Ravenswood Rattler

30TH APRIL 2015

more stories, detail and photos online at: www.ravenswoss.eq.edu.au

Our School Values
Respect – We treat ourselves and each other with respect, show care and regard for property.
Excellence – We work always as learners and seek the best in ourselves and others.
Accountability – We take responsibility for our performance and own up to mistakes, so that we can learn from them.
Productive Relationships – We are aware of others in our school and work together so that success belongs to us all.
Healthy, Safe and Sustainable Environments – We look after ourselves and our school by being safe, healthy and good to the environment.

From the Principal

Ravenswood State School Disco and Egg Hunt

To celebrate the hard work of the students and the end of Term, the staff at Ravenswood State School organised a school disco for the kids. As the students arrived they were welcomed with the sounds of the bass pumping up in the classroom. As it began to get dark they styled themselves with glow sticks accessories to give it that true disco feel. Not long after that the games began. A favourite among all was a version of musical chairs where the students did not have to sit out if they couldn’t find a chair but had to find someone to share with. This resulted in over 14 kids trying to figure out how to sit altogether on the last chair. We took a break to enjoy the delicious pizza’s the students had made that day at school and then it was straight back to boogieing. As it was time to call it a night the students noticed a strange note had been left for them. The Easter Bunny had paid us a special early Easter visit and we got to end our night with an egg hunt down on the oval. It was such a great way for all of our students, staff and families to end the term.

Erica Campbell
Acting Principal
Ravenswood State School

Receive the newsletter by email!
Send a request to admin@ravenswoss.eq.edu.au
This year, two of our key priorities are to create a supportive whole school community and to improve student outcomes. To achieve our goal we are striving to continue to keep our parents and families informed of their child’s learning. Below you will find a summary of the units the students will be taking part in this term. If you have any questions or would like to see the assessment tasks please make an appointment with the Principal.

**Unit Summaries**

**English**

**P-2**

Creating and presenting a retell

In this unit students listen to, read and view a range of narratives, including some multi-modal texts, to explore the use of descriptive language in the construction of character. Students retell a familiar story as a multimodal text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.

**Assessment**:

- Prep: Retell- demonstrate comprehension of, and connection to, a familiar story through retelling events.
- Year 1&2: Multimodal Retell- demonstrate comprehension of, and connection to, a familiar story through retelling events.

**3-4**

Investigating Characters

In this unit students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.

**Assessment**:

- Create a multimodal presentation to express your opinion about the actions of a main character in a significant event. Evaluate the character’s behaviour and present your opinion to the class.

**5-6 English**

Creating an animated story

In this unit students listen to, read, view and interpret a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce an animated story exploring a character’s behaviour when faced with an ethical dilemma.

**Assessment**

To create a short animated story that focuses on two main characters’ behaviours when faced with an ethical dilemma, engaging viewers through a combination of visual images, spoken and written text, music and sound effects.

**Math**

**P-2**

Number & Algebra

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings. Investigate and describe number patterns formed by skip.
Our Purpose: Ravenswood State School exists to provide learning to all stakeholders. We provide a learning environment which supports students in their achievement, facilitated by skilled, professional and compassionate staff.

3-4

Number & Algebra
Describe, continue, and create number patterns resulting from performing addition or subtraction. Explore and describe number patterns resulting from performing multiplication. Solve word problems by using number sentences involving multiplication or division where there is no remainder. Use equivalent number sentences involving addition and subtraction to find unknown quantities. Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents. Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.

Measurement & Geometry
Tell time to the minute and investigate the relationship between units of time. Convert between units of time. Use am and pm notation and solve simple time problems. Create and interpret simple grid maps to show position and pathways. Use simple scales, legends and directions to interpret information contained in basic maps.

Statistics and Probability
Conduct chance experiments, identify and describe possible outcomes and recognise variation in results. Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies. Interpret and compare data displays. Describe possible everyday events and order their chances of occurring. Identify everyday events where one cannot happen if the other happens. Identify events where the chance of one will not be affected by the occurrence of the other. Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values.

