Dirranbandi P-10 State School

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

2016
TERM 2
April 22

clever • skilled • creative

Representing our school with pride...

On Tuesday, representatives from the program “Push to the Bush” talked to the whole school. The aim of the program is to help keep the ANZAC spirit alive for school children. The gentlemen, from Caboolture spoke about the importance of animals in the war. They had defence force uniforms and other memorabilia that students could dress up in. Our photos show how great the session was. We thank “Push to the Bush” for their donations to our school:
♦ Badges to wear on ANZAC Day
♦ Flags to wave on ANZAC Day
♦ Books donated to our school library and
♦ $150 donated to our school camp

The ANZAC spirit is alive and well in Dirranbandi. Hope to see students marching in the parade on Monday 25th and catching up with parents for morning tea.

Lucy, Emma, Tilly, Jake and Olivia went to Chinchilla to play in the Balonne District soccer trials.

Martin, Tilly, Lucy and Jessica at Instrumental Band Camp. 33 students in total attended, they came from Thallon, Dirranbandi and St. George schools.

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Every Day Counts
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PBL FOCUS
* Actively engaged and interested in Community affairs (ANZAC Day)
* Report problems to Staff - (playground)

ACTING PRINCIPAL’S REPORT

Cross Country - by time you read this our annual cross country will have been run and won. From my observations everyone had a great time and gave their best effort. Well Done. Miss White will announce the winners of the age groups in next week’s Dazzler.

I will be taking 4 weeks Long Service leave from Monday the 9th of May to Friday the 3rd of June. During my absence Mr Greg Smith, former Principal of Murgon State School, will be acting in the role of Principal. I am sure that everyone will join me in welcoming Greg to Dirranbandi P-10 State School and trust that he will enjoy his time here.

On Tuesday of this week I was at the Principals Business Meeting in Roma where all the Principals in the South West area had the pleasure of being addressed by the Director General of Education Dr. Jim Watterston. During his address he touched on the achievement overall in the state regarding NAPLAN testing and advised Principals that we are the fastest improving state in NAPLAN testing but still have a way to go to catch up with NSW and Victoria, who’s students, on average, do better on the tests than Queensland students. He also talked about ‘Closing the Gap’ for Indigenous students who have, in the past, achieved at lower levels than non-indigenous students. This gap has closed dramatically across the state, and is evident in Dirranbandi State School results in NAPLAN where our students reached national minimum standards last year. Dr Jim also advised us that the gap between senior students achieving the Queensland Certificate of Education currently stands at only 1 percent between Indigenous and non-indigenous students at the end of Year 12.

We were also advised at the meeting that schools will be receiving funding to purchase Electronic Attendance Management Systems that allow schools to send absentee notifications to parents via text messaging on the day of the absenteeism. When this occurs we will be asking parents to update their contact details with the school.

Monday is ANZAC DAY and in preparation we had a visit from Push to the Bush, on Tuesday afternoon, who organise returned servicemen to visit schools with an ANZAC Display and talk about ANZAC Day. On Monday we are meeting in front of the Post Office at 9:15am for a 9:30am March to the RSL. We will then participate in the ANZAC service. Remember to wear full school uniform and your HAT( bring a water bottle as well).

Congratulations to students who went to the Balonne District Soccer Trials and Instrumental Music Camp, it was great to hear how well they represented our school.

THIS Saturday the 23rd of April we are having a working bee for any interested parents and students to help us get the Kitchen Garden ready for the planting of our winter vegies. If you are willing to help please meet Ms O’Hare and Mr Odell at the garden from 7:00am to midday.

Parents will also find Term Overviews in this edition of the Dazzler. Can I ask that you read these so that you have an understanding of what your children will be studying and assessed on this term.

Thanks - Brett Odell - Acting Principal

SCHOOL KITCHEN GARDEN WORKING BEE
Saturday the 23rd of April.
To get the kitchen garden ready for planting winter vegies.
If you are interested in helping please meet Ms O’Hare and Mr Odell at the garden between 7:00am and midday.
If you have gardening gloves please bring them and we will supply the wheelbarrows, rakes, forks, shovels etc. etc. and lots of weeds and prickles! We look forward to seeing you there!!

