

SALTWATER P-9 COLLEGE NEWSLETTER



KEY DATES

Wednesday 9 December
Year 6 Graduation
5:30-8:30pm

Monday 14 December
Swimming trials for Years
2 to 5.

Thursday 17 December
Last day of school for
students;
Early dismissal – 2:30pm.

Friday 18 December
Curriculum Day –
student free day

A NOTE FROM LEADERSHIP

Dear Parents,

With only three weeks left to this term, I think we are all well and truly ready to begin our end of year celebrations and bid the Year 2020 goodbye. Without a doubt this year has been one of the most challenging years of our lives, one that we will never forget. There was a lot of uncertainty around this pandemic that was forcing us to stay at home and learn through channels that were unfamiliar. Our students and teachers were facing the unknown, and it was all feeling somewhat surreal.

Nevertheless, as a community we pulled together and managed to achieve the unachievable. We worked through every challenge, managed to find a solution and chip away at hurdles that lay in front of us.

I must say that I am very proud of our students, teachers and families for dealing with the remote learning period with a can-do attitude and giving it a go with determination and perseverance. Looking at our student data, I am pleased to say that our students have made growth in all areas of the curriculum despite the hurdles that we faced during remote learning. So, congratulations to us all. We all deserve huge accolades for a job well done!

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Returning back onsite has had its own challenges, as we work with the students not only on their academic achievements but also supporting them with their social and emotional wellbeing. Connecting back to school and with their peers has been somewhat difficult for some of our students who spent two terms in remote learning without any interaction with their peers and classmates. In some ways, Term Four has been like starting out a brand-new year for some of these students as they learn to rebuild and reconnect their friendships and relationships with each other. And now with three weeks to go, they are once again faced with taking a break from school and restarting a brand-new year with a new group of friends and a new classroom. These constant changes that are out of our control need time for children to adapt to. As we all know, students need routine and structure and a safe and orderly environment to thrive and grow. Unfortunately, this year hasn't been exactly the year for continuity and certainty.

As parents and carers, we do everything in our power to keep our children safe and away from drama, negativity and hardship. As educators we do the same. However, as we continue to talk to our students, we discover that they have been just as affected by the impact of the pandemic and the disruption in their lives as we have. The students expressed their concerns about what was going on. As we started to explore the children's concerns, we realised that we, as educators had a responsibility to help our students understand and deal with the reality that we were facing and help them understand that there is a light at the end of the tunnel.

As a result of this, we decided to base our Annual Production around all of our experiences during this year, but most importantly, embed a message of hope and resilience that we would emerge stronger in the not-too-distant future.

We realised that the journey that we had collectively undertaken this year, that from familiarity to unfamiliar territory and then slowly back towards some sense of normality, very closely resembled the popular three-act narrative structure of 'Voyage and Return'. This structure is prevalent in children's stories such as Alice in Wonderland (Lewis Carroll, 1865), The Wizard of Oz (L. Frank Baum, 1900) and Charlie and the Chocolate Factory (Roald Dahl, 1964). Therefore, we decided to use a mix of classical influences such as these with more modern references in order to highlight the timelessness of this 'Voyage and Return' narrative structure.

I understand that this production has caused mixed emotions amongst our families and community members. As the school Principal, I would like to reiterate that the intention was never to upset children or families, but to reflect on what we have been through and then celebrate our achievements and triumphs. The production was always about hope. Having said that, I would like to sincerely apologise to any families and students who were upset or offended by this year's production.

We as a school pride ourselves in listening to the voice of our students and every single thing that we have ever put in place always comes from a good place and has been implemented for the benefit of our students. Nevertheless, I understand that there may be different perspectives around how people view our intent and may not agree with everything that has been put in place at the school level. I sincerely respect that and will take this feedback on board in the future.



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As educators, we are constantly teaching students to be respectful, kind and caring and to be problem solvers; to display the attributes of a learner who can take on feedback and learn from their experiences. Parents and carers, students and staff all share responsibility for ensuring that Saltwater College is a positive, respectful and safe school environment. Adults have a particular responsibility to be mindful of the way in which we conduct ourselves in and around the school, noting that we are the role models that impressionable students look to. This is clearly set out for all members of our community in the school's Statement of Values and School Philosophy on our website.

Students have an opportunity in circle time at the end of recess and lunch every day to discuss their concerns and any issues that arose during recess and lunch with their classroom teacher. Please encourage your children to bring up these matters with their teachers so that they can be dealt with in a timely manner through those processes.

This is also an opportune time for me to emphasise that my door is always open to discuss any concerns you may have, simply contact the front office to schedule an appointment. There is an appropriate avenue to raise any grievances, concerns or constructive criticism. It saddens me when I hear of efforts to undermine our positive school culture by way of inaccurate or disparaging comments on social media or gossip, rather than addressing concerns with school staff directly. Thankfully, such instances are very rare. Please remember also that although we are all entitled to our own opinions, how we address and deliver those opinions are crucial in ensuring that we have a purposeful and respectful partnership, working together to trouble shoot and come up with a solution.

We urge you to continue to work with us in order to ensure that we can together, build a strong and purposeful community for our students and the wider community. We are a young school that opened its doors in 2019 and we are still working hard to build a highly effective school culture within the Saltwater community. Please remember that this year we were unable to connect as a community as we would normally do in normal circumstances and a normal school year. We often hold many school-based events so that the community can come together and get to know one another in order to create a 'family feel' type of an environment. In fact, events like these are very important, especially in a newly developed school as they create a sense of belonging and provide a community feel.

I am hoping that with the ease of restrictions and as we continue to become a Covid safe school, we can start our community events in 2021. In the meantime, I cannot emphasise enough on how important it is that we as a community have a strong Home/school partnership and work as a united front in order to make our school successful for our children.

I want to take this opportunity to thank all of you who contribute to the positivity of our school community each and every week. Though I cannot thank each of you individually, I wish to assure you that your efforts do not go unnoticed. There are so many examples of the community spirit that resides within the wider Saltwater community that is always inspiring, especially in challenging times.



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Some examples of these are: our dress up days, our student superhero fundraiser and of course our recent efforts with the Scholastic book fair where, with community support, we managed to raise \$3500 to purchase literacy books and resources for your children's classrooms.

I want to express my sincere appreciation for the cooperation and effort put forth by the parents and carers of Saltwater College. We have done this together so far and I am confident that we will continue to create a happy, safe and orderly learning environment for our children and our community in 2021 and beyond.

