

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

Term Three concludes on Friday 18 September 2020 at 2:30pm

Term Four commences on Monday 5 October 2020

Monday 12 October – return to onsite learning for Prep to Year Two

A NOTE FROM LEADERSHIP

Dear Saltwater Community,

We are almost at the end of another successful term of remote and flexible learning. I would like to take this opportunity to thank all of our students, families and staff for all of your commitment and perseverance as well as demonstrating such resilience and flexibility as restrictions have changed.

Last weekend, the Premier announced plans for schools in Term 4, with the following advice:

- 5 – 9 October (first week of Term 4) - Remote and flexible learning will continue for all students
- From 12 October, students in Prep to Year 2 return to full-time on-site schooling. The existing remote learning program will not continue for these year levels. All students from Years 3 to 6 will continue with remote and flexible learning. A date for the return of these year levels to face-to-face learning will be subject to further health advice.

We will share more specific details with families next week via Schoolbox, email and Facebook, which will include staggered start and finishing times as well as designated exit and entry points.

We appreciate your support in adhering to these restrictions supporting us in maintaining a safe learning environment for our community.

SALTWATER P-9 COLLEGE NEWSLETTER

Our Year 1 – 6 students will have just completed their fourth Unit of Inquiry, so please keep an eye out on Schoolbox for the publication of the Assessment Rubric to see your child’s progress and growth during their latest Inquiry.

Last Friday we participated in our Superhero Day as a way to raise funds for the Royal Women’s and Royal Children’s Hospitals. This was an initiative driven by one of our Year Two students, Caat Steeman, who wanted to take action in support of children in need. We are extremely proud and humbled by the efforts of our community who so generously supported this worthwhile cause. Here is a little message from Caat’s family:

Wow! Thank you, so much beautiful Saltwater Community. What a Superhero Day it was. We know lockdown has been so hard on all of us so thank you for making the effort to dress up your kids at home and even donate to ByBoet! We are so incredibly grateful. Caat had a smile on her face all day long and was so super excited to bump into kids dressed up at Oh Happy Day who decided to support our fundraiser too! We are continuing with the fundraiser till December 21, which would have been Boet’s 2nd birthday. Our next activities are a bake sale of some Dutch goodies and we will try to organise a park run closer to his birthday (virtually or in person). We are talking to Boet’s medical team to determine the best and most effective way for the funds to be spend on. Of course, we will keep you posted throughout this year’s fundraiser. Hopefully, we can do it again in person next year. Thanks so much, we are so grateful for our amazing community!

*Peace out! The Steeman – Mees family
Also the tally currently sits at \$5729!!!!*



Ang Bervanakis

Assistant Principal

STUDENT WELLBEING

Dear Saltwater community,

It has been a very busy term at the College. The engagement levels from children have continued despite not having their regular classroom experience. We are proud that children can reach out and ask for assistance where needed. This is a sign of a developing IB student. One who takes ownership of their learning, demonstrates resilience and interdependence.



As the holidays approach, we are still in Stage 4 lockdown which means we are still unable to visit friends and leave the 5km radius. Take the time to find **BALANCE**. This is one of the most important learner profiles.

The IB learner demonstrating Balance means being able to understand the importance of balancing different aspects of our lives - **INTELLECTUAL**, **PHYSICAL** and **EMOTIONAL** to achieve well-being for ourselves and others. We also recognize our interdependence with other people and with the world in which we live.

RU OK day

2020 has been a challenging year for everyone and circumstances have made it even more important for us all to stay connected and, for those who are able, be willing to support those around us.

The message for R U OK? Day 2020 is **'There's more to say after R U OK?'** We want Australians to know what to say when someone says they're not OK and guide them through how they can continue a conversation that could change a life.

You don't have to be an expert to keep the conversation going when someone says they're not OK. By knowing what to say you can help someone feel supported and access appropriate help long before they're in crisis, which can make a really positive difference to their life.

You can learn what to say at www.ruok.org.au/how-to-ask

Social and Emotional Learning

Alex and Tom are currently delivering the Social-Emotional Skills program on-site. The focus of the program has been on developing emotional vocabulary and recognition of the relationship between our body's physiological reactions to certain emotions, and more recently, 'triggering' events that move us towards certain 'zones', as per the Zones of Regulation program.

Before employing explicit regulation tools, it is critical for children to first be able to recognise their internal states and external triggers. To illustrate the latter, students were asked to consider what events may trigger them to move into a specific 'zone.' Although the abstractedness of these concepts can make them initially challenging for students to wrap their heads around, we are encouraged by their willingness to give their best shot at active participation and learning during each session.

Alexander Almendingen & Thomas Jory



Ms Elle Ryan
Wellbeing and Engagement Leader

PERFORMING ARTS NEWS

Preparations are in full swing as the countdown draws near for the Saltwater End of Year Performance. All three elements of Performing Arts have locked in their final details bringing together a new concept, show and vision for our school and wider community.

In Dance, we have been choreographing, recording and uploading various sections, combinations and routines that will be showcased in our final performance. Students have been excited with all that has been planned and prepared, and in return has seen an increase of students applying and recording themselves to the tasks set out.

They have been uploading and submitting their work of a consistently high standard on a weekly basis, and this excitement and anticipation of what is ahead has been reflected in the high level of their performances and work sent through.

Lockdown has seen some students use their initiative to be risk takers and exercise their amazing creative flare by creating their own dance videos with a complete storyline. These have been uploaded into the Dance Pages on Schoolbox. This has been a welcomed surprise and has opened our eyes to the amazing talent we have here at Saltwater College. We love moments like this and cannot wait to see more.



Students in Drama have learned all about the basic plot structure of 'Voyage and Return' which is a popular structure within kids' stories in particular. This basic story involves the protagonist or hero travelling to a fantastical place, which at first seems inviting but soon they learn that they have to escape. A classic modern example would be Alice in Wonderland.

As the End of Year Production most closely resembles this particular story structure, students were encouraged to submit clips of themselves 'falling down the rabbit hole' just like Alice! As long as the required filming parameters were followed, these clips will then go towards making a collage which once edited together will look amazing – we can't wait for you to see the finished product!

PERFORMING ARTS NEWS

To reflect cultural and indigenous investigations happening in various year levels, students were taught about historical Australian explorer and storyteller, Bungaree whom is also the namesake of the Drama Extension program Bungaree Drama. Students submitted clips reflecting upon the achievements of Bungaree and their understanding of why his legacy is so important to the Australian historical landscape.



In Music, our students have been learning the beautiful song “The Prayer” which will be included in our final performance. In conjunction with our Spanish Teacher, Señor Pasten, the students have learnt the lyrics of the middle section in Spanish. I received a personal email from one of our students who, upon hearing “The Prayer” sung in both English and Spanish, said that, “The song made [him] cry because it was so beautiful.” A core part of our Music Curriculum is about the appreciation of what music can make you feel. It encourages self-expression, and promotes communication of feelings. This exemplifies our IB profiles of being balanced, creative and courageous, and as a teacher, makes me extremely proud of the students we have in our school.

The school holidays are fast approaching and everyone within the Performing Arts Department knows how much work we have on our plates to deliver a spectacular End of Year Performance. As such, we will be holding special rehearsals over the holidays with our various extension groups. This will provide an intense yet fun experience for all students included and will not only help complete the Performing Arts showcase, but will also give a unique experience and insight as to what a professional rehearsal and the whole process is all about. The students will experience first hand the ‘behind the scenes’ of the rehearsal process, the production and post-production activities, as well as being part of the final product.

We wish to congratulate all students who have been consistently submitting their weekly online remote lesson tasks, and we look forward to when students will be back in the classroom!