All students, parents and community members are invited to attend the Dirranbandi ANZAC Day march and ceremony on Monday 25th.
We will meet at the Post Office at 9:15am, then march to the RSL where the ANZAC ceremony will be held. Students need to be in full school uniform with a hat and a water-bottle.

- Brett Odell - Acting Principal
2016

TERM 2
Saturday - 23 April
Garden Working Bee

WEEK 3
Monday - 25 April
Anzac Day Public Holiday
ANZAC Day Service
Tuesday - 26 April
Wednesday - 27 April
Tuckshop
Arts Council Meeting
Thursday - 28 April
Instrumental Music
Uniform Shop 3pm
Homework Centre
P&C Meeting
Friday - 29 April
Playgroup - Kindy
Saturday - 30 April
JRL Home Game

WEEK 4
Monday - 2 May
Labour Day Public Holiday
Tuesday - 3 May
Wednesday - 4 May
Tuckshop
Thursday - 5 May
Instrumental Music
Uniform Shop 3pm
Homework Centre
Friday - 6 May
Playgroup

TUCKSHOP
Tuckshop as normal  Wednesday - 27th April
Tuckshop menu in this week’s Dazzler

UNIFORM SHOP
P&C WINTER UNIFORMS
◆ Fleecy track pants size 6 to 14 and fleecy jumpers from size 6 to adult. $15 each
◆ Polar fleece jackets size 8 to 16 - $30
◆ Girls winter slacks sizes 6 to 16 - $30
◆ Taslon track suits $50 for the set or if sold separately ...
◆ $30 for the jacket and $25 for the pants
Uniforms will be available to purchase
Thursday’s after 3pm.
Karen Sullivan will be on hand to assist you.

HELP WANTED
TUCKSHOP WORKERS
WEEKS 5, 6 & 7
Our Tuckshop Convenor - Belinda will not be in the country to operate tuckshop these weeks!! …
But she doesn’t want the children to miss out on their weekly dose of tuckshop, so it would be greatly appreciated if parents could volunteer some of their time to run the canteen for these 3 days / 3 weeks.
If you are unsure of what to do but would like to help, please contact Belinda (46258 242).
Phone a friend and ask them to assist you! Many hands make light work!

P&C MEETING
Just a friendly reminder that the next P&C meeting will be at 5.30pm
at the Old Motel in Dirranbandi (Moey) on Thursday 28th April.

INSTRUMENTAL MUSIC
Instrumental music is on every Thursday unless otherwise notified.
Please ensure students bring their instrument. No instrumental music for weeks 4, 5 and 6.

SPORTING SCHOOLS
Activities run from 3:00pm to 4:15pm.
Tuesday we have Softball and Wednesday is Athletics, these are a great way to get fit and have fun!!
Please ensure your child/ren know whether you will be collecting them after Sporting Schools or they are to walk home.

HOMEWORK CENTRE
Homework Centre is on Monday’s and Thursday’s - 3:00pm to 4pm, a healthy snack is provided.

PLAYGROUP
Playgroup runs every Friday of the school term. Last week we were fortunate enough to have the jumping castle again. The kids (and parents) had a ball. Each week we have a different focus. This week was an ANZAC Day focus. Next week, playgroup will be held at the Kindy (Friday 29th April).
Prep Unit Overviews

English - In this unit, students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. Students will engage in multiple opportunities to learn about language, literature, and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

Maths - In this unit, students will apply a variety of mathematical concepts in real-life, lifelike, and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of:

- Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations
- Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes
- Number and place value - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts.
- Location and transformation - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations
- Patterns and algebra - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number.

Science and Technology - In this unit, students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.

History - In this unit, students will identify familiar ways family and friends commemorate past events that are important to them and explore the way in which stories of families and the past can be and have been communicated. They will recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museum exhibits that represent past events and understand that stories can change over time.

Art - In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

PE - Unit 3 - Playing with balls. In this unit, students will develop the object-control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.

Unit 4 – Track and Field. In this unit, students will be practicing the skills and techniques for the upcoming Athletics Day Carnival.

