



Dirranbandi P-10 State School

DAZZLER

"Success Follows Effort"

2024
Term 1
February 2

Striving for an engaged and motivated school community, fostering individual achievement, social responsibility and well being.

Principal

Beth Harlow

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P&C Executive

President: Astrid Kennedy

Vice President: Benn Wilson

Secretary:

Treasurer: Caitlin Perkins

What's Inside this Issue

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Prep - 2 with Miss Tina, Miss Kylie and Miss Jess



Year 3-4 with Miss Jarratt and Miss Ella



Year 5-6 with Mr Houlahan

FROM THE PRINCIPAL...

2024! Let's get ready to Dazzle!

A warm welcome to our new families and a welcome back to our returning students and parents. The hot weather and the rain have been here to greet us and, given the weather conditions, it has been so pleasing to see our high attendance numbers.

All of our students have embraced the school-wide expectations of being responsible when they are active learners who are safe and respectful. Our classrooms have been bustling with learning activities which has been reflected on our learning walls and through rich questioning and conversations.

Some things to highlight:

BOOK PACKS - A massive thank you to our P&C for sourcing individual book packs for each student at the school. While the delivery of the packs was delayed, they are here now and they are jam-packed full of learning goodies!

ROAD SAFETY – The road outside the school is busy at the end of the school day, especially in and around the busses. You will note that our school crossing signs have made a reappearance and students have been spoken to about the importance of using it. We have demonstrated and practiced the appropriate way to exit the school grounds with our younger students. It would be appreciated that, if you are collecting your children from school, you also demonstrate safe behaviours and use the crossing.

BREAKFAST CLUB – Is back up and running and our students are making the most of it! I have it on good authority that Miss Angela makes 'the best sausage rolls in the world.' A reminder that food is available from approximately 8.00am and that students should not be entering the grounds before this time.

HOMEWORK CLUB/STUDY CENTRE – All students in all year levels will be receiving homework this term. Homework offers students the opportunity to consolidate classroom learning and, especially for our older students, develops important study skills. It also allows guardians to gain an understanding of what is being covered during the school day. We have dedicated teacher-aides who run Homework Club and Study Centre – I would encourage you to encourage your children to utilise this service.

SPORTS CAPTAIN SPEECHES – Are being delivered on Parade on Monday beginning at 2.15pm. Sports Captain badges will be presented at our Student Leader Parade which will be on Friday, Week 4.

PARENT-TEACHER INTERVIEWS

Are happening next week! If you haven't done so already, please contact the school to book a time to discuss your child's personalised learning goals with their teacher(s). Effective communication between home and school is instrumental in achieving these positive outcomes, so please keep us informed, be informed and be active in your child's education. Encourage them to make the most of every opportunity that comes their way.



Secondary Classes

Year 7 class with Miss Hirning

Year 8 class with Mrs Miller and Miss Ange

Year 9-10 with Mrs Hegarty and Mrs Hopkins



I look forward to working with you throughout the year ahead. A new year always fills me with excitement for what can be created, learned and achieved. Kind regards - Beth

STAFF

Teachers

Kirsty Cookson

Monica Hadenfeldt

Kylie Hegarty

Tiffany Hirning

Lachlan Houlahan

Lilly Jarratt

Tina Louise

Erin McCarthy

Jen Miller

Secondary Coordinator

Kylie Hegarty

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Student Services Coordinator

Monica Hadenfeldt

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Head of Curriculum

Jen Miller

Business Manager

Michelle Burke

Office

Lauren Gagan

Community Ed Counsellor

Tanya Kirkegaard

District Relief Teacher

Jessie Persse

Instrumental Music

Nia Hadenfeldt

Teacher Aides

Kylie Burke

Sheldon Dawes

Bronwyn Hopkins

Angela Hourigan

Jess Hourigan

Shelley Smith

Cleaners

Keith Blunden

Kylie Burke

Groundsman

Boyd Hopkins

Tuckshop Convenor

Kylie Vaughan

**2024 TERM 1
Week 3**

Monday - February 5

Parade 2:15pm
Sport Captain Speeches
Sporting School's - Swim

Tuesday - February 6

Year 3-4 Library

Wednesday - February 7

Tuckshop
7-10 Ag Trip

Thursday - February 8

Friday - February 9

P-2 Library

Week 4

Monday - February 12

Parade 2:30pm
Sporting School's - Swim

Tuesday - February 13

Year 3-4 Library

Wednesday - February 14

Thursday - February 15

Friday - February 16

P-2 Library
Parade

PBL FOCUS'

I am an
ACTIVE LEARNER
when I am ...

