see the students take on new challenges and continue the outstanding efforts during remote learning.

Unit of Inquiry

This week our 'How we Organise Ourselves' inquiry unit came to a close. Students have been inquiring into the central idea 'Urban planning reflects community values and aspirations for future growth'. The Year Four students have been learning about the design process and applying this to given situations. This week saw the students needing to identify a problem or area of need in their community spaces and provide a solution. Through this process the students wrote design briefs that addressed parameters and created drawings of their designs. With much enthusiasm students had an opportunity to build their designs. This brought out the creativity of students having to be resourceful with materials around their home. Students used paper, cardboard, craft, playdough, blocks and Lego to create their designs. Others used their knowledge of ICT to use computer programs to create their models. Students should be congratulated on their efforts.

DESIGN PROCESS:



Literacy

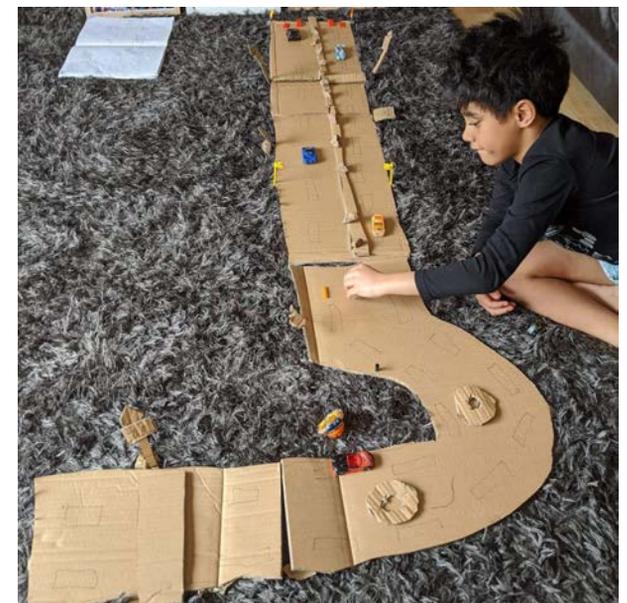
During literacy, the Year Four students have been focussing on persuasive writing. They have examined various texts to identify effective persuasive techniques. As part of their community design, the students next step is to incorporate their knowledge of persuasive techniques to record a pitch. The students will be required to pitch their design to their audience on why their community design should be created. They will incorporate their learning of theme ideas and techniques to convince their audience. Students will need to think about the way they deliver their pitch, taking into account their voice projection, expression and tone.

NEWS FROM YEAR FOUR

Mathematics

How far will a kilometre take you? When would you use millimetres? These questions have been asked of students while covering the concept of units of measurement. The students have been learning about length, perimeter and area. Through our maths lessons students have been asked to use this concept in real life situations. It's encouraged that students get involved by using scaled instruments around the home such as tape measures, measuring jugs and kitchen scales.

Thank you,
The Year Four Team



NEWS FROM YEAR FIVE

Welcome 5D!

On August 19, Year 5D officially started with Miss Taylah Hunter-Gerber as their teacher. Students transitioned into the new class online and it all went as planned. Miss Hunter is excited to be working with these students and the children have responded enthusiastically to their new class.

Inquiring into culture

During the last few weeks, the Year Five students have been studying Australian Culture. Students reflected on their own culture, traditions and festivals.

Part of this inquiry has allowed students to investigate into how Australian Culture has incorporated all cultures around their own. Through class discussions students have developed an understanding that the food they eat, games they play and shows they watch are all intercultural resulting in a multicultural country.



Students had the opportunity to represent Australian culture by designing either a cultural flag or a scarf. Here is photograph of Vanessa knitting a scarf.

Designing a cultural calendar

In an extension to this, students studied a cultural calendar. They gained a clear insight into the different cultural celebrations recognised in Australia. Students then created, designed and published a “one off” thirteenth month for 2020. They had to choose 10 celebrations that they would like to include in this month to cater to the cultural needs of all Australians