Kind regards,

Jackie Daniali
Principal

SALTWATER P-9 COLLEGE NEWSLETTER

Croc's Playcentre Hoppers Crossing is collecting brand new Christmas gifts for children with cancer. To find out more about this toy drive you can visit www.koalakids.org. To support this cause Saltwater College is encouraging any family who is in any position to donate to drop off gifts at the front office. The gifts collected will be dropped off at Croc's Playcentre on the 18th of December.



A HAPPY CHRISTMAS TOY DRIVE FOR CHILDREN WITH CANCER

Croc's Playcentre Hoppers Crossing is collecting brand new Christmas gifts for children with cancer.



**WE BELIEVE
HAPPY HELPS**

By donating Christmas gifts to Croc's Hoppers Crossing happy toy drive, you will be helping provide happy moments to children during cancer treatment.

Items must be brand new in their original packaging. Please don't wrap them. No food please.

Please consider donating items such as such as:

- Games, puzzles and craft sets
- DUPLO and LEGO
- Toys
- Colouring, stationery sets and activity books
- Textas, crayons and pencils
- Books and board games
- iTunes and Google Play cards

Gifts can be dropped of at Croc's Hoppers Crossing until Friday 18th December.

To find out more about Koala Kids please go to www.koalakids.org.au

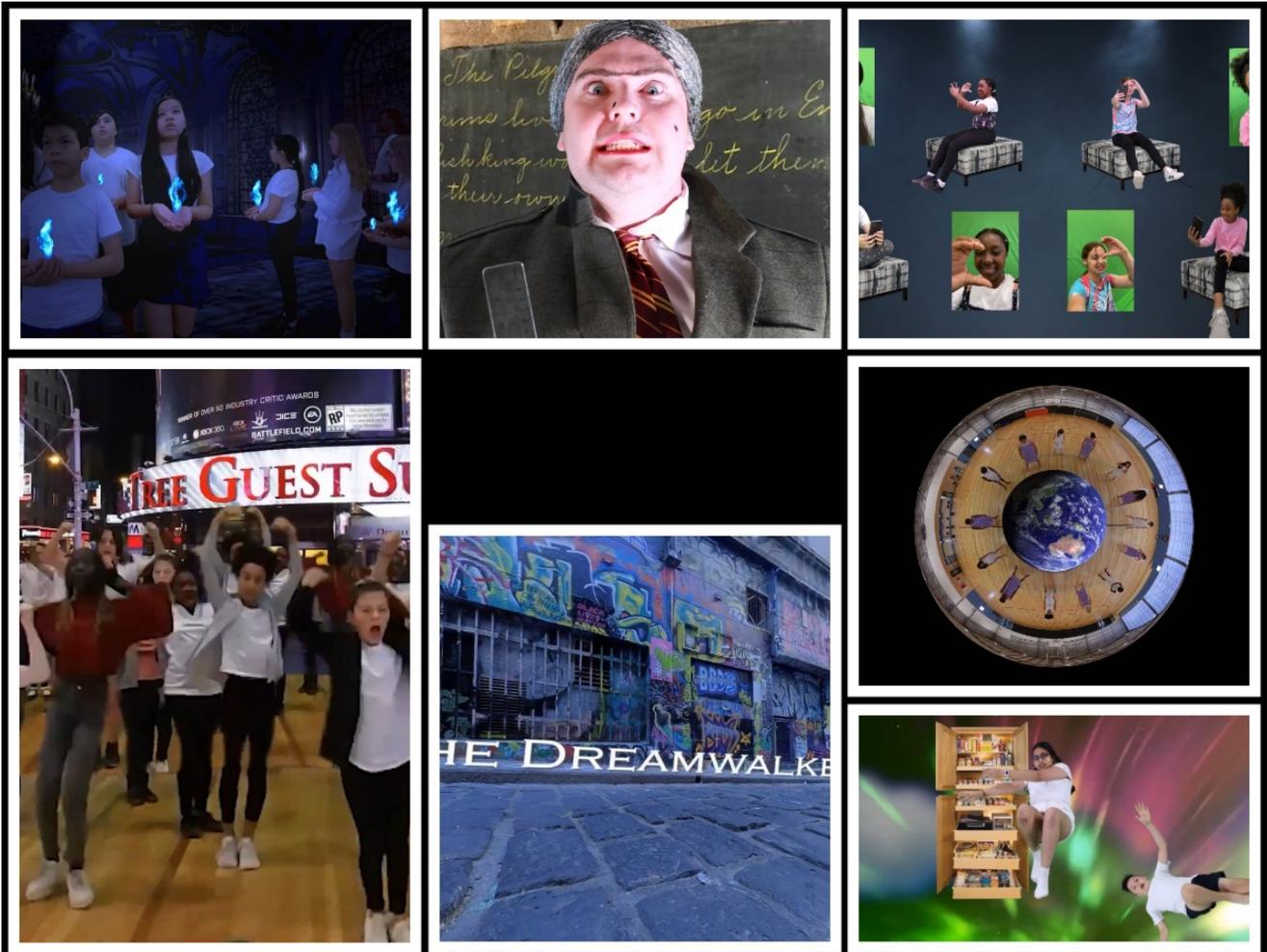


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Friday the 20th of November saw the screening of this year's End of Year Performance, *The Dreamwalker*. Although Covid restrictions sought to derail months of planning and hard work, the decision was made to record the students' performances and form these into a film. Even this proved almost impossible however, with excursions to shooting locations off the table and even rehearsals themselves not allowed until much later in the year.

If it were not for the passion, preparation and dedication of the Performing Arts Extension students and the unshakeable support from their families, this project would simply have not been possible. The show itself was a fantastic showcase, not just of the students' work within music, dance and drama, but of their classroom inquiries and learnings from throughout this challenging and unforgettable year. What transpired was an amazing story of triumph through adversity.

Congratulations to every student and staff-member involved and many thanks to everyone who has kindly shared their appreciation and encouragement.



PHYSICAL EDUCATION NEWS

During Week Eight students in Years One to Six completed their soccer unit with a particular focus on shooting. Students practised kicking the ball with more power than when passing a soccer ball. Students also inquired into the differences between the required techniques when shooting compared to passing a ball. Students in the upper-primary years also began to play small-sided games of soccer after a series of conversations regarding the rules of soccer.

Students in Prep have been revisiting their throwing and catching skills over the past few weeks. Students have been experimenting with different sized and different shaped balls when throwing and catching. This continues to improve their hand-eye coordination and all of the PE teachers were very impressed how their throwing and catching skills have improved over the course of the school year. In Week Nine all students across the school will continue to work on their kicking skills, however football will be the focus sport over the next few weeks.