**Safe,
Responsible,
Respectful**

- | | |
|---|--|
| 1 | Transitions and routines – be on time, be prepared
Wear the correct uniform, hat and jewellery policy
Class expectations and school routines |
| 2 | Follow instructions;
Give me 5 |
| 3 | Sit in the right area,
Place rubbish in the bin |
| 4 | Respect the rights of my peers to learn,
Consider others |
| 5 | Persist, Challenge yourself |

From the Community Education Counsellor

Yaama maliyaa, gulbiyaay!
Hello friends, welcome!

School is back and we are charging into Term 1 with enthusiasm. My aim is to support our students' return to the schooling year and assist in their transitions into the classroom space. With this in mind, attendance and preparedness play an important role. If you and/or your family require support, assistance, guidance or would just like to drop in and have a yarn, my office is situated in B-Block between the Year 5/6 class and Mrs Hadenfeldt's office, my door is always open.

Also this term, with the sweltering heat, my office is open to students during the break for respite, yarns, colouring and games. Space is limited so please be mindful of others and be respectful. I will be arranging a schedule for lunch time craft and other activities/games for Term 2 (hopefully we will be able to utilise a different space with more room).

A new addition to Dazzler each fortnight will be the inclusion of Yuwaalaraay Yarns, an opportunity for everyone to experience, learn and engage in our local Traditional language.

This weeks Yuwaalaraay Yarn is:

Giirr maayu, which means *Well done! Good job*

Pronounced. Gear'd (roll the tongue) my, you

Giirr maayu ngaya guwaay

Pronounced. Gear'd my you ngay-ya goowhy

I said, 'well done'

Yaluu Baayandhu

See you again, see you soon -Tanya



I acknowledge the traditions and culture of the Yuwaalaraay People, the First Peoples of Durrumbidgee where we live, learn, work and play. I respect and acknowledge their Elders, past, present, and emerging.

SPORTING SCHOOLS

Starts Week 3

This Term the students will be SWIMMING
PLEASE DON'T FORGET YOUR TOGS
Sporting Schools is on Monday's
3pm to 4:15pm.
Please make sure your child/ren know
how they are getting home.





Who am I?

I am Miss Nia Hadenfeldt
the Instrumental Music
Teacher for the Balonne
Cluster.

A little bit about me.....

I GREW UP in Dirranbandi and I began my musical career in primary school where I took up the flute and hated it so much so that I gave it up that same year. The following year I begged my mother to let me try again and there were three instruments left, a trumpet, a trombone and a saxophone. I was lucky enough that an older student at my school let me have the saxophone and was even more lucky to have an inspiring teacher. I took to it like a duck to water and haven't looked back since. During my school years I joined the school bands and toured all over Queensland and was fortunate enough to compete in many eisteddfods and be a member of the Queensland Symphonic Winds Band, before heading off to university to study music.

I HOLD a Bachelor of Music Classical, Jazz and Pop Performance, a Diploma of the Arts majoring in Geography and Aboriginal Studies, a Graduate Diploma of Teaching and Learning (Secondary) where I graduated with Distinction and I am a Kindermusik trained educator. I have been fortunate enough to have studied under some amazing tutors such as Graham Jesse (Australian Jazz Educator and Composer), Master Antonio Hart (Jazz Educator and Worldwide Performer USA) and Dr Tim Price (Jazz Educator and Performer USA) to name a few.

I HAVE over 15 years' experience in teaching music and playing in various bands and performing solo in all genres from classical, jazz, blues, pop, rock, electronic, music theatre and even an Australiana band. I have even composed and arranged for the Western Australian Mandolin Orchestra and can play a huge range of instruments.

I CAME home to South-West Queensland to raise my daughter and bring my experience and love of music home again. I have been awarded not one but two "Australian of the Year Cultural Citizen Award Medallions" for my contribution to the Arts within the Balonne Shire. I still perform regularly as a solo artist and session musician and with my three bands - "When Sonny Getz Blue" and "Fe Fi Fo Fum" and "#AcoustaVibes". I often travel all over for gigs, get to play and hang out with famous musicians and love what I do!