5-6

Number & Algebra
Recognise that the place value system can be extended beyond hundredths. Compare, order and represent decimals. Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers. Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies. Multiply and divide decimals by powers of 10. Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. Use equivalent number sentences involving multiplication and division to find unknown quantities. Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence.

Compare and order common unit fractions and locate and represent them on a number line. Compare fractions with related denominators and locate and represent them on a number line. Introduce percentages. Make connections between equivalent fractions, decimals and percentages. Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.

Measurement & Geometry
Compare 12- and 24-hour time systems and convert between them. Create simple financial plans. Interpret and use timetables.
**Science**

**P-2**
Students investigate properties of materials and ways that the properties can be changed. Students identify materials and the purpose of objects; they describe the properties of materials and draw conclusions about the selection of particular materials according to their properties and purpose. They will investigate how materials can be physically changed and combined, thereby changing the properties of materials and the purposes for which they can be used.

**Students develop an understanding of:**
- Materials that objects are made of
- Physical changes to materials
  - Combining materials

**Assessment**
To identify physical changes made to a material and describe the boat. To make a prediction, conduct an investigation and record observations.

**3-6**
Students investigate the states of matter, the properties of different forms and how these can be specifically used or altered to suit a purpose. They investigate solids, liquids and gases and relate these concepts to irreversible and reversible changes. This also extends into how solutions can be separated.

**Students develop an understanding of:**
- Changing states of matter by adding or removing heat
- Physical properties of materials
- Observable properties of solids, liquids and gases and how these behave in different ways
- Reversible and irreversible changes

**Assessment**

**Year 3/4**
**Purpose of assessment:** To investigate and explain how a solid and liquid change state by adding or removing heat

**Year 5**
**Purpose of assessment:** To plan, conduct, evaluate and report on an investigation into rates of evaporation and apply knowledge of properties of solids, liquids and gases.

**Year 6**
**Purpose:** To apply knowledge of reversible and irreversible changes of materials to investigate a claim.
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Art

Face the Drama

Identify and explore their own and others' roles, rights and responsibilities through conversations, discussions, play, collaborative activities, or sharing materials and texts identify the steps required to carry out tasks or communicate needs, feelings or ideas explore their own and others' needs, feelings and ideas through discussion, role plays, stories and interactions express their feelings, needs and ideas with consideration for the feelings, needs and ideas of others.

Assessment

Freeze Frame Performance
The student's ability to: demonstrate a development in plot through dramatic action demonstrate a particular emotion through performance elements such as facial cues and body and verbal language demonstrate a cohesive role throughout the performance

Dramatic Performance
The student's ability to: demonstrate a development in plot through dramatic action demonstrate a particular emotion through performance elements such as facial cues and body and verbal language demonstrate a cohesive role throughout the performance successfully translate ideas transmitted through the freeze frame performance into a flowing dramatic performance.

Health

How your body works - focus on body mechanics:
- Body Parts
- Bones/Skeleton
- Heart
- Lungs
- Digestive Tract

Assessment

Puzzle body structure and annotations
Students are asked to recall the components that they have learnt during the unit.

Technology

P-2

Crazy Animals
Students will design and create a new toy animal. They will explore different wild animals from all over the world, and will select 3 different animals to design a new animal. The animal may be traced, drawn or made in play-dough or clay.

3-6
Students design and create a TV AD for a new chocolate bar. They will explore different fillings available for the bar, design a wrapper for the bar and make a Power Point TV AD or a Poster and present it to the class.
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PRINCIPAL’S AWARDS

Term 1 week 10 - the Principal’s award went to Ashley Spurdle for good sportsmanship.

Term 2 week 1 - the Principal’s award went to Jayden Smollett for putting in his best effort in the first week back.

READING - Well done to Finn Hastie for reaching 50 night of reading

SCIENCE