Jay Bowen – Drama
 Michael Lapiña – Music
 Phill Haddad – Dance
 Lauren Lourdes – Dance

PHYSICAL EDUCATION NEWS

Hello Saltwater Community,

We would like to start by saying a massive well done to all of the students who are continuing to show incredible effort during remote learning. We are delighted with the amount of students attending our Webex workouts. Over the past two weeks it has been great hearing the workout suggestions from students during these sessions. Students have been suggesting particular exercises and activities that they have either researched or invented themselves and we have then incorporated these into our PE instruction. We encourage students to continue to use the links on the PE Schoolbox page to broaden their knowledge of sport and fitness and bring their ideas to the live workouts.

Next week is 'Favourite Sports' week in PE and we would like to encourage students to post images and videos on Schoolbox related to their favourite sport. Students can either upload content of themselves participating in an activity from home, older footage that they may have or even some facts or personal achievements about their chosen sport. Students who upload pictures or videos of themselves will win 20 points for their respective houses.

We would like to congratulate Charlotte Ismail (6B) and Travis Maleko (6C) who have been announced as our 2020 Athletics Captains. These students have been selected for their fantastic work ethic and dedication to the school. They always display impressive leadership skills and are great role models for their fellow students. Both of these students performed incredibly well during our athletics carnival in Term One, putting in phenomenal effort during each event.

Well done Charlotte and Travis!

Kinds Regards,

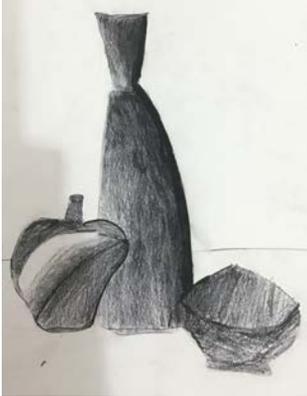
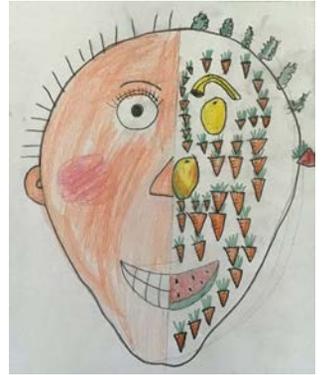
Mr. Irons, Ms. Evans and Mr. Symmons



VISUAL ART NEWS



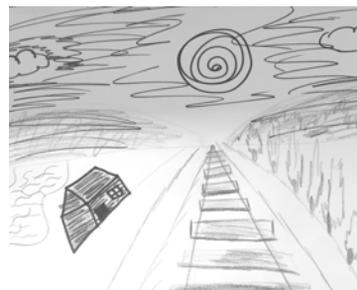
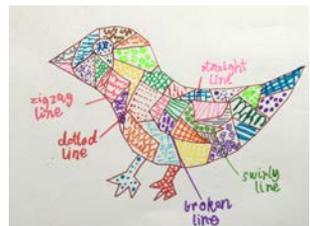
As we approach the end of Term Three, we would like to start by sending a huge thank you to our learning community for all your support both to us directly and to your young learners. We have faced one of the toughest terms any of us have ever experienced and we are delighted to see so many students being so resilient and positive in these uncertain times.



Over the last few weeks we have seen students creating some interesting and creative pieces during their Visual Art lessons. We have seen our open-minded and risk-taking Prep students create their own artworks inspired by Gustav Klimt and Pablo Picasso. Our Year One and Two artists have been thinkers in creating their own abstract portraits using collaging techniques followed by split self-portraits. The Year Three and Four students were critical and creative thinkers when creating their own still life composition and sketching this using their prior knowledge acquired during earlier lesson this term. In the meantime our Year Five students have been busy inquirers creating their own tea-ink to create a landscape which they are now transferring into the augmented reality realm. The Year Six students have been inquirers as well as risk-takers these last few weeks by creating a landscape and then overlaying this with their own augmented reality changes. All in all we have seen all students being wonderful IB learners this term and hope they look forward to a well deserved safe and relaxing term break.



Yours in creativity,
Miss Nguyen and Ms. Nardo
The Visual Arts Team



SPANISH NEWS

Last week was a very exciting one for our Years Three to Five students on Timetable A. They had a wonderful opportunity to attend a remote capybara encounter with Taronga Park Zoo. We managed to go inside the enclosure with Carlos and his friends! The keeper, Kelly, gave us lots of interesting information about capybaras. Below you can see some screenshots of Carlos the capybara taken during our encounter.

If you missed the encounter and wish to find out more, click on the link below to watch the whole thing!
<https://primetime.bluejeans.com/a2m/events/playback/dc7a6b70-a500-4ff9-993f-92594bd53daf>

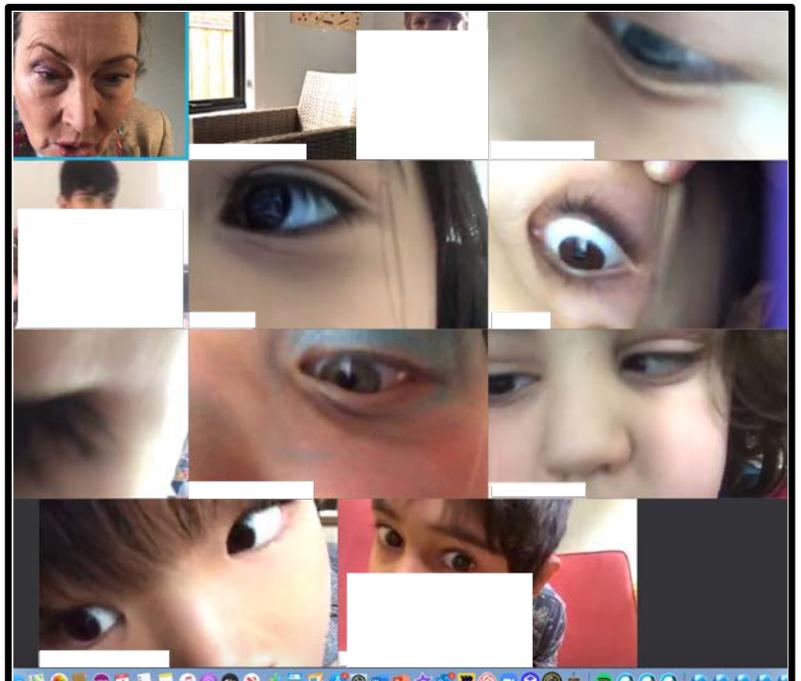
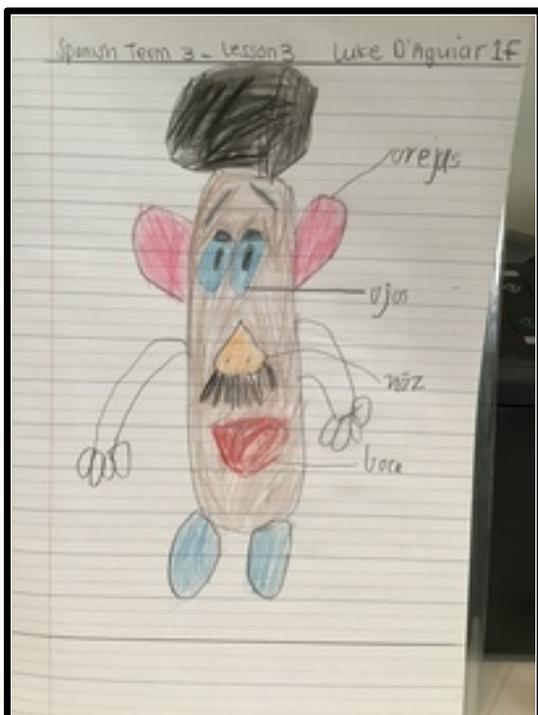
You can also watch Señora Ana interviewing Carlos the capybara at the link below. Of course Carlos speaks Spanish, he comes from Ecuador!
<https://youtu.be/GDHbv8S5Wgc>

It has both English and Spanish subtitles, so play around with those to help you learn!



