



heroes

LEARN AT GOODNA



Parent Information 2025

Year 4 Teaching Team



4A Mrs. Necole
Atkinson
[natki43@eq.edu.
au](mailto:natki43@eq.edu.au)



4D Mrs. Isabelle
Doyle
[ixbur0@eq.edu.
au](mailto:ixbur0@eq.edu.au)



4P Mr. Rod
Portwood
[rport14@eq.edu.
au](mailto:rport14@eq.edu.au)



4C
Ms. Alex Campbell
[axcam07@eq.edu.
au](mailto:axcam07@eq.edu.au)

To make an appointment, contact the office or email the class teacher directly.



Year 4 Inclusion Team



Inclusion Teacher
Mrs. Wendy Edmonds
wedmo4@eq.edu.au

To make an appointment, contact the office or email the class teacher directly.



Science - Year 4

▶ **Teacher** - Mrs Sharon Williams
B.AppSc - Biotech (Hons), B.Ed - Secondary Science

▶ **Duration**

1 hr - weekly lessons with the Specialist teacher full of activities, experiments, demonstrations and investigations

30-40min - weekly follow up lesson facilitated by the classroom teacher to consolidate learning

Additional Science extension, external excursions and ecological studies throughout the year for select students.

▶ **Term 1** - Biology - Lifecycles of Plants and Animals and Food Chains

▶ **Term 2** - Chemistry - Properties of Materials

▶ **Term 3** - Soil science - Rock types, rock cycle, erosion and weathering

▶ **Term 4** - Physics - Contact and Non-contact forces





Welcome to the Art Studio

My name is Heather Stubbs
Art Specialist at GSS.



I have worked in the Visual Arts fields for many years and will bring a broad range of skills, knowledge and techniques for student Artists to experiment with and create many wonderful artworks.

In Year Four this Semester

Students will be exploring elements of art – line, shape, texture, colour and experimenting with form using a variety of materials and mediums to make puppets.

Students will also be using these artworks to create stop motion animations.



Music & Dance - Years 4

▶ **Teacher** - Ms Wendy Wood
wstep2@eq.edu.au

▶ **Duration** 1hour/fortnight

▶ **Music** in years 4 focuses on reading music notation, playing melodies on the glockenspiel or keyboard, and chords on the ukulele. Students learn to perform a range of music from different cultures and genres. Students sing in unison, canon and partner songs. The elements of music are explored, and students learn vocabulary and skills to discuss and create music compositions. Some students also begin instrumental program on Thursdays with Miss Rose Salemanesa rsale4@eq.edu.au.

▶ **Dance** teaches students to perform a variety of dances, from a selection of genres, that involve a range of elements including space, time, dynamics and relationships.



Digital Technologies - Year 4



- ▶ **Teacher** Mr Harvey Yates
- ▶ **Duration** One hour per fortnight
- ▶ **Term 1** *A Bit More Micro* - Coding with microprocessors
- ▶ **Term 2** *Web Spinner* - Designing pseudo websites with familiar software
- ▶ **Term 3** *Quest Map* - Creating and animating a map, using block coding
- ▶ **Term 4** *DJ Pad* - Creating and coding a DJ sample pad



Physical Education

- ▶ Teacher: Mr Jayden Elder (Mr Jayden)
- ▶ Duration: 1hr Weekly Lessons with the Specialist Teacher
- ▶ Term 1: Water Safety Swimming Education Program
 - Senior Cross Country Week 8
- ▶ Term 2: Athletics Focus (Prep - Year 6)



Specialist Teachers


Class	Teacher	Email
Science	Mrs. Sharon Williams	sbwil0@eq.edu.au
Music	Mrs. Wendy Wood	wstep2@eq.edu.au
PE	Mr. Jayden Elder	jelde19@eq.edu.au
Digital Technologies	Mr. Harvey Yates	hyate10@eq.edu.au
Arts	Ms. Heather Stubbs	hstub3@eq.edu.au

To make an appointment, contact the office.