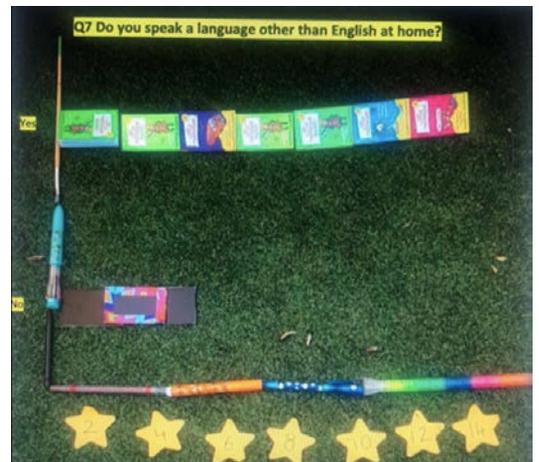
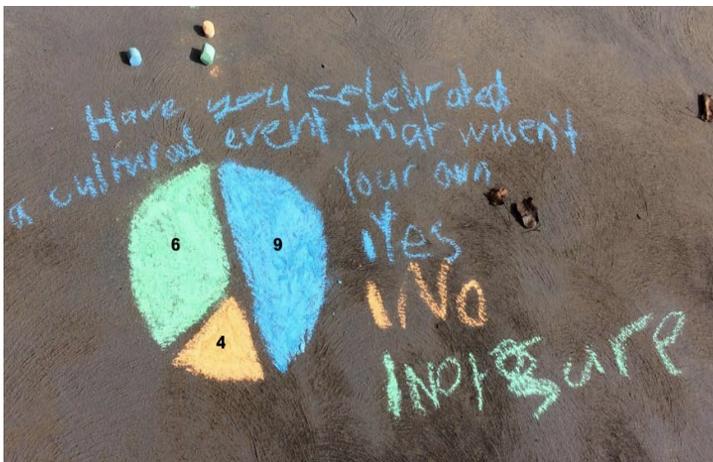
2020 Calendar
Designed and Published by Jazz Williams

Sinata'afanua

Aso Gafua (Monday)	Aso Lua (Tuesday)	Aso Lulu (Wednesday)	Aso Iofi (Thursday)	Aso Faraile (Friday)	Aso Toarua (Saturday)	Aso Sa (Sunday)
		1 Iafa'afanua Eua	2 Iafa'afanua Eua	3	4	5 Iafa'afanua Eua
6 Iafa'afanua Eua	7	8	9	10	11	12 Iafa'afanua Eua
13	14	15 Iafa'afanua Eua	16	17	18 Iafa'afanua Eua	19
20 Iafa'afanua Eua	21	22 Iafa'afanua Eua	23	24	25	26 Iafa'afanua Eua
27	28	29	30	31 Iafa'afanua Eua		

Creatively Representing Data

In Numeracy, students collected data on the cultural diversity of their peers and represented it creatively. Our Year Five students used programs such as Excel and Minecraft, as well as everyday household objects to visually represent their data.



NEWS FROM YEAR SIX

Dear Families,

We have had another two very productive and engaging weeks in Year Six.

Unit of inquiry:

Sharing the Planet

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

Students have continued to work hard on their Livi City projects. This week they were required to critically reflect on all of the features, requirements and attributes from all lessons covered so far using a checklist. It is exciting to see the project coming to fruition with students demonstrating their ability to integrate sustainable resources into their cities. It will be interesting to see how the Year Sixes decide to 'take action', later this week. Unlike more traditional educational setting, the Primary Years Program encourages students to think about their learning and to decide on how they can take action in the future. They make connections as they build on their prior knowledge and think about what they have learnt from their inquiries, thus making the learning journey more meaningful and an authentic process.

Literacy

Teachers have been impressed by the students' ability to learn and integrate two varying styles of persuasive writing planning as well as various persuasive writing devices into their writing pieces. Following the TEEL structure, Topic Sentence, Explanation, Evidence, Linking back, and the OREO structure, Opinion, Reason, Evidence and Opinion restated, students have now learned two useful scaffolds for how to plan and layout their writing. Persuasive devices, such as using strong emotive language, providing evidence to support our opinions, rhetorical questions to appeal and engage readers, and providing a rebuttal, have strengthened the students' ability to convince others to believe their point of view on topics. Persuasion has been a key feature of their Livi City projects, as students have had to justify and rationalise what resources they use in their cities, for example, renewable versus non renewable energy systems.

NEWS FROM YEAR SIX

Mathematics:

The Livi City project has allowed students to integrate real life Mathematics, such as reasoning, fractions, decimals, percentages and economics, into their daily vernacular. Students have been allocated two days per week to work solely on their Livi City projects where Mathematics is integrated and based on real life economics. In the past couple of weeks, the Year Sixes were encouraged to consider what they would do with the finances raised from taxing their citizens at 15% based on their wages and where they would allocate these funds. Healthcare, Education, the Police Force, and Social Services needed to be carefully funded. Students learned how to complete a budget, ensuring that they did not go into deficit with their funding allocation but rather maintain a surplus. It was empowering to see the students given autonomy and ownership over real life decisions and the Year Six team are looking forward to seeing their finished projects in the coming weeks as we conclude this Unit of Inquiry.



Vishesh Vellampalli's Livi City design (thus far).

Reminders:

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

The Year Six Team