

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

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

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

24 to 26
November
Three-Way Conferences

Thursday 17 December
Last Day of School for
students;
early dismissal at 1:30pm

Friday 18 December
Curriculum Day-student free
day

A NOTE FROM LEADERSHIP

Dear Saltwater Families,

We are now just over half way through an eventful Term Four, with five even more action packed weeks ahead of us!

To bring closure to the end of a challenging year, we have many events planned to celebrate all the hard work and effort our community has demonstrated as well as the resilience they have shown.

Our End of Year Production is only one week away and has taken on a new and exciting format this year as we move to a virtual platform. We are so excited to see what the Performing Arts Team have created along with the students involved and are sure this will be another event to be remembered!

Our Three-Way Conferences, held later this month, will be a wonderful way for students to showcase their learning throughout this last semester. Please see further in the newsletter for details regarding booking a time to participate in this remotely.

SALTWATER P-9 COLLEGE NEWSLETTER

Saltwater Chess Team

The Saltwater Chess team competed in the KU Victorian Primary Schools Chess State Finals on the 20th October, once again qualifying for the National Finals. With exactly the same team as last year, Saltwater improved greatly to qualify in a higher position this year. The four Saltwater students who participated on this team are **Rheyansh Annappureddy, Angus Walsh, Max Walsh and Ryan Yang**. The whole team put on an amazing performance, especially considering they were up against mostly older and more experienced players with teams of as many as 21 members! In addition to their fantastic team result, six year old Rheyansh was unbeaten, scoring 8.5 out of 9 and finished overall 1st, scoring higher than any other primary school player in the competition. Coach Phil Minichelli, is confident that the team will do well again, in this year's National Finals also, to be held at the end on November. Congratulations to all!

Diwali

We would like acknowledge anyone celebrating Diwali this weekend. Diwali is the five-day festival of lights, celebrated by millions of Hindus across the world. Diwali, which for some also coincides with harvest and new year celebrations, is a festival of new beginnings and the triumph of good over evil, and light over darkness. During this time people will greet each other by saying, "May your life be filled with colours and lights of happiness."



Three Way Conferences

We will be holding our Three-Way Conferences over three evenings from Tuesday 24 to Thursday 26 November, from 4:30pm – 8:40pm.

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

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

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

Please note that it is crucial for every family to make a booking and to participate and support their child's learning. Your children will also need to be present during the conference as they will be showcasing their learning.

Specialist teachers and Performing Arts instructors will also be available over these three evenings should you wish to book in. You can book this via the same link and code as per the classroom teachers.

Angela Bervanakis

Assistant Principal

SALTWATER P-9 COLLEGE NEWSLETTER



The End of Year Production will be released online next Friday the 20th November at 7pm!

This year, the production will be released as a phenomenal feature film - *The Dreamwalker*.

Crafted by our Performing Arts Team, *The Dreamwalker* showcases the incredible singing, dancing and acting talents of our Performing Arts Extension students. The story follows a child's journey of reflection through the challenging and extra-ordinary year that was 2020. *The Dreamwalker* sits somewhere between *Wonka* and *Wonderland*, offering an exciting journey and a much-needed message of hope for the future.

Students and families are encouraged to organise watch-parties from home to really make the most of this incredible experience. To watch the countdown, follow the link below or scan the QR code with your smart-phone camera to be taken directly to the YouTube LIVE platform. Depending on your home set-up, you may be able to stream directly to your big screen for the full effect.

<https://www.youtube.com/watch?v=OnlHenFdxhA&feature=youtu.be>

See you next Friday, get excited and spread the word. Don't forget the popcorn!

**THE DREAMWALKER PREMIERES AT 7PM
FRIDAY 20TH NOVEMBER 2020
AS A YOUTUBE LIVE EVENT**

**PLEASE USE YOUR SMARTPHONE CAMERA
TO SCAN THE QR CODE BELOW FOR A
DIRECT EVENT LINK**



STUDENT WELLBEING

Dear Saltwater community,

This week is NAIDOC Week.

A week where we recognize our history and celebrate our cultural history.



Always Was, Always Will Be.

Always Was, Always Will Be. recognises that First Nations people have occupied and cared for this continent for over 65,000 years. We are spiritually and culturally connected to this country. This country was criss-crossed by generations of brilliant Nations. Aboriginal and Torres Strait Islander people were Australia's first explorers, first navigators, first engineers, first farmers, first botanists, first scientists, first diplomats, first astronomers and first artists.

Australia has the world's oldest oral stories. The First Peoples engraved the world's first maps, made the earliest paintings of ceremony and invented unique technologies. They built and engineered structures - structures on Earth - predating well-known sites such as the Egyptian Pyramids and Stonehenge.

Their adaptation and intimate knowledge of Country enabled them to endure climate change, catastrophic droughts and rising sea levels.

Always Was, Always Will Be. acknowledges that hundreds of Nations and their cultures covered this continent. All were managing the land - the biggest estate on earth - to sustainably provide for their future.