MY GREATEST ACHIEVEMENT....

My biggest joy is planting the music seed in my students' hearts. For me, music isn't just a hobby, it's part of our DNA, a language that connects us all, and a crucial tool for social and emotional growth. Plus, it helps us hone many other life skills, making us better versions of ourselves and bringing us together as one big, happy family.

My Favourite things.....



What am I most looking forward to this year?...

I am most looking forward to teaching at your school and getting to know you all and sharing my love of music with you all.

PLEASE COME AND SAY HELLO IF YOU SEE ME ABOUT!



PREP—2, TERM 1 OVERVIEWS

English - Throughout Term One, P-2 will engage in a range of familiar stories by listening to, sequencing, retelling and adapting them. Preps will adapt familiar stories using role play to sequence and orally retell key events, while Year 1-2 students create a written story adaption using storyboards that include written sentences or paragraphs and use role play to retell the story.

Maths - Across Term One, P-2 will focus on year level appropriate learning and activities that allows them to demonstrate learning across Number and Place Value. Preps will focus on counting to and from 1-10 while making connections with number names, numerals and groups of objects to 10.

Grade 1 will focus on counting to and from 100, using number lines as well as partitioning 2-digit number, **calculating s problems using addition and subtraction. Year 2's will focus on counting to and from 1000, and solving number problems using addition, subtraction, multiplication and division.**

Science - During Term One, P-2 will explore features of landscapes and skies across day and night and describe how changes impact themselves and other living things. Preps will use drawings to represent their **observations and describe their ideas of how night and day affect living things. Year 1's will draw and write descriptions of landscape and sky changes over time, while Year 2's will explain how the observations of landscapes help plan for the future.**

HPE - Students will be gaining further confidence in the water and using the elements of movement and fundamental movement skills as they develop their ability to perform competitive swimming strokes.

In health, students will be learning ways to keep healthy, safe and active in a and active in a range of scenarios.



Year 3-4, TERM 1 OVERVIEWS

English - Charlie and The Chocolate Factory - Students will create a character profile for a fictional character who experiences a specific event in relation to their personality. The character must have specific traits/ qualities that impact their experience in the Chocolate Factory.

Students will use the character profile to plan short notes for the paragraph/s in the orientation, problem and resolution. Use descriptive language and language features to show what the characters are doing, saying, thinking, feeling and relating. Choose a tense that indicates when the events take place (past tense or present tense). Use the images/photos/illustrations and notes to plan each paragraph to make your story enjoyable for the reader. Use multimodal technologies to create visual elements to support/add to the text.

Maths

Maths Year 3:

- ◆ Recognising, modelling, representing, writing and ordering numbers to 10,000.
- ◆ Recognising and adding odd and even numbers.
- ◆ Numerical and worded addition and subtraction problems.
- ◆ Identifying symmetry.

Maths Year 4:

- ◆ Recognising, modelling, representing, writing and ordering numbers to 1,000,000.
- ◆ Recognising, adding, subtracting and multiplying odd and even numbers.
- ◆ Numerical and worded addition and subtraction problems.
- ◆ Creating symmetrical shapes.



Science - Ready, Set, Grow! Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students identify when science is used to understand the effect of their own and others' actions. Students identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.

Year 3-4, TERM 1 OVERVIEWS Continued ...

HASS - Inquiry question - *How can people use environments more sustainably?*

In this unit, students will:

- ◆ **Explore the concept of 'place' with a focus on Africa and South America**
- ◆ Describe the relative location of places at a national scale
- ◆ Identify how places are characterised by their environments
- ◆ Describe the characteristics of places, including the types of natural vegetation and native animals
- ◆ Examine the interconnections between people and environment and the importance of environments to animals and people
- ◆ Identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- ◆ Investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- ◆ Recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments
- ◆ Propose actions for caring for the environment and meeting the needs of people.

Year 3-4 Art - In Term 1 students will be undertaking a unit titled "Celebrations."

This unit will feed into the Dirranbandi Show art section on "Celebrations." Year 3 and 4 will be focussing on creating fireworks in a number of mediums, and using straws specifically to create different effects with paint. These designs will be layered with silhouettes, which students will also be learning about and creating. Students will link celebrations to other cultures around the world.



HPE - Students will be refining fundamental movement skills and applying movement concepts in the pool as they learn swimming skills and explore ways to keep themselves and other safe around water.