ICT - This term’s unit sees students focussing on locating letters on the keyboard, particularly those in their own name. Students will learn to understand that although letters are shown as capital letters, what is represented on the screen are lower case letters unless we command the computer to show them as capital letters. Students will use their recognition of letters along with new skills including inserting WordArt and clipart to create posters that present information about themselves.

Health - I am growing and changing. In this unit, students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity. ‘I can do it!’

Year 1-2 Unit Overviews

English - Unit 3- Exploring Characters in Stories. In this unit, students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. Students will be assessed on their ability to create texts that show an understanding of the connections between writing and images and provide details about a character. Students will be assessed on their ability to accurately spell words with regular spelling patterns and use capital letters and full stops and correctly form upper and lower case letters. Students will also be assessed on their ability to identify the language features, images and vocabulary used to describe character and recognise literal and implied meaning in a text.

Unit 4-Engaging with Poetry. In this unit, students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class. Students will be assessed on their ability to understand the purpose of different texts and identify language features and vocabulary used to describe characters and events. Students will also be assessed on their ability to recall key ideas and recognise literal and implied meaning in poetry.
YEAR 1-2 UNIT OVERVIEWS CONTINUED...

Mathematics - In this unit, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Patterns and algebra - Investigate and describe repeating and growing patterns. To be assessed: Create patterns using objects. Explain number pattern linking to this to skip counting.

Number and place value - Represent and solve simple addition and subtraction problems. To be assessed: Represent and solve simple addition and subtraction problems through a range of problem-solving strategies.

Using units of measurement - describe the duration of an hour, explore and tell time to the hour. To be assessed: Describe length of familiar events and activities, days, months, weeks and hours. Compare and order objects based on their length or capacity. Tell time.

Unit 4. Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings:

Shape - Investigate the features of three-dimensional objects and two-dimensional shapes. To be assessed: Recognise, classify and name two dimensional shapes and three dimensional objects. Describe the features of each object.

Money and financial mathematics - Explore features of Australian coins. To be assessed: Recognise Australian coins according to their value, size, pictures, shape and colour. Describe and order coins by value (Year 1).

Visual Art - Unit 1 - A Collection of Work. This term students will again be engaging with a Visual Art unit of work. This unit involves them creating a variety of artworks to express ideas from a familiar text. They will be required to develop and explain their design ideas, create the artworks and reflect on their decisions.

Science - In this unit, students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. Students recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. They respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations. Students will be assessed on their ability to identify actions used to physically change a material and describe the boat and then make predictions and conduct investigation. Students will also be assessed on their ability to follow instructions to record observations and communicate observations using drawings, scientific and everyday language.

ICT - This term Year 1/2 students are learning to use the program ‘Photostory.’ This will involve students using digital systems including digital cameras to collect ‘data’ (photos) and the Photostory software to present the ‘data’ in a creative way. Students will create several photo stories throughout the term and we will have a class showing at the end of the term.

History - Exploring yesterday and today - my grandparents, my parents and me. In this unit, students will investigate the following questions:

• How has family life changed or remained the same over time?
• How can we show that the present is different from or similar to the past? In this unit, students explore the differences and similarities between family structures and roles today compared to the recent past. Students will be assessed on their ability to describe personal and family events that have significance. Students will be assessed on their ability to examine sources to answer questions and sequence events in order, using everyday terms about the passing of time. Then students will also be assessed on their ability to relate stories about life in the past.

PE - Unit 3 - Junior Jump Rope. In this unit students will be introduced to jump rope by developing the skills and actions used to perform specific jumps, skips and tricks. Students will be focusing on the hand eye coordination as well as the control of basic motor skills used in jump rope.

Unit 4 – Track and Field. In this unit students will be practicing the skills and techniques for the upcoming Athletics Day Carnival.

Health - Good choices, healthy me. In this unit, students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe actions that keep themselves and others healthy in different situations.

YEAR 3/4 UNIT OVERVIEWS

English - In the first unit students will read and analyse traditional stories from Asia. They will demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.

In the second unit for the term, students listen to, read and view information and stories from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing, identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. In the assessment task, students create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples’ or Torres Strait Islander peoples’ history and culture.

