

## SALTWATER P-9 COLLEGE NEWSLETTER



### KEY DATES

**Monday 2 November –  
Curriculum Day**

No students attend school  
on this day (Big Childcare  
available)

**Monday 3 November –  
Melbourne Cup Public  
Holiday**

**9 to 13 November –  
Scholastic Book Fair**

**Friday 20 November -  
Performing Arts Concert**  
More information will be  
shared shortly

**Wednesday 9 December –  
Year 6 Graduation**  
More information will be  
shared shortly

### A NOTE FROM LEADERSHIP

Dear Saltwater Families,

Welcome back to another eventful week, our first full week of face-to-face teaching for Term Four. It has been wonderful to have all students back onsite and my, how much some of our students have grown – including their hairstyles! There is no doubt that all schools, including ours, were apprehensive of what a return to onsite learning would look like. It is with great pride (and relief) that Saltwater can say how calm and orderly the return to school has been across Prep to Year Six. Once again, the students and staff have embraced having Covid safe practices in place and have adapted to all the changes with a positive attitude and an open mind.

To help support us in ensuring our students and staff remain safe whilst at school, we would like to remind families of the importance of continuing to follow Covid safe practices, particularly during pick-up and drop-off times. We understand communal waiting areas near gates can be particularly busy during start and finish times, but we kindly ask the community to adhere to social distancing rules and wear a mask as advised by the Victorian Government. This includes moving quickly from the gate area after your child has been dismissed to ease congestion. Together, these efforts remain very important in ensuring as a school we continue to operate with best health and safety procedures in place.

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In line with Department guidelines, we continue to have a strong focus on student health and wellbeing as we move through Term Four. All teachers have been monitoring students closely, to ensure all students are supported as they transition back into some sort of normalcy. Please remember it is completely normal if your child has heightened emotions with the return to school, in the end it has been a very difficult year for our little ones. We will continue to approach the end of the year with patience, flexibility and consistency, to remind our students it will all be okay! If you have noticed your child is finding this time particularly difficult, please reach out to a member of our teaching team, who will help support and give guidance in how best to support your child.

In terms of academics, our teaching staff are currently assessing students in both Literacy and Numeracy to ensure no child has been left behind. We know that remote learning was particularly difficult for many families and we wish to ensure all students have the opportunity to succeed, regardless of what might have gone on the last few months. We have intensive intervention and extension classes running to support students' learning, which will continue for the remainder of Term Four and well into 2021. To ensure transparency, classroom teachers will be in touch with families if they have any concerns in regard to your child's academic growth, to ensure the right supports are put in place for each and every child within our care.

### **2021 Planning**

Who can believe we are already at the time of the year where we are starting to plan for 2021! Where has this year gone? The leadership team has been busy interviewing candidates to ensure we are ready to start planning for our 2021 classes. The class placement process is a very complex, yet important job and something our staff spend a lot of time on.

We make a balanced judgement on each student in the class considering the following areas;

Academic ability

Learning behaviours

Additional needs

English as an additional language (EAL)

Friendship groups

This week, all students have had the opportunity to nominate five other students who they 'work well with' in their year level. This has been done in consultation with their classroom teachers. Please note a couple of things;

We are trying to focus on students selecting students they work well with, rather than just their closest friends. This doesn't mean your child won't be in a class with their friends, but rather we are trying to focus on educational relationships.

Your child will be in a class with at least one of the five students they nominate. These nominations are not preferential, so it doesn't matter who was written first or fifth.

In the very rare occasion, your child cannot be placed with anyone on their list, we will contact you directly to discuss this further.

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Your child's new class will be announced on our internal transition day, held at the end of December. Please remember our teachers know the students in great depth and all decisions made in regard to class placement are done with a great amount of care and careful consideration. Of course, on occasion, there may be some disappointment as students may have wanted to be paired with a particular friend or may be anxious of leaving their previous teacher. As the adults, it is our responsibility to support them through this. We have seen circumstances where parents have made requests for their child's class to be changed after the transition day, which will not happen. Instead, we will work together with understanding and resilience to ensure our students and families feel supported and prepared for the transition into 2021, with a focus of providing our students with the best possible learning platform to succeed.

### Book Day 2020

Although it looked a little different this year, we were thrilled to be able to continue with traditions by having Saltwater students participate in Book Week for 2020. We are beyond grateful for the support we received from families in assisting their child to come to school dressed as their favourite book character. We loved seeing everyone's creativity as we saw many homemade costumes this year, using materials found around the home. What a great opportunity to teach our children the importance of 'reusing' materials you have available, in the end not everything needs to cost money!

Over the course of the day, each class had the opportunity to create a text innovation on their class's favourite picture book or novel. We can't wait to share the published texts with our school community.