We would like to remind students and parents that trials for the 2021 swim team will be held in the coming weeks. We have a confirmed date booked for Monday 14th December from 12:00 – 15:00 at Saltwater Swim School. Trials are for students who are currently in years two to five and successful swimmers will be apart of the 2021 swim team. Applications for interested students have now closed and we will no longer be able to accept any more students

Kinds Regards,

Mr. Irons, Ms. Evans and Mr. Symmons



VISUAL ART NEWS

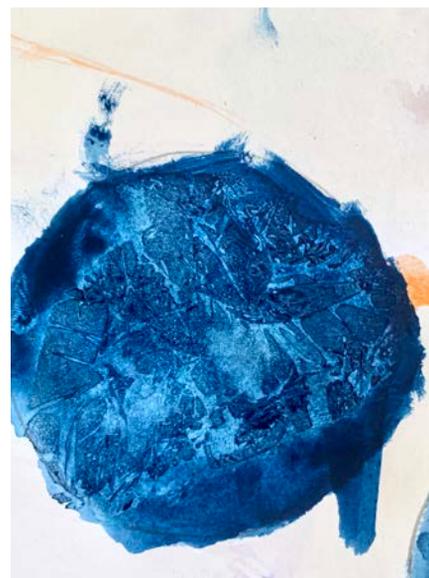
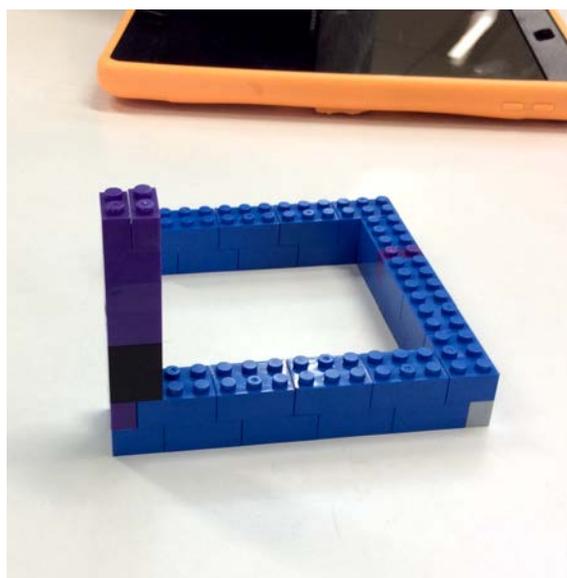


The last two weeks have seen our student artists working diligently toward final projects to complete their current unit of inquiry. Our Prep students have been working on expressing their emotions using colour, line and form. They created their own emotion characters in their art books and then used the playdough they made in Art to recreate their characters in 3D. The students have been thinkers in deciding on the colour and line that help express the emotion depicted by their character.

The Year one and two students have been researchers by exploring different techniques they can use to create painted texture of water in different contexts. They used their prior knowledge of bodies of water to create their own landscape painting of water, expressing different textures and colours they find in these bodies of water. They used painting techniques including wet-on-wet, cling-wrap on wet paint, salt or paper towel on wet paint as well as using their brush strokes to show texture.

The Year three and four students have been exploring the use of light and perspective to create a 3D illusion using everyday materials. After watching the skills of Zac King they then put their research and inquirer skills to great use in creating different 3D illusions.

The Year five and six students have been refining their chosen piece of artwork from the year in preparation for their end of year gallery which will be online. Stay tuned for further details on this awesome student led initiative over the next few weeks.



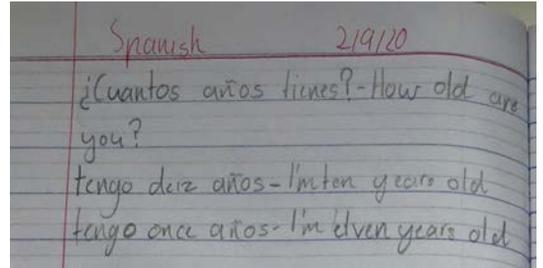
SPANISH NEWS

Hola y bienvenidos a AguaSalada.



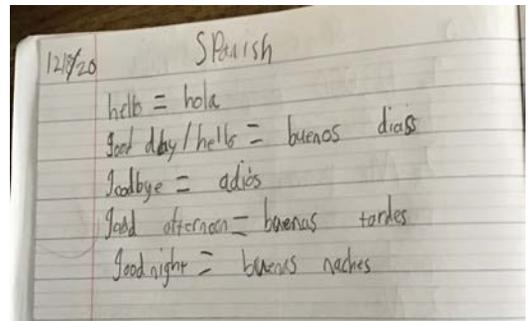
In the past week our students have been consolidating their Spanish language learning through videos, music and games.

Our students have been practising introducing themselves to others and asking simple questions to form relationships:



We have also consolidated our understanding of:

- The days of the week in Spanish,
- Colours and numbers,
- Following instructions in Spanish,
- Greetings
- Asking and answering simple question in Spanish.



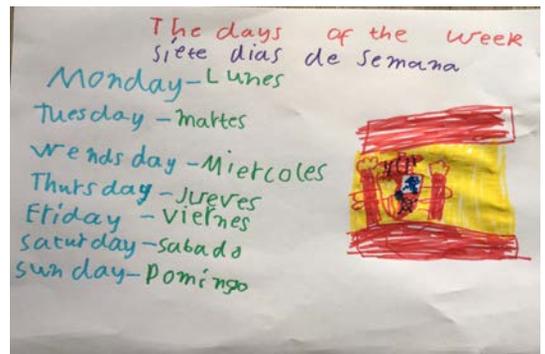
Finally, students have been learning about some Christmas Spanish traditions and learning to sing a traditional Spanish Villancico.

Mi Burrito Sabanero

<https://www.youtube.com/watch?v=PaOPVKEfJio>

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

Señora Anna y Señor Pastén



INTERVENTION NEWS

Over the past few weeks in Intervention, students have been focusing on the Systems of Strategic Actions component of 'Thinking Beyond the Text,' where they have developed their understanding in two main areas; 'Inferring' and 'Making Connections'. As 'Reading is thinking,' students were encouraged to demonstrate their knowledge and understanding through in depth and meaningful discussions where they were prompted and supported to talk about and articulate what they've read.