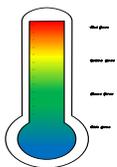
Credit : <https://www.naidoc.org.au/get-involved/2020-theme>

Social and Emotional learning strategies:

We hope you have all had the chance to take advantage of the latest easing of restrictions.

As some of you are aware, Alex and Tom the provisional psychologists currently placed at Saltwater P-9, have been delivering Social Emotional Learning (SEL) for small groups of students who may most benefit from this program. The program has been informed by content from the 'Zones of Regulation,' and has focused primarily on developing a larger emotional vocabulary and recognition of emotions in self and others through research-supported skills for the independent learning of emotion regulation.

A shorthand for this has been depicted through the 'feelings thermometer'. The thermometer illustrates how emotions occur on a scale – with the metric being physical and physiological intensity or agitation. It can be useful to 'check-in' or take your child's 'temperature' at various stages throughout the day. The thermometer is also a useful metaphor when considering strategies that help one 'cool off'.



To facilitate better emotion regulation at home, particularly with more intense emotions, one of the most helpful strategies parents can adopt is 'emotion coaching'. This strategy is typically depicted in 5-6 steps, and a useful description of the process can be found through the 'Aha! Parenting' website: <https://www.ahaparenting.com/blog/the-6-step-process-for-emotion-coaching-when-your-child-is-upset>

Finally, for any interested parents, a free parenting webinar, 'Encouraging better behaviour in children', hosted through www.raisingchildren.net.au, will be held on 17 November at 8:00pm. A recording will also be made available for registrants who are unable to view the webinar at that time:

<https://raisingchildren.net.au/guides/podcasts-and-webinars/webinars/behaviour>

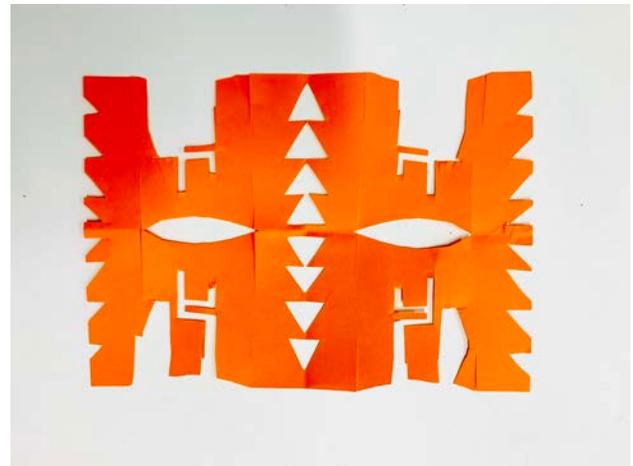
Parent Support: A very worthwhile support program for parents. The Triple P Parenting course is currently available for free online (whereas it's normally \$80): <https://www.triplep-parenting.net.au/vic-uken/get-started/online-parenting-course-toddlers-to-tweens/>

We hope these resources may prove helpful, and that you are all finding some well-deserved respite at the tail end of this rollercoaster of a year.

Elle Ryan

Wellbeing and Engagement Leading Teacher

VISUAL ART NEWS



Yet another fortnight has flown by with students busily creating in the Art studios. The last two weeks have seen our young artists be open-minded and deep dive into two very important cultural experiences shared across the globe.

We commenced with the Spanish cultural festivities focused on Dia de los Muertos (Day of the Dead). Students were thinkers in unpacking the significance of this event to Spanish communities around the world and had the opportunity to create their own contribution to our Ofrendas. Students were risk-takers in making marigolds from tissue paper, paper flags using cutting techniques as well as decorating the traditional face of Dia de los Muertos – the skull.

This past week we have had our middle and senior year levels focus on the commemoration of Armistice Day or more commonly referred to as Remembrance Day. Students were caring while we unpacked the significance of the day as well as the reason we wear the traditional poppy. Students then had the chance to create their own version of poppy using a choice of materials including: oil pastel, soft pastel, water colour paint, tissue paper and coloured paper.





VISUAL ART NEWS



SPANISH NEWS



Hola Saltwater Community!

Bienvenidos a la semana 6 – Welcome to Week Six

Year Three to Five have been continuing on with our novel ‘Capybara con Botas’. It would be of great benefit if students could go onto the Spanish page in SchoolBox and practise reading the chapter we are studying and play Quizlet to practise new vocabulary.

Prep to Year Two are creating a unique character together and then writing a narrative about the class character. This ties in beautifully with their class work! Here are some examples of class characters thus far. You can ask your child if one of these is their character.