Each week students will receive their weekly spelling words, which they will practice throughout the week and during homework activities. Some students will also continue to develop their sight word knowledge to support their reading. All students will continue to develop their cursive writing through weekly handwriting lessons.
**YEAR 3/4 UNIT OVERVIEWS CONTINUED ...**

**Mathematics** - Throughout this term students will explore recognising, reading, representing and partitioning numbers to 10,000 and above. Students will also continue to work with fractions and will be introduced to concepts involving decimal numbers. Further work will be done to improve the students understanding of fractions and partitioning into equal groups. Students will also investigate properties of shapes within tangrams, creating polygons and combined shapes using tangrams. This will lead into working with 3D shapes, completing transformations and identifying angles. Later on during the term students will complete activities involving money and calculating change. Assessment tasks will be completed throughout the unit to monitor students understanding of the different curriculum areas.

**History** - In this unit students will investigate the following questions: What was life like for Aboriginal peoples and Torres Strait Islander peoples before the arrival of Europeans? What was the nature and consequence of contact between Aboriginal peoples and Torres Strait Islander peoples and early traders, explorers and settlers?

In this unit, students will explore the diversity and longevity of Australia’s first peoples, recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies), investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples and investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassans traders and Europeans. A written assessment task will be completed at the end of the term.

**Science** - In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions. Students identify investigable questions and predict likely outcomes. In conducting investigations, students use appropriate materials, tools and equipment safely to make and record observations. Students represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.

**PE** - Unit 3 - Basketball. In this unit students will re-establish the foundation of skills and game play involved in Basketball. Students will be involved in team building activities and ball skills that will lead to better game play overall.

Unit 4 – Track and Field. In this unit students will be practicing the skills and techniques for the upcoming Athletics Day Carnival.

**Technology** - Explore Technology and Design through gardening activities.

**Drama** - Students will investigate the elements of Drama. Students will use their understanding of these elements to create a performance that they will present to their peers.

**ICT** - Year 3/4 students will continue to work through the unit commenced in Term One. This term, students will be using the email system and collecting and presenting data on the use of email within the school and community.

**Health** - Culture in Australia: Positive interactions. In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

**YEAR 5/6 UNIT OVERVIEWS**

**English** - Throughout this term students will complete two English units; examining advertising in media and exploring news reports in the media. Students will investigate the purpose of advertisements and news reports in media, and analyse bias. They will complete a comprehension test where they deconstruct two advertisements, create their own advertisement and a written response to a new report. Students will continue to have daily STRIVE vocabulary lessons each day, in an effort to increase their vocabulary, standard of their writing and reading comprehension.

**Maths** - During Term Two students will continue to develop their knowledge, understanding and fluency with decimal numbers, including converting decimals to fractions and percentages (Year 6). Students will explore powers of ten and multiplication. Students will demonstrate their knowledge and understanding through a test. Students will also explore measurement, specifically comparing and contrasting volume and capacity, and pyramids and prisms. Students will demonstrate their learning through a series of in class tasks (guided inquiry).

**Science** - This term students will explore the environmental conditions that affect the growth and survival of living things. They will plan and conduct fair tests, pose questions and write recommendations. Students will consider the human impact on the environment and design actions to develop environments for a native plant to live. Student’s knowledge and understanding will be assessed through an investigation into mould.

**History** - During this term students will investigate the development of Australia as a diverse society. They will answer key questions including:

- Who were the people who came to Australia? Why did they come?
- What contributions have significant individuals and groups made to the development of Australian society?
- They will locate information from sources and create timelines, in order to discover stories of groups of people who migrated to Australia, and the reasons they why they migrated. Their learning will be assessed through an assignment where the compare and contrast the experiences (Year 5), contributions (Year 6) and reasons behind two people/families migration to Australia.
Design & Technologies - This term students will investigate ‘food and fibre’, in particular looking at primary industries in our community. Students will explore cotton through a visit to the Dirranbandi Cotton Gin and wool through a visit to shearing at ‘Pine Park’. Students’ knowledge and understanding will be assessed through on going tasks and a culminating presentation (choice of multimodal, speech, poster).

