Dear Parents,

Please be aware that this newsletter holds lots of important information. Next week is a very busy week with sports days and our excursion for our Naidoc celebration. Please have all permission s

Thank you to the parents who have completed their SOS (School opinion survey).

This week on parade I spoke to all students about wearing the correct uniform at our school. When parents enrol their children at Greenmount State School the enrolment pack consist of important information regarding the everyday operation of the school. I have included a copy of the uniform requirements taken from the handbook to reinforce our policy.

Breakfast club

Please be aware that there is no Breakfast Club with Chappie Karl next week. Chappie Karl is away at a conference.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>CD Athletics Day 1</td>
<td>Monday 1st and</td>
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<td>and 2</td>
<td>Friday 5th of</td>
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<td></td>
<td>Allora State School</td>
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<td>Chappy Karl Away</td>
<td>Week 4 - 1st and</td>
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<td></td>
<td>3rd of August</td>
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<td></td>
<td>Chaplaincy Conference</td>
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<td>Writing Workshop</td>
<td>10th August</td>
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<td>Nobby State School</td>
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<td>Cobb n Co visit</td>
<td>4th August</td>
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<td>NAIDOC celebrations</td>
<td>Whole school</td>
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School Uniform Policy

Why a Uniform?
Greenmount State School is a “Uniform” school. We take pride in our uniform and it is expected that all students will wear it. We would appreciate your support by having your child dressed in uniform at all times. Students are expected to wear full uniform when representing the school on excursions, in sporting teams and in cultural events unless otherwise advised in writing.

For uniform items which are purchased from the school, please check with the school P&C for the current price. Payment should be made to the P&C Association – please make cheques out to “Greenmount S.S. P&C Association”.

Boys – Summer
Bottle green shorts
Green Polo shirt with Gold embroidered trim (available from the school) - $35
White socks
Black shoes or joggers (No Bright colours)

Girls – Summer
Bottle Green skirt or shorts
Green Polo shirt with Gold embroidered trim (available from the school) - $35
White socks
Black shoes or joggers (No Bright colours)

Boys and Girls - Winter
Bottle Green sweatshirt
Green embroidered spray jacket (available from the school) - $30
Matching bottle green track pants (available from the school) - $20

Hats
Bottle Green

Bags
School bags must be clearly named and can be stored in the racks provided for the purpose. It is unwise for children to leave money or valuables in their bags.

P&C News

Term 3 is a busy term for our P&C. We have some key dates and events to remember. As you all should be aware with the note that was sent home. We have 3 Fathers’ day fundraisers coming up. Firstly is our Fathers day raffle. Tickets with information attached have been sent home with each child. We are holding a competition with the children. The child who sells the most tickets wins an awesome prize! Good luck kids!! More tickets for the raffle are available if you sell out.

Money's and any unsold raffle tickets are to be returned to the orange P&C box by Monday the 29th of August. The raffle will be drawn along with the child who wins the competition on the schools Options Presentation evening September the 1st.

Secondly we have our school Fathers day stall. That will be held at lunch on September the 2nd. If anyone has any donations to sell at the stall, please give to Belinda in the tuckshop before this date. Our third fundraiser for the term is our Fathers day meat and Slab raffle at the Greenmount Pub. This will be held on September 3rd from 2pm. This is a community event for our local families to enjoy the afternoon with the dads out there. There will be live music and a BBQ in the later afternoon. If anyone knows of a small local business that wants to donate a slab or meat tray, wed be very grateful. We are also seeking volunteers to help out on the afternoon also. Please let Shannon know if you are available. We encourage all of the families and dads of our school to go and enjoy the afternoon.

We are also holding a school working bee on August the 20th from 12:30pm with a BBQ at 5pm for all our wonderful volunteers. We are asking families to come along and help tidy up our school grounds. Many hands make light work.

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<thead>
<tr>
<th>P&amp;C Dates</th>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td>Next P&amp;C Meeting</td>
<td>11-8-2016</td>
<td>4:15pm</td>
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<tr>
<td>School Working Bee</td>
<td>20-8-2016</td>
<td>12:30pm</td>
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<tr>
<td>Fathers Day Raffle</td>
<td>26-8-2016</td>
<td>donations due</td>
</tr>
<tr>
<td>Fathers Day Raffle</td>
<td>29-8-2016</td>
<td>money and tickets due</td>
</tr>
<tr>
<td>Fathers Day Stall</td>
<td>31-8-2016</td>
<td>Donations</td>
</tr>
<tr>
<td>Fathers Day raffle</td>
<td>1-9-2016</td>
<td>drawn and winning ticket seller announced At the School Options Presentation</td>
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<tr>
<td>Fathers Day Stall</td>
<td>2-9-2016</td>
<td></td>
</tr>
<tr>
<td>Fathers Day Meat and Slab raffle at pub</td>
<td>3-9-2016</td>
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Science

Our unit for this term is called ‘Earth's Wild Weather’. We will be considering how extreme weather conditions create changes in Earth’s surface and how they affect everyday life. We will be conducting experiments to investigate different types of erosion. We will also be investigating tsunamis, earthquakes and cyclones and the affect they have on everyday life. We will be building test models of bridges and a model house to test simulated extreme weather events.

Art

Yr 3-6 are exploring organic shapes to create a ‘Matisse’ inspired portrait. We will then explore the qualities of a known object with the view to firstly draw then sculpt.

The P-2 students will consider the different views of an object which they will then attempt to draw and then create a collage using familiar items.