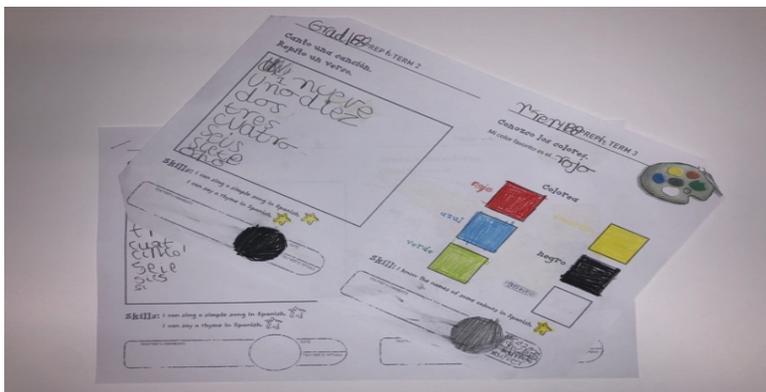
Students in Year Six are having more formal classes with activities ranging from:

- Games and songs
- Story time and videos
- Reading and Writing Spanish words
- Writing short sentences to communicate and find information about their peers.

Our younger students continued practising Spanish using some basic words, greetings and songs to have fun and increase their Spanish vocabulary. We also played games and use Spanish songs to review colours, numbers and basic Spanish sentences.

Congratulations to our Spanish learning community for your continued efforts in Spanish at Saltwater P-9 College.

Señora Anna y Señor Pastén



PHYSICAL EDUCATION NEWS

It has been a busy few weeks in the PE department with all students across the school focusing on developing their kicking skills. Students have also been learning new warm-up games and activities during their lessons which also aim to improve specific skills whilst competing against their classmates and having fun.

All students across the school have been focusing on soccer over the past few weeks with a particular focus on passing and ongoing practice on their dribbling skills. The students have been learning that to make an accurate and successful pass in soccer they must pass the ball with the inside of their foot. Students in the upper years have also been focusing on body shape and trapping the ball in order to have success with both passing and receiving the ball.

Students in Prep have been learning new tagging games including 'Toilet Tiggy' and 'Elimination', whilst students enjoy these fun games, they also provide students an opportunity to practice and develop key skills such as running and dodging. Students in Years One to Six have been learning a new game called 'Clean Up the Yard'. This game primarily focuses on students throwing skills, however students in Years Five and Six have adapted the game and played only using their feet. This gives students another opportunity to work on and improve their kicking and ball control skills in a real game context.

We would like to inform students and parents that trials for the 2021 swim team will be held in the coming weeks. We have a provisional date booked for Tuesday 1st December from 12:00 – 15:00 at Saltwater Swim School. Trials will be open for students who are currently in Years Two to Five and we ask parents to only consider students who are proficient swimmers as this is for the school's swim team. This is currently only a provisional date and a note will go home to all interested students in the coming weeks when this date has been confirmed.

We would also like to remind 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



VISUAL COMMUNICATIONS NEWS

During the final semester students in Year Five and Six have been crafting a final piece of work that will be submitted and showcased during graduation night.

The topics to be explored are that of self portrait (modern day selfie) and design principles (symmetry, continuity and frame within a frame). In comparison to previous class tasks, students have been conducting research and developing processes through trial and investigation that will lead to the final product.

A select group of students in Year Five have come up with a concept of creating a platform to enable students in Year Five and Six to showcase their portfolios.

Normally around this time students will be preparing for their upcoming exhibition, however due to Covid restrictions students have come up with other creative ways to display their work. The website which has been developed and designed by students will be available for public viewing on graduation night which is 9th of December 2020.

We look forward to the launch of the website.

Jayme Saleem
Visual Communications

INTERVENTION NEWS

What a busy and productive period we've had in Intervention over the past few weeks! Students have begun setting and working towards achieving both group and individual reading goals and have shown commitment and enthusiasm along the way.

Each group has been focusing on two goals. One being a letter and word work goal and the other being a reading comprehension goal. This has encouraged students to build their phonics and spelling skills, along with their ability to understand and think critically within, about and beyond the text.

Some of the goals students have been working towards are:

Letter and Word Work Goals:

- Solve words using letter sound analysis
- Make and break words that contain phonograms with a double vowel pattern
- Break apart two syllable words
- Use words with consonant clusters that blend two sounds
- Add inflectional endings to words to make new words

Reading Comprehension Goals:

- Express opinions about a character
- Recall a series of episodes and events in sequential order
- Remember important information about a text
- Express opinions about the characters in a story
- Infer some obvious character traits from the story and pictures