In health, students will be exploring how success, failure and challenges help to shape our identity. With this, we will also be investigating how our emotional responses vary and what strategies we can use for ourselves and to help others.

Year 5-6, TERM 1 OVERVIEWS

English - In this unit, students will listen to, read, view and analyse a variety of imaginative literary texts. They will explore the work of author Shaun Tan and study a variety his stories to develop an in depth understanding of the characteristics that define his unique style. Students will create a narrative text using appropriate text structures, a variety of language features, complex sentences, vivid vocabulary, literary devices as well as the use of accurate tense, spelling, and grammar. To create the text, they may adapt either the plot structure/narrative point of view/characters/setting/ideas of a familiar Shaun Tan story, or alternatively use ideas of their own. Through exploring a range of texts, students will comprehend how different texts are created to inform, influence and/or engage audiences. They will explain how text structures and language features including literary devices, and visual features influence audiences and contribute to effect and meaning of the text.

Maths - Year 5 - Number and Algebra – Students will develop and apply mental and written strategies to solve addition, subtraction, multiplication and division problems.

Measurement and Geometry – Students will investigate time concepts and the measurement of time, read and represent 24-hour time, and choose appropriate units for length and area. They will measure length and area, and also problem-solve and reason when applying measurement to answer a question

Statistics and Probability - Students will pose questions to gather data, and construct data displays appropriate for the data.

Maths - Year 6 - Number and Algebra – Students will select and apply mental and written strategies to problems involving all four operations.

Measurement and Geometry – Students will interpret timetables.

Statistics and Probability – Students will revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.

Year 5-6, TERM 1 OVERVIEWS Continued ...

Science - In Science this term, students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather, record and interpret observations relating to their investigations. Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.

HASS - Throughout this HASS unit '**Australia in the Past**', students will explore the following inquiry question: *How have key figures, events and values shaped Australian society, its system of government and citizenship?* At the end of this unit, students will be required to explain the significance of key people, events, institutions and processes with regards to the development of the Australian nation.



Digital Technologies - Over the course of this term in Digital Technologies students will be further developing their keyboarding skills. They will also be learning skills associated with word publishing.

Year 5-6 Art - **In Term 1 students will be engaged in a unit on 'Celebrations', where they will be learning** about the works of Wassily Kandinsky, a Russian artist who was one of the original abstract artists. We will spend time constructing work based on his circle and geometric art. This unit will also look at how celebrations look in cultures around the world. Student art produced this term will be submitted to the **Dirranbandi Show as part of their 'Celebrations' topic.**

Indigenous Languages - **Indigenous Languages will commence in coming weeks. This term's focus will** predominantly be around learning or revising greetings.

HPE - In HPE, students will explore the key features of health-related fitness and the significance of participation in physical activity for health and wellbeing. Students will also use health information to make informed decisions to improve their own health and wellbeing.

Basic Chinese - Online Teacher Mr David Chang Dirranbandi Supervisor: Mrs Monica Hadenfeldt
In this unit, students explore the concept of pinyin, radical, characters and learn the vocabulary for countries and expressions of greetings. Assessment will occur during online lessons.

Year 7-8, TERM 1 OVERVIEWS

English - Short Stories - The focus of this unit is narrative and short stories. During this unit students will be exposed to a range of different short stories to help with the creation of their own which will be their productive assessment for this term.

Year 7 Maths - Unit 1 - Number and Place Value - Investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation.

Unit 2 - Probability - Real Numbers - add and subtract fractions with unrelated denominators, explore the relationship between fractions, and decimals.

Chance - identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities.

Year 8 Maths - Unit 1- Number and Place Value - apply the four operations to rational numbers and integers and solve problems. Express numbers in index notation, establish the index laws with whole number bases and positive integral indices.

Unit 2 - Probability - Real Numbers - identify terminating and recurring decimals, link fractions to terminating and recurring decimals.

Chance - describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.

Year 7-8, TERM 1 OVERVIEWS Continued ...

Science - Students will analyse the history of the development of microscopes and how these developments have enhanced our understanding of disease-causing microorganisms. Students will then use microscopes to explore cells, the role of cellular structure and organelle, and their the relationship between cells, tissues and organs.