## SALTWATER P-9 COLLEGE NEWSLETTER

### **Scholastic Book Fair**

As we continue to celebrate all things book-related, on Monday the 9 November we will be hosting our annual Scholastic Book Fair at school. Unfortunately, due to Covid restrictions, we won't be able to have families coming onsite to make purchases, but we have come up with an alternative process to ensure families still have the opportunity to make the most of the fantastic savings on offer. For the week starting the 9 November, students will have scheduled times to visit the fair and write a wish list of some of the books they are interested in to purchase. At home, families can then pay by credit card online, with students collecting the books the next day or by visiting the book fair with cash during school hours. More detailed instructions will be posted on Schoolbox over the next week or so, outlining the processes in place. Last year, through revenue raised in the book fair, the school was able to purchase over \$3000 worth of books for classroom libraries. As the school continues to grow, these fundraising efforts are particularly important to continue to support the school in ensuring we have the necessary resources to best support your child.

### **Christmas Events**

Although it may not be December yet, our Saltwater Christmas Elves are busy preparing for this year's 'alternative' Christmas activities. Your child's class has already picked a Christmas Carol and over the coming weeks we are sure you will hear your child happily practising at home, as we start to rehearse for the end of the year. Although, there is no big concert on the horizon for this year, we are thrilled to have an alternative plan that we can't wait to share with the community. So keep your eyes on our social media for more information about Christmas this year!

Once again, we thank all our families for your continued support in your child's education. We are very fortunate to have such a supportive and positive community! Please remember we have a curriculum day on the Monday before Melbourne Cup, meaning no school for both Monday and Tuesday of next week. Big Childcare will be available for full day care on Monday if families require it.

We hope all families have a safe long weekend and make the most of the extra time together! We will see all of your smiling faces back on Wednesday 4 November.

Kind regards,  
**Danielle Colling**  
Leading Teacher

## PHYSICAL EDUCATION NEWS

Hello Saltwater Community,

Welcome to week four of Term Four, the past two weeks have been incredibly enjoyable as we have finally had all students participating in PE lessons in the gymnasium. It has been such a pleasure seeing the students face to face and we have been very impressed with how well they have readjusted to onsite learning.

During week three, due to school photos being held in the gymnasium, some students in Prep, Year One and Year Two learned about healthy eating in their classrooms. As a class we discussed what healthy eating looks like and the importance of having a balanced diet. Students then used their knowledge of the different food groups to plan their own daily menu, ensuring they included food from each of the food groups.

In week four we began our unit on kicking with all year levels across the school. We began this unit by looking at soccer and in particular the skill of dribbling. Students learned how to successfully dribble a soccer ball around the gym ensuring they kept the ball under close control. Each week we will introduce students to a new skill related to soccer and by the end of the unit students will be participating in small sided games using the skills they have acquired during the unit.

We would like to inform the Saltwater Community that we will be running Cross Country trials during Week Eight (week commencing 23/11/20) for students in years three to six .

These trials will be held during their weekly PE session and the top two boys and girls in each age group will then proceed to the school's championship race. In week nine we will then award the Cross Country captains. Even though the children will not be competing against other schools this year, we thought it was important for the children to have the opportunity and honour to be acknowledged as our Cross Country captains.

Kinds Regards,

Mr. Irons, Ms. Evans and Mr. Symmons

## SPANISH NEWS



Hola y bienvenidos a AguaSalada.  
Welcome to Saltwater P-9 College.

It has been a fantastic start to Term Four and it is wonderful to see all of our students back at school, working together to give our best and establish a sense of community. Learning a second language involves taking risks, and that is why it is imperative to create an atmosphere of teamwork and respect in our Spanish lessons.

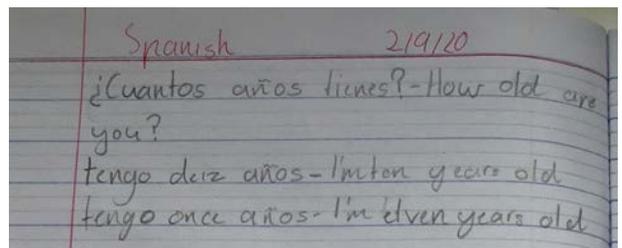
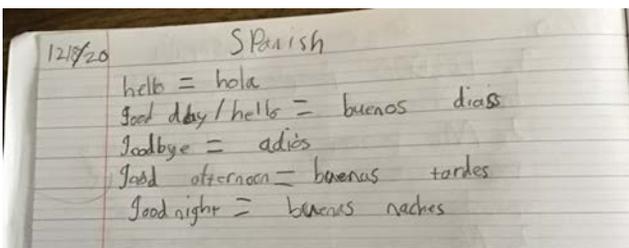
Our expectation is that the students are going to hear and speak the Spanish language frequently during the day and our students risen to this challenge! We have started reviewing and expanding upon previously learned vocabulary and then using this in communicative activities using what they know in a meaningful way. Students are starting to use phrases and questions that are already helping them to increase their Spanish input in class, as well as express their needs and share their thoughts in Spanish.

In the classroom students are continuing to:

- Participate in songs and chants.
- Respond to classroom instructions such as sentarse (sit down), hacer un círculo (make a circle), silencio, por favor (silence, please), hacer una fila (make a line), levantarse (stand up), or limpiar (clean up).
- Greet and farewell the teacher and their friends, ask questions and answer them to talk and play in Spanish.
  - Interact with teachers and friends to introduce themselves, say their age, where they are from and their favourite pastimes.
  - Ask for help in Spanish: ask for permission, request help and ask how to say and write something in Spanish.

Congratulations to our Spanish learning community at Saltwater p-9 College.