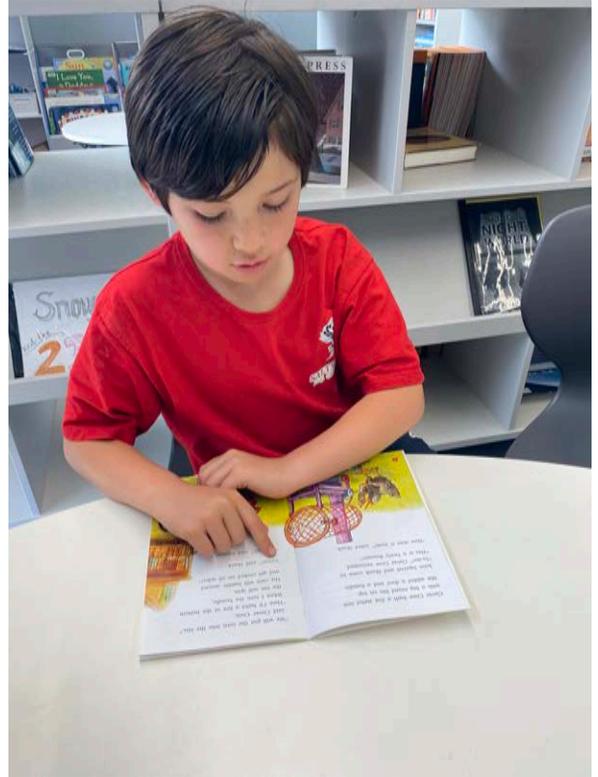
Along with this, students have also been focusing on unpacking vocabulary within the text to allow them to fully understand what they are reading and to make meaningful connections. Since returning to face-to-face learning, students have shown significant growth in their confidence and in their ability to discuss and articulate their thinking before, during and after reading.

As we progress throughout the term, our Intervention team will continue to build upon students' prior knowledge, teaching to students' specific point of need by setting goals and scaffolding students to allow them to be challenged and to succeed to their full potential.

Rachael Cunningham

Intervention Teacher

INTERVENTION NEWS



Writing about Reading ^{6/11/2020}

Goal: Express opinions about characters in a story.

1. Clever crow is helpful because she built a Twirly Roaster for Skunk.
2. Clever crow is smart because she always comes up with ideas.
3. Clever crow is kind because she always helps people.
4. Clever crow is caring because she tries to make her friends happy and laugh.



NEWS FROM PREP

Halloween Dress Up Day

On Friday the 30th of October students were invited to come to school dressed in their Halloween costume. The excitement was palpable as all manner of spooky creatures came through the gates.



NAIDOC Week

We celebrated NAIDOC Week, acknowledging the history, culture and achievements of Aboriginal and Torres Strait Islander people in our classes. The Preps were introduced to *'Dreamtime Stories'* as the traditional Aboriginal stories behind creation. They thoroughly enjoyed the story of *'The Rainbow Serpent'* which explains how mountains, valleys, rivers and lakes were created. We look forward to sharing more Dreamtime Stories in the upcoming days.

Remembrance Day

On Wednesday the 11th of November, we commemorated Remembrance Day. We talked about the meaning of the day and the Prep students were encouraged to remember the members of the armed forces who have died in the line of duty. They made a poppy and created a class wreath. Students also wrote about the importance of the day and how it is commemorated.

Mathematics

In Mathematics, our students really impressed us by participating in Maths testing and being risk-takers when they approached the tasks and questions asked by the teacher. We have been working on enhancing our addition and subtraction skills by using different tools such as ten frames, concrete materials and number-lines to solve the problems. The students have to be commended for completing an addition think board task, where they were being knowledgeable and showed what they know about addition when applying their understanding by solving problems. Students have been working on the subtraction strategy of counting backwards and using tools such as drawing pictures and number-lines to solve subtraction problems. Also, students have engaged in place value tasks, which they will further explore and enhance their number knowledge. It is great to see the students practising their number goals every day by using tools such as a number chart or counters.

NEWS FROM PREP

Reading

In Reading, the Preps revisited Text-To-Self Connections and were introduced to Text-To-Text Connections. Sometimes, the story or text reminds the reader of something in their own life. When readers connect to a text in this way, we say that they have made a Text-To-Self Connection. Text-to-Text Connections are made when readers connect one text to another, comparing characters, setting or events from the two stories. The Preps enjoyed making Text-To-Self and Text-to-Text Connections while reading fairytales. They understand that great readers stop and think while they are reading, making connections that help them to better understand the text.

Students were introduced to syllables as the beats in a word. They had fun clapping out the syllables of their classmates' names and interesting words from books.

