



# Condamine Bulletin

Issue 10 – September 14<sup>th</sup> 2017



## Principal Messages

### Annual Implementation Plan Update

Vocabulary knowledge has been our focus for the 2017 school year. Within this, we have implemented a number of high yield teaching strategies and tracking of student progress across the school. All students have been working on vocabulary goals each term that are directly linked to the literacy continuum and expected level of achievement for their year level.

Staff are continuing to review and refine the schools Pedagogical Framework; which outlines our key teaching strategy, and creating a Curriculum, Assessment and Reporting Framework. We are striving to have these completed to share before the close of the 2017 school year.

### I4S Update

At the beginning of the year we set out to use our I4S (Investing for Success) money to increase students vocabulary knowledge through a range of strategies. I am happy to report that all our I4S money has been spent on the intended strategies. All staff have had opportunities to work with the CP&L (Curriculum, Pedagogy and Learning) team to build their knowledge around the literacy continuum, STRIVE, backward mapping of units and identifying the vocabulary demands and expectations of units. We also utilized this funding to supplement a 0.4 (2 days a week) teaching load to allow for continuity in program delivery and non-contact time for the implementation of a coaching and feedback model within the school. Whilst the money has been utilized, we will continue to work on all facets of our agreement.

### Term 4 Swimming

Thank you to all families who provided feedback around our upcoming swimming arrangements for Term 4. Swimming will commence in week 8 and be conducted over 5 consecutive days (Wednesday to Friday week 8 and Monday, Tuesday week 9). Notes will go home in week 1 of Term 4, so please keep your eyes out and return them as soon as possible.

### End of Term Rewards Day

Keeping in tradition of rewarding positive student behaviours throughout the term, students participated in a gaming and moving day on Thursday 14<sup>th</sup>. Students thoroughly enjoyed versing each other at the new Kinect sports game.

Melissa O'Neill

## Date Claimers

### 5<sup>th</sup> September

Playgroup

### 12<sup>th</sup> September

Playgroup

### 15<sup>th</sup> September

Final Day Term 3

### 2<sup>nd</sup> October

Public Holiday

### 3<sup>rd</sup> October

Playgroup

### 10<sup>th</sup> October

Playgroup

### 16<sup>th</sup> October

Student Free Day

### 17<sup>th</sup> October

Playgroup

## South West Sports

Congratulations are extended to Will H and Travis on their selection to represent the South West team in the upcoming Athletics carnival.

Also, congratulations to Alastair on his selection to represent South West in Cricket.

It is no easy feat to be selected in such events, so well done boys.

We wish you all the very best in the upcoming events.

## Classroom News

### P – 2

In English, most students have finalised their assessment pieces and have moved on to revising concepts covered throughout the term.

Maths assessment has been completed with students being assessed on their ability to measure capacity, length and area, tell time, read a calendar, order days and months, count money, and solve number problems.

In Media Arts, students have continued work on their photographic portraits. They have taken photographs to be layered onto their backgrounds, and begun editing their portraits.

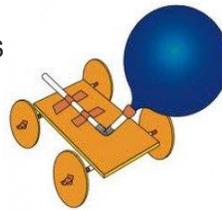
Students are working towards completing their History assessments. They have posed questions about families, artefacts and roles of people in the past, and have started writing an historical narrative.

In Science, students have been creating their own push and pull toys, drawing force diagrams of their toys and preparing to present their toys to the class.

**CHALLENGE:** Ask your child how their push/pull toy works

Kind Regards,

Mrs Walker and Mrs Barkle



### 3 – 6

Students in years 3 to 6 have worked extremely hard over the past couple of weeks to ensure all their assessment items were finalised. We are that happy with students' results, we have included a couple of their English tasks to this week's newsletter to celebrate their success.

English this year has seen students investigate persuasive texts, poetry and narratives. Next term, students will draw their attention to procedures. They will be required to analyse a range of texts (informative and literary) to create and present a spoken procedure by a character.

Term 4 will see students busting out the dance moves in their Arts unit. Students will respond to, choreograph and perform dance items. I am sure everyone will look forward to seeing their skills on display at our end of year concert and rewards ceremony.

## Student of the Week



Mac



Will



Will



Travis



Henry

## History

### Year 5 and 6

Students have learnt about the influence of the Chinese miners on the Australian Gold Fields and events leading up to the Eureka Stockade. Next term they will begin their assessment pieces which include a test and some research.