Señora Anna y Señor Pastén



## VISUAL ART NEWS

The time we have waited for has arrived and it has been fantastic to have our young artists return to the art studios! The last two weeks have seen the introduction of our art inquiries and celebration of this year's book week theme, *Curious Creatures Wild Minds*. We also revisited our Essential Agreements in the Art Room making sure our students are balanced, caring and principled.

The Prep students learned to describe feelings watching snippets of *Inside Out* for inspiration. They used their knowledge of texture to give even further detail to their descriptions for example happy was not only joyful but warm, fuzzy and soft. From these descriptions they created their own Emotion Creature.

Year One and Two students started to consider the texture of water by considering if water always looked the same in different contexts. From these answers students brainstormed what the texture of water would be and, from that, created a Water Creature.

Our Year Three and Four students have been learning about the art element: Form. This term they will experiment with form, perspective and lighting to create illusions inspired by Zach King. Their amazed faces, ideas and careful considerations have been infectious! They have started brainstorming how they will create their illusions detailing what they need, the way they will present their illusion and further questions they have.

Year Five and Six students are starting to form ideas to represent their feelings with home made artisan dough. They are starting to consider how to use texture, metaphor and symbolism to represent their feelings. Thank you to all the parents who had to run out to get a last-minute ingredient. We appreciate your support very much.

As the term keeps going, we can't wait to show you more of what the students create. Take care and stay safe.

Ms. Nguyen and Ms. Nardo



## INTERVENTION NEWS

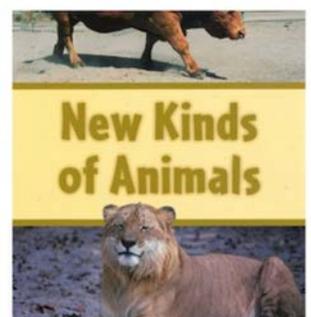
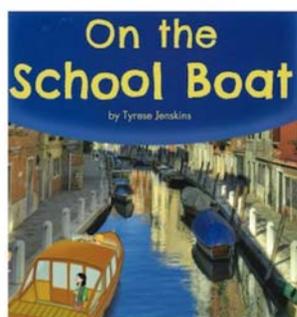
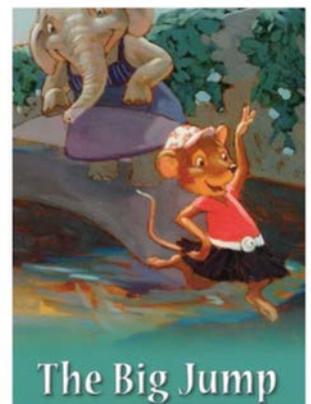
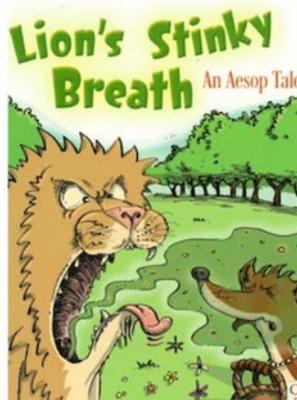
Over the past two weeks all students have settled into their new literacy support groups with a fantastic attitude and an open mind. Both teachers and students took the time to get to know each other and developed an Essential Agreement, in order to discuss expectations and to create a positive learning environment. This ensures that all students feel supported and respected, and it will set up for a successful Term Four.

As students were learning remotely for quite some time, we spent our first few sessions revisiting some fundamental reading skills. To begin, students looked at and practised the letter-sound relationships, including digraphs and blends. We also recapped our knowledge of long and short vowel sounds, all of which students were able to demonstrate their knowledge and understanding of when reading. Students were also reminded of the 'Good Readers' strategies, which they were able to practise using when decoding unfamiliar words.

Along with this, students were also introduced to the session structure, where we discussed what each session will look like, sound like and feel like. This allowed students to ask any questions they may have had and to ensure they are clear on what to expect from each session. To finish off, students practised the different kinds of reading they will be required to participate in, including reading aloud, whisper reading and shared reading to name a few.

By taking the time to go through these very important and essential details, students are now enthusiastic to attend each literacy support session with confidence and are eager to set and work towards achieving their personal literacy goals.

Rachael Cunningham  
Intervention Teacher



## PHILOSOPHY, DEBATING AND WRITING ENRICHMENT NEWS

Dear Parents and Guardians,

The students from both Writing Enrichment and Philosophy and Debating extension groups have settled into a new timetable and routine around their lessons. Each year level has begun exploring learning to a higher level and delving deeper into different concepts about writing.

**Preps** have begun this term exploring narratives, so far, they have covered what a narrative is, the setting, a problem and solution and the good versus bad characters. The students identified what made each character good or bad and wrote reflections about their learning based on what type of character they themselves would want to be if they featured in a narrative and why. Some examples from the Preps are:

*If I was a character in a story, I would like to be a good character because I don't want to be killed in the narrative.*

*If I was a character in a narrative, I would want to be a good guy because I like to care.*

*If I was a character in a narrative, I would be a good guy because my religion says to be a good person.*

In the coming weeks, the Preps will continue to explore narratives and focus on descriptive language used to describe characters and setting.