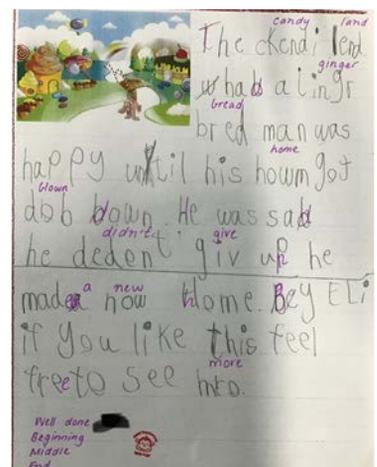
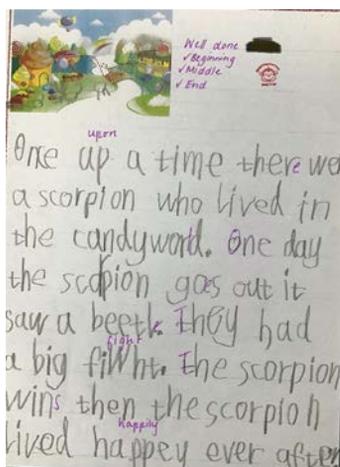
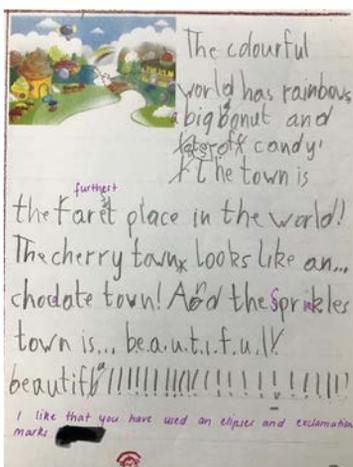
The Preps have been demonstrating their understanding of a text by retelling their favourite fairytales, talking about what happened at the beginning, middle and end of the story.

They were encouraged to recall the characters, setting and big events in the story.

As a class, students used the 'Somebody-Wanted-But-So-Then (SWBST)' strategy to summarise well known fairytales. Using the SWBST model, students were able to identify the main ideas, recognise cause and effect relationships, make generalisations, identify differences between characters and consider various points of view.

Writing

In Writing, the Preps have continued to develop their understanding of narratives focusing on the correct structure. This includes the beginning, where the characters and setting are introduced, the middle, where there is a problem and the ending, when the problem is solved. Students have been given opportunities to write their own narratives and they have produced some creative stories, with and without the use of picture prompts. The Prep students will now begin to explore the process of drafting, editing, revising and publishing a narrative. We can't wait to see the end result!



Reminders:

- iPads are to be brought to school each day, fully charged.
- It is expected that students complete at least ten minutes of independent reading at home each day.
- In accordance with the school's SunSmart policy, hats are now to be worn outdoors.

NEWS FROM YEAR ONE

Dear Year One families,

How fast time flies! We are already past the halfway point of our final term. Since the return to school, students across all of Year One have displayed some very principled behaviours in the way they have transitioned to the changes this year.

Unit of Inquiry

In Inquiry, the Year Ones are further developing their conceptual understanding of our Central Idea, '*The migration of cultures shape and develop societies around the world,*' by unpacking our Central Idea in small groups and exploring our two Lines of Inquiry. Students have been discussing and reflecting upon what makes up their own culture, through guiding videos and rich peer discussions. The Year One students are now moving onto what 'migration' means and how Australia has been influenced by different cultures that have migrated from all around the world. They were able to converse and discuss where their families come from. Some were even able to share the reasons behind their family's migration. The Year Ones have been so proud to share and discuss where their family comes from and share their personal culture.

Reading

In Reading, the Year Ones have begun to look at 'retells' in connection to their narrative writing unit and the Unit of Inquiry. They have begun exploring the different elements of a narrative text looking at the characters, setting, problem, solution and other events. Students have been able to retell the main parts of their text when sharing their work with the class. In each class, the Year Ones have also enjoyed using decoding strategies to aide in their reading in both Guided Reading sessions as well as in their individual reading time.

Writing

In Writing, the Year Ones have continued to explore narrative writing by looking at the different elements of a narrative - title, orientation, problem, sequence of events, climax and solution. Students have been building upon their understanding of narratives by continuing to create characters and settings to develop their understanding of an orientation. The Year Ones are now creating unique and descriptive sizzling starters to engage and entice the reader. Students have been exploring the effective use of adjectives and onomatopoeias to provide added detail to their orientation.

Mathematics

In Mathematics, the students have started their final unit, exploring place value and operations. The Year Ones have been working in groups to generate their own numbers to reinforce their conceptual understanding on number and place value, whilst trying to make authentic links to addition and subtraction by expanding their numbers. Students have been able to use their communication skills when explaining their understanding both in small groups and whole class discussions, refining and improving their number fluency.

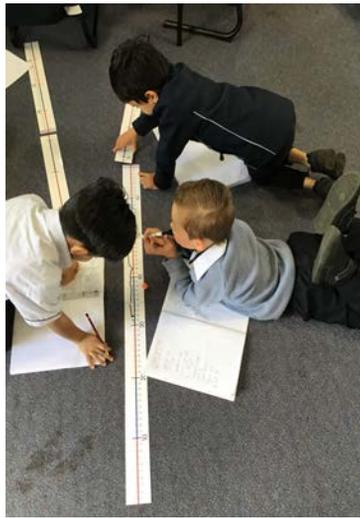
Just a few reminders as we head into the middle of this term:

- 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 **EVERYDAY** and be fully charged.
- Any children who are ill or present ill like symptoms **should not** attend school.
- This term students **MUST** wear hats.
- If your child has misplaced any of their uniform, please 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,

What a fortnight of teaching and learning! To begin with, we are super excited about how great the Year Two Book Week text innovations turned out! We now have five awesome new books in our class libraries. These books are hot property, with the students eager to get their hands on them each morning ready for independent reading time! The students also demonstrated how knowledgeable they were again last week when completing their instructional level reading tests, spelling tests and practice NAPLAN tests. The data from these assessments not only shows us just how much the students have grown academically through the year, but helps to inform their next steps for the remainder of this year and ready for the start of next year. The principled and enthusiastic manner with which the students approached the assessment also showed us just how much they have grown and matured as individuals this year too! Given all the challenges thrown their way this year, the students have continued to impress us with their resilience and optimism!