Our Prep to Year Two students have been learning about body parts. We had lots of fun making our orejas, ojos, nariz and boca really big in our Webex, then we helped Señor Patata who had no face parts. You can watch the story about Señor Patata at this link:

<https://youtu.be/-wjzwV0Aon4>



INTERVENTION NEWS

Congratulations to all students who have participated in their weekly literacy support sessions over the past two weeks. The level of commitment has been outstanding. It was fantastic to see all students display such a positive mindset, even when faced with new or challenging content. Because of their hard work and effort, students managed to cover and practise a range of skills from both the reading and spelling domains.

We started off by looking at 'Question-Answer Relationships' or 'QAR', which is a reading strategy that helps students to improve their comprehension so that they can better understand the text they are reading. There are four types of QAR's- 'Right there, Think and search, Author and me, and On my own'. Knowing these four types of QAR's helps students to identify what sort of questions are being asked and allows them to be better equipped to find the answers to questions. When answering a series of questions regarding the text, students were confident to use their prior knowledge and the clues within the text and were able to justify their reasoning for their answers.

Another reading comprehension strategy that students explored was 'Making Connections', which supports and encourages students to become successful and more independent readers. It allows students to better understand the text they are reading as they are prompted to making meaningful connections to the people, places, events, issues and ideas in the text. There are three main types of connections that readers can make- 'Text-to-Self, Text-to-Text, and Text-to-World'. During our sessions, students focused on making 'Text-to-Self' connections, where they proved to be effective communicators, as they were able to discuss and use their own personal life experiences to make connections to the text.

INTERVENTION NEWS

Over the past few weeks, we have also practiced a range of spelling and word work skills. Students explored the concept of 'segmenting', which then lead them to investigate the difference between segmenting and syllables. Students discovered that segmenting involves breaking words down into individual letter sounds, whereas identifying syllables is breaking a word down into parts based on sounds of spoken language. From this, students developed their understanding of segmenting and syllables, and began to recognise that they serve a different but equally important purpose in reading, decoding and spelling.

Along with this, students also focused on the spelling rules associated with singular and plural nouns and the notion of '-y to-ies', for example in words such as baby to babies and puppy to puppies. Students were able to discuss their understanding of plurals and how it means more than one. Our final spelling investigation for the week was that of suffixes, where students practised adding a suffix to a base word to make a new word, for example 'play + ing = playing'. Students discovered that there are many spelling rules that need to be taken into consideration when adding a suffix to a word, such as when adding -ing to a word that ends in a vowel, the vowel is taken away e.g. 'bake + ing = baking'. As there are a vast range of spelling rules within suffixes, this will be an ongoing investigation for our students as it proved to be quite complex and will take some time to explore in detail.

As you may be aware, on Friday the 4th of September it was 'Superhero Day' at Saltwater College. It was extra special to have students participate in their literacy session dressed up as a superhero, to support a fellow pupil taking action and to help raise awareness and funds for a very significant cause.

INTERVENTION NEWS

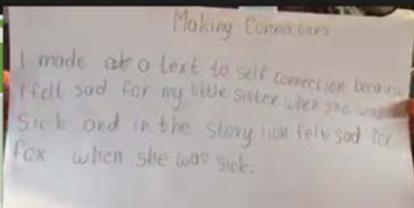
Base word	Suffix	New word	What's changed?
run	+ing	running	Double n
funny	+er	funnier	Y changes to an i
help	+ed	helped	No changes
jump	+ing	jumping	No changes
care	+less	careless	No changes
teach	+er	teacher	No changes
bake	+ed	baked	Take away an e
nice	+ly	nicely	No change
fast	+est	fastest	No change

-ing	-ed	-ly	-es
-er	-able	-ful	-less



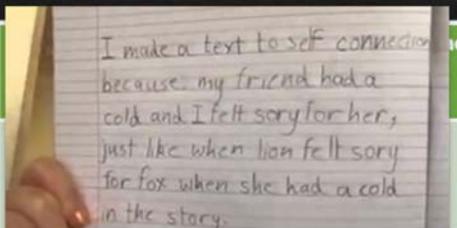
Group 8- 'Lion's Stinky Breath'
What type of connection did you make?

	Text to self
Mila I made a... Because...	<p>Making Connections</p> <p>I made a text to self connection because I felt sad for my little sister when she was sick and in the story lion felt sad for fox when she was sick.</p>



Group 7- 'Lion's Stinky Breath'
What type of connection did you make?

	Text to self
Leyla I made a... Because...	<p>Making Connections</p> <p>I made a text to self connection because my friend had a cold and I felt sorry for her, just like lion felt sorry for fox when she had a cold in the story.</p>



PHILOSOPHY & DEBATING AND WRITING ENRICHMENT NEWS

As we see Term Three come to an end, we look back and reflect over the work that these students have done. The learning they have undertaken, the progress they have made, the challenges they have faced and the achievements they have celebrated. All of these factors play a role in their journey of learning, developing their abilities and extending their knowledge.

Across each enrichment program, students were asked to reflect on what they have learnt and where they would like their future learning to take them. Below you will see some of the responses.

Year Five and Six - Philosophy and Debating

The Year Five and Year Six students have explored higher order thinking, where they have selected a statement to think about and respond to with their own thoughts and opinions and then write about it. The students needed to be creative and critical thinkers when responding to their chosen statement. They needed to understand that their response is purely based on their opinion and there was no right or wrong answer. Leaving tasks open ended is important to enable students to go as far as they can for further learning and extension. The Philosophy and Debating students were asked to reflect on their learning over the course of Term Three.

To Squish or Not to Squish

The students read an article about a boy and an ant which was about whether or not a boy should squash an ant. Following on from this the students had to divide their thoughts into two categories- either to squish or not to squish the ant. From all of the students reasons they came up with, they had to complete a series of follow up questions which gave them an opportunity to think outside of the box and express their thoughts and ideas around this. Below is an example of Thasneem's work, she is an enthusiastic and confident Year Five student.

-I think it is wrong for the boy to squish the ant because the ant was not doing anything to the boy and the boy just randomly wanted to kill it, even if it didn't harm him.

-I have never squished an ant on purpose because they have never harmed me. I only sometimes accidentally step on one because I would be walking and I wouldn't be looking down the whole time.

-It is not always wrong to kill bugs because sometimes they can really harm you so you must kill them sometimes.

-The ant is different from the boy because it is so much smaller and weaker than the boy.

-The ants life is shorter than the boy's because the ant gets squished.

-The boy was not really respecting the ant because he was being mean and trying to squish the ant.

-You show respect to people, animals and bugs by thinking about what you are going to do and thinking about if it is right or wrong and you should be polite.

-Sometimes bugs don't deserve respect because they wouldn't have harmed you so much for you to kill them this is why you should also show some respect to bugs.

WRITING EXTENSION NEWS

Prep- Writing Enrichment

Throughout the duration of Term Three, the Prep students have delved into poetry and looked at a variety of poetry. They began with text innovation for rhyming poems, they then moved onto acrostic poems which were presented in the last newsletter. Now for the last two weeks of Term Three, the students have branched out and explored Haiku poetry. Once we collectively unpacked what a Haiku poem was, we wrote a shared poem to bring our understanding together.

Haiku Poems

A **Haiku** uses just a few words to capture a moment and create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself. Traditionally, **Haiku** is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

Year One- Writing Enrichment

The Year Ones spent the term working hard at creating writing pieces that would form a series of stories. We will be compiling these stories and sending them to an aged care facility that the students collaboratively chose. The students then shared their suggestions of which aged care facilities they wanted to send the book to. They will now vote to decide which aged care facility will be the lucky one. Once the students have chosen which aged care facility they want the book to go to, we will send it off and announce it in the next newsletter.

The process of creating the book saw students, drafting, editing and refining their work and then producing a published final copy. All students involved demonstrated their commitment not only to themselves as learners but also showing their humanitarian side by wanting to donate with such a good cause in mind.

