



DIRRANBANDI P-10 STATE SCHOOL

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DAZZLER

2026
Term 3
WEEKS 1-3

ACTING PRINCIPAL

April McLaren

TEACHERS

Amber Blums
Tamara Burke
Kirsty Cookson
Chase Fawkes
Monica Hadenfeldt
Kylie Hegarty
Raelene Hilton
Jack Jauczius
Erin McCarthy
Jen Miller
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Amber Stewart

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HEAD OF CURRICULUM

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DISTRICT RELIEF

TEACHERS

Jack Jauczius

INSTRUMENTAL MUSIC

Nia Hadenfeldt

TEACHER AIDES

Sheldon Dawes
Bronwyn Hopkins
Angela Hourigan
Jess Hourigan
Julia Killen
Shelley Smith
Kylie Vaughan

CLEANERS

Keith Blunden
Jo Johnson

GROUNDSMAN

Boyd Hopkins

P&C EXECUTIVE

President: Tom Perkins
Vice President: Kylie Vaughan
Secretary: Kate Stokes
Treasurer: Caitlin Perkins

*We acknowledge the traditions and culture of the Yuwaalaraay -Euahlayi People.
The First Peoples of Dirranbandi where we live, learn, work and play.
We respect and acknowledge their Elders, past, present and emerging.*

CALENDAR

WEEK 4

Monday - August 3

Parade - 2:30pm

Sporting Schools - Softball

Tuesday - August 4

Wednesday - August 5

Tuckshop

Instrumental Music

Year 7-10 Ag Excursion

Thursday - August 6

Star Stories Dreaming Doco

Tennis Club 6pm

Friday - August 7

P-2 Library

WEEK 5

Monday - August 10

Parade - 2:30pm

Sporting Schools - Softball

Tuesday - August 11

Wednesday - August 12

Tuckshop

Instrumental Music

Thursday - August 13

Friday - August 14

P-2 Library

WEEK 6

Monday - August 17

Parade - 2:30pm

Sporting Schools - Softball

Tuesday - August 18

Wednesday - August 19

Tuckshop

Instrumental Music

Thursday - August 20

Friday - August 21

ACTING PRINCIPAL'S REPORT

Welcome back to Term 3!

Well done to all students on a fantastic start back to the school term so far. Semester 1 report cards were sent out via QParents at the beginning of the term. If you are having trouble accessing this information, please contact the school directly for assistance. Our School & Family Meetings have also commenced this week as an opportunity for families to discuss areas of strength and opportunities for next steps with classroom or subject teachers. If you were unable to make the first round of these but would still like to speak with your student's teacher, please contact them directly via email to arrange a time to meet.

This term we have welcomed a new member of staff to Dirranbandi School. Miss Nicola Ramsay has commenced with us this week as an additional District Relief Teacher. Miss Ramsay comes to us from St Johns School in Roma where she was a Year 3 classroom teacher. We look forward to having her as part of the team and working with our students.

EXCURSIONS

There are several excursions and activities occurring this term that will require consent to be provided via the *QParents* application. If you are needing further assistance with this program, please contact the office to seek support.