The **Year One** Students have been busy exploring paragraphs. They have specifically identified what a paragraph is, why we use them, when we use them and how we use them. They have written two paragraphs as a whole class and then a third one independently. As these students have now accomplished a sound understanding of the use of paragraphs, they will move onto the correct use of dialogue and extending their vocabulary.

## PHILOSOPHY, DEBATING AND WRITING ENRICHMENT NEWS

Making Predictions has been the main focus for the **Year Two and Three** students and will continue to be as we also incorporate the correct use of commas, pronouns and adverbs. The students inquired into the meaning of a prediction and have made many predictions so far such as who would win the AFL grand final and what they predicted they would be when they grew up. They identified that a prediction is what you think might happen based on your prior knowledge of the text or topic and that this can be different to a guess. They will continue to make predictions about what might happen next in a texts based on what they have read so far. They will then move on to how to correctly reference research within a text (e.g. information text and procedural text) and also paraphrasing.

Understanding the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts is what the **Year Four, Five and Six** students have worked through so far this term. They will continue to increase their understanding of this and then move from general, 'all-purpose' words, for example 'cut' to more specific words, like: 'slice', 'dice', 'fillet', 'segment', etc.

They have Investigated how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

They understand the importance of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses

Due to timetable clashes, the Writing Enrichment class and Philosophy and Debating class has been combined for the Year Four, Five and Six students. This will be effective as of next week and we believe will work well as the students will have individual learning outcomes and success criteria based on their learning needs. This will promote differentiated learning and cater for the needs of all students across this learning area.

Kind regards,

**Diane Traianon**

Extension Program Teacher

## MATHS EXTENSION NEWS – UPPER YEARS

During Maths extension this week, students were exposed to multiplying and dividing numbers in index form. At the beginning of each unit it is extremely important that we introduce a concept by explicitly unpacking definitions with worked examples as this often allows the students to see the work in real time.

The following examples were shared with the students:

### Index Notation and Powers of 10

The exponent (or index or power) of a number says **how many times** to use the number in a **multiplication**.

$10^2$  means  $10 \times 10 = 100$  (It says **10** is used **2** times in the multiplication)

**Example 1:**  $10^3 = 10 \times 10 \times 10 = 1,000$

**In words:**  $10^3$  could be called - '10 to the third power', '10 to the power 3' or simply '10 cubed'

**Example 2:**  $10^4 = 10 \times 10 \times 10 \times 10 = 10,000$

**In words:**  $10^4$  could be called '10 to the fourth power', '10 to the power 4' or '10 to the 4'

Powers of 10 is a very useful way of writing down large or small numbers. Instead of having lots of zeros, you show how many **powers of 10** will make that many zeros

**Example:**  $5,000 = 5 \times 1,000 = 5 \times 10^3$

**In words:** 5 thousand is 5 times one thousand. And a thousand is  $10^3$ . So 5 times  $10^3 = 5,000$

Can you see that  $10^3$  is a handy way of making 3 zeros?

## Outside the Square Game

### Closest to 500

**Equipment required:** 2 or more brains, 2 dice, calculator

**How to win:**  
The winner of the game is the player who gets closest to 500 after 10 rolls.

**How to play:**  
Copy a blank version of the table shown for each person.

Roll both dice. Choose one number as the base, the other as the exponent (power).

Six is a 'wild card'. If a player rolls a six, they must choose any whole number between 1 and 5 to take its place.

Determine the resulting value (using the calculator if necessary) and then add or subtract your new number to your current total. It is possible to go into the negative numbers if you wish.

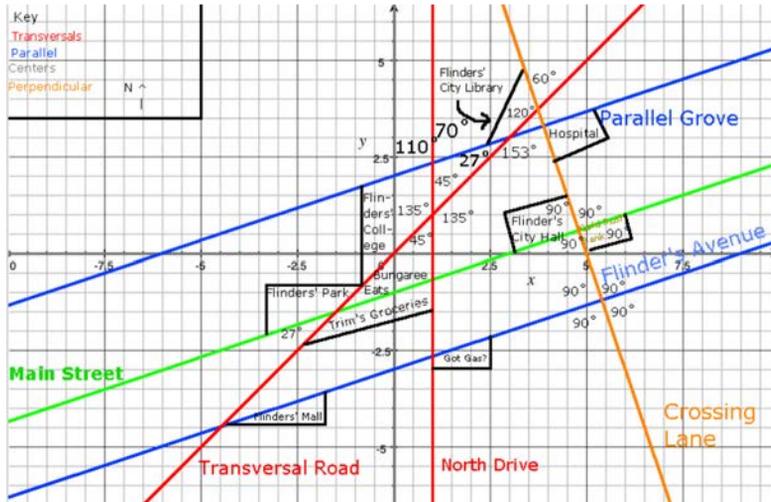
Do this for 10 rolls and then compare your final total with that of your playing partner(s).

An example of a player's table after three rolls is shown below.