To whoever might read this,

My name is Jackson and I am from Saltwater P-9 College. I am in Year One, I am 7 years old. I am disappointed because I can't play under 8's football, I haven't played a season of sport yet.

When we can play, the coach will pick my position, but I would love to be a full forward or a ruck rover. My team is Point Cook Football Club and we wear red, white and blue.

I love my under 8 team because we are quite good, we practice with our coach called Sam. I like to try and kick goals, I hope we win the grand final in 2021, because that would be awesome!

Jackson Garnett- Year One

WRITING EXTENSION NEWS

Year Two and Three- Writing Enrichment

The Year Two and Three students in Writing Enrichment worked hard on their Writer's Notebooks for the most part of this term. From the beginning of Term Three they began creating their own notebooks and have drawn from them to create a final piece of writing. The idea of 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. Towards the end of this term and to further extend their ability the Year Two and Three students, focused on descriptive language and editing their work. After editing their own writing, they were challenged further by having to edit a story that they were given and identify where all punctuation and grammar errors were. They also had to replace boring words with more descriptive and interesting ones. For the very last part of this term the students were required to write a reflection about their writing enrichment lessons in remote learning for this term. I will be interested to see what they have to say in their reflections.

Years Four to Six- Writing Enrichment

Throughout this term the Year Four to Six students have created their own writing pieces. They endured the sometimes-challenging process of drafting, editing and publishing their own writing. Some students were asked to go back and revise their writing, which pushed their boundaries and encouraged them to strive for better. As a result, the writing pieces were fantastic and will be compiled into a book of short stories that will be used in our school library.

During the last two lessons of this term the students were required to reflect on their learning and set an achievable goal for themselves to work towards in Term Four.

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

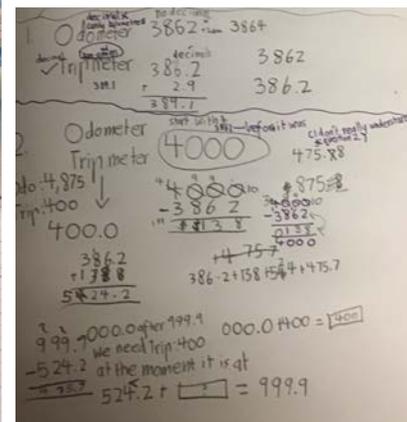
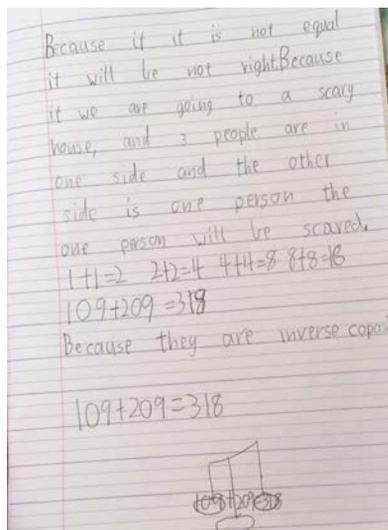
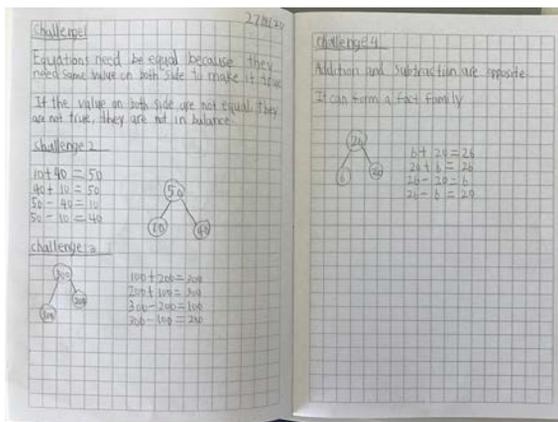
PREP- THREE MATH EXTENSION NEWS

In Prep, the students have been extending their understanding of number and operations by exploring the term, 'inverse' in connection to addition and subtraction. They have looked at the relationship between the two operations through worded problems, pictures and number sentences. They will continue to explore how subtraction and addition are opposites and can be used in unison.

In Year One, the students have further extended their conceptual understanding of operations by investigating and exploring repeated subtraction and addition to begin to make links to multiplication and division. Students have been looking at the process of repeated addition and subtraction through worded problems, pictures and number sentences to reinforce their conceptual understanding. The Year One students were able to formulate and justify their thinking about inverse relationships in multiple ways when it came to addition and subtraction.

In the Year Two and Three, the students were given an opportunity to apply their understanding of decimals and the metric system by completing the 'Zsuzsi's Car' Challenge. This proved to be a challenge for most students but an enjoyable one. After an attempt on their own, students returned to our WebEx session to discuss strategies and misconceptions of the task and questions. Once the problem was broken down and clear steps were explained students became enthusiastic with their answers. Moving forward, students were given an opportunity to express what they would like to explore in Mathematics. Many expressed they wanted to continue to inquire into decimals incorporating fractions and percentages. While unpacking these concepts further, student will be presented with other challenges to apply their understanding.

Mr Vivoda and Miss Kotevski



MATHS EXTENSION NEWS - UPPER YEARS

This term the mathematicians in the upper years have been inquiring into the topic of 'angles, lines and location'. Over the last seven weeks we have developed key ideas that have now led to the mathematicians engaging in their culminating project. The key ideas that the students have developed thus far are:

Exploration One - Lines, Rays and Segments

- When two lines meet they form an angle.
- Lines that form a right angle are perpendicular. The small box where the lines meet is the symbol for a right angle.
- Lines that never meet are parallel.
- To indicate that two lines are parallel, mark each line with matching arrowheads.
- A point is often shown as a dot.
- A point has no length or width.
- A line between two points is called a segment.
- A line that starts at a point and continues forever is called a ray.

Exploration Three - Measuring and Drawing Angles

- Angles are commonly measured in degrees.
- There are 360° in a full circle.
- To measure an angle, follow these steps to use a protractor.
 - 1) Estimate the size of the angle.
 - 2) Place the centre cross of the protractor over the point of the angle.
 - 3) Place the horizontal line that reads 0° on one arm of the angle.
 - 4) Read the scale from zero to the other arm of the angle.

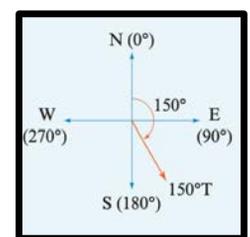
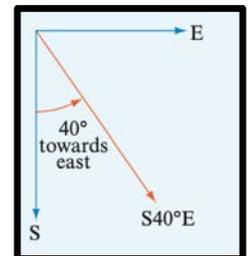
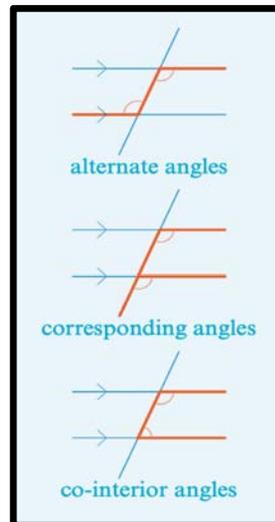
Exploration Four: Angles Around a Point

- A straight line that crosses a pair of parallel lines is called a transversal.
- When a transversal crosses a pair of parallel lines it creates a number of angles, many of which are equal.
- Alternate angles are on opposite (alternate) sides of the transversal between the parallel lines and are equal in size.
- Corresponding angles are on the same side of the transversal and in the same position on the parallel lines, either both above or both below a line.
- They are equal in size. Co-interior (or allied) angles are on the same side of the transversal between the parallel lines and they are supplementary (they add to 180°).

Exploration Two - Types of Angles

- Angles are classified according to their size.
- Right and straight angles are important because they make square corners and straight lines.
- Angles that add up to 90° and make a right angle are called complementary angles.
- Angles that add up to 180° and make a straight angle are called supplementary angles.