Inferring

Thinking 'Beyond the Text' requires making inferences and putting text ideas together in different ways to construct the texts meaning. During the past few weeks, students were explicitly shown how to recognise and gather information or text clues from different sections of the text and identify the underlying meaning of a text using information that is not directly stated. During these sessions, students also explored how writers usually have an underlying message, moral or lesson that they are trying to convey to their audience.

Making Connections

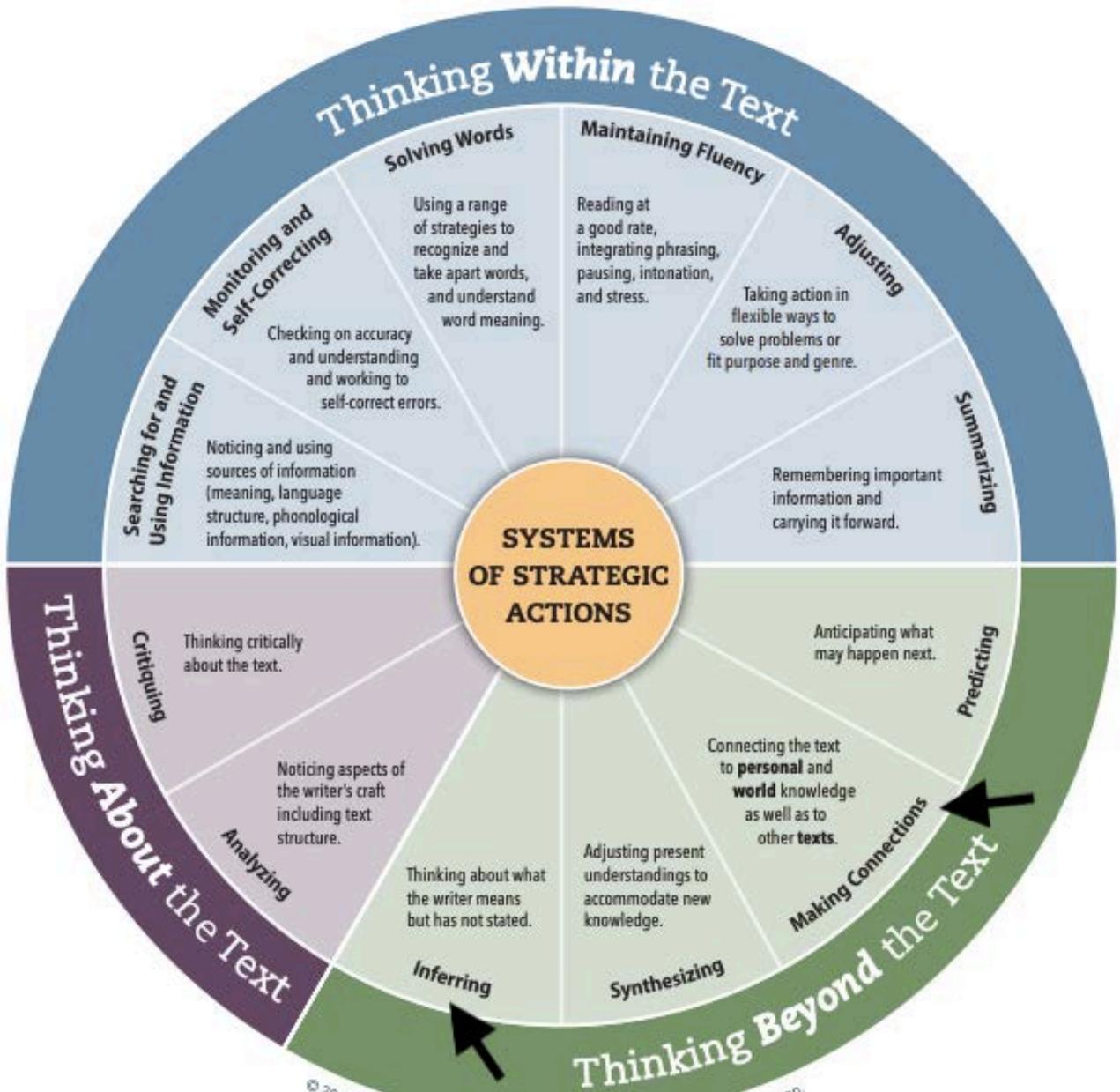
When reading, readers must draw on their personal experiences, their knowledge of the world and their previous experiences with texts in order to understand what they are reading. Students gain a deeper understanding of the text when they are able to make meaningful connections. The past few weeks, students have been practising their ability to recognise and communicate their connections and are continuing to build their capacity to do so automatically when reading.

Both 'Inferring' and 'Making Connections' are critical elements for students to read and reflect on texts with deep understanding. These facilitated discussions expanded students understanding and has allowed them to process the text with a high level of accuracy. As we continue to investigate the 'Systems of Strategic Actions- Thinking Beyond the Text,' students will gradually build upon their reading skills which will support and encourage them to becoming more fluent and independent readers.

Rachael Cunningham

Intervention Teacher

INTERVENTION NEWS



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PHILOSOPHY, DEBATING AND WRITING ENRICHMENT NEWS

Prep

Preps are exploring narrative writing this term with a particular focus on the components of writing a narrative. So far they have covered:

- Detailed problem and solution (thinking outside of the box)
- Using thinking tools to assist with organising their thinking and ideas,
- They have explored characters- for example good guys and bad guys. Discussing what makes the reader understand those characters to be either good or bad. The Preps have made comparisons using narratives that they are familiar with such as 'Little Red Riding Hood, The Three Little Pigs, Rapunzel and Frozen'.
- Expanded their knowledge and understanding of descriptive language used to describe characters and setting
- Focus on adjectives
- Editing and revising (adding detail using descriptive language)

For the next few weeks, the Prep Writing Enrichment students will be focusing on adjectives, expanding their ability to write with detail and meaning and also to upskill their ability to edit and revise their own work adding detail using descriptive language. This will assist the students in developing their vocabulary and expression.

Year One

The Year One Extension students have absolutely mastered the use of paragraphs this term. They spent a few lessons on this and by the end were able to not only include paragraphs in their own writing, but were also able to edit and indicate where paragraphs should be placed in other peoples writing where paragraphs were missing. For the next few weeks, these students will work towards setting goals for themselves and working towards achieving them. Some goals that have been set already are:

- To use commas in the correct places within writing
- Use talking marks correctly in writing
- Use brackets to demonstrate how to pronounce a word that looks different to how it is pronounced.

The children produced these goals as a collective and will continue to set and work towards goals over the coming weeks. They will have an opportunity to creatively write stories in which they can use their goals as their focus and will reflect when they feel they have reached a goal. In the last few weeks of Term Four, the Year One students will focus on the following as part of completing this terms overview.