FlexiSpace Program

Amy Nosworthy - Teacher

 **What is it?** Alternative Learning Program – providing differentiated teaching and learning for students (still curriculum based) - focus on engagement or re-engagement in learning; and building the capabilities in the child to achieve this.

 **In the FlexiSpace 2 days a week** - in the mainstream classroom 3 days a week, using the skills and habits they're learning

 **Monday/Thursday Year 4 to 6** - still able to participate in Gala if they want

 **Tuesday/Friday Prep to Year 3** -



Goodna State School - Our Current Strategic Targets

STRATEGIC IMPROVEMENT GOAL #1



THE MORE SUCCESSFUL I AM WITH MY LEARNING THE MORE OPPORTUNITIES I HAVE IN LIFE!

#1091711E2WIKLCP0008DNAST2018

OVER 80% GOODNA HEROES GETTING AN A, B OR C IN ENGLISH, MATHS & SCIENCE



STRATEGIC IMPROVEMENT GOAL #2



THE MORE YOU ARE AT SCHOOL, THE MORE OPPORTUNITIES YOU HAVE TO LEARN!

#1091711E2WIKLCP0008DNAST2018

IMPROVING GOODNA HEROES ATTENDANCE AT SCHOOL TO OVER 90%...HEALTH PERMITTING



STRATEGIC IMPROVEMENT GOAL #3



MY JOB IS VERY IMPORTANT... I'M READY TO GO!

#1091711E2WIKLCP0008DNAST2018

GOODNA STAFF SUPER HEROES FEEL CONFIDENT AND READY TO DO THEIR JOBS...WE KEEP BUILDING THEIR CAPABILITIES



School Priorities - 2025

- ✓ **An Aligned
and Engaging
Curriculum**



The most important 20 minutes of your day... Reading and enjoying books

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.



Visible Learning - Reading

Oral Language

- I can express more detailed ideas and justify my point of view about familiar texts/topics
- I can construct my speaking with appropriate word choices (purpose and audience)
- I can use my vocabulary by drawing on my knowledge of known and topic words
- I can ask questions if I don't understand something
- I can express an opinion
- I can use words that tell the order of events (first, then, next, afterwards, etc.)
- I can use words that suit the topic I am speaking about
- I can follow instructions from teachers and friends
- I can actively listen to stories and information books
- I can retell personal events and experiences

Phonemic Awareness

- I can say a new word when adding a new sound
- I can identify a word when using a different ending sound
- I can identify a word when using a different middle sound
- I can identify a word when using a different starting sound
- I can segment and repeat a sentence in separate words
- I can identify words with the same beginning and ending sounds
- I can identify a picture/word when given the starting sound
- I can identify the number of sounds to make a syllable
- I can identify the number of sounds that make up a word
- I can repeat sounds, words and phrases

Phonics and Word Knowledge

- I can read multisyllabic words including those with prefixes and suffixes
- I can use syllables to help me read words
- I can break up sounds in consonant families to spell unfamiliar words
- I can read aloud some known words in a decodable text
- I can blend and segment sounds in words
- I can say short and long vowel sounds for letters a, e, i, o, u
- I can say the correct sound for letter names
- I can identify the first sound in a word
- I can identify some sounds in a word
- I can say the sounds in spoken words
- I can identify pictures, words, and spaces between words within a text

Vocabulary

- I can use word parts to find the meaning of words (prefixes, suffixes, abbreviations, origins)
- I can read on to find context clues to predict and decide the meaning of unknown words.
- I can use my prior knowledge to predict and decide the meaning of high frequency (❤️) words.
- I can ask questions to identify the meaning of an unknown word.
- I can predict topic specific vocabulary prior to reading e.g if the text is about trains – engine, caboose
- I can identify words that can be grouped together in word families and explain their similarities
- I can identify known words in a text