Visual Arts - We are continuing with our Visual Arts unit from last term. Students have explored art works from a wide range of cultures, counties and religions. Students will continue to investigate the purpose, context and audience of art works, and will compare these with other art works we have studied.

PE - Unit 3 - Extreme Jump Rope. In this unit students will develop the skills and fitness required for extreme jump rope skills, tricks and manoeuvres. Students will challenge themselves in singles, pairs and group jump rope activities.

Unit 4 – Track and Field. In this unit students will be practicing the skills and techniques for the upcoming Athletics Day Carnival.

ICT - Year 5/6 students will continue to work through the unit commenced in Term One. This term the focus is on conducting internet searches, collecting information and presenting the information in creative ways using the SmartArt graphics explored last term.

Indigenous Languages Year 5-8 - Students are learning about the indigenous language and culture. Students will be doing this in their language booklets and will complete an expression of this language as an assessment piece. Students will complete activities based around NAIDOC day which occurs in week 11 in term 2.

Health - Let's all be active. In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community well-being. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

English - Representing human experience.

In this unit students read, view and listen to a variety of texts that create representations of Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures; analyse the features that create representations and position the audience; and write an analysis to express their opinion about the text.

Unit 4 - Understanding how texts communicate ideas about values. In this unit students view a selection of film clips about Aboriginal peoples and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about values. Students then compare and evaluate the effectiveness of two film clips and, using interaction skills, present their opinion in a persuasive oral response to engage and influence an audience of peers.

Maths - Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of the following:
- Patterns and algebra - use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution.
- Linear and non-linear relationships - plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.

History - In this unit, students investigate theories about the origin and spread of Polynesian settlers throughout the Pacific. Students also investigate the social, cultural, economic and political ways of life of Polynesian peoples with particular emphasis on their navigation skills and their interaction with their natural environment.

Science - Students are studying Chemistry this term. In this unit students will consider the importance of water and the water cycle. They investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. Students will plan and conduct investigations into the separation of mixtures and use their data to draw conclusions. Students will investigate the application of filtration systems in water treatment and recycling processes. They compare and contrast artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes. Students explore Australian Indigenous peoples’ values about water. They conduct a water audit for the home and school and suggest ways to manage water use. They also calculate their own water footprint.

'Comic Kings’ Jake and Klaus are creating some fantastic comic books. These boys are often seen sitting in a corner of a room drawing and discussing the next big saga to their comics. These boys may be future millionaires living off the earnings of their comic book empire! Keep up the great work boys.
**YEAR 7 - 8 UNIT OVERVIEWS CONTINUED...**

**Drama** - Students will be examining Shakespeare’s *A Mid-Summer Nights Dream*. Students will examine this piece of text in depth and understand its dramatic impact in the arts. Students will also engage in physical theatre and learn the safe and correct techniques to perform this. Finally, the students will culminate what they have learnt and produce a small performance for their peers. They will also complete a written report with relation to this performance.

**Year 7/8/9 ICT** – Let’s Record It! Students enjoy watching movies. So let’s learn how to record them. We have the technology to create great movies, it is right at our finger tips! This term students will be using a variety of software packages to create their own masterpieces. These include iMovie and Screencastomatic. Students will be recording work for a variety of audiences and editing their work to ensure their clip is just what they planned.

**Health** - *My decisions, my life*. In this unit, students will examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family’s role in decision making and how to communicate and support peers in situations involving alcohol and drugs, as well as the steps to follow in an emergency situation.

**YEAR 9/10 UNIT OVERVIEWS**

**English** - *Responding to literary texts*. In this unit, students continue their analysis and evaluation of a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment. For assessment, students create an imaginative transformation. A short story that contributes an additional scene to the text. Using the narrative viewpoint of a secondary character, the imaginative transformation will provide a unique perspective on characters, settings, and events taken from the original novel as well as advancing a social, moral and/or ethical message that responds to an issue from the text.

Unit 4 - *Responding to poetry*. In this unit students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. Students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts. For assessment, students complete three tasks. The first task requires students to create an original poem in response to an important issue. The second task involves students explaining and justifying their choices in stylistic features, text structures and language features. The final task requires students to perform their poem to their peers in an entertaining and engaging manner.