- How to correctly use dialogue
- Extending their vocabulary (Tier 2 Words)

PHILOSOPHY, DEBATING AND WRITING ENRICHMENT NEWS

Year Two & Three

The beginning of this term saw the Year Two and Three students dig deep into predicting by firstly fully understanding the difference between a prediction and a guess and then using this knowledge to make many predictions about a variety of things. We also read a funny book called 'Grandma Dangerous and the Dog of Destiny'. The students used this book to practise their predicting skills.

Last week the focus was knowing the difference between using 'a' or 'an' within writing. The students used a graphic organizer to organize their thinking where they recorded sentences in two columns. For the last few weeks of this term, students will focus on:

- How to correctly use dialogue
- Extending their vocabulary (Tier 2 Words)
- How to correctly reference research within a text

Year Four, Five & Six

Term Four has been a busy one for the Year Four, Five and Sixes so far. We have covered: punctuation to support meaning of complex sentences, grammar and spelling. Vocabulary has been expanded and in particular; to understand the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts. To support this learning, the students have explored using appropriate grammatical features, including more complex sentences, relevant verb tenses, pronoun references, adverbs and noun group phrases for effective descriptions. Last week's lesson saw students demonstrating their learning and understanding of these skills thus far- students were challenged to investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. Below are some student work samples

A Day in the Shoes of a Fashion Model

As I was cleaned and polished to look good and shine, I felt that sense of humour in me, especially because I was being treated with such delicacy and care. I felt somebody pick me up and put me onto their feet, then they started to walk as if they were modelling. Suddenly a vast light shone onto me and all I could hear was a crowd roaring. We walked onto the stage and seemingly I started to get the hang of being in this mysterious place. I felt like a queen after what had happened today, I would love to do this again and by again, I mean forever. Being a shoe was not what I expected, but since experiencing it, it has been a whole new level and perspective for me.

Aiyasha Singh 6C

PHILOSOPHY, DEBATING AND WRITING ENRICHMENT NEWS

A Day in the Shoes of a Fashion Model

I was newly made and kept in a cold, dark place. I didn't know where I was or who I was. After three boring and isolated days, I felt the box I was in move. Somebody had finally picked me up. I peeped through a small hole and saw the name of a shop. I was in a shoe shop! I also saw a charming young lady pointing towards me who said, "I'm interested in that sandal." I now knew that I was a sandal. It was evident that the woman was a model as she had all the model like attributes as well as four bodyguards surrounding her.

The shopkeepers put me in my box and into a carry bag, the model and I embarked on a journey in a car. I didn't know where we were heading to. After coming to a stop, I realized that it was my new owners house, it was so big. We went into her room and that's where she opened me up. A smile lit up her face as she slid her feet into my leather self. When she saw herself in the big mirror, I saw myself too, I noticed I was as pretty as the model.

From there we travelled again in the car, but this time I was snugly kept on her feet. As she stepped out of the car I felt the hard road beneath me which was something I had never felt before. I wanted to be loyal to my new owner and provide her with the most comfortable experience a pair of sandals could give. She started walking along the soft cushioning of a red velvet carpet, everyone was cheering, clapping and whistling when we walked passed the crowd.

This new life was hard work but short lived as it turned out, for once we were home she kicked me off with a vengeance and threw me into a large dark bin with many other shoes. I landed with a thud and was left in the dark with the others. I started to sob quietly as I felt very discarded, another pair of shoes comforted me by saying, "Don't be too upset, we are all in the same boat. Tina throws all her sandals in here after her competitions. She wants new shoes for every competition."

The days went by and after some time I had made friends with other shoes in the tub. Eventually we were all taken to a place and set up on display so that other people could choose to buy and own us. I couldn't wait for my new owner to come along, I just hope she didn't throw me aside after only one wear.

Nafia 6C

Mrs Traianon
Enrichment Program

MATHS EXTENSION – UPPER YEARS

Over the last two weeks students in the upper years Maths Extension have been exploring exponents and scientific notations.

Students have developed an understanding that an exponent tells you how many times the base number is used as a factor. For example: A base of five raised to the second power is called 'five squared' and means 'five times five'. Five raised to the third power is called 'five cubed' and means 'five times five times five'.

Students worked collaboratively when responding to the following open-ended investigations:

1. Hayden and Tao were arguing about the solution $3^3 \times 3^3 + 3^3 \times 3^3$. Hayden said it was 2×3 to the power of 6 and Tao said it was 18 to the power of 6. Who was correct, and why?
2. 1000 can be written as 10^3 , or as $5^3 \times 2^3$. Find at least two different ways of writing 625 000 using indices.

Students worked in pairs and groups discussing these problems openly with each other. From here they created video tutorials which are showcased on the Maths Extension Schoolbox page. These videos will be used to assist younger students when inquiring into these concepts. Below are some video screenshots of their presentations.

THE RULES OF INTEGER MULTIPLICATION

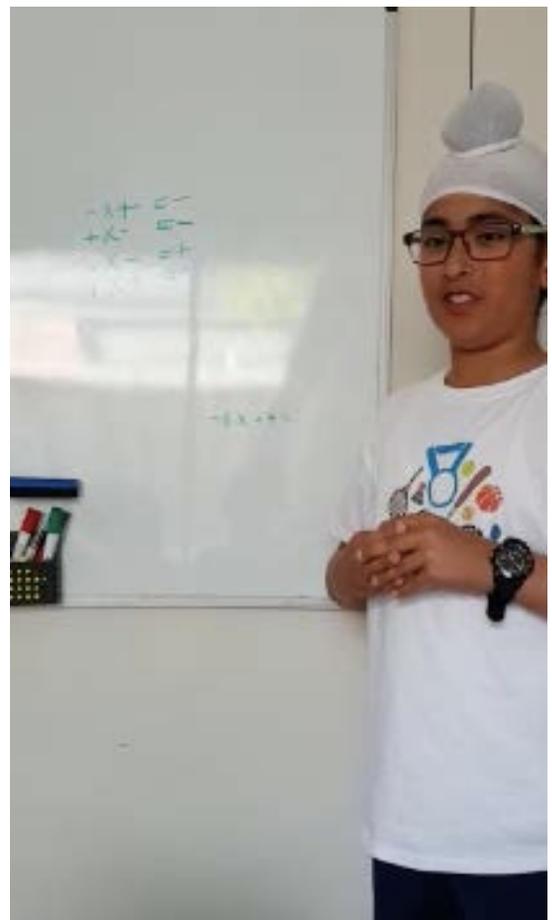
- $+ \times + = +$ (POSITIVE TIMES POSITIVE = POSITIVE)
- $+ \times - = -$ (POSITIVE TIMES NEGATIVE = NEGATIVE)
- $- \times - = +$ (NEGATIVE TIMES NEGATIVE = POSITIVE)
- $- \times + = -$ (NEGATIVE TIMES POSITIVE = NEGATIVE)

 \times  two positives make a positive:

 \times  two negatives make a positive:

 \times  a negative and a positive make a negative:

 \times  a positive and a negative make a negative:



NEWS FROM PREP

Three-way conferences –This week we had our final three-way conferences where we celebrated each child's learning and progress this semester. It was great to share this work with our families and see how proud our children are of their work.