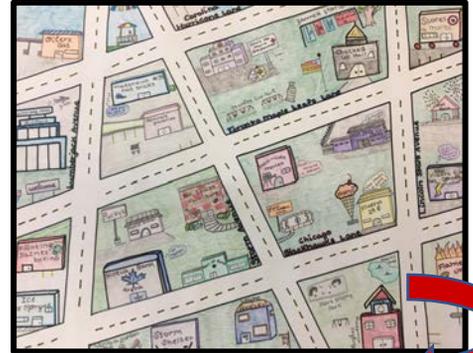
Name	Size of angle	Example
acute	between 0° and 90°	
right	90°	
obtuse	between 90° and 180°	
straight	180°	
reflex	between 180° and 360°	
revolution	360°	



MATHS EXTENSION NEWS - UPPER YEARS

City Designer

You have been chosen by the Premier to design a new city! There are already a couple of streets that the Premier needs you to utilise along with some required places, but everything else is in your hands! Be creative - be precise - and most of all, design an awesome city that shows off your geometry skills!



City Basics

Determine the name, inspiration, and population of your city.

Be sure to get the Premier's approval before moving forward with the blueprint and design.

The Blueprint

You will use graph paper and your knowledge of equations of parallel and perpendicular lines to draft the streets of your city.

Your required streets are:

- $y = \frac{1}{3}x - 1$
- 2 parallel streets
- 1 perpendicular street
- 2 streets that are neither parallel nor perpendicular

Final Design

The blueprint is done and you're ready to give your city its final touches!

Some things to keep in mind:

- Places must be named.
- There must be a neighborhood.
- Streets must be named.
- Use creativity and neatness.

The Blueprint

Once your streets are drawn, you will determine where to put certain places according to special angle pair relationships.

Be careful!

Some places have two angle relationship requirements that must be met!



NEWS FROM PREP

We have nearly made it to the end of Term Three!

Last week, the students showed their support in memory of Caat's brother Boet by dressing up as superheroes and donating to the Royal Children's and Women's Hospitals. The Preps have been the real superheroes during this term of remote learning. We are continually in awe of their resilience, always logging on to WebEx with a smile on their face, ready to learn. A big thank you goes out to all parents for supporting their child's learning through this time. Hang in there, not long until the well-deserved holidays!



MATHS

In Maths, students have explored the concept of mass by hefting objects around their home and using the language 'heavier than' and 'lighter than'. This led to students being thinkers by ordering objects from lightest to heaviest through hefting. Students became inquirers when they created their own scale, using everyday items around their home, like coat hangers or rulers and then using their home-made scale to measure the mass of objects. Students are now investigating 3D objects and sorting them based on the number of faces, vertices and edges. They had fun going on a shape hunt around their home to find as many real-life 3D shapes as they could.

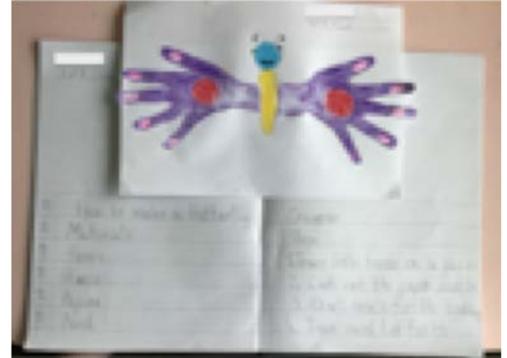
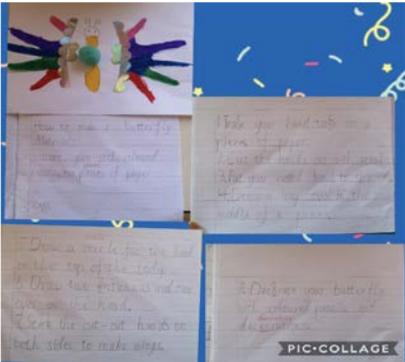


In Writing, the Preps have been exploring procedural texts. These are texts that tell people how to make or do something with step by step instructions. The Preps have become familiar with the structure of procedural texts, remembering to include a title, a list of required materials and a clear sequence of numbered steps. Students impressed us with their understanding, when they wrote a procedural text about crafting a beautiful butterfly.

Steps in procedural texts usually start with an action verb that tells the reader exactly what to do, so carefully chosen action verbs are an important part of this type of writing. We spent a day looking at verbs and the important role they play in a sentence. Students wrote about what they did in various places, paying careful attention to choosing the most appropriate action verb. We were so pleased to see how students transferred this knowledge to their procedural writing later in the week.

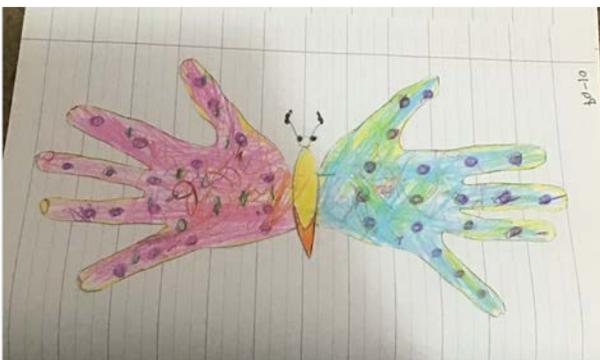
NEWS FROM PREP

We have been integrating our Inquiry Unit on 'How the World Works', across the curriculum. In writing students have explored the concept of lifecycles while inquiring into the central idea, 'Living things undergo a process of change and live in different habitats.' Students were asked to draw the different stages that occur in the lifecycle of a frog and to write a sentence describing the changes that occur at each stage. The completed pieces, which were detailed and thoughtful, demonstrate a wonderful emerging understanding of a tricky concept.



In Reading, students have been introduced to a new text type called 'Procedural Text'. A procedural text informs the reader on 'how to do or make something' by detailing step by step instructions. They have explored the structure and features of this text type such as 'title, materials, steps and conclusion'. It has been quiet enjoyable to explore this text as students actively engaged in making the handprint butterfly craft last week. To make the handprint butterfly, students had to read and follow the steps from the procedural text.

We have been learning different word families, also known as onset and rime, each week. Students have been making new words and increasing their bank of known words through this learning. The students are encouraged to look for these word families, when they are decoding unfamiliar words when reading. An example of this is, in the word 'trip' there is '-ip/' word family. So, this is how it should be sounded out - /t/ /r/ /ip/ makes the word trip.



Reminders:

- It is vital for students to continue to read books every day as part of their home reading.
- We offer optional wellbeing activity sessions daily between 12:30-1:00pm on Miss Day's WebEx.

NEWS FROM YEAR ONE

Dear Year One Families,

WOW! We are towards the end of Term Three and we are all so proud of our students this term. We would like to take this opportunity to thank and congratulate all the Year One students and their families for their continuous support and outstanding effort during Remote Learning.

Unit of Inquiry

Last week, we concluded our Unit of Inquiry, 'How The World Works', where students were given the opportunity to build upon their research skills and conduct their own investigation into their wonderings. Students ended the Unit of Inquiry with exciting experiments that showcased their knowledge of what they had learnt. Students are beginning to start their new Unit of Inquiry where they will investigate the Central Idea: 'Water systems play an essential role to human life'. This unit will develop students understanding of the distribution of water around the world and the importance of water in everyday life.

Reading

We have been working on developing students' comprehension strategies to understand a story in more depth. We have been focusing on inferring, where students have been using their prior knowledge and clues from the text to infer a character's feelings and what is happening.

Writing

Students have been continuing to apply their knowledge of information texts by creating their own newspaper articles about the Solar System. They have followed the writing process and continued to develop their research skills. Students have also begun to understand the purpose and features of procedural texts.

Mathematics

Students have been exploring and understanding the concepts of Capacity and Mass during the last two weeks. They have been comparing and ordering the capacity of different objects from their least to greatest capacity. Students also compared the mass of various objects around their home and ordered their objects from heaviest to lightest.

