



Pinnacle Post



From the Principal

26th March 2024

Term 1 for this year is drawing to a close and what a wonderful term it has been! I cannot express how truly proud I am of every student and the commitment that they have shown to their learning throughout this term!

Next term is gearing up to be a fabulous term regarding events happening, the incorporation of targeted wellbeing programs (cooking and gardening) and the continuation of quality learning. Next term we will continue to have a strong emphasis on student attendance at school and the importance that consistent attendance can have on student learning and wellbeing.

I look forward to connecting with families this coming Wednesday afternoon for our Easter Bonnet Parade and parent afternoon where you can see the wonderful work that our students have been completing! A reminder of upcoming events this week:

Tuesday 26th March 2024 – CRAZY SOCK DAY!

Wednesday 27th March 2024 – Parent Afternoon/Easter Bonnet Parade (Starting at 3:30pm)

Thursday 28th March 2024 – Easter Day (Easter-themed curriculum activities) and **LAST DAY OF SCHOOL**

Important Date: FIRST DAY OF TERM 2 – MONDAY 15th APRIL 2024

I would also like to take the time to say a sincere thankyou to all of our wonderful families and students for welcoming me into the Pinnacle State School community. I look forward to a wonderful term two. Please take the time to rest, recharge and enjoy time with your families over the holiday break.

Take care and as always, please do not hesitate to contact me if you need anything!

- Jordan Moore

Parent Meetings/Goal Setting

Next term we will officially have our first goal setting meeting. During this time, we will discuss student engagement and their academic learning along with also developing goals. Students and parents will collaboratively develop a goal related to learning and also wellbeing. During the term we will monitor the practices we have implemented to ensure that we are supporting students to reach their goals.

Curriculum Newsletter

Please see below information related to curriculum for term two.

Please note: whilst students are engaged within a common unit, students are assessed at their year-level. For example, whilst the same topic is being taught, a student in year three will show their understanding at a year-three level compared to a prep student (for example, a Prep student might be creating simple sentences, whilst a student in year three will show their knowledge through the development of simple paragraphs. Another example may be where the whole class might be learning about number patterns, a student in prep will be focused on numbers between 1 and 20, whilst a student in year one will be working with numbers between 1 and 100.

English

Topic: Examining persuasion in advertisement and product packaging

How will students show their learning?

Task One: Students identify and interpret the persuasive language features and visual elements of a product's packaging.

Task Two: Students design and present a breakfast cereal package to an audience of peers.

Maths

Number and Algebra

Prep Task: To group familiar objects based on common characteristics. To identify and continue patterns.

Year 1 Task: To describe number sequences resulting from skip counting by twos, fives and tens, and continue patterns.

Year 2 Task: To complete and describe number sequences involving twos, threes and fives.

Year 3 Task: To classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.

Year 4 Task: To identify the relationships between odd and even numbers, identify unknown quantities and describe number patterns.

Year 5 Task: To identify and describe counting patterns resulting from

Measurement and Geometry

Prep Task: To connect events and days of the week, and explain the order and duration of events.

Year 1 Task: To explain time durations and tell time to the half hour.

Year 2 Task: To tell time to the quarter hour and use a calendar to locate information.

Year 3 Task: To tell time to the nearest minute and solve problems involving time.

Year 4 Task: To use and convert units of time, and solve problems involving time duration.

Year 5 Task: To convert between 12-hour and 24-hour time.

Year 6 Task: To interpret and use timetables to determine a travel schedule.

Statistics and Probability

Prep Task: No Assessment
Year 1 Task: To classify outcomes of simple familiar events.

Year 2 Task: To describe outcomes for everyday events and make simple inferences.

Year 3 Task: To collect and interpret data from simple chance experiments.

Year 4 Task: To identify dependent and independent events and explain the probability of everyday events occurring.

Year 5 Task: To mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.

Year 6 Task: To compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.

<p>addition and subtraction operations. To identify unknown quantities in number sentences involving multiplication and division.</p> <p>Year 6 Task: To recognise the properties of prime, composite, square and triangular numbers, and describe rules used in sequences involving whole numbers, fractions and decimals.</p>		
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Science		
Prep – Year Two	Year Three and Four	Year Five
<p>Students to describe and represent the changes to a living thing in its life stages. To compare the life stages of two different living things.</p>	<p>Students to understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>Students to develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. To collect, organise and interpret data to identify environmental factors that contribute to mold growth in bread and explain how scientific knowledge helps to solve problems.</p>
<p>Exploring Growth Prep Task: To represent, share and reflect on observations about the needs of living things and how an environment can affect them. Year One Task: To draw and describe the life stages of a living thing. Year Two Task: To draw and describe the life stages of a living thing and compare observations between the life stages of two living things.</p>	<p>Mapping Life Cycles and Relationships Year 3 Task: To understand how relationships of living things impact on their life cycle. To organise and communicate findings. Year 4 Task: To understand how relationships of living things impact on their life cycle. To describe when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>Investigating Moldy Bread Year 5 Task: To plan, conduct and evaluate an investigation to identify the best environment to store bread and minimise mould growth.</p>

HASS - Please note that this is a semester unit (students have started in Term 1)		
Prep – Year Two	Year Three and Four	Year Five
To talk about a special event in their life and how it is celebrated / To explain how technology has shaped daily life. To investigate an important historical place.	To investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet.	Investigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups.
<p><u>Prep Assessment: Remembering Special Events</u></p> <p><u>Purpose:</u> To talk about a special event in their life and how it is celebrated.</p> <p><u>Year One Assessment: Technology over time and important places</u></p> <p><u>Purpose:</u> To explain how technology has shaped daily life. To investigate an important historical place.</p> <p><u>Year Two Assessment: Technology over time and important places.</u></p> <p><u>Purpose:</u> To explain how technology has shaped daily life. To investigate an important historical place</p>	<p><u>Year Three Assessment: Australia Then and Now</u></p> <p><u>Purpose:</u> To investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet.</p> <p><u>Year Four Assessment: Australia Then and Now</u></p> <p><u>Purpose:</u> To investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet.</p>	<p><u>Year Five Assessment: Australia Then and Now</u></p> <p><u>Purpose:</u> Investigate how Australia became a Federation; explore the three levels of government; and how citizenship rights have changed for different groups.</p>

Health	
Prep to Year Two	Year Three to Six
In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.	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 wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.
<p><u>Assessment: Prep – Year 2</u></p> <p>To describe changes that occur as students grow older and recognise how strengths and achievements contribute to identities.</p>	<p><u>Assessment Year 3 – Year 6</u></p> <p>To describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p>

Further information regarding specialist subjects including The Arts, HPE and Technologies will be provided during week one of next term.

Upcoming Events

- March 28th – Last day of school
- March 29th – Good Friday

TERM 2: (Up to Week 6)

- April 15th – FIRST DAY OF TERM 2
- April 25th – Anzac Day (Week 2)
- May 6th – Labor Day (Week 4)
- May 10th – Do it for Dolly Day (Week 4)
- May 12th – Mother's Day (Week 5)
- May 20th-26th – National Volunteer Week "Something for Everyone" (Week 6)
- May 22nd – National Simultaneous Storytime (Week 6)

News from the P&C



*Cash for Cans**

Cans, poppers and plastic bottles with the 10c label can be donated to help raise valuable funds for the school.

The P & C use the money received from the 10c containers to support Pinnacle students.

A grey bin is located near the tuckshop where your kind donations can be placed.

Thank you
Pinnacle P & C