Unit of Inquiry

In Year Two, the students have begun investigating their final Unit of Inquiry for the year. The Transdisciplinary Theme for the unit is 'Sharing The Planet', and the Central Idea 'Understanding how humans use and dispose of resources impacts on the environment'. After initially engaging with the topic through a series of provocation videos, the students expressed wonderings related to concepts such as the types of litter found in the community, who was responsible for it, and what effects this litter is having on the local and global environment. The students were excited by ideas such as exploring how we could reuse wasted resources to make new things and what we could do to save animals from being hurt by litter. One worry that many students expressed was, "What happens to the world if we don't change things?" Following on from the students' wonderings, we have begun planning a survey in Mathematics this week to find out what types of litter are found at Saltwater P-9 College, how much of it there is, and who is responsible for it. They may then go on to investigate what impact this litter is having on the local and global environment.

Reading

In Year Two, the students have focusing on practising their reading goals during their independent reading time. These reading goals have been derived from the reading testing that the students have been undertaking. As a Year Two cohort, we have been amazed by the significant reading progress that students have made, as the students have been reflecting on their reading from the start of the year until now. Each day, the students listen to a variety of texts being read by their teacher aloud and having their reading goals modelled. For example, Reading with expression, stretching out unknown words and re-reading a sentence for clarity. In addition, the students have been focusing on building upon their reading stamina. Each day, students should be reading for at least 20 minutes a day. The students have demonstrated that they are capable of reading for 30+ minutes a day, which is wonderful!



NEWS FROM YEAR TWO

Writing

In Year Two, students have been continuing our focus on procedural texts. The students created their very own Halloween stress balls made from balloons and rice. They made their stress ball first and created a time lapse of the process on their iPad. The next day the students developed a procedural text, outlining the materials and steps they went through to make their stress ball.

Mathematics

In Year Two, the students have been working on their Mathematics goals of skip counting daily as a warm-up, along with looking at fractions and additive thinking. Students have been looking into what a half and quarter is, not only as a simple fraction, but also when it comes to collections of objects/items. Some examples that students looked into was splitting the class into half and quarters and showing a quarter of a collection of paddle pop sticks, counters and other mathematic resources. This week students will begin multiplicative thinking where they will begin with looking at different arrays, how to represent multiplication in an array and gain an understanding of how multiplication is simply repeated addition. Students are learning that an array is a way that we draw out multiplication facts, representing groups of. For example: $4 \times 2 = 4$ groups of 2.



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.
- Please remind your child to bring a full water bottle and their hat to school each day, especially as the weather is getting warmer.

Kind regards,

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

NEWS FROM YEAR THREE

Dear Year Three families,

What a fantastic two weeks of learning we have had in Year Three. Over the past week, students sat their NAPLAN post-assessments which are used to gauge student growth in areas of Reading, Numeracy and Language Conventions. As a teaching team we have been so impressed by the growth students have made in their learning this year, especially considering all the challenges 2020 has brought. We look forward to sharing this data with the community over the coming weeks.

Unit of Inquiry

Students have now started their sixth and final Unit of Inquiry for this year, 'How The World Works.' Under this Transdisciplinary Theme, students will investigate the Central Idea, 'Systems of living things may be complex yet fragile.' As part of the provocation for this unit, students watched 'A Life On Our Planet' by David Attenborough before completing the Visible Thinking Routine 'Circle of Viewpoints.' This task allowed students to consider the different perspectives on environmental issues including that of the animals, Governments and David Attenborough. Below are examples of student responses. Students will now continue to explore different organisms, their habitats and diets as well as the adaptations they have made to respond to changes in environment.

I am thinking about our planet from the perspective of a Great White Shark. I think my species will soon be extinct because my friends are dying. I am also getting very hungry because there are less fish left in the sea. A question I have is: Why is our species facing these challenges?

Johan 3C

I am thinking about the melting arctic from the perspective of a Polar Bear. I think that my species will get tired and will not be able to rest because the ice is melting and we have fewer resting places. A question I have from this viewpoint is: Will our ice ever come back?

Arhaan 3C

Reading

In Reading, students have been revisiting text comprehension and understanding the meaning of texts, including the author's message. Students have been focusing on using their prior knowledge in conjunction with text clues to infer their meaning. They have been broadening their knowledge of texts from not just written books but also images, comics and short animations. As always, we strongly encourage students to continue reading every night for at least 15-20 minutes using a book from home, PM Readers, Epic, ReadWorks or Kids News.