### Year 3 and 4

Students have begun writing an historical narrative for assessment. They have chosen their theme and have done some research on the historical aspects of their chosen theme and are now beginning to write their story. This will take a few weeks to complete.

## Science

### Years 3-6

Students have finished their combined Science and Design Technology units. The year 3 and 4 students designed and made their pinball machines to explore forces. The year 5 and 6 students had a busy term investigating circuits. In particular, they created different switches to construct alarm systems.

Next term is Chemistry time! So expect opportunities to discover the properties of solids, liquids and gases (and no doubt a chance to play with slime).

## Toys and Sports Equipment

It has come to our attention that a growing number of students are bringing toys and sports equipment from home. Please be reminded that students are **not** to bring equipment from home, as it can start arguments in the playground. If there is equipment that the schools needs to purchase, students are welcome to advise staff. Any equipment brought to school, will be collected and stored in the office until the end of the day.

## Same Day Notification

A reminder that in the event of a student absence, parents are required to advise the school of the absence with a reason. This is in alignment with Education Queensland policy around student safety.

## Community News

### Condamine Campdraft

The Condamine Bell Campdraft will be held on Friday 13<sup>th</sup> October through to Sunday the 15<sup>th</sup> October. Our P & C will once again be catering for this event. If you can spare some time over these days to assist, please contact the catering team or executive members. Any time would be greatly appreciated.

## Writer of the Week



Tommy



Annabel



Curtis

## Vocabulary Goal



Adrian

## How to Train your Dragon Comparison

The 2003 published novel "How to Train your Dragon" was illustrated and written by Cressida Cowell. The film was published in 2010 and produced by Dreamworks Animation. It was directed by Dean DeBlois and Chris Sanders. The story is about a young weak and puny boy who is teased by many, he catches a dragon and becomes very wise and smart. In the conclusion of the story instead of him being weak and puny, he becomes a smart and wise hero of the story by killing the boss dragon, who threatened them and their home.

Firstly I believe that the character Toothless has similarities and differences in the two modes of text. For an example Toothless in the novel is a pigmy, emerald green coloured dragon who is very sly and cunning and can kind of talk. In the film however Toothless is a shadowy opaque colour and medium sized dragon. He is shy, independent and when in a good mood, is funny and loves to play but cannot talk. On the other hand they have some similarities such as they have the same name and are still both dragons. I believe that the novel characters aren't that great because Cressida Cowell did not put enough description into the characters.

The event of catching a dragon is depicted differently. In the novel Hiccup had to catch his dragon through an initiation task. Hiccup had to climb a cliff and go in a cave to seize a baby sleeping dragon, take it home and train it. Conversely in the film, Hiccup wanted to prove he was just as strong as all of the other Vikings. Therefore he grabbed a net gun and shot a Nightfury, before feeling bad and assisting it. In both the movie and novel he ends up catching a dragon. I preferred the film's events due to fact that they were more action packed and dramatic.

A significant issue raised in the story was "girls can be brave." In the novel there was no female character, every character was a male. I believe that if there were any female characters in the novel they would've made them housekeepers. In the film on the other hand they introduced a female character named Astrid, but instead of her being a house keeping lady she was just as brave and dedicated as all of the other male Vikings. I preferred the films side of the issue because they included a female character which made it more interesting.

Overall, both versions of the stories were terrific, but in my opinion, the film was greatly more enhanced than the novel due to the great characters, the drama, issues, and events were much more stimulating. The characters in the novel weren't described as good as they could have been. The characters sounded dull and boring. Similar with the setting, it sounded tiresome and dull in the novel. Whereas the film was quite the opposite, it was exhilarating, full of tension and excitement. For these reasons I preferred the film adaptation over the novel.

Travis

The movie How to Train your Dragon came out in March 2010, however the novel was released in 2003. The movie was directed by Chris Sanders and Dean DeBlois yet the novel was published by Hodder Stoughton. The author and illustrator of the novel was Cressida Cowell 'How to Train you're Dragon' story is about an initiation test whereby kid succeeded or fail the test to become a true Viking.