Roll	Base	Exponent	Value	Add/Subtract
1	2	3	$2^3 = 8$	8
2	6	2	$6^2 = 36$	$8 + 36 = 44$
3	4	5	$4^5 = 1024$	$44 - 1024 = -980$
4				
5				
6				
7				
8				
9				
10				

## MATHS EXTENSION NEWS – UPPER YEARS

Congratulations to Max Nyeholt and Vanessa Mocko who successfully completed their Maths Investigation project during remote learning last term. Both students used their knowledge of equations of parallel and perpendicular lines to draft streets of their own city. Both students successfully responded to the algorithm  $y = \frac{1}{3}x - 1$ , included 2 parallel streets, 1 perpendicular street and 2 streets that were neither parallel nor perpendicular.



Max NYEHOLT | Sep 13, 2020 2:02pm

When doing this task, I learned what a linear equation was and how they relate to angles and graphs. I then used Grapher for the first time and learned how it works, then used the chart from that to make a map. Next time, I'll add more detail though.



Vanessa MOCKO | Sep 13, 2020 10:07am

I have submitted the fully completed project. I had to use my thinking skills and knowledge skills it was a fun activity with challenged my thinking. I learned a lot about using blueprint to design my city. I learnt about corresponding angles, parallel lines, perpendicular lines and many more. Now I understand how to use angles and lines. It challenged my thinking when using the blueprint to work out, for example,  $y = \frac{1}{3}x - 1$ , I also had to think about making my own equations. I hope I did well and I tried my best.

## NEWS FROM PREP

Dear Prep Families,

The Preps have settled well back into the school routine over the past few weeks and are very eager to continue to develop their learning with their teacher and peers.

### Literacy

This fortnight we have begun exploring our new text type - narratives. We have been reading a range of quality literature in the classroom, including fairy tales and folktales to engage the students and introduce them to the features of fiction texts.

In Reading, the students have begun retelling stories using the beginning, middle and end. They have also been investigating characters and inquiring into their inside and outside character traits. As part of this learning, the students have been exploring different elements of a sentence, including nouns, verbs and adjectives. We are encouraging them to find these words as they read texts independently, even when at home!

In Writing, we have begun exploring the structure of a narrative, with the students first developing their understanding of the importance of characters and setting. We have been practicing using adjectives to describe a setting and the students have been having fun exploring the different characters within narratives. We can't wait to explore this text type further and to see the interesting narratives the students create!



### Mathematics

During Mathematics, the students have been learning about sharing. Using hands on materials around the classroom such as dice, pencils, books, toys, icy pole sticks etc, students have discovered that to share each group needs to have an equal number of items and if they have left over items, they are called remainders and those items are not shared between the groups. Students linked their new understanding of sharing to the book 'The Doorbell Rang'. They read the story and then used their thinking skills to complete the activity where they had to equally share the cookies between the characters in the story and then equally share them again when more characters arrived.

During remote learning, students learnt about different 3D shapes including a sphere, cube, cone, rectangular prism, pyramid and a cylinder. We have continued exploring these shapes this term at school as we have identified the different features including the amount of sides, vertices and edges of each shape. Students were exposed to the shapes in real life settings as they walked around the school and took photos on their iPad of different 3D shapes. They then, applied their knowledge as they created the 3D shapes using icy pole sticks and playdough.

## NEWS FROM PREP

### Book Day

On Wednesday October 21<sup>st</sup>, the Prep students celebrated their first Book Day as part of Saltwater P-9 College. Although this year was unusual with no parade, the students still enjoyed dressing up as their favourite character and creating a text innovation with their class. Each class from Prep to Year Six selected a story to adapt and make their own. Our little Prep authors displayed the thinker, risk-taker and communicator learner profiles during the process of innovating the text and displayed their creative side by drawing pictures to match. They loved this activity and now have a published text within their classroom that they can be very proud of and call their own.



### Reminders:

- All Prep students are to be dropped off and collected from the front gate, to the right of the administration building.
- Students must bring a full bottle of water. This can be refilled throughout the day in the classrooms.
- **Fully charged iPads** are to be brought to school **EVERY DAY**.
- This term students **MUST** wear hats.
- Keyring words need to be brought to school every day in their reading satchels.
- Any children who are ill or present ill like symptoms should not attend school.
- A reminder that this coming Monday and Tuesday there is no school.

## NEWS FROM YEAR ONE

Dear Year One families,

What a busy two weeks we have had in Year One. The students have settled in well, getting back into the school routine and have dived straight into their learning. Each individual class has also established new classroom expectations to make sure we are all being safe given the current circumstances.

### Unit of Inquiry

In Inquiry, the Year Ones are underway investigating their new Central Idea, *'The migration of cultures shape and develop societies around the world,'* by looking through the Key Concepts of change and perspective. The students have been participating in provocations all week where they were exploring the reasons of migration to Australia and why people move from one place to another. From looking at the mentor text, 'Whoever You Are' by Mem Fox, the Year Ones discussed where their family was from and considered questions about their life such as; What language do you speak at home? Who lives with you? Where were you born? Have you been to another country?

### Reading

In Reading, the Year Ones are continuing to look at non-fiction texts in connection with their inquiry topic. They studied the features of a non-fiction text such as the contents page, interesting fact boxes and glossary. They discussed the importance of these features and how these distinguish a non-fiction text compared to fiction books. The students are also exploring what does it mean to compare a text to yourself and how their lives are similar to what happened in the story.