HASS - Landforms and landscapes – focuses 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 the sustainability of significant landscapes and the impacts of hazards are managed. Students will complete a field investigation on the Balonne River and the impact this landform has on the Dirranbandi area.

Art - Students will identify and analyse how *Vincent van Gogh* used visual conventions and viewpoints to communicate ideas in his paintings and apply this knowledge to create a drawing of their own bedroom. In response to exploration of techniques and processes used by Van Gogh, students will convey their emotions about their bedroom using line and colour to communicate mood through their artwork. Students will also create their own version of “Starry Night”.



Design Technologies - Students will commence their Design Tech studies with an investigation into Tiny Houses and how they may contribute to preferred futures. They will understand what defines a house as a tiny house, and will look into the design features involved to make tiny houses liveable and sustainable spaces. Students will then commence a design project to create classroom pencil holders for classes across our school. They will use techniques to safely measure, cut, drill, sand and finish their pencil holders.

Chinese - Festivals and Events in the Chinese Community - Online Teacher May Soon. Dirranbandi Supervisor: Mrs Monica Hadenfeldt. In this unit, students will study major Chinese festivals and events. They will learn the vocabulary for these events and sentence structures. Assessment will occur during online lessons.

Indigenous Languages - Year 7-8 students have 2 lessons per week for their Indigenous Language studies. The first lesson will focus on language acquisition with a focus on oral language. This term, students will revise and consolidate learning from previous years, specifically greetings, family, body parts. Our second lesson will be spent focussing on the development of the school bush tucker garden, connection to country and language through arts.

7-10 HPE - In HPE, students will set fitness goals around health- and skill-related components of fitness. They will make informed decisions as they select strategies and incorporate them into a proposed training plan which they will implement and evaluate.

FEEL GOOD MOMENTS

Year 7-8 'Butterfly' project

Our awesome 'Welcome' sign created

by Danielle Mate and Ebony Starkey



Year 9-10 TERM 1 OVERVIEWS

English - Power of Dystopia - Students will look at dystopian text *The Hunger Games*. They will also look at key features of dystopian narratives. Assessment will take 2 forms – firstly students will complete a responding to text for each chapter and then they will need to produce a written response from another character's point of view.

Year 9 Maths - Unit 1 - Pythagoras and Trigonometry - **Investigate Pythagoras' Theorem and its application** to solving simple problems involving right-angled triangles. Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles and apply trigonometry to solve right-angled triangle problems.

Unit 2 - Probability - List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events. Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'.

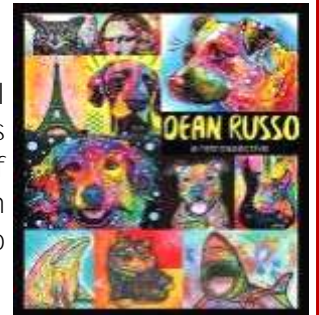
Year 10 Maths - Unit 1 - Pythagoras and Trigonometry - Solve right-angled triangle problems including those involving direction and angles of elevation and depression.

Unit 2 - Probability - Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence.

Science - Students will explain the cellular process involved in passing on genetic information from one generation to another, how genetic variation can occur, and how this is important for survival as **demonstrated by Darwin's theory of evolution**. Students will investigate the relationship between science, technology and engineering as they explore key factors that influence interaction between science and society with particular focus on selective breeding, genetic engineering and the ensuing ethical debate.

HASS - World War II - Students will explain the significance of World War II and look at the causes and effects this event had on Australia and other international power houses during the 20th century. By the end of this unit students should be able to describe the social, economic, cultural and / or political aspects relating to changes in Australian society. Student will complete an in class exam which will be split over two lessons one of these will assess students knowledge of World War II whilst the other will be an extended response to stimulus.

Year 9/10 Art - Students will identify and analyse how Dean Russo used visual conventions and viewpoints to communicate ideas in his paintings and apply this knowledge to create a Dean Russo inspired painting. In response to exploration of techniques and processes used by Dean Russo, students will demonstrate an understanding of colour schemes, abstract art, and using juxtaposition of colours to create contrast.



Year 7-10 Ag - Students will investigate and describe aspects of sustainable sheep farming in Australia and design a sustainable sheep production facility considering all things required for a successful and sustainable sheep operation.

Design Technologies - Year 9/10 students will investigate the benefits of 3D printing in Biomedical Engineering, in particular, prosthetic design. Students will use online software to design an item which will be 3D printed. Students will then commence their design project to design and create a timber artwork. They will use their skills in measuring, cutting, sanding and finishing timber.