The character, Toothless, is portrayed as a kind and helpful dragon. In the movie Toothless is black but in the novel it describes him as having green scales. The size of Toothless differs dramatically from the film to the novel; the film represents toothless as a massive dragon, whereas the novel has him extraordinary small. Toothless in the movie is the last kind of a night fury, however in the novel Toothless is a common dragon. Fishlegs made up a fake name for Toothless called 'Toothless Day Dream.' In the film Toothless doesn't hibernate through winter, conversely Toothless in the novel hibernates. Toothless got a new tail part in the film whereas Toothless in the novel doesn't need a new tail part. Toothless in the novel is scared just like Toothless in the movie. Toothless in the movie can't fly the whole movie but in the book he can always fly, he didn't have any problems with his tail. Toothless in the novel is mostly selfish yet in the film Toothless is nicer than in the novel. Toothless in the novel is unconfident however Toothless in the film is super confident. In the novel Toothless love Hiccup telling him jokes but on the other hand Toothless can't understand Hiccup. Toothless in the novel enjoys eating fish. In a similar fashion Toothless in the film enjoys eating fish. Toothless in the novel doesn't like Hiccup even though Toothless in the film likes Hiccup immensely. I preferred the representation of Toothless in the film because he is nicer and not selfish. He works with Hiccup to save Island of Burke.

A major event in the when Hiccup catches his dragon. In the novel they start off catching dragons with an initiation test although in the film they are fighting dragons. Hiccup in the novel collects a dragon. However in the film Hiccup shoots Toothless down in a forest then later felt bad and untied him. In the novel they are already training dragons but on the other hand in the film Vikings don't train dragons. At the ending of the novel there are 2 gigantic, the Green Death Purple Death whereas in the film there was a different dragon called the Red Death and are no other massive dragons were mentioned. I preferred the way that Hiccup collected Toothless in the novel however the way Hiccup shot Toothless down did not amuse me, instead it made me upset.

The setting in the 'How to Train Your Dragon' novel has similarities and differences to the film. In the novel the main setting is the Isle of Berk although in the film the main setting is called the Island of Berk. In the novel you hear about Wild Dragon Cliff although in the film there's no such place. The weather in the novel is no stop snow and hailing whereas in the film it was portrayed sunny and not many clouds. I preferred the films setting because the weather is not snowing and freezing, and therefore I can relate.

A significant issue in the story is bullying. In the novel there is an immense amount of bullying. Conversely in the film there is a minimal amount of bullying. In the novel Snoutlout continues bullying Hiccup whereas Snoutlout in the film was not bullying at all. In both film and novel Hiccup is called names. I prefer the films issue because there is minimal bullying.

Both novel and film have many similarities and differences. I only like some similarities and differences. The book has loads of describing words whereas the film has pictures to show us the people. In the novel Toothless has green scales however in the film Toothless is black. In the novel there is a Green and Purple Death but in the movie there is a Red Death instead of the two other dragons. In the novels setting it is cold and snowy however in the movie it was sunny plus no clouds. In the novel there was an immense amount of bullying conversely in the film there minimal amount of bullying. Altogether I prefer the movie because of the ways the things are portrayed as.

Ava

# Learn. Fly. Create: Drone Workshops



Get hands-on experience with flying, filming and racing quad-copter drones. Participants will get to learn all about aerial filmography, as well as fly and race in an outdoor space, then produce an aerial film using tablet software at the library.

Best suited to ages 13+. Bookings are essential and places are limited. Visit [westerndownslibraries.com](http://westerndownslibraries.com) for more details.

Wednesday 27 September	2.30pm - 4.00pm	Chinchilla State School (meet at the library)
Wednesday 27 September	10.00am - 11.30am	Miles Primary School Oval (meet at the library)
Thursday 28 September	10.00am - 11.30am	Moonie Library
Thursday 28 September	2.30pm - 4.00pm	Jandowae Library
Friday 29 September	10.30am - 12.00pm	Dalby Laegae's Club (meet at the library)

Pick up and drop off for the drone workshops will be at your library, and children will walk to a nearby location (where indicated) to complete the filming portion of the workshop.



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[westerndownslibraries.com](http://westerndownslibraries.com)

[library@wdrc.qld.gov.au](mailto:library@wdrc.qld.gov.au)

1300 COUNCIL



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THE CASE OF THE DISAPPEARING NORTHERN QUOLL

# WHODUNIT?



## SOLVE A MYSTERY THESE SCHOOL HOLIDAYS

14 September until 2 October 2017

Join in the family fun activities and follow the clues around the Museum on a self-guided trail to help solve the case of the disappearing Northern Quoll.

Your special job as an Environmental Forensic Scientist is to find the evidence, eliminate the suspects, write notes in your Case Book and solve the mystery.

Designed for ages 3–12.

Cost: \$6.50 per child\* includes self-guided trail activity book and craft activities.

\*Admission charges apply to accompanying adults from outside of the Toowoomba Regional Council area. Check our prices [here](#).

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