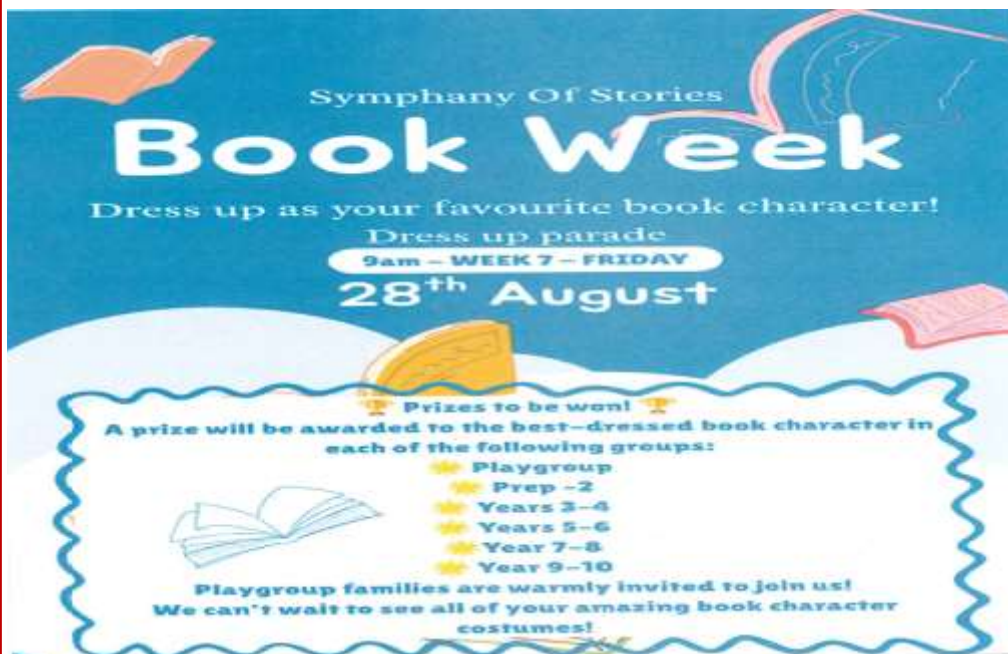
Students in Year 7-10 have 2 opportunities to go out on farm this term with Mrs Cookson as they explore the different types and uses for technology in the Ag Sector. We are very fortunate to be able to collaborate with local industries to provide these hands-on opportunities for our students. The Year 5-6 students also have their annual transition camp to Faith Lutheran College and Emu Gully. Mrs Hegarty and Miss Stewart have been working hard in the background to organise paperwork, activities and the logistics to support this event.

GROUND & FACILITIES

Our digital school sign has made its way into Australia and is undergoing its final round of checks before being delivered and installed on site. We hope to see this completed prior to the end of the term.

We have seen traction in our grant application for the School Transport Infrastructure Program to have a raised pedestrian crossing and vehicle activated signage as you enter the school zones. This application has progressed back to TMR with a pledge of 50% funding from Balonne Shire Council.

Until next week, April McLaren - Acting Principal





Week 10,
Term 2
Awards



WELL DONE - 100% ATTENDANCE

Scarlett, Blake, Tom, Ashleigh, Josie,
Maliyan, Le-Roy, Gordon

CONGRATULATIONS

Principal's Award – awarded to a student with a combination of high academic achievement and/or a significant improvement in one area identified as an individual goal.

Congratulations to Ashleigh Burke - Prep,
Haddie Robertson - Year 1, Tom Stokes - Year 2,
Josie Stokes - Year 3, Lucy Perkins - Year 4,
Emily McGrath - Year 5, Declan Washington - Year 6,
Cate Kennedy - Year 7, Hope Petersen - Year 8
and Gordon Greenbank - Year 10.

Faith Day Activities



Thank You Faith





PREP-2
SNAPSHOTS
 Design Technology
 Awards
 Art
 Maths
 Reading
 Fine Motor Skills

P-2 UNIT OVERVIEWS, TERM 3

PREP ENGLISH - This term in English, Prep students will begin to understand that we can use words and pictures to share our opinions. Using their knowledge from science lessons about what living things need to survive, students will share opinions on a range of topics. They will practise saying and drawing their ideas, then begin to write simple sentences using high-frequency words and letter-sound knowledge. Students will be supported to use words and phrases from classroom texts and discussions (e.g. I think, We should, because) to express themselves. Through modelled and shared writing experiences, they'll learn to form letters, use capital letters at the start of a sentence, and add full stops at the end. At the end of the unit, they will produce a short written text with an accompanying drawing, clearly showing their opinion and giving at least one reason.

YEAR 1 ENGLISH - This term in English, Year 1 students will build on their understanding of persuasive writing by learning how to express opinions with supporting details. Using science knowledge about living things and how environments meet their needs, students will write persuasively to share opinions on a variety of topics. They will explore persuasive texts, identify familiar phrases, and learn how to write simple, structured sentences to share their thoughts. They will also focus on using topic-specific vocabulary (e.g. habitat, safe, care, environment), correct punctuation, and appropriate letter formation. By the end of the unit, students will create a short persuasive text, expressing their opinion and providing one or more supporting reasons using clear sentences and relevant vocabulary.