Year 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 studying through Mighty Minds
- * Short Course in Numeracy studying through Might Minds
- * Certificate 1 in Agrifoods studying through Capricornia School of Distance Education
- * Certificate 1 in Workplace Skills through Capricornia School of Distance Education



**MEET OUR
NEW PREP
STUDENTS**

*Oliver, Trent, Bronte,
TJ, Paige, Matvei,
Frankie, Jett, Tom*



PREP YEAR 1- 2



We like ...



My name is Lucy. I'm in Year 2. My favourite food is chips, broccoli, peas and corn and my favourite colour is green.

My name is Jack I'm in Year 2. My favourite food is noodles and my favourite colour is green.

My name is Sophie I'm in Year 2. My favourite food is spaghetti and my favourite colour is pink.

My name is Leeroy I'm in Year 1. My favourite food is cake and my favourite colour is red.

My name is Jaxx I'm in Year 1. My favourite food is grapes and my favourite colour is green.

My name is Leiquan I'm in Year 1. My favourite food is ice cream and my favourite colour is red.

My name is Josie I'm in Year 1. My favourite food is chicken nuggets, chips and salad and my favourite colour is pink.

My name is Oliver I'm in Prep. My favourite food is spaghetti and my favourite colour is blue.

My name is Paige I'm in Prep. My favourite food is macaroni and cheese and my favourite colour is pink.

My name is Bronte I'm in Prep. My favourite food is apple, watermelon and biscuits and my favourite colour is purple.

My name is Trent I'm in Prep. My favourite food is cake with sprinkles and my favourite colour is red.

My name is Jett I'm in Prep. My favourite food is strawberries and my favourite colour is blue and red.

My name is Frankie I'm in Prep. My favourite food is chocolate and spaghetti and my favourite colour is pink, purple and rainbow.

My name is Matvei I'm in Prep. My favourite food is apple and my favourite colour is red.

My name is Tom I'm in Prep. My favourite food is watermelon and chocolate and my favourite colour is blue.

My name is TJ I'm in Prep. My favourite food is party pies and my favourite colour is blue.

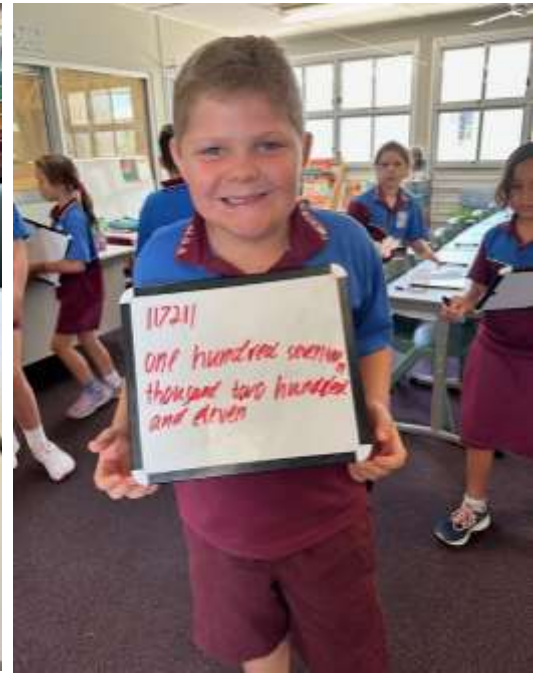




**Yummy
fruit**



Working hard in
YEAR 3-4





YEAR 3-4
NEWS

Celebrating finishing our first assessment of the year with Zooper Doopers.