Fluency

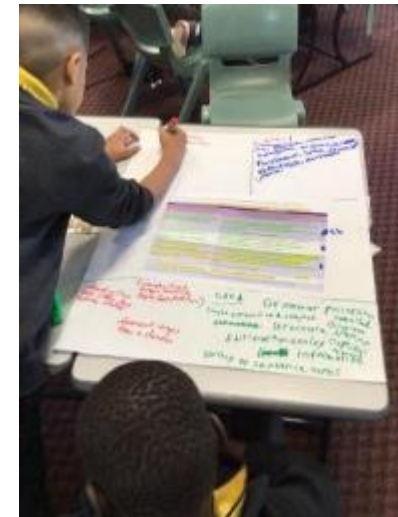
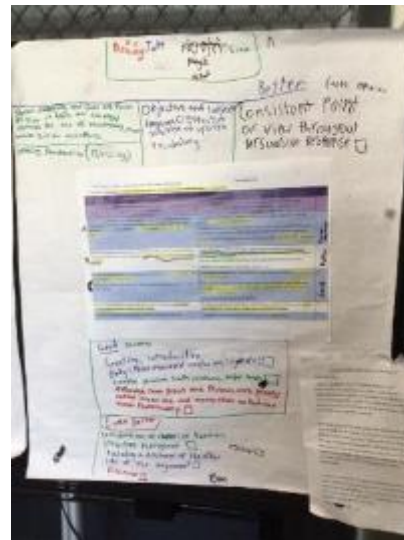
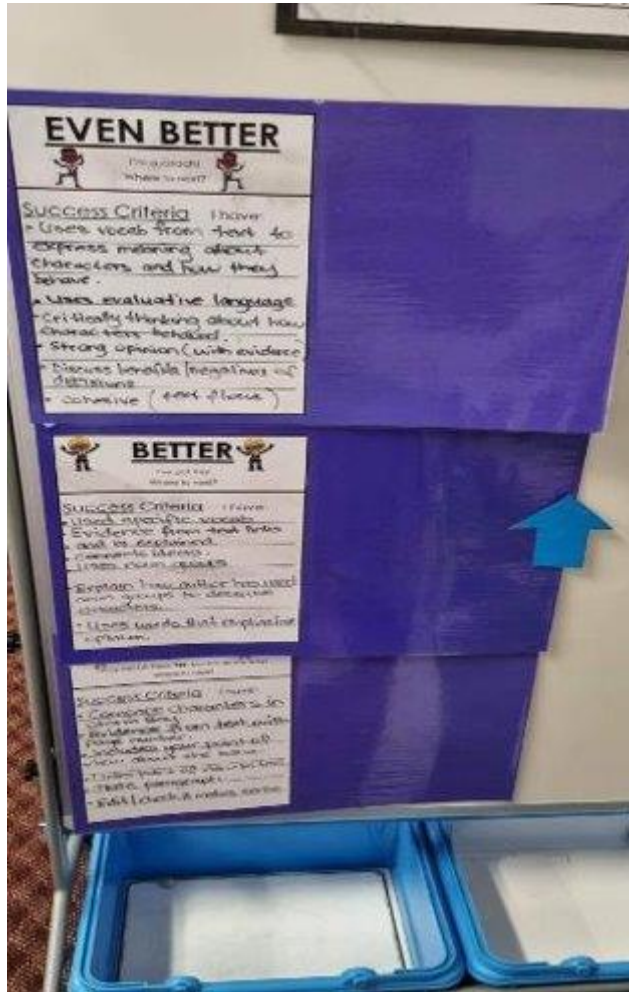
- I can read with expression showing comprehension
- I can read complex texts accurately
- I can read pausing for complex punctuation
- I can read at a flowing pace
- I can read without finger tracing
- I can read a predictable text aloud
- I can read with expression
- I can use punctuation
- I can read at an efficient pace
- I can accurately read words