Some questions to help guide your child's comprehension include:

- Who are the main characters in the text and what role do they play?
- What were the problems in the text and how were they resolved?
- What do you think will happen next?
- What do you think the author's message was in the text?
- Would you recommend this text to someone else? Why?

Writing:

In Writing, students will be starting a unit on information texts and reports which will be heavily linked to our Unit of Inquiry. In Inquiry, students will be developing their research skills as they consult a range of resources and gather information on an organism of choice. They will then use this information in Writing to produce an information report and later an advertisement providing ways to take action on environmental issues.

NEWS FROM YEAR THREE

Mathematics:

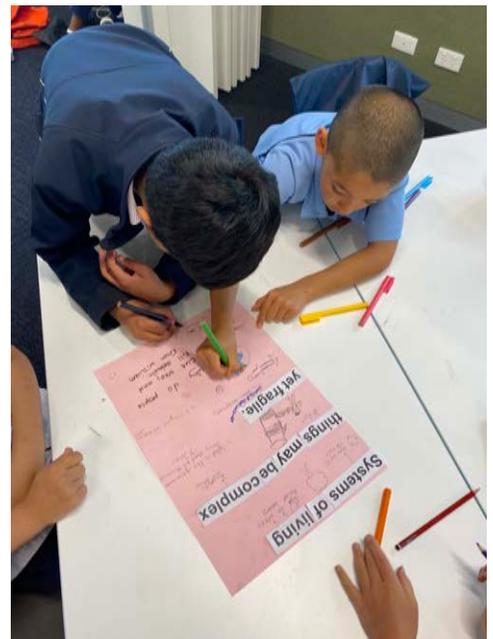
In Mathematics, students will be consolidating their number skills as we shift our focus to Multiplication and Division for the remainder of Term Four. In multiplication, they will be working on understanding the strategies behind the problems and building fluency in answering sums under a time limit, known as the three-minute challenge. Students will be provided with additional multiplication quiz sheets to bring home and practise to help consolidate this knowledge.

Important Reminders:

- **Hats:** Term One and Term Four are hat terms. All students must be bringing a wide brimmed hat to school to wear during recess and lunch. Please ensure the hat is clearly labelled.
- **iPads:** As we prepare for three-way conferences students **must** be bringing their iPad to school fully charged, daily. All loan devices from Remote Learning must be returned to school and kept in the classroom. Students will still be able to use these devices during the day but are unable to bring them home.
- **24th – 26th of November:** Three-way conference dates. More information to be released shortly.

Kind regards,

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



NEWS FROM YEAR FOUR

Another fortnight has come and gone, and the Year Fours are still here working strong! This has been an eventful couple of weeks with students delving into new units and stealing the show with their creepy Halloween costumes.

How The World Works

In our newest Unit of Inquiry (and our last for the year), students have begun exploring the role of ethical standards and scientific reporting in science experiments and investigations.

Student feedback on this unit has already been overwhelmingly positive. The children are loving the many hands on learning experiences, the critical thinking challenges and the opportunities to embrace their curious inquirer side.

Holiday Celebrations

On the 30th of October, students were permitted to celebrate Halloween and many came decked out in their scariest costumes and face paint.

December is weeks away but the Year Fours have already been working hard on their class Christmas carols. Each class has chosen a festive song to perform in front of the camera. Lyrics are being memorised, harmonies are being practised and dances are being choreographed. We cannot wait to share the final product with you all!

Mathematics

We have now completed our fraction and decimals unit. The Year Fours have reflected on their progress towards achieving their fractions goal as well as both teacher and peer feedback on their conceptual understandings.

We have just recently started our new maths unit on angles, and students have been immersed in differentiated experiences on what angles measure, estimating angles, formally measuring them and problem solving using angles knowledge.

Literacy

We continue to support students in developing their identities as authors in our weekly Writer's Workshop classes. Writing extension classes for Years Four, Five and Six are being conducted each Monday, and selected students from each class have been developing their vocabulary skills.

In coordination with our new Unit of Inquiry, we have begun looking at the structure and purpose of scientific reports. This includes outlining the aim, required materials and method of a science inquiry experience, forming a hypothesis, recording results and making conclusions.