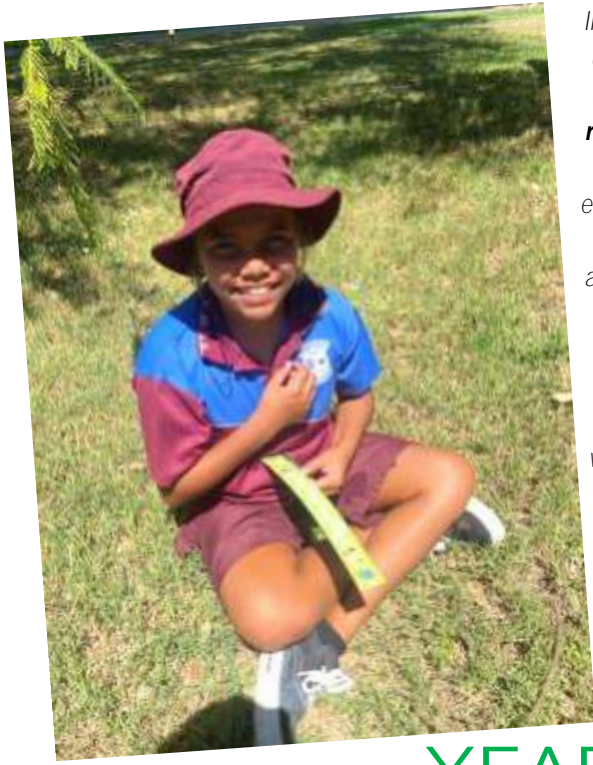
Numbers to 100,000 bingo with Chappy.



Happy 9th birthday Taurey. Thank you for the cake Miss Kylie, my 'birthday twin.'

Our first Kitchen/Garden lesson of the year.

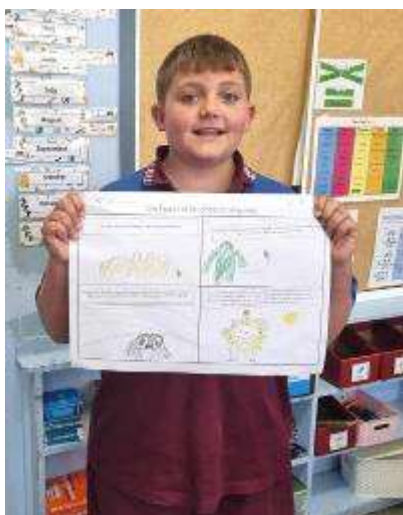




In Science we went on a field trip into the playground to record 'man made' and 'natural' elements within our environment. We also measured soil temperature and outdoor temp. In English we are practising what we need to write a great short story. We learnt that descriptive detail can make for better imagery.



YEAR 5-6 NEWS



SECONDARY SNAPSHOT

What a great start to the year we have had. We are missing our B Block area, however we look forward to moving into our new classrooms as soon as they are completed.

Housekeeping: Permission notes have been sent home, please check that they have all been returned e.g. Swimming, Design Technology, Ag trip (return form to school by Monday 5th February 2024), Study Centre (Tuesday and Thursday).

Ag Trip - Students in Years 7-10 have been undertaking studies of sustainability in sheep production as part of their Ag Studies curriculum. To enhance their learning, they will be undertaking a field trip to the sheep yards at "Yamburgan".

Date: Wednesday 7th February, 2024 (Week 3)

Dress: Long pants / jeans / long shorts, bucket hat, joggers / boots. School long sleeve Ag shirt will be provided to all students.

Other Requirements: Students must bring a water bottle, a packed sandwich/bread roll for lunch which should be packed in their school bag. Morning Tea will be supplied.

Transport: Students will be travelling on the school bus.

Time: Year 7/10 Depart: 9 am Return: before 3pm

Homework: Students are receiving weekly homework. Students will receive their homework every Monday and it is due back to school by Friday. Students are able to seek assistance from their teachers before school or during lunch breaks if needed. Miss Jess is running 'Study Centre' every Tuesday and Thursday (snacks are provided) and this is also a great opportunity for students to complete their homework and revise notes from all their subjects.

First day of Secondary school messages from the Year 7's: *My first day was really great but hot. Two of my favourite highschool teachers are Miss Hirning and Miss McCarthy. The lessons I had were English, Design Tech, Maths and PBL with Miss McCarthy. Harmony*

My first day in Year 7 was interesting. It was hot and pretty fun. My favourite thing was wood work with Miss Ange and Mrs Miller. Quin

My first day of Year 7 was very hot. It was fun when we made butterflies in Digital Tech for the Prep kids. In Maths we took a quiz and some of it was easy but some of it was hard. In English we did a work sheet 'All About Me'. Cassidy

My first day of highschool was fun. My first lesson was English, we did a worksheet to show who we are. Then we went to Maths with Mrs Hegarty and we did a test and it was pretty hard. Then it was lunch time. I went to Design Tech and I made a butterfly for Mrs Miller and we gave the Preps one of the butterflies, then we went home. Mataya