YEAR 2 ENGLISH - This term in English, our Year 2 students will learn to organise their ideas more purposefully to express an opinion in writing. Tying in with their science learning about how to care for living things and environments, they will learn to write persuasive texts arguing for or against a range of topics. They will learn how persuasive texts are structured (introduction – stating opinion, reasons – giving additional detail, conclusion – finishing strong by restating their opinion) and practise writing for an audience. Students will use topic-specific vocabulary, simple and compound sentences, cohesive devices (e.g. first, next, also, finally) connective words (e.g. and, because, also, so) to link their ideas. They will revise and edit their writing to improve clarity, punctuation, and meaning. At the end of the unit, they will independently create a persuasive text with a clear structure, written for a real audience (e.g. classmates or principal), expressing their opinion with logical reasons.

PREP MATHS - Throughout term 3, Prep students will work towards:

- ◆ Naming, representing, ordering, and comparing numbers to 20.
- ◆ Using subitising and counting to quantify objects.
- ◆ Partitioning and combining collections up to 10.
- ◆ Representing practical addition, subtraction, and sharing situations.
- ◆ Comparing objects by mass and other attributes.
- ◆ Identifying and sorting 2D shapes.
- ◆ Posing questions and sorting data by category.

YEAR 1 MATHS - Throughout term 3, Year 1 students will work towards:

- ◆ Representing and ordering numbers to 120.
- ◆ Understanding place value.
- ◆ Using equal grouping and skip counting.
- ◆ Solving 1 and 2-digit addition and subtraction problems.
- ◆ Comparing mass and length and justifying their answers.
- ◆ Classifying familiar shapes.
- ◆ Collecting, displaying, and interpreting simple data.



PREP DESIGN TECHNOLOGY - This term, Prep students will explore different types of shelters before designing and building a safe, dry shelter for a toy animal. They will draw their ideas, choose suitable materials, construct and test their shelter, and explain how their finished design helps their animal.

YEAR 1/2 DESIGN TECHNOLOGY - This term, Year 1/2 students will investigate how things move in the unit *Amazing Movers!* They will test materials and ideas before designing, making and testing their own moving toy or product. Students will then evaluate how well their creation works and identify ways it could be improved.



P-2 MUSIC - This term, P-2 students will explore music through singing, movement, body percussion, listening and playing instruments in the unit *Making Music Together*. They will develop their understanding of beat, rhythm, tempo, dynamics and pitch while creating, performing and responding to music.

YEAR 3-4 UNIT OVERVIEWS, TERM 3

ENGLISH - This term students in Years 3 and 4 will be working with Persuasive texts. Students will learn the purpose of persuasive writing, how to write persuasive texts, and how to present their points of view on a variety of topics. Through learning the structure of persuasive text, focusing on key vocabulary, and a variety of different activities, students will be able to demonstrate their excellent persuasive skills by the end of Term 3!

MATHEMATICS - In Years 3 and 4 this term students will be focusing on numerous topics. Students will further explore time, focusing on analogue and digital clocks and learning more about the differences between durations. Angles will also be focused on this term, with hands-on and practical activities to develop their understanding. They will continue learning about fractions and their relationships with other fractions. Students in Year 3 and 4 will continue to work on their multiplication fluency, and students in Year 4 will additionally be working with division.



SCIENCE - In Science this term we are exploring Soils, Rocks, and Minerals. Students will be observing the various properties of different rocks and minerals and learning about the differences between Igneous, Metamorphic, and Sedimentary rocks. They will also learn how these different classifications of rock come to be. Students will be working in groups and individually in a variety of hands-on activities and having fun learning about the uses for many rocks and minerals in our everyday life.

DESIGN TECHNOLOGY - This term, Year 3/4 students will investigate natural hazards in the unit *Disaster-Proof Design*. They will test materials before designing and building a structure that protects something important from a natural hazard. Students will test, improve and evaluate their finished solution against the design criteria.



