**Principal Address:**
The classroom has been busy this week as we have begun our new units in English. We have just begun working on informative texts in all year levels. In years 1-3, we will be working towards writing an informative report on an animal that each child chooses. These animals will be chosen as we look at characters in narrative first to build our understanding of fact and opinion. This will help students make good decisions about what information is true and worth including and also recognising irrelevant information.

In year 4-6 we will be working towards writing a letter to be read in the year 2059. This will need to be an informative letter talking about the way we currently live our lives. The idea is this will be written for a student to read in 43 years. Having a target audience requires students to consider not only what they find interesting but also what someone in nearly half a century will enjoy reading.

We have also begun discussing Economics and Business in year 6. Heath has shared some details about this in *Student Talk*. In year 3 we have also been discussing Civics and Citizenship which has a focus on rules. Brodie has found this to be enjoyable and has been working well on it.

On Friday, 14 August we travelled to Isisford for the Sir Wally Rae Sports Carnival. This was an excellent day and all students participated and represented Stonehenge State School well. Congratulations to Heath and Brodie who won age champion in their age groups. Thank you to all the organisers for your efforts in putting this day together.

**Reading Corner**
Students at Stonehenge State School are encouraged to set goals for their reading levels. To set these goals they need to think about what their current ability is and what a realistic aspiration would be. We have combined with Jundah State School and Windorah State School to develop the Barcoo Shire Data Wall so that students can recognise where they stand in their reading levels and be able to compare themselves to others. This will help students to challenge themselves. Each child has been given an identifying number so that they can keep their scores private if they choose. Students are marked in two separate assessments.

**PM**
Students beginning reading start with the PM Benchmark. These assessments ask students to read a range of different text types. There are 30 different levels in this assessment pack and they gauge student performance on their accuracy as they read; their ability to retell what they have read and answer questions designed to:
- show their literal and inferential comprehension
- apply prior knowledge
- demonstrate understanding of unfamiliar vocabulary

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**UPCOMING EVENTS**
- 6/9 – Fathers’ Day
- 10/9 – Poetry Festival – Winton
- 14/9 – Science Cluster Day – Jundah
- 19/9 – End of Term
- 6/10 – Start of Term 4

**BARCOO SHIRE PM**

**PROBE**
Once students complete the PM Benchmarks, they move onto Probes. These assessments have only text and no images to assist students as they read. They are similar to PM’s as they do use a range of different text types on a variety of topics. Students can complete up to a Set 20. As with the Barcoo Shire PM Data Wall, students are given an individual number to allow them to keep their scores private.
Students are tested on their reading twice a term to see improvement and to gauge how they have progressed with their reading goals.

**Math Squared**

Students have been working with measurements this week. In the early years students have been working with comparing objects of different size through visual means and then measuring with formal and irregular units of measurements. This has allowed them to move around quite a bit with Rory measuring doors, desks, tennis courts and more.

In the upper years, Jarrod and Heath have been working with area. Jarrod is beginning his understanding of area and finding out areas using grids. Heath has been finding areas using different formulas for different shapes.

**CHALLENGE**

Can you work out the area of the shape below?

![Area Diagram](image)

Clues:
- Area of a square = Side Squared ($s^2$)
- Area of a rectangle = Length x Width ($L \times W$)
- Area of a triangle = Base x Height/2 ($B \times H)/2$
- Area of a trapezium = $\frac{1}{2} (a+b) \times H$

Good luck!

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**Teacher Talk**

During Semester 2 I will be teaching Science, Geography, Music and Art.

**Science**

The students have almost completed the Science unit for term 3 – ‘Kitchen Chemistry’. The main focus has been on the properties of different food items and the reversible or irreversible changes the food may go through. They have engaged well with this unit and have successfully completed many predictions, experiments and scientific explanations.

**Geography**

The common theme across all year levels is ‘Diversity of Places’. The students are learning about how places, people and cultures differ at a local, national and global scale. All students are engaged in mapping and graphing skills and geographical comparisons across the scales.

**The Arts**

Music and Art lessons will be taught every second Friday. Music lessons will include activities to build upon and reinforce the main elements of music, including beat, rhythm, melody and pitch.

The students have begun to plan their own murals. A new idea will be introduced during each lesson for the students to apply to their individual murals.

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**Student Talk**

**Economics & Business**

This week I have been participating in economics and business as a subject at school. I have been enjoying learning about the needs and wants of the community, supply, demand and resources. I have been looking at how prices change as the demand becomes higher and the supply becomes lower. I have also looked at how natural events changes the items being sold. An example of this is how different products are sold in different seasons. I highly enjoyed a board game that I have played that has helped me understand how we have unlimited wants but limited resources so choices need to be made. This is the problem with scarcity.

Heath (Year 6)

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**Final Thought**

It is extremely important to guarantee your child attends school everyday. Every day is a learning day and we want to give students every opportunity to succeed. If a child misses one day of school a fortnight, over the course of their schooling life, that child would miss out on more than a year of learning.

At Stonehenge State School we believe that:

*Every child has a good day - Every day.
Every child matters - Every Day.*

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**Every Day Counts**