In Mathematics, we have been busy revising previously learnt concepts under the Number and Algebra sub strand, as well as the Measurement and Geometry sub strand. Our students have done a tremendous job at applying their existing knowledge to solve addition and subtraction problems. As most of our Prep students have settled back into school life and strengthened their social skills, some have been assisting their peers to solve challenging addition and subtraction problems. We have had many engaging conversations within our classes about the importance of addition and subtraction in every day practical situations. Our revision lessons on 'data collection' were very engaging. Each class had the opportunity to collect data on their favourite season. The data was first organised into a human graph. Next, it was analysed by the class to determine the total of each collection under a particular season. Then, students had to apply their communication and thinking skills as they independently collected their own data. Finally, we compared our data collections to the original class photo of the human data graph and discussed discrepancies in our data collections and how they may have resulted that way.



NEWS FROM YEAR ONE

Dear Year One Families,

As we enter our final weeks of Term Four, the Year Ones are very busy at work. We have been finalising our portfolios in preparation for our Student Led Conferences. The boys and girls are very excited to celebrate their achievements and reflect on their learning journey for 2020 with their teachers and most importantly their families. We have been busy bees practising, not only our portfolio presentations, but our class Christmas Carols as well! Teachers have been busy writing their end of year reports and are so pleased that there is so many learning outcomes to celebrate in spite of the obstacles that everyone has had to overcome throughout this year.

Unit of Inquiry

In Year One, students have been exploring the key term 'migration' in relation to our first Line of Inquiry '*The diverse cultures that have migrated to Australia*', by investigating the reasons why people migrate and why Australia is a country of choice. Students have reflected on their own family members and why they chose to come to Australia in the past. We have also explored and celebrated multiculturalism in Australia. We are now exploring our second Line of Inquiry, '*Our way of life in Australia and how this has developed through the influence of other cultures*'. An example of this was unpacking how different people celebrated and acknowledged Diwali at the end of Week Six.

Reading

In Reading, the Year Ones have been expanding on their ability to give a retell of a narrative text by applying their knowledge of the elements of a story. They have been practising verbally retelling a text they have independently read and sharing this with the class or recording it to upload to their portfolio. Students are now revising a variety of the comprehension strategies introduced throughout the year, including predicting, inferring, questioning and summarising. Students are revisiting and building upon their knowledge and application of these strategies with their class, independently and in their guided reading groups.

Writing

In Writing, the Year Ones have been continuing to focus on the development of narrative texts. They have been using picture prompts and wordless picture books to create independent or shared narratives that include characters, setting, a problem and solution, sequenced from beginning, middle to end. Students have been working in 'writing groups' across the Year One cohort in order to target and build on writing skills such as spelling strategies, sequencing, handwriting, sentence development, use of onomatopoeia and incorporation of dialogue.

Mathematics

Through our numeracy lessons, students have been revising and building on their knowledge of number facts through revision of counting forwards, backwards, skip counting and number patterns. Students have been using concrete materials such as MAB blocks, icy pole sticks and unifix blocks to create and represent numbers in different ways and use these to aide their skill development.

Reminders:

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.

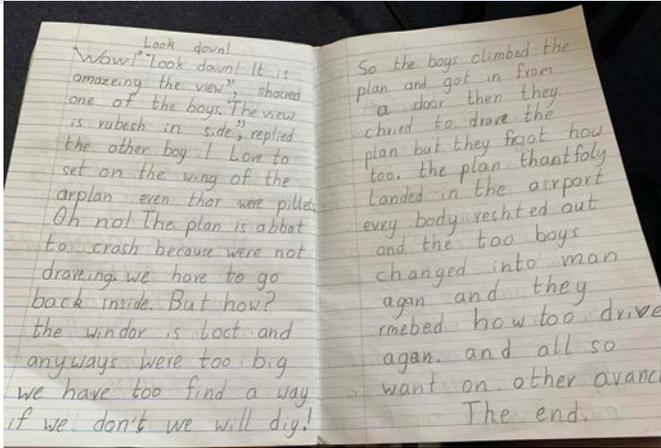
Any children who are ill or present ill like symptoms **should not** attend school.

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,

We hope you have enjoyed another great fortnight! It was fantastic to see how proud all the Year Two students were when presenting their ePortfolios for their Three-Way Conferences! We could really see how much more confident many of them were presenting this time! We hope you were just as proud of them.

Mathematics

In Year Two, the students have been investigating data representation and interpretation. In line with our inquiry focus on 'How humans use and dispose of resources impacts on the natural environment', we conducted a litter survey to find out the types and amount of litter at Saltwater P-9 College. This related to the concepts of identifying questions or issues for categorical variables, identifying data sources and planning methods of data collection and recording. The students are now in the process of compiling the data and calculating the total amount of each type of litter. The students have also begun investigating how to use the Numbers app to create graphs to display the data that we collected so that it is easy to understand. In particular, they investigated the use of bar and column graphs. Based on our findings and interpretation of the data, the students will decide how they wish to take action to address the issue of reducing litter in the school yard. It's an exciting unit that is really bringing Maths into the real world!



Unit of Inquiry

In addition to conducting their Litter Survey, the Year Two students have begun investigating our second Line of Inquiry into the ethical and sustainable use of natural resources. We learned that morals can be described as our personal sense of what is right and wrong. They are our personal opinions. We also learned that ethics can be thought of as societies guidelines for what is right and wrong and how we should act. These include our expectations, rules and laws. We talked about the way that morals and ethics don't always match up. For example, as a school community we believe that it is not ethical to throw litter on the ground, but the amount of student food related litter we collected during our litter survey suggests that many students do not find it morally wrong to throw their litter on the ground at school. We also investigated scenarios involving natural resources. For example, is cutting down trees to get wood to make houses and paper moral and ethical? Is killing fish for food moral and ethical? It was wonderful to see the students think critically about these issues and to share their thoughts and opinions.