NEWS FROM YEAR FOUR

<p>Aim</p> <p>Investigate what happens when you put a balloon into a candle flame.</p>	<p>Hypothesis / Prediction</p> <p>I think it will take a while for the water balloon to pop, with the air balloon not taking as long. It should be easy to understand my thinking; Water combats fire, and fire combats air.</p>
<p>Materials</p> <p>Balloons x2 Candle Water Matches Timer</p>	<p>Method / Procedure</p> <ol style="list-style-type: none"> 1. Blow one balloon with air about the size of a stretched out adult hand. 2. pour a small amount of water into a second balloon than blow it up (with air) to the same size as the first (stretched out adult hand.) 3. fill a third balloon with water only until it's the same size as a mango. 4. Light the tea candle 5. Slowly lower the first balloon (air only) onto the flame. Use a stopwatch to record how long it takes to pop. 6. Repeat this process with the second and third balloons.
<p>Results</p> <p>Airballoons: 21 seconds to pop Part water part air: 2 mins Waterballoon: Never popped</p>	<p>Labelled Diagram</p>
<p>Conclusion</p> <p>Water absorbs and held onto heat much better than air. When there is no water, the heat is not absorbed and so it weakens the balloon material until it breaks.</p>	

PROBLEM:
We know how to use MAB to visually represent the value of whole numbers, but we don't have a manipulative (movable resource) at our school to help students understand the value of decimal numbers.

TEAM 2

Allegra, Ivy, Laiba, Charlize

Team 2 Design Sprint Maths Manipulativ...
by Queen Bee Empowered
YouTube

2 comments

Sarah Borracci 11d
This is a great resource for developing an understanding of tenths! Good thinking! I'd like to see how this manipulative could be used to represent decimal numbers that include whole numbers like 1.8



NEWS FROM YEAR FIVE

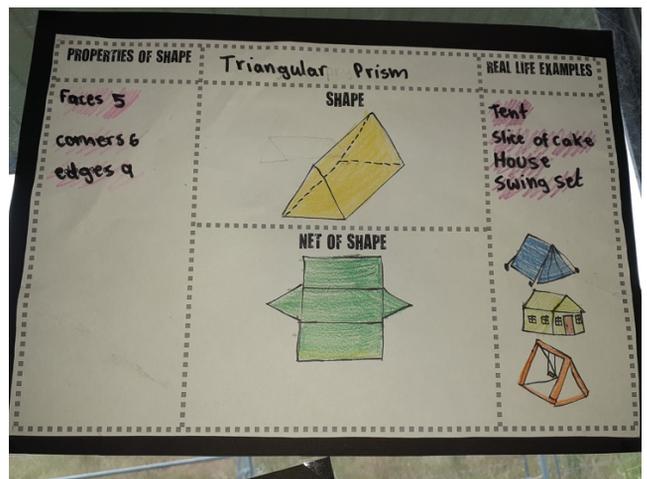
We are all well into face-to-face learning. The challenges of remote learning seem to be in the distant past. Students have embraced learning with a fantastic attitude and an open-mind.

The Year Five students have begun their sixth **Unit of Inquiry**, 'How we express ourselves,' with great enthusiasm. The inquiry has had the students look at different art forms in which artists express themselves. Students have also reflected on what social issues are and what issues are important to them. The next step for our students will be for them to identify an issue they are passionate about and express their view through an art form of their choice.

In **Literacy**, students are analysing poetry. They have researched different poetic devices and identified them in different poems. Students have been knowledgeable when looking for similes, metaphors and symbolism in poetry. Within these poems, students are making text to self, text to text and text to world connections.

In **Numeracy**, students are exploring angles and triangles. They were given a task to construct 3-D shapes. They listed the properties of triangles and have drawn equilateral, isosceles, scalene and right-angled triangles.

With **three-way conferences** approaching, students are busy preparing their portfolios that they will be sharing with their families. We are encouraging them to choose pieces of work that they are proud of and present them as a journey from the draft to their finished product.



NEWS FROM YEAR SIX

Unit of inquiry: How We Express Ourselves

Inquiry

Year Six students have begun working on their final Unit of Inquiry based on the Transdisciplinary Theme, 'How We Express Ourselves'. This Unit of Inquiry will require students to introspectively look at themselves and reflect on what is important to them as individuals. They will 'Take Action' by completing a 'Passion Project', which will allow them to connect on a deeper level with their inner core values and beliefs. Children were provided with a provocation last week, which was a series of several recorded interviews of their peers, teachers and school leaders. These interviews involved questions designed to illicit a deeper level of response from the interviewees, such as, *'What advice would you give your Year Six self, knowing what you know now as an adult?'*

Literacy:

Students have just finished exploring the features and purpose of explanation texts. After being exposed to a series of informative Webinars in the last month, Year Sixes became familiar and well informed on the process of how a bill is passed through the Senate and House of Representatives to become a law. Students were given opportunities to pass laws in class through 'role play', which assisted their overall understanding of the process and was helpful when they wrote up their explanations for how the process works.

Mathematics:

Year Six students have been busy goal setting, both as a whole class and individually, by looking at our learning continua and identifying areas they need to further develop. Goal setting is a powerful learning process, whereby students are able to use their voice and agency to identify their own goals, thereby taking ownership over their own learning. Year Sixes have just completed a unit of work on BODMAS and Balancing Equations and will be looking ahead next week to working on Measurement and Geometry.

Reminders: Students should be bringing a water bottle to school and wear their hats.



Year Six students engaging online during a webinar from the National Canberra Museum.