### Writing

In Writing, the Year Ones are starting to identify the different features of a narrative to reinforce their understanding of what a narrative is and the order it follows. Students had to read a fiction book of their choice and record the title, orientation, problem, sequence of events, climax and solution. They also got to create their own character and describe them with one or two traits. This helped students understand that when they begin to write their narratives, they can be as creative as they want when coming up with their own hero of their story. The Year Ones also worked together to generate different settings for a possible narrative and had to describe them using creative adjectives.

### Mathematics

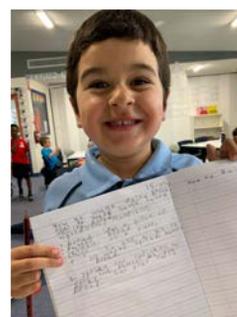
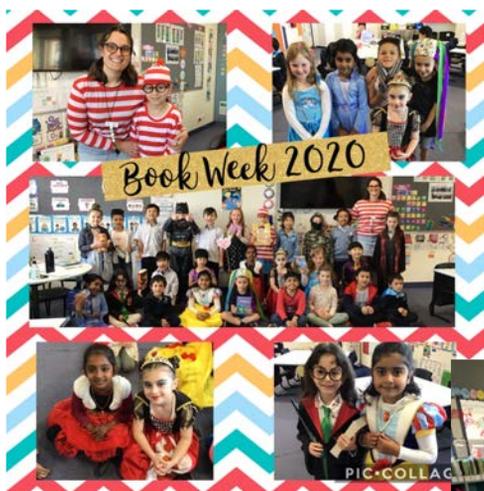
In Mathematics, the Year Ones have started to look at length in measurement and have been learning about what an informal unit is when measuring the length of an object. They learned that when measuring an object, an informal unit could be glue sticks or pencils, however they need to be the same size. They have also been focusing on working out subtraction sums and what different strategies they can use to help assist them.

### Just a few reminders as we head into the middle of this term:

- Students still must bring a full bottle of water as they will not be allowed to use the taps at school or refill at the taps.
- iPads are to be brought to school **EVERY DAY** and fully charged.
- Any children who are ill or present ill like symptoms **should not** attend school.
- As the weather warms up, every child needs to be wearing a hat. If your child has misplaced theirs, you can always check lost property in the Admin building.

Thank you,  
The Year One Team

## NEWS FROM YEAR ONE



## NEWS FROM YEAR TWO

Dear Year Two families,

Wow! We are really back into the swing of things now! We hope the students enjoyed the Book Week celebrations as much as the teachers! It was great to see the students once again overcome the challenges of the lockdown and find ways to create awesome costumes of their favourite characters. All the Year Two classes worked hard on the text innovations, so look out in the near future for some fantastic new books in our class libraries! It was awesome to see everyone working away diligently, just like professional authors, to create our own special stories. It is amazing to think that a new generation of students could be reading these books in their class libraries at Saltwater P-9 College in ten or even twenty years' time and enjoying the stories we have written together this year!



### Unit of Inquiry

In Year Two, the students have been finalising our fifth Unit of Inquiry with our Central Idea being: 'Our Solar System is one of many in a complex universe.' Students have been creating posters to share their knowledge and further wonderings around space. This week we are beginning our final Unit of Inquiry for this year focusing on understanding how humans use and dispose of resources and impacts on the natural environment. We will begin by unpacking our Central Idea together and watching provocation videos to allow students to pose their wonderings.

### Reading

In Year Two, students have been continuing to investigate the reading comprehension strategy of visualising. The students have been listening to a range of texts and then drawing and writing about what they are visualising in their minds. Visualising is important especially if books do not have pictures, it is up to us to use the author's words to imagine what is happening in the story, what the characters look like and the how the setting is described. Students have been examining visualising through their five senses of see, hear, smell, taste and touch. On Fridays, we have been continuing our Reader's Theatre, where in groups, students practise reading a text aloud and then perform it in front of the class. This allows students to practise their reading fluency, expression as well as focus on practising their reading goals.



## NEWS FROM YEAR TWO

### Writing

In Year Two, students have been building on procedural texts and looking further into how to write their own following the structure of title, goal, method/ingredients, steps and conclusion. This week, students will be creating a stress ball for Halloween, along with assisting to help students with a mindfulness activity on how to get us back into the green zone when we are feeling red or blue. Along with procedural texts, students were able to take part in Book Day on Wednesday 21 October, where they had the opportunity to dress up as their favourite book characters. On this day, students worked collaboratively with their teachers and peers to write their own individual pieces and create a class book. Classes used known books to students as inspiration and allowed students to freely write what they felt connected with the book to assist them in taking ownership over their learning.



### Mathematics

In Year Two, the students have been investigating financial mathematics and the concept of fractions. In particular, in financial mathematics the students have been learning the values of the different coins and notes in Australian currency, how to find the total value of a collection of coins and notes, and how to make up amounts to pay for different items. The students particularly enjoyed playing money bingo, where they were challenged to find the collections of notes and coins equalling different values in a short time. This week the students have been practising the counting-on strategy for working out how much change they should get when paying for their purchases. They began by investigating purchases worth whole-dollar amounts, then progressed to investigating purchases worth dollars and cents amounts. When exploring fractions, we have been looking at halves and quarters, both of a whole and of a collection. We have also brought back an old favourite – Mental Maths Fridays! On Mental Maths Fridays, the students not only have to use all their skills to solve a range of problems, but they also have the chance to demonstrate to their classmates how they solved these problems. The students are encouraged to look at the different strategies for solving the problems, then choose the strategy that is most efficient for them.