NEWS FROM YEAR TWO



Writing

In Year Two, students have been continuing to write their procedural text on a topic of choice. The students are planning to revise and edit their work, then after conferencing with their teacher, they will publish their procedural text for a class book. In addition, the students have been practising their handwriting. They have been reflective in selecting letters that they need some practise in and working on its formation - where the letter starts and ends. To continue to build their love for writing and their writing stamina, the students will be engaging in some rocket writing, where they will be given a picture prompt and are to write a story. Then students are invited into the 'author's chair' to read their mini story aloud.

Reading

In Reading, the Year Twos have been learning about Question Answer Relationships, focusing specifically on 'Right There' questions. These are questions that students can find the answer directly stated in the text. Some examples of these questions include, 'Where did the story take place?' 'What are the characters names?' These are some questions you might like to ask your children when they are reading to you at home. We have been reading fiction and non-fiction texts linked to the Central Idea of our current Unit of Inquiry around the use of resources. Students have continued to focus on building their ability to read fluently and with expression with weekly Reader's Theatre sessions. We have finished our reading assessment with the students and are very proud of the outstanding growth we have seen, in what has been a very different year of learning. Congratulations to all the Year Two students.

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, as we are a Sun Smart School.

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,

As the year draws to a close, there is still lots of learning happening in the classroom. Students have begun practising their Christmas carols and are busy working on their dance moves. Classes have decorated their 'Christmas doors' which is a sign that the summer holidays are not far away. As the weather warms up, we would like to remind families that hats are compulsory during outdoor play times. Please ensure that children bring a clearly labelled school hat on a daily basis.

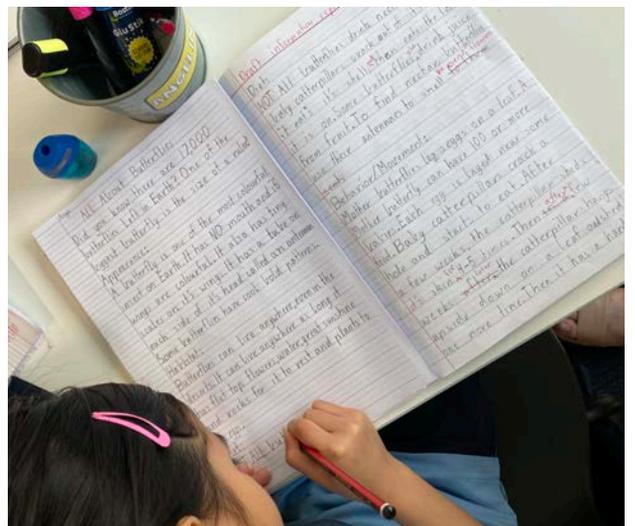
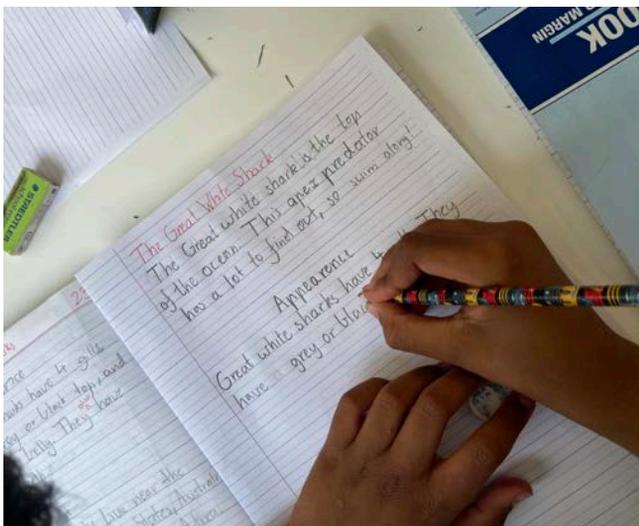
Inquiry

We have begun our final Unit of Inquiry, 'Sharing the Planet' and students have been working to research various animals in order to create an information report. We began the unit by viewing the documentary, 'A Life on our Planet' which introduced the students to the complexities of our natural environment. Students recorded their wonderings about this unit and have already been learning about the different adaptations that animals have to help them survive in their natural habitats.

Reading and Writing

In Reading, students have been revising the different comprehension strategies. Students have also been consolidating their knowledge of 'Question Answer Relationships' in order to effectively answer comprehension questions. We have used a variety of fiction and non-fiction texts and have encouraged students to carefully read texts before attempting to answer a written question. Quite often, students will need to 'Think and Search' to combine information from various parts of a text in order to gain meaning. The Year Three teachers are providing opportunities for students to practise these skills.

In Writing, we have been learning the structure and features of an information report. It is increasingly important that students have an awareness of their intended audience when creating their own texts. Students have used graphic organisers to research and collate information in order to effectively draft their own reports. In the coming weeks, students will have the opportunity to write a report on a topic of their own choice.



NEWS FROM YEAR THREE

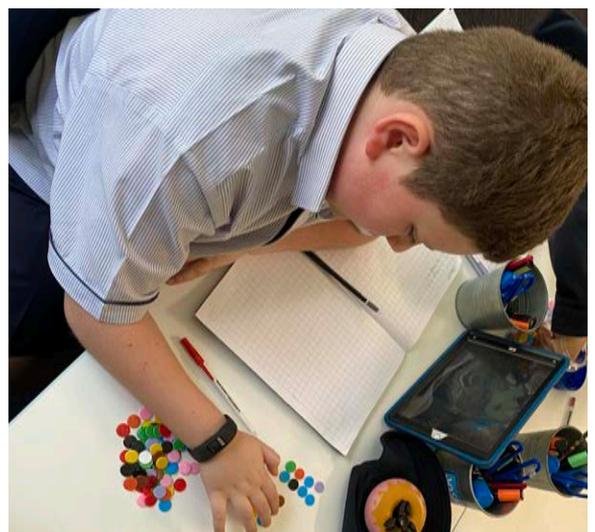
Mathematics

In Mathematics, students have dived deeper into understanding the similarities and differences between division and multiplication and have been applying their knowledge of division to solve simple worded equations. Students were exposed to a variety of formulas and strategies to help them solve division and multiplication problems. They were taught how equal groups, arrays, fractions, skip counting, repeated addition and repeated subtraction all play a role in understanding the concept of division and multiplication. To help support your child's understanding of multiplication facts, we recommend they continue to practise the strategies taught in class during the three-minute challenge. Please see the strategies below. For division, you could also encourage your child to notice arrays in everyday items such as egg cartons, cards, dice, chocolate slabs, muffin trays or any assorted items in the pantry. By helping students notice multiplication in everyday life they will be able to develop strong mathematical connections and understand that math is all around us!