MUSIC - This term, Year 3/4 students will explore how music can communicate ideas, moods and stories in the unit *Music Tells a Story*. They will develop their understanding of beat, rhythm, pitch, dynamics, timbre and song structure before composing and performing their own musical storytelling piece.

HPE - This term, Years 3 and 4 will begin by learning Kanga Cricket. Students will develop fundamental cricket skills, including catching, bowling, batting, and fielding, while improving their ability to hit, catch, and stop balls in different situations. In the second half of the term, students will be introduced to *You.Fo*, a game that promotes teamwork, fair play, and strategy.

In Health, students will build skills in assertive communication to advocate for themselves, understand how to give and deny consent, and practise protective and help-seeking strategies.



Congratulations and well done to Noah, Lucy, Jack and Jimmy who competed in the Balonne district Sports Carnival.



Busy workers



YEAR 5-6 UNIT OVERVIEWS, TERM 3

ENGLISH - This unit introduces students to the rich tradition of Australian poetry, focusing on works that reflect historical contexts. Students will engage in speaking, listening, reading, viewing, writing, and creating activities that deepen their understanding of how poetry conveys cultural and historical themes. The unit will cover a variety of poetic forms and styles, encouraging students to appreciate and analyse the language features and literary devices poets use to express ideas and emotions.

YEAR 5 MATHS - Students develop their understanding of place value by reading, writing and ordering decimals, including numbers greater than one. They strengthen multiplication and division skills using efficient strategies, solve equations involving unknown values, investigate factors, multiples and number patterns, and convert between 12-hour and 24-hour time.

YEAR 6 MATHS - Students build their understanding of fractions by ordering, comparing, and calculating with related denominators. They apply mathematical modelling to solve financial and real-world problems involving percentages and rational numbers, interpret timetables, explore transformations through tessellations, and investigate probability by assigning, simulating, and comparing the likelihood of outcomes.

SCIENCE - Students investigate the properties of solids, liquids and gases using the particle model. They develop scientific inquiry skills by planning and conducting fair tests, collecting and analysing data, identifying patterns, drawing evidence-based conclusions, and communicating findings. Students also explore how scientific knowledge develops through collaboration and supports decision-making in everyday life.

GEOGRAPHY - Students explore Australia's place in a diverse world by investigating the geography, cultures, populations and economies of countries, particularly within Asia. They examine Australia's connections with other nations, interpret and represent geographical data using maps and graphs, and communicate their findings using geographical concepts and terminology.

DESIGN TECHNOLOGY - This term, Year 5/6 students will use the engineering design process to develop a solution that improves life at our school. Their design must use electrical energy transformed into light, sound or movement. Students will research a real need, create and test a prototype, and evaluate its effectiveness, safety and impact.

MUSIC - This term, Year 5/6 students will explore how musical elements work together to create meaning in the unit *The Language of Music*. They will develop their skills in tempo, dynamics, notation, texture, timbre and song structure while composing, analysing and performing music individually and collaboratively.

INDIGENOUS LANGUAGES - Across Terms 3 and 4, Year 5/6 students will explore Yuwaalaraay language through the unit *Sky, Stars & Songlines*. They will learn to describe the sky, weather and seasons while exploring how the sky connects with Country, cultural knowledge and stories. Students will use their growing language skills in conversations, weather reports and a sky-related inquiry project.

HPE - This term, students will begin by developing key skills for games such as cricket, baseball, rounders, and softball. They will improve their throwing, catching, batting, and fielding skills, while learning how teamwork, strategy, and attacking and defensive play contribute to success. In the second half of the term, students will be introduced to You.Fo, where they will further develop their throwing, catching, spatial awareness, and strategic thinking.

In Health, students will explore how their values, beliefs, and self-perception shape who they are. They will examine how family, culture, society, and the media can influence these factors, and consider how different influences may affect the choices people make in a range of situations.



YEAR 7-8 UNIT OVERVIEWS, TERM 3

YEAR 7 ENGLISH - In this unit we have read the novel "47 Degrees" by Justin D'Ath. You will identify a gap or a silence and write a short story to fill that gap or silence. A gap is a part of the story that is not shown, and a silence is a perspective that is not seen.