To all our parents, carers and students, we would like to wish you a safe and enjoyable holiday and look forward to seeing you next Term.

Reminders

- Please remember to log in on time for WebEx sessions with your classroom teacher – at 9.00 am, 10.00 am and 11.30 am.
- Please continue to tick off work and upload tasks as required via Schoolbox.
- Don't forget Fun Friday each week!
- Last day of Term is the 18th of September.

Kind Regards,
The Year One Team



NEWS FROM YEAR ONE



14/09/2020 [Science Inquiry lesson 2]

I wonder how Earth spins along the axis and why we do not feel this?

Ans: We do not feel this because it's speed is constant. You can only feel motion if your speed changes. eg: If you are in a car which is moving at a constant speed on a smooth surface, you will not feel much motion. However, when the car accelerates or when the brakes are applied, you do feel motion.

I wonder what are the dwarf planets called?

Ans: There are currently five planets classified as dwarf planets: 1) Ceres 2) Pluto 3) Makemake



9/10/2020

Capacities

Capacity is the maximum amount that something can contain.

1 litre = 1000ml

500ml + 500ml = 1000ml = 1 litre

1000ml - 500ml = 500ml

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9/10/2020

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NEWS FROM YEAR TWO

Dear Year Two families,

Wow, it's hard to believe that we are almost at the end of Week 8 of Term 3! Time really does fly when you are busy learning and having fun!

We would like to congratulate all the Year Two students for once again demonstrating how caring and principled they are when dressing up and donating money for the Super Caat - Call to Action Fundraiser. All of the Year Two cohort and greater Saltwater College community send our heartfelt best wishes to Caat and her family during this extremely emotional and challenging time. Thank you again to everyone who dressed up and donated, it is wonderful to see everyone come together to take action and raise awareness and funds.

Please see in this article some of the fantastic superhero costumes worn by our students last Friday.

Unit of Inquiry

In Year Two, students have been continuing to explore our fifth Unit of Inquiry with the Central Idea 'Our Solar System is one many in a complex universe'. This week, the students have focused on investigating exactly what our Solar System is – the Sun and all the bodies that orbit around it due to gravity! We each chose a body in the Solar System that we wanted to investigate, and then shared our discoveries with each other on our Class Solar System Wikipedia pages. The fun continued as the students choose their own ways to make models of our Solar System and annotated them with facts from our Class Wikipedia pages. Hopefully everyone has been looking up at the sky at night and contemplated just how awesome the universe really is!



Reading

In Year Two, students have been looking into the structure of narratives and how authors engage their readers with sizzling starters and satisfying conclusions. When looking at sizzling starters student's explored dialogue, onomatopoeia (sound words such as BANG!), descriptions of setting and character as well as beginning with action! Satisfying endings students were exposed to included a lesson or morale ending, a surprise ending and an emotional ending. Students continued to practise reading with fluency and expression by participating in our 'Fluency Friday' Reader's Theatre lessons. It's been great to see students posting their reading on their class social streams.



NEWS FROM YEAR TWO

Writing

In Year Two, students have been looking into the narrative writing process and learning how to write their own narratives. The students started by writing their own quick writes of narratives on picture prompts related to space. This linked into the work we have been doing on Space and Solar Systems during our Unit of Inquiry. Teachers have been proud to see some really great examples from the students as they used their wonderful imagination and creativity to write interesting stories. The students have been working very hard to learn the process of narrative writing, as they have been learning about the various elements of a narrative, using the correct punctuation, punctuating speech as well as using interesting words to make our stories more engaging. Students are now in the planning, drafting, revising, and editing stage as they prepare their final narratives for publishing next week. We as teachers are very proud of the students' hard work and can't wait to see what creative ideas they come up with.

Mathematics

In Year Two, the students have been investigating the concept of time. They have been making connections between where they see halves and quarters in the world, to then make the link to half past, quarter past and quarter to times. In addition, students have been learning how to tell the time in both analog and digital times. The students have been using their handmade clocks, as well as virtual clocks to help them. Another area of time that students have been looking at is learning about the different seasons and using a calendar to keep track of time. Moving on, the students will be looking at telling the time to the nearest minute.



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 & Mrs Aurora.

NEWS FROM YEAR THREE

Dear Year Three families,

With another challenging term quickly drawing to a close, we would like to express our gratitude for your ongoing support. As holidays approach, we are mindful of the students' wellbeing and the sense of uncertainty about the continuation of Remote Learning. We have included weekly 'Wellbeing' lessons in our planners and are continually looking at ways to enhance our student's social and emotional wellbeing during these challenging times.

We would also like to say a huge thanks for everyone's participation in 'Super-Hero' day. This was a great example of the Saltwater community coming together for a great cause.

Unit of Inquiry 4 Recap

The last two weeks saw the end of our unit, 'How We Express Ourselves.' Students completed some amazing Inquiry projects, choosing to present their research using posters, PowerPoints, videos and information reports. They demonstrated the Approach to Learning Skill of Communication by expressing ideas about a chosen culture through written and digital techniques. Students have learned what it means to identify with a culture and how a culture is able to express itself through art, dance, music and food. Students have also explored the idea of identity and its role in shaping an individual's sense of belonging.

Unit of Inquiry 5

This week, students started exploring our fifth Unit of Inquiry for the year, under the Transdisciplinary Theme, 'How The World Works.' This unit focuses on the Central Idea, 'Forces effect the movement of objects.' Students engaged in a provocation task where they explored the forces associated with dropping, rolling, kicking and throwing a ball. Over the coming weeks, they will continue to develop an understanding of forces such as pushes and pulls, friction, motion and gravity, before applying this knowledge to simple machines in early Term Four. This unit will also provide students the opportunity to develop their digital technology skills through coding challenges and their ability to plan and create solutions to problems through design and technology tasks.

Reading and Writing

In Reading, students have continued to work on their reading fluency by listening to modelled read alouds and participating in Reader's Theatre. We have been impressed with the enthusiasm of many students towards their guided reading groups and the focus on reading goals. We would like to encourage students to keep up their daily independent reading activities and to engage in reading a wide range of texts.

In Writing, students have been focusing on 'Language Conventions' and ensuring correct grammar, punctuation and spelling is used in Writing to maintain meaning in a text. With the start of our new Unit of Inquiry, verb study will now also be a part of Language Conventions lessons as students explore procedural writing. Verbs are an integral part in creating a quality procedural text and ensuring instructions are carried out correctly. Over the coming weeks, we strongly encourage students to participate in household activities that involve following a procedure such as board games or cooking to enhance this learning.

Right:
Inquiry presentations on Malta and Maori culture.



NEWS FROM YEAR THREE

Mathematics:

This week saw the start of our new Mathematics unit on Measurement. Students started the unit by engaging in open-ended tasks where they explored measurement tools and units of measurement using household objects. This allowed students to form connections between the maths concepts taught in the classroom and their application to the real world. In this unit, students will be focusing on the four elements of estimating, measuring, ordering and comparing objects based on their measurements and will start working on the length and width of objects before expanding their knowledge to area, mass and capacity. Measurement is a fantastic unit to engage with in a home-learning setting as there are rich learning opportunities all around us. We strongly encourage families to engage in this unit and discuss these concepts through everyday activities such as:

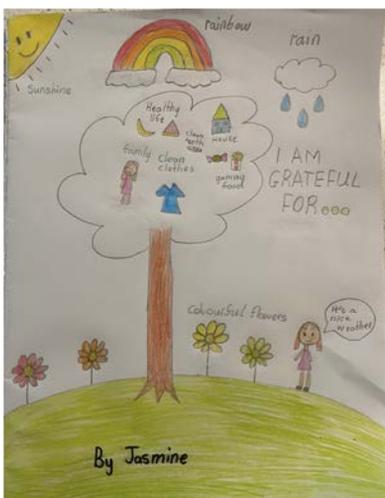
- **Cooking:** Measuring ingredients in grams, kilograms, millilitres, litres or cups, calculating cooking time, measuring the length of baking dishes.
- **Grocery Shopping:** Checking the labels of food either in the supermarket or in the pantry and noticing the metric units used on products.
- **Walking and Exercise:** Measuring the distance travelled in metres or kilometres.