**Maths** Unit 3: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands: Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: • *Patterns and algebra* - expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations, and find x- and y-intercepts of parabolic functions. • *Geometric reasoning* - describe the conditions for similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area.

Unit 4: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands: Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings in Pythagoras and trigonometry.

* *Pythagoras and trigonometry* - apply Pythagoras’ theorem to check if a triangle is acute, right or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side-length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, and calculate unknown angles in right-angled triangles.

**History** - *Rights and freedoms* (1945 - the present). In this study students will investigate the following key question: • How was Australian society affected by other significant global events and changes in this period? The depth study investigates the background to and the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms from the 1930s to the 21st century, with a particular focus on the *Stolen Generations* and the *Mabo decision*.

* The influence on and parallels between the American Civil Rights Movement and the struggle for Indigenous rights in Australia will also be explored. The continuing effort to secure civil rights and freedoms nationally and internationally will conclude the unit. The content provides opportunities to develop historical understandings through the key concepts.

Unit 4 *The globalising world: Popular culture (1945-present).* In this depth study students will investigate the following key questions: • How was Australian society affected by other significant global events and changes in this period? The following content is taught as part of an overview for the historical period:

• the nature of the Cold War and Australia’s involvement in the Cold War and post-Cold War conflicts (Korea, Vietnam, the Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War.

• developments in technology, public health, longevity and standard of living during the 20th century, and concern for the environment and sustainability. In this unit, students will investigate the nature of popular culture since the end of World War II. They will trace developments and changes in popular culture and the impacts on Australian society. Students will examine the influence of overseas developments in popular culture, particularly in the areas of music, film, sport and TV, and Australia’s contributions to international popular culture. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives and significance.
Physical Education and Health Year 7,8,9,10. Unit 3 - Basketball. In this unit students will re-establish the foundation of skills and game play involved in Basketball. Students will be involved in team building activities and ball skills that will lead to better game play overall.

Unit 4 - Track and Field. In this unit students will be practicing the skills and techniques for the upcoming Athletics Day Carnival.

Science - Students are studying Chemistry this term. In this unit students will explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They will investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students will understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They will research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students will critically evaluate the sources of their researched information.

Health - Cultural connections. In this unit, students examine how migration and cultural identity have influenced the physical activity choices of Australians and their communities. They examine characteristics of ethical decision-making and how it contributes to respectful relationships. They will explore diversity and identify attributes of community wellbeing, and will investigate how local physical activity groups support community connections and wellbeing.

Sports Science - Unit Two – What it means to be a human. Throughout the unit students will explore what it means to be human. Sport Science will help students to further understand and analyse the human body, its movements and functions. In this unit students will be exploring the human functional anatomy and integrate this knowledge to a specific sport. Students will be assessed on their ability to analyse and discuss how the human anatomy acts and reacts when performing a motor skill (kicking a ball, running). Students will formulate a hypothesis and discuss the validity of information researched through secondary sources.
Dear Parents and Carers. Welcome back to Term Two!!

This Term in English we are learning how to retell a story, this week we have been reading *The Old Woman who Swallowed a Fly*. We have had a great time retelling the story in different ways!! In art we painted using glitter something that the old woman ate!

In Science we are learning about different materials and what they are used for! Please come in and have a look at our material investigation table!!

Just a reminder about History - can you please bring in some photos from different family celebrations that you have had e.g. Birthdays, Christmas and Weddings. Thankyou! - Miss Lucy Gardner

**ACTIVE LEARNERS/STUDENTS OF THE WEEK AND GOTCHAS**

Great work Klaus and Charlotte - Students of the Week

Active Learner Awards - Jacob, Emily and Maranda

100 Gotchas - Klaus, Jake, Lilly, Daniel, George, Shawn, Maddie

**TUCKSHOP MENU**

**Salads, Wraps, Sandwiches & Burgers**

- Ham & Salad wrap: $4.50
- Half wrap: $2.50
- Ham & Salad Sandwich: $4.00
- Ham, Chicken or Egg Sandwich: $2.50
- Toasted Sandwich or wrap (extra): $0.50
- Chicken & Salad Burger: $4.50
- Chicken, Lettuce, Mayo Burger: $4.00
- Ham/Chicken Salad Pack: $7.00
- Vegemite, jam or cheese Sandwich: $2.00