Multiplication Strategies

0's	1's	2's	4's	10's
The answer is ALWAYS zero. $0 \times 1 = 0$ $8 \times 0 = 0$ $100 \times 0 = 0$	The answer is ALWAYS the other number. $1 \times 2 = 2$ $1 \times 7 = 7$ $8 \times 1 = 8$	The answer is ALWAYS double the other number. $2 \times 2 = 4$ $4 \times 2 = 8$ – e.g. $4 + 4 = 8$ $10 \times 2 = 20$ $2 \times 10 = 20$	DOUBLE, DOUBLE! Double the other number and then double the answer. For example – 2 $x 4 = 8$ $2 + 2 = 4$ (rule for 2s) THEN DOUBLE AGAIN $4 + 4 = 8$	The answer is ALWAYS the other number with zero on the end. $2 \times 10 = 20$ $4 \times 10 = 40$ $8 \times 10 = 80$ $11 \times 10 = 110$

The 'other' number has been highlighted in red.

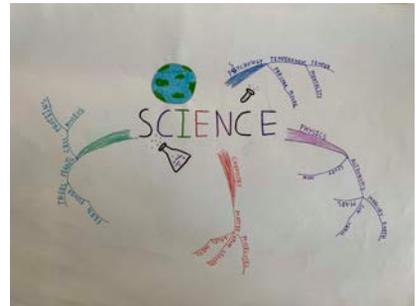


NEWS FROM YEAR FOUR

Excitement is in the air as we begin to recognise the achievements that have been made this year and prepare for our end of year celebrations. Students were able to express their learning goals accomplished during the student-led conferences. Congratulations to all students who presented to their parents and guardians.

Unit of Inquiry

The Year Four students have continued to inquire into the central idea 'Scientific endeavours are regulated by a set of ethical standards'. With much enthusiasm students were provided an opportunity to find out about the discipline areas of biology, chemistry, psychology and physics. They conducted their own research and presented their finding through a MindMap. Through these investigations' students created their wonderings to direct our inquiry. Collaboratively students followed the scientific method to investigate the world around them.



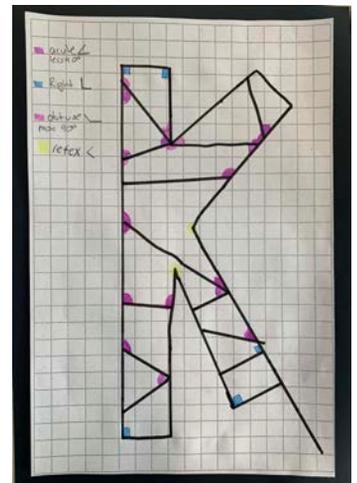
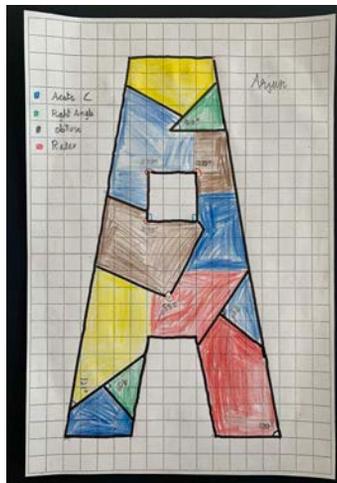
Literacy

In Literacy, the Year Four students have been learning to make inferences based on the implicit and explicit information in the text. They have recorded their inferences and used evidence from the text to justify their reasoning. Students have used the reading continuum to independently select their own goals. They have been working towards being able to independently document their thinking and self manage their own progression of learning.

The students have thoroughly enjoyed Writer's Workshop. During these sessions' students are provided with an opportunity to write about the topics that are of interest to them. Students use their Writer's Notebook to collect ideas and use the writing process to develop a published piece. As part of the Unit of Inquiry, students have been documenting the scientific method by writing up a scientific report. In the report students record their findings and draw conclusions from the experiment.

Mathematics

The Year Four students have been learning about the concept of angles. Students began by making comparisons between angles and classifying them as equal to or greater than or less than a right angle. They have successfully been able to classify angles as obtuse, acute, reflex and right angles.



NEWS FROM YEAR SIX

Unit of inquiry:

How We Express Ourselves

Inquiry

Our final Unit of Inquiry that we have been working on is centred around the Transdisciplinary Theme of 'How We Express Ourselves', with the Central Idea being, 'People's beliefs, passions and life experiences influence self-expression'. As a Year Six cohort, we developed a series of questions for the purpose of interviewing a range of teachers in the school. From this, we are following the Inquiry Cycle to create our passion projects. Students will be presenting their work at the end of the term via a gallery walk with the whole year level. We are looking forward to seeing the many different passions students have and how they express themselves.

Literacy:

Students are currently working on their own individual reading and writing goals. After some testing that was completed at the start of the term, students were able to conference with their teachers to create achievable goals in order to prepare them for the start of their secondary schooling.

Mathematics:

Year Six students have been busy goal setting, both as a whole class and individually, by analysing data and identifying areas that they need to further develop. Goal setting is a powerful learning process whereby students are able to take ownership over their own learning with regards to areas that need improvement. Year Sixes are currently working on the Mathematics area of Measurement and Geometry. We have been doing a range of fun activities that involve measuring items around the school.

Visual Communications:

Students are working hard to complete their Visual Communications project that will be displayed on the student generated website. Stay tuned for some exciting photos that will be displayed soon.

Three Way Conferences:

Congratulation to all students who completed presented their learning growth during their student led conferences this week. It was pleasing to see all of the students celebrating all of their achievements and articulating their learning when presenting their portfolios to family members and teachers.

Reminders:

Last day of school: Thursday 17th December

Curriculum day: 18th December

Please remember to bring your hats for recess and lunchtime



SALTWATER P-9 COLLEGE NEWSLETTER

Saltwater Christmas Raffle

We are very pleased to announce that our Saltwater Christmas raffle will continue this year. Year 6 student leaders will be going to every classrooms selling raffle tickets daily.

There are two large raffle packs valued at \$250 each. One for a boy and one for a girl. Raffle tickets be purchased for \$1 each or 6 for \$6.00.