Wellbeing:

Now that students lack the ability to connect with fellow classmates and feel more connected to the school through physical participation, the need to help them pause and reset is more vital than ever. At Saltwater P-9, we believe that by promoting a positive wellbeing and allowing students a chance to feel connected, safe and comfortable, they are more likely to be active participants in their learning. We have seen such a positive response to the Wellbeing Wednesday lessons and the positive impact this has had on student learning with high levels of work submissions. Over the last two weeks, students have focused on the concepts of gratitude and resilience and creating gratitude trees to help boost positive mindset during challenging times. Students have been challenged to start each day by acknowledging something they are grateful for.

We would like to congratulate every Year Three student for their resilience and high levels of participation during Term Three of Remote Learning. As teachers, we have been so proud of all your achievements and we cannot wait to continue this positive learning journey in Term Four. We wish all families a safe and restful break.

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



Gratitude trees from Jasmine and Ange.

In these difficult times, remember to stop and think, *'What am I grateful for today?'*

Practicing gratitude allows us to focus on the positives in life and experience higher levels of happiness.

NEWS FROM YEAR FOUR

Greetings to our wonderful community,

We have made it to the end of another week of awesome learning and are now only five days away from the end of the term. The resilience and continued enthusiasm for learning that the children bring to online learning is amazing and we are so proud of them! We are incredibly proud of all the efforts placed into their learning. Here is what we have been exploring and learning about in year 4 over the past couple weeks!

Unit of Inquiry

Our fifth unit of inquiry 'A nation's story has different perspectives' will have the Year four students inquiring into how different indigenous cultures and nations express themselves and tell their stories. To prepare for learning about cultures other than their own, the Year four students experienced the Rorschach test and shared their different perspectives, created posters about their own culture and family traditions, and created a visual display of what it means to them to be open-minded.

This week as a collective year level we viewed a map of Australia showing the land boundaries of the many languages, tribes and nation groups of the Indigenous people of Australia. We were introduced to indigenous storytellers and actors and listened to their experiences and how they express themselves. The Year four students reflected on what storytelling means to them and their family. They were also given opportunities to listen to and read stories and songs from many nations.



Literacy - Reading

Each week we have one reading session set for students to work on their reading goals.. Miss Borracci and Ms Kotevski have created a wonderful interactive resource for all Year four students to use.

As a whole grade goal the Year four students are focusing on Reader's Theatre. In Webex sessions reading groups have continued and each group has been exploring what Reader's Theatre is and how they can work on their expression and story-telling skills.

The groups view and discuss a short story, find where each character is speaking and then reread the story with their now deeper understanding of the text.



NEWS FROM YEAR FOUR

Literacy – Writing

The Year Four student's have been excitedly and creatively submitting stories after beginning this writing style with the prompt 'Up, Up and Away!'. Our main focus in this area is to build the students' descriptive writing skills, writing-for-an-audience skills and practice writing from different points of view.

In Week Seven of remote learning we explored building our descriptive writing skills when focusing on verb choice and setting descriptions! Student's took basic verbs such as 'walked' and listed stronger synonyms to use in their writing instead. As we worked on developing more meaningful setting descriptions, the student's reflected on the five senses, figurative language and visualising activities to challenge and grow these skills.

Mathematics

We also began a new math unit on Shape! Over the past couple of weeks student's having been showing and growing their knowledge of 2D Shapes and 3D Objects! We have been very lucky to have expert videos and tutorials made by several members of Saltwater staff.

Writing- magic door

Long ago in a distant time there were two friends, Lee and Roku. They **lived** in a small town surrounded by lush forests. They loved to **play** together in the forest, like tag and hide and seek, but one day when they were **playing** hide and seek "Ready or not here I come." **cried** Roku as he **exited** the tree house they built. He started to **look** for Lee. Lee could see him from a hut in the trees with tree branches **hiding** it. Roku **wandered** around and by the time he found Lee it was late at night, so it was a good thing they brought sleeping bags. The next morning when they woke up, there was a warthog **waiting** at the bottom of the ladder, so they made some **improvements** to the tree house. A few minutes later, the warthog went away, so they went down the ladder at the same time. The ladder broke, because it could not hold them both. They both passed out! When they **woke** up, they were in a weird house with a strange old lady, named Madam Razz. She got **spooked** by the boys, so she **smacked** Lee on the foot with her broom and **yelled** "razzle dazzle!" After a while she **calmed** down. The boys **asked** her where they were and she **mumbled** "You must **meet** Grable," so they **followed** her as she **stopped** by a tree. She **said** "meet Grable." Lee **said**, "There is nobody here." Then Razz said. "The trees name is Grable silly!" Then they saw a door in the tree, they went in reluctantly, then they saw two chest with their names on it. They **picked** the **chests** up. The next moment the boys were back in **their** own rooms. They **opened** the chests and **saw** orbs, so they quickly **closed** the chests and **hid** them under their beds.

The end



The green leaves and the tree holes stared at me as I walk thought the forest



I can hear the wind calling me to explore the wild as my hands touched against the bushes



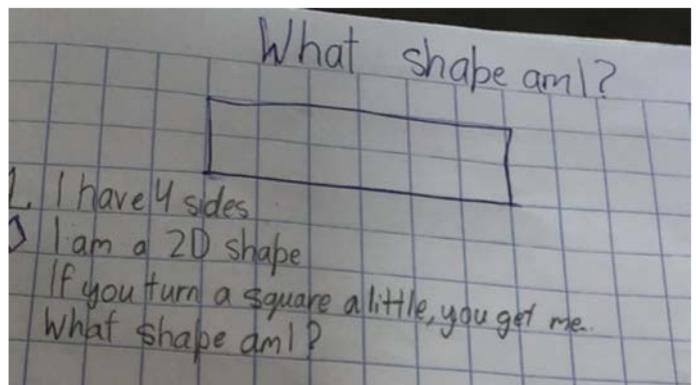
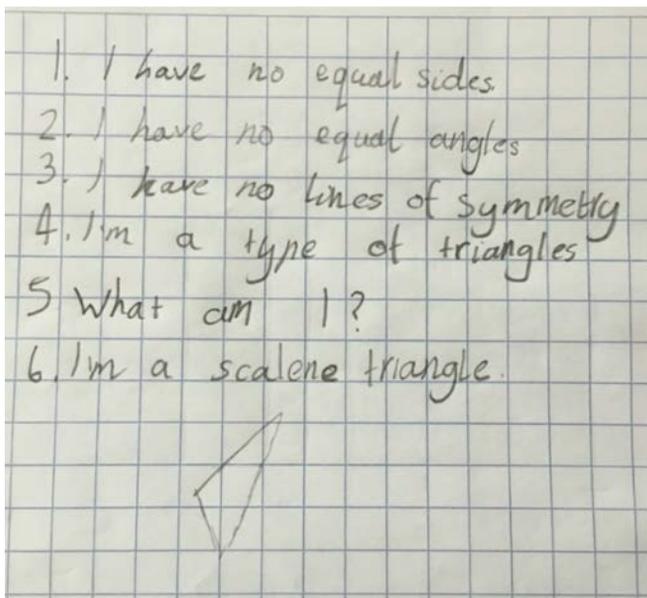
I can smell the scent of nature flowing in the air



I can taste the joy of the purity and freshness



I can feel the calmness of my soul as I explore the wonders of this forest feels like I am where I am belongs to



NEWS FROM YEAR FIVE

Inquiry: How We Organise Ourselves

In Year Five, we recently started our new Unit of Inquiry exploring how societal decision making may promote inclusiveness and participation. We are investigating the processes of making decisions and societal decisions at a government level through understanding the key concepts of responsibility, perspective and function. Over the past two weeks, students have been discussing what skills and actions are required to make effective groups. Students have also been responding to different scenarios that require them to select people that they feel are important to make decisions for a balanced society.