**Hot Snacks**

- Chicken Nuggets: $1.00
- Chicken Wedges: $1.20
- Party Pies: $2.00
- Sausage Rolls: $2.00
- Pizza Singles: $2.50
- Hot Dogs: $2.50
- Potato Wedges with sour cream/sweet chilli: $4.50

**Snacks**

- Popcorn: $1.00
- Ice Blocks: $2.00
- Frozen Yoghurt: $2.50
- Milo Ice Cream Cups: $2.50
- Chips: $2.00

**Drinks**

- Fruit Popper: $1.50
- Milk....Choc/Strawberry: $3.00
- Water: $2.00

**BBQ & Tomato Sauce**

... 30c
COMMUNITY NOTICES

DIRRANBANDI JUNIOR RUGBY LEAGUE
First game April 30th (Dirran Home game)
For further information contact:
Grant Murphy 0428 261 969
Edwina Graham 0437 258 000

COMMUNITY NOTICES

DIRRANBANDI PROGRESS ASSOCIATION MEETING
Next Meeting: Tuesday 17th May 2016
6pm at the CWA

Listed below are some of the issues that the Progress Association is helping to deal with for our Community. If you know of an issue that is a concern or could improve our community and you would like to see some action done to get it recognized, then come along to the next meeting.

<table>
<thead>
<tr>
<th>Young Women’s Leadership Bursary</th>
<th>Rail &amp; River Project</th>
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</thead>
<tbody>
<tr>
<td>New Journalist</td>
<td>Seating in Jane Street</td>
</tr>
<tr>
<td>Dog Catcher</td>
<td>Caravan Parking area</td>
</tr>
<tr>
<td>Men’s Shed</td>
<td>Cracks in Concrete Paths</td>
</tr>
<tr>
<td>Pumps</td>
<td>Unsightly Old Buildings</td>
</tr>
<tr>
<td>Civic Centre Air-conditioning, Drainage</td>
<td>Truck Parking Facilities</td>
</tr>
<tr>
<td>Nicknames - Dirran’s Cultural History</td>
<td>Weather Station</td>
</tr>
<tr>
<td>Landscape Design Survey</td>
<td>Levee Bank Walk</td>
</tr>
<tr>
<td>RV Friendly Town</td>
<td>Australia Day Activities</td>
</tr>
</tbody>
</table>

PONY CLUB
AGM Wednesday 27th
At Old Moey 6:30pm

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PONY CLUB
AGM Wednesday 27th
At Old Moey 6:30pm

BASKETRY WORKSHOP
Prices still available
Contact Pam 46256826

BASKETRY WORKSHOP

using natural & local materials
Sat 14 & Sun 15 MAY
Theresa Flynn - Clare
Flying Arts Inc
Cost $100 inclusive
Contact Pam Cranham
07 46256826
pamcranham@hotmail.com
Funded by RADF

Friday Night Tennis

PLEASE COME ALONG AND SUPPORT THE
Dirranbandi Court Sports Association Inc

Four Weeks Only
Friday 6th May (7 pm)
Friday 13th May (7 pm)
Friday 20th May (7 pm)
Friday 27th May (7 pm)

Everyone is invited to attend.
Depending on participants we will play doubles or a round robin event each week

Player names to Kirsten or Mark by
Friday 29th April 2016

FOR FURTHER INFORMATION
Kirsten Murphy
0428 196 926 / kirsten@cubbie.com.au
Mark Anderson
4620 7000
dirranbandimotorinn@bigpond.com

ARTS COUNCIL GENERAL MEETING

Conference Room
At the Hospital
6pm
Wednesday 27th April

Membership now due ($20 single $30 family)
Send to Margaret Cross “Brae more Park” Dirranbendi or Heritage BSB638070 a/c no 8344477

Thankyou to all our community who participated in discussions with our landscaper and designer as well as Dep Mayor Gaske, Cr Todd and Mayor Richard Marish.