Options – Technology

I will be taking a group of students for our options programs. Some of the activities we will be doing include designing and building a ‘marble run’, building a robotic dinosaur with ‘blocks’, designing and building model bridges, writing code for a ‘peer’ to follow, plus a number of other technology based activities.

I am very excited about this term and look forward to these learning experiences as well as all of the other activities which we are fortunate to have here at school.

Mrs Lawson

Music

Music in term 3 will be based on the Musica Viva performance we will be attending in Term 4. The group performing is called "Entourage". They are a chamber music ensemble (classical music), so are something very different to what most of us usually listen to. Preparing them for the performance will involve familiarising them with the songs and is a great way to help them appreciate a different style of music. The basis of the performance is recreating the sounds of a Brisbane backyard.

Mrs Gillespie
P - 2 Term 3, 2016

**English** We will be continuing our mini-Lit program to improve reading in the P - 2 class as well as the following:

**Identification of language in texts**
- Exploring narratives and questioning characters
- Examining groups of words that make meaning
- Comprehending reports and analysing sentences
- Review, reinforce and extend learning
- Investigating language and text purpose
- Identifying fact and fiction in imaginative and informative texts
- Reporting on a literary event
- Review, reinforce and extend learning

**Comparison of texts**
- Comprehending narratives and questioning characters
- Grouping words from imaginative and informative texts
- Writing an informative text
- Reading comprehension monitoring

**Examination and use of language for a purpose**
- Responding to and analysing a narrative
- Sequencing an informative text
- Examining an informative text
- Creating an informative text
- Review, reinforce and extend learning

**Written informative text**
- Comprehending literary texts and investigating characters
- Planning, drafting and editing an informative text
- Creating and presenting an informative text
- Review, reinforce and extend learning

**Maths**
P students will be investigating numbers to 30, number patterns, addition, sharing, money, area, shapes, o’clock and seasons.
Yr 1 will be investigating numbers to 100, length, equal groups, 2D shapes and revision of addition, time, fractions and data.
Yr 2 will be investigating numbers to 1000, area and length, multiplication, 2d shapes, and revision of addition, time, fractions and data.

There will be no History this term as we alternate Geography and History throughout the terms.

**Science**
The children will be investigating:
- Daily and seasonal changes in our environment, including the weather and its affect on everyday life
- Observable changes occur in the sky and landscape
- Earth’s resources, including water, are used in a variety of ways

**Geography**

**Prep**
- What makes a place special?
- How can we look after the places we live in?

**Year 1**
- What are the different features of places?
- How can we care for places?

**Year 2**
- How are people connected to their place and other places and what factors affect that connection
This term we are opening our Geography books again to investigate 'places' with each year level having a different take on the theme.

**Year 3’s** will be looking at how *places are both similar and different*. We will be investigating how and why places are similar and different; what it would be like to live in a neighbouring country; and how people’s feelings about places influence their views about the protection of places. We will be looking at significant places in our local community and conducting our own inquiry based research about a specific place.

**Classroom to Kitchen Table**: Please talk with your child about places in our local area that are important, and what makes these places important. Each place will have a different significance to different groups. ‘Places’ can be a location, landform or monument just to name a few. We have also started to look at the changes our town has undergone over the years. Talking with our year 3’s and sharing pictures and your views on places that are significant will help us build a bigger picture of what is important and needing protection.

**Year 5’s** are focusing on *factors that shape the human and environmental characteristics of places*. We are looking at how people and environments influence one another, how people influence the human characteristics of places and the management of spaces within them, and how the impact of natural disasters on people and places be reduced? Year 5’s will be looking at the natural disasters affecting Australians and will be conducting an inquiry to make decisions and recommendations to reduce the impacts of these disasters in the future.

**Classroom to Kitchen Table**: What are your experiences of natural disasters? Please share your experiences of the 2011 floods (and any other natural disasters) with your child. There are some fantastic You Tube clips and images of the Toowoomba Floods available. Talking about how people the students have a connection to will help develop how places are connected in ways that are meaningful to them.

**Year 4’s** will be focusing on how *the Earth’s environment sustains all life*. Year 4’s will be investigating how the environment support the lives of people and other living things; how different views about the environment can influence approaches to sustainability and how people can use places and environments more sustainably.

**Classroom to Kitchen Table**: Ask your Year 4 student how many World Heritage Sites we have in Australia. Which ones are in Queensland? Please talk with them about any you have visited or would like to visit. This term the year 4’s will be taking more of an interest in the waste we generate and will be considering the life span our consumables well past the wheelie bin. Has your Year 4 visited the local tip? It would be great if they could talk about our local tip and its organisation when we come to discuss our waste in the next few weeks.

**Year 6’s** are investigating our *diverse and connected world*. We are focusing on how places, people and cultures differ across the world; what Australia’s global connections between people and places are, and how people’s connections to places affect their perception of them. We will look specifically at trade, migration, aid and tourism and our year 6 students will conduct an inquiry investigating trade between Australia and Asia and the effect of these links on people and places.

**Classroom to Kitchen Table**: Encourage your Year 6 child to look at household items (what is in the pantry, what they are wearing, or technology they are using) in relation to where in the world they were made. Can they locate the country on a map? What countries does your family have a link to? Where in the world is it located geographically?

Our students are experiencing the global world each day in all manner of transactions, and in different ways to how we experienced the world in the past. Our conversations with them about this will help to develop understanding in this area.  

*Mrs Stenzel*