Provocation- You are in charge of a group of students at a school camp. They need to work together as a team to complete challenges.

<p>What does a group need to have to be effective?</p> <p>yashvi a group need to be constructive working together and trust each other</p> <p>Andre a group has to be strong and reliable. the have to work together.</p> <p>Lareb If you work as a group then you will be much stronger</p> <p>kayla trust and team work</p>	<p>"What activities could you do that would develop the skills of the group?"</p> <p>yashvi you could make a camp with everything in the forest or you could do a team scavenger hunt</p>  <p>Millie There are lots of things that can help a group but I think that you should do a scavenger hunt, make</p>	<p>How would you modify the activity to make it accessible for all members?"</p> <p>yashvi just so they don't get lost take an adult with you and to make it easier you will get a riddle to solve at every item you will find</p> <p>StAnLeY get help from an older person</p> <p>Lareb ONLINE</p> <p>Hala</p>
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TASK 2:

In the table below, write how you can advocate for different groups of people. That means, come up with ideas that would be good for everyone.

There are going to be children under 5 attending... What entertainment could be included to help them enjoy themselves?	Petting zoo, Red Barron, Puppet show, Playgrounds and sand pits.
You have found out some families will be coming who don't speak English... How can you ensure they will know where to find the food court?	Translator, sign with pictures, interpreter maps with pictures.
What rides could you hire that would be suitable for grandparents to enjoy with their grandchildren?	Ferris wheel, merry-go-round, music, dancing and bubbles.
How could you advocate for vegetarians? How will their needs be met?	Lettuce, veggie burger, potato, fairy floss, ice cone/ice cream.
How will your carnival allow attendees to experience different cultures?	Through food, dancing, and music.
What will you put in place to ensure people with disabilities are catered for?	Ramps, guide and brail.
What can you create that will allow students to be part of the carnival?	Be a tour guide, do a performance, help at rides and selling stands.

Literacy:

For Reading, we have been conducting daily Reader's Theatre sessions. We have seen high levels of enjoyment through conducting the small group read alouds which provide students with the essential teacher attention, assistance and instant feedback. Our Reader's Theatre sessions have been encouraging students to improve reading fluency and develop expression by changing their tone of voice to portray their character.

NEWS FROM YEAR FIVE

Numeracy:

In Numeracy, the Year Five students have started maths rotations for differentiated learning with the focus on money. The students have been split into four groups with the principle of supporting and extending the understanding of their money knowledge. Students have been exploring how to give correct change and they have also been learning about how to create a budget for different events with an aspect of making decisions with a financial outlook.

Subtraction: How much change?

What to do: Use the Pet Store list to find the price of each item. Then find your change.

You have \$6.00 You buy  For \$2.20 What is your change? \$3.80	You have \$4.00 You buy  For \$3.30 What is your change? 80c
You have \$9.00 You buy  For \$8.20 What is your change? 80c	You have \$8.00 You buy  For \$0.65 What is your change? \$7.35

Some places offer discount prices for family groups. This zoo classifies a typical family as two adults and two children. The family discount price is \$85. Using the entry prices at the start of this worksheet, complete the 'Your costing' column in the table below. Decide if each group can buy the family ticket, then work out whether the family discount offers them a better price for their trip to the zoo. Show your working out.

Family	Your costing	Family discount price	If they can buy a family ticket, is it better value? Yes or No
1 adult; 3 children	\$85.50	\$85	No, you cannot get the family discount because we only have 1 adult and there are 3 children.
3 adults; 1 child	\$112.50	\$85	No, you cannot get the family discount because we only have 3 adults and there are 1 child.
2 adults; 2 children	\$99.00	\$85	Yes, you can get the discount because there are 2 adults and 2 children. It is cheaper to get the family discount.
2 adults; 5 children	\$153.00	\$85	You could get a family ticket plus three individual children tickets and this would be cheaper than buying 7 individual tickets. \$139.00

Use this budget sheet to plan how much it will cost to include all the facilities in the nature fun park. You have a budget of \$1 000 000.

Facility	Cost per item	Number of items	Total cost
Drinking fountain	\$2 000	1	\$2000
Bike rack (for 10 bikes)	\$2 200	1	\$2200
Bikes	\$500		
Seats	\$750		
Table (8 seats)	\$3 000		
Paddle boats	\$2 500		
Toilet block	\$50 000	1	\$50000
Covered picnic area with tables and seats	\$9 950	1	\$9950
Walking/bike trail	\$350 per metre	100m	\$35000
Cafe/ticket office	\$200 000	1	\$200000
Parking area for 50 cars	\$100 000		
Playground	\$200 000		
Nature attraction (flying fox, maze, etc.)	\$250 000	1	\$250000
Other: Water filter	\$10 000	1	\$10000
Other:			
Other:			
Other:			
Grand Total			\$559150

Coming up:

As we head into our final week of Term Three, the Year five students are looking forward to our remote learning camp. The students have been allocated into groups in which they will participate in a variety of activities that foster teamwork and develop decision-making skills as they work together to reach a solution.

	FORCE	LIGHTNING	WARRIORS	TITANS	THUNDER	BLAZE	CHAOS	FURY
9:00 - 10:00	ASSEMBLY & CAMP EXPLANATION							
10:00 - 11:00	MISS GRENFELL	INDEPENDENT "EGG DROP"	MR HOWARTH	INDEPENDENT "EGG DROP"	MR NAIDOO	INDEPENDENT "EGG DROP"	MISS HUNTER	INDEPENDENT "EGG DROP"
RECESS 11:00 - 11:30								
11:30 - 12:30	INDEPENDENT "EGG DROP"	MR HOWARTH	INDEPENDENT "EGG DROP"	MR NAIDOO	INDEPENDENT "EGG DROP"	MISS HUNTER	INDEPENDENT "EGG DROP"	MISS GRENFELL
LUNCH 12:30 - 1:30								
YEAR 5 ONLINE DISCO - 5:30								

NEWS FROM YEAR SIX

Dear Families,

Unit of inquiry:

Sharing the Planet

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

Students have worked hard to complete their Livi City community projects. With extremely high levels of engagement in this project, it was thoroughly exciting to see how the Year Six students chose to present their final product. The students have been able to demonstrate their ability to take action by displaying their interpretation of their sustainable communities on Minecraft, 3D models and drawings in their Art books. Congratulations to all Year Six students who completed this. They will be presenting their final product in our class Webex sessions.

This week, the Year Sixes have started our new Unit of Inquiry, under the Central Idea; *'Societies govern in many ways to create a decision making structure'*. We will be unpacking our Lines of Inquiry in the coming weeks, along with our student wonderings. Stay tuned for more exciting things that will be happening within this unit.

Literacy

When working through our Lines of Inquiry we will be utilising the key concepts of Function, Responsibility and Connection. As a year level, we will be inquiring into understanding the different levels of government in Australia and developing an understanding of the different types of governments around the world. Utilising these key concepts along with the writing process, the students will create an Explanation Report, investigating into Australian government systems, and will be presenting this to the class.

Mathematics:

During our new Unit of Inquiry, the students will begin to look at problem solving strategies using all four operations and continue their hard work involving Fractions. Along with this, students will be working on Percentages and creating simple Financial Plans. Whilst taking ownership over their learning, students have been researching into their Numeracy goals and presenting them to the class or in their learning groups.

NEWS FROM YEAR SIX

Below are some images of some finalised LiviCity projects.



The Year Six teachers would like to congratulate students and parents on the effort they have put into 'Remote Learning 2.0'. We understand at times it can be difficult, however, the commitment to learning you have displayed during this time is wonderful.

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