YEAR 8 ENGLISH - This term you would have explored social issues and how they are represented in the news. You will write a news article about a social issue of your choice. You will focus on one event and report on it using correct news reporting structure, AFORREST PIE, and appropriate language for a news article.

YEAR 7 MATHS - Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle. Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. They interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. Students decide which measure of central tendency is most suitable and explain their reasoning. They list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. Students conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

YEAR 8 MATHS - Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. Students conduct statistical investigations and explain the implications of obtaining data through sampling. They analyse and describe the distribution of data. Students compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. They represent the possible combinations of 2 events with tables and diagrams and determine related probabilities to solve practical problems. Students conduct experiments and simulations using digital tools to determine related probabilities of compound events

YEAR 7 SCIENCE - This term students will use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students will explain how scientific responses are developed and how they can impact society by exploring processes involved in cleaning water. Students will enhance their scientific skills throughout this unit as they plan, conduct and analyse the data from experiments.

YEAR 8 SCIENCE - This term students are exploring different types of matter and how to classify matter as element, compound or mixture. Students will also learn to represent these different types of matter in both 2D and 3D models. Students will then complete experiments and a lab report to learn how to differentiate between chemical and physical changes.

7/8 FOOD TECH - The course of study for Year 7/8 Food Technologies is a Semester-long unit. While the beginning of each Food Technologies unit will always focus on Food Safety and hygiene practices, the remainder of the unit will focus on designing solutions to reduce food waste in the home by investigating uses for everyday staples and perishable items in the fridge or pantry. Students will take on the role of a reporter, food critic and food photographer for a 'food magazine' to report on factors that influence the design of recipes, food waste issues as well as photographing food and critiquing the recipe.

Assessment this term will be collected through observations and a folio of work including their homework tasks.

The culminating task will take place in Term 2.

Students will be assessed on their ability to:

- Explain factors that influence the design of a recipe
- Create recipe ideas for food items based on an evaluation of needs and opportunities
- Develop a criteria for success for their recipe
- Produce food independently and safely
- Use the criteria for success to judge the suitability of their ideas, process and product.
- Create and adapt their design ideas
- Use appropriate technical terms when communicating
- Use food photography skills



YEAR 7-8 UNIT OVERVIEWS, **TERM 3 CONTINUED ...**

GEOGRAPHY - Landscapes and Landforms - Students focus on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that sustainability of significant landscapes and the impacts of hazards are managed. Assessment will be a succinct *Instagram* post on an individually selected landform or landscape.



BUSINESS and ECONOMICS - This *The Way Markets Operate* unit begins with an *Intro to Economics* week, providing students with a chance to slowly familiarise/remind themselves with the concept of an economy and resources, how and why wealth differs globally and how these ideas impact us in practice. Students then investigate basic market concepts and how businesses operate within the market, including the role of producers, the laws of supply and demand and how prices and profit margins are determined. Moving forward we turn our focus to public services and regulation; students uncover how the government plays a role in the market and how that shapes our economy. Assessment will be across two semesters, and be in the form of an exam.

ART - This term you would have explored maps and meanings. You will select a place where you feel most at home. This place will be painted using aerial perspective from an image on Google Maps. You will use painting technique of block painting to create neat shapes and lines. In this artwork you will focus on composition, the elements of art and the principles of art.



Dirranbandi P-10 State School,
Ghillar Michael Anderson and
Eleanor Gilbert present

STAR STORIES OF THE DREAMING

Directed by Eleanor Gilbert. The documentary features Ghillar Michael Anderson sharing his depth of astronomical knowledge through Stories passed down to him from his grandmother's grandmother. RATED G DURATION 90MINS	DOCUMENTARY SCREENING AUGUST 6TH 2026 6PM DIRRANBANDI TENNIS CLUB FOLLOWED BY Q&A WITH GHILLAR AND ELEANOR	\$5 ADULTS FREE ENTRY FOR SCHOOL AGED CHILDREN AND YOUNGER Grab a blanket and pillow or perhaps a comfy camping chair and join us for a great night out.
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NO ALCOHOL PERMITTED Tea and Coffee Available

ILS - This term Year 7/8 focus on the stars and the sky, learning words for various parts of the sky and weather. We will explore the importance of these features to the Euahlayi people.