### Reminders:

- Please make sure to drop off and pick up students at the correct gate. Year Two students enter and leave the school from the pedestrian gate near the school carpark on Carrick Street. Siblings however may enter and exit from the same gates.
- Please make sure that students starting at 8.45 am arrive on time.
- Please remind your child of the importance of good hygiene practices – washing their hands, sneezing/coughing into their arms, not sharing food, etc.

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.

Students have transitioned well to onsite learning and have settled back into their classroom routines. We are all looking forward to having an uninterrupted Term Four where some fantastic learning can happen. Over the last two weeks, classes have begun to practise their Christmas Carols and are excited about decorating their Christmas doors later in the term.

### Inquiry

We are coming to the end of our fifth Unit of Inquiry, 'How the World Works'. Students have spent time consolidating their knowledge of this unit by creating their own simple machines. One activity which was a lot of fun was the creation of catapults. Students investigated the simple machine, 'levers' and were able to design and build a working catapult. To finish the unit, students have been applying their knowledge of forces and simple machines to complete a design challenge where they have been tasked to design a rollercoaster that uses at least two simple machines. Students were introduced to the design process and have utilised their critical and creative thinking skills to design solutions to a problem. Students will now use their digital technology and coding skills to create their designs on Minecraft Education.

In Week Five, Year Three will move onto their final Inquiry unit for the year under the Transdisciplinary Theme, 'Sharing The Planet.'

### Reading and Writing

It was great to see so many students dressed up as their favourite characters for book week. All Year Three classes created a writing piece which innovated on a text read aloud to them. A text innovation allows the students to use the structure of a given text and change elements such as the setting or characters to create their own original story. Students in 3A used the text, '*If Kids Ruled the World*' by Linda Bailey. They had fun creating their own titles and stories to match. All the stories will be collated and made into a class book.

Here is an example of a great piece of writing by Maya Niven.

### IF MAYA RULED THE WORLD...

#### IF MAYA RULED THE WORLD...

She'd make all the school supplies/stuff for free and you wouldn't need to ask the teacher for pencils, erasers, red pens, and rulers. Imagine...an endless supply of pencils, you will be a great writer in no time!

#### IF MAYA RULED THE WORLD...

She'd give robux vouchers away to random people and friends. You will be able to have as many as you please!

#### IF MAYA RULED THE WORLD...

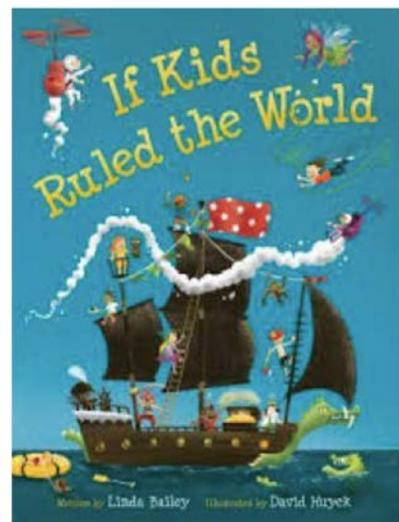
She'd give away free Lamborghini cars. Imagine going up to a stranger and saying, "Hey! Here's your free Lamborghini!". The look on their faces would be priceless.

#### IF MAYA RULED THE WORLD...

She'd ride around and deliver free ice-cream cones to every house on every street. She wouldn't be tired because she would have an ice-cream catapult. She would catapult the scoops straight into your mouth. Make sure you are ready! It will hit you as fast as a lightning bolt.

But, best of all, if Maya ruled the world, the universe would be a kind, caring and joyful place.

I could go on for hours...but that's the end!



## NEWS FROM YEAR THREE

### Mathematics

In Mathematics, students have been exploring two-dimensional and three-dimensional shapes and describing their properties. Students have made connections to real life by examining where shapes are used in the school environment. Over the next few weeks, students will be focusing on fractions and number including number patterns, place value, division and multiplication.

### Wellbeing

In Wellbeing lessons we have focused on the concept of developing respectful relationships. Students participated in open class discussions on what respect looks, sounds and feels like. They were encouraged to critically think about people they respect in their lives and the reasons why.

Grade Three students have also further developed their understanding of how to be cybersafe and responsible digital citizens. They were introduced to fundamental cyber safe rules they should remember to follow whenever they are online. Students created posters on cybersafe rules they agreed to follow for themselves. Upon completion of the lesson students discovered the importance of seeking guidance from trusted adults if they feel unsafe or uncomfortable online or if they experience cyberbullying. Throughout this term we will continue to unpack ideas such as privacy of information, password sharing and safe searches.