7-10 AGRICULTURE - In this unit, students will investigate and describe how the use of technology in agriculture is influencing the way farmers operate their businesses. Students will identify and explore emerging satellite and drone technology uses and developments in agriculture and apply their understanding to either a cropping or livestock example. The unit will include hands-on learning and analysing how technology is used on properties in our district.

7-10 HPE - Students will investigate barriers to participation in exercise and how these might be overcome. They will also explore how exercise and fitness goals can be set and achieved through training principles and specific methods of training. They will make informed decisions as they select strategies and incorporate them into a proposed training plan which they will implement and evaluate. Students will be playing softball and you for this term with the focus on implementing and evaluating strategies for performance outcomes as well as strategies to support inclusion, fair play and ethical behaviours.

YEAR 9-10 UNIT OVERVIEWS, TERM 3

YEAR 9/10 - ENGLISH - Throughout this term you will learn how the film technique of CAMELS can communicate meaning to an audience and how it can position an audience to view a character, situation or theme in a certain way. You will watch a film in class, analyse the film and write a review if the film was successful in communicating its message.

YEAR 9 MATHS - Students apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. They determine percentage errors in measurements. Students design, use and test algorithms based on geometric constructions or theorems. Students compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. They explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.

YEAR 10 MATHS - Students identify the impact of measurement errors on the accuracy of results. They use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models. Students use deductive reasoning, theorems and algorithms to solve spatial problems. They plan and conduct statistical investigations involving bivariate data. Students represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible association. They analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data, using various displays, and discuss distributions in terms of centre, spread, shape and outliers. They apply conditional probability to solve problems involving compound events. Students design and conduct simulations involving conditional probability, using digital tools.

SCIENCE - Students will investigate the development of the periodic table and the importance of publication and peer review on the development of scientific knowledge. Students will explain patterns and trends in the periodic table, predict the product of reactions as well as the effect of changing the reactants and the reaction conditions. Students will enhance their scientific inquiry skills as they raise questions, make predictions, and plan and conduct experiments to explore the interactions between elements of the periodic table. Students will then analyse the relationship between science, technology and engineering by investigating a new lighter and tougher alloy.

ART - This term students will explore how artists make money in the modern world. They will be designing and creating a screen printed item for the company "Clothing The Gap". The design brief must be appropriate for the company and their clientele. Students will be creating designs for tote bags and tea towels for Mob or Ally customers.

FOOD TECH - The course of study for Year 9/10 Food Technologies is a Semester-long unit. While the beginning of each Food Technologies unit will always focus on food safety and hygiene practices, the remainder of the unit will focus on designing food solutions for 'Dirranbandi Master Chef Mystery Boxes'. This will involve using their design thinking to design recipe ideas using the ingredients given as well as those readily available in the pantry. Students will also have a focus on local produce and the sustainability practices employed by those producers. We hope to feature some of these products within their cooking this semester.

Assessment this term will be collected through observations and a folio of work including their homework tasks.

The culminating task will take place in Term 4.

Students will be assessed on their ability to:

- Explain how primary producers and processors consider sustainability when designing solutions
- Evaluate food products and their appropriateness for purpose
- Create design solutions based on an evaluation of needs and opportunities,
- Justify their design decisions
- Communicate and document their project
- Produce their design solution in the kitchen using food safety and hygiene practices
- Develop criteria for success to evaluate their ideas, recipe and processes
- Development and application of written recipes



YEAR 9/10 VOCATIONAL EDUCATION AND TRAINING SUBJECTS - Students are enrolled in a combination courses as they begin their senior phase of learning. Students have an agreed program that includes course/s from the below list:

- Short Course in Literacy (Year 10)
- Short Course in Numeracy (Year 9)
- Certificate II in Ecosystems and Land Management
- Certificate II in Skills for Work and Vocational Pathways (Year 10)