### Important Reminders:

- **Hats:** Term One and Term Four are hat terms. Please ensure your child brings a clearly labelled hat to school every day.
- **iPads:** As students are preparing their portfolios for three-way conferences, please make sure your child is bringing their fully charged iPad to school every day.
- **Water bottles:** As the drink taps are out of operation in Term Four, students are encouraged to bring a water bottle to school every day. There are water tanks in classrooms where students can refill their bottles if they are empty. This is particularly important as the weather heats up.
- **Books:** If students have any schoolbooks or stationery remaining at home after remote learning, we kindly ask that they please be brought back to school as soon as possible.

*Kind regards,*

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



# NEWS FROM YEAR THREE



# NEWS FROM YEAR FOUR

Dear parents and carers,

It is so great to have students back at school. This week we continued working on our fifth Unit of Inquiry. In Maths, students were investigating equivalent fractions and number lines. In Writing, we were continuing our narratives looking at point of view. Students also were working in reading groups improving their reading skills by collaborating with their peers and discussing the author’s purpose.

Performing Arts started back again with students engaging in all discipline areas on a rotation basis. Some students have been participating in drama/music and dance extension which will be part of our end of year production. It is great to see students being balanced and able to take on more responsibilities.

### Goal Setting

The Year Four students have been continuing with their goal setting from remote learning. Goal setting is to direct students and give them ownership and responsibility for their learning. Students have been selecting goals they want to achieve selected from the continuum for Reading, Writing and Mathematics. They have created a goal plan where they show strategies on how they will achieve their goal.



### Book Day

On the October 21 we celebrated Book Day. Students dressed up as their favourite book character. Teachers and students participated and got involved with this wonderful tradition.



**Reminders:**

- Bring headphones to school.
- Bring MacBook charged each day ready for learning.
- Hats are needed for outside play
- Bring a drink bottle to school.

**Dates to remember:**

- Curriculum Day - November 2
- Melbourne Cup - November 3
- Three-way Conferences - Week 8 (Dates to be announced)

## NEWS FROM YEAR FIVE

# BOOK WEEK

It was a celebration of all things literature as the students of Year Five came together for Book Week 2020. Our creativity was on display, as our students dressed up as their favourite fictional and non-fictional protagonists, antagonists, heroes and villains.

Throughout the day, the children developed an innovation on a text, whereby they were presented with a text, identified the language elements, features and structures, then created their own version of the text.



The students of 5A read *What do you do with an idea?* A picture story book written by Kobi Yamana, that explores how an idea can come to you at any moment, but what would you do with it? An inquisitive boy in the story *What Do You Do With An Idea?* thinks that the remarkable idea that comes to him is as strange and fragile looking as an egg—an egg with legs and a crown on top. The students responded to the literature using inspiration from the text to create their own text innovation, then used pastels to create their own artwork to accompany their text. Our published book can be found in our class library.

The students of 5B read Bob Barner's *The Day of the Dead*, a bilingual picture story book examining one of South America's cultural celebrations. Students rewrote their own piece, focusing on a cultural event or tradition important to them. In keeping with the bilingual feature, students translated their pieces into many different languages, from Spanish to French and Korean.

The class of 5C read *I Am Australian Too* by Mem fox. The class reflected on their own heritage and Australian story and wrote their own version of the text, utilizing the structure and features of the mentor text. 5C students shared their pieces with each other and collated all of their works to create a whole class shared cultural story.

The class of 5D read *Fire* written by Jackie French and Illustrated by Bruce Whatley. *Fire* is inspired by the bushfires that have affected many Australians. Students were able to make connections to this story after witnessing the devastating bushfires that occurred all over Australia last summer. After reading the text, students wrote Found Poems as they explored visualisation techniques to influence how they would feel if they experienced a bushfire firsthand.



## NEWS FROM YEAR FIVE



## NEWS FROM YEAR SIX

### **Unit of inquiry:**

*Transdisciplinary Theme: How we organise ourselves*

*Central idea: Societies govern in many ways to create a decision making structure.*

### **Inquiry:**

Year Six students were shown a short video clip detailing the process of how a bill is passed and becomes a law. Students were given agency over their learning by proposing a new law to be enacted in the classroom. The classrooms' Upper House and Lower Houses are going to debate the merits of each of these laws. If successful, Year Six teachers will consider some new changes to the way they operate their classrooms.

### **Literacy:**

In Writing this term, we are continuing with our explanation writing pieces. With our Unit of Inquiry relating to Government Systems, we have been inquiring into and publishing a writing piece on how a bill becomes law within Australia. We are working hard towards developing our note taking skills as we prepare for secondary school next year.

### **Mathematics:**

As we end our Unit of Inquiry, we are also wrapping up our maths unit which focussed on Number and Algebra. This has involved revising our mental strategies for the four operations (addition, subtraction, division and multiplications) and using them in a range of complex algebraic equations. Students have been able to apply the rule of BODMAS to equations and challenge themselves to create their own equations for their classmates to solve. These skills have led students to be able to understand how to solve equations when there is a letter that replaces a number in an equation.

### **Reminders:**

Due to the timetable change, we now have recess at 11am. We would encourage all students to bring a piece of fruit so we can have fruit breaks during our morning learning time. Students should also bring a water bottle to school.



Year Six students with their law proposals for change in the classroom!