Comprehension

- I can compare and contrast the text with what I believe about an issue
- I can explain how my thinking has changed after reading the text
- I can identify evidence from the text to support the main ideas
- I can summarise what the text is mostly about
- I can ask and answer questions to help me understand what I read
- I can identify the author's point of view
- I can skim and scan the text to determine what is important
- I can add what I know and the clues in the text to infer meaning
- I can visualise images as I read the text
- I can connect what I see and know to what I'm reading
- I can say what clues I used to make a prediction



Visible Learning - Bump it Up



Times Tables

1
o
n
e

1	$1 \times 1 = 1$
2	$2 \times 1 = 2$
3	$3 \times 1 = 3$
4	$4 \times 1 = 4$
5	$5 \times 1 = 5$
6	$6 \times 1 = 6$
7	$7 \times 1 = 7$
8	$8 \times 1 = 8$
9	$9 \times 1 = 9$
10	$10 \times 1 = 10$
11	$11 \times 1 = 11$
12	$12 \times 1 = 12$

2
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w
o

1	$1 \times 2 = 2$
2	$2 \times 2 = 4$
3	$3 \times 2 = 6$
4	$4 \times 2 = 8$
5	$5 \times 2 = 10$
6	$6 \times 2 = 12$
7	$7 \times 2 = 14$
8	$8 \times 2 = 16$
9	$9 \times 2 = 18$
10	$10 \times 2 = 20$
11	$11 \times 2 = 22$
12	$12 \times 2 = 24$

3
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e
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1	$1 \times 3 = 3$
2	$2 \times 3 = 6$
3	$3 \times 3 = 9$
4	$4 \times 3 = 12$
5	$5 \times 3 = 15$
6	$6 \times 3 = 18$
7	$7 \times 3 = 21$
8	$8 \times 3 = 24$
9	$9 \times 3 = 27$
10	$10 \times 3 = 30$
11	$11 \times 3 = 33$
12	$12 \times 3 = 36$

4
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1	$1 \times 4 = 4$
2	$2 \times 4 = 8$
3	$3 \times 4 = 12$
4	$4 \times 4 = 16$
5	$5 \times 4 = 20$
6	$6 \times 4 = 24$
7	$7 \times 4 = 28$
8	$8 \times 4 = 32$
9	$9 \times 4 = 36$
10	$10 \times 4 = 40$
11	$11 \times 4 = 44$
12	$12 \times 4 = 48$

5
f
i
v
e

1	$1 \times 5 = 5$
2	$2 \times 5 = 10$
3	$3 \times 5 = 15$
4	$4 \times 5 = 20$
5	$5 \times 5 = 25$
6	$6 \times 5 = 30$
7	$7 \times 5 = 35$
8	$8 \times 5 = 40$
9	$9 \times 5 = 45$
10	$10 \times 5 = 50$
11	$11 \times 5 = 55$
12	$12 \times 5 = 60$

6
s
i
x

1	$1 \times 6 = 6$
2	$2 \times 6 = 12$
3	$3 \times 6 = 18$
4	$4 \times 6 = 24$
5	$5 \times 6 = 30$
6	$6 \times 6 = 36$
7	$7 \times 6 = 42$
8	$8 \times 6 = 48$
9	$9 \times 6 = 54$
10	$10 \times 6 = 60$
11	$11 \times 6 = 66$
12	$12 \times 6 = 72$

7
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e
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e
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1	$1 \times 7 = 7$
2	$2 \times 7 = 14$
3	$3 \times 7 = 21$
4	$4 \times 7 = 28$
5	$5 \times 7 = 35$
6	$6 \times 7 = 42$
7	$7 \times 7 = 49$
8	$8 \times 7 = 56$
9	$9 \times 7 = 63$
10	$10 \times 7 = 70$
11	$11 \times 7 = 77$
12	$12 \times 7 = 84$

8
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1	$1 \times 8 = 8$
2	$2 \times 8 = 16$
3	$3 \times 8 = 24$
4	$4 \times 8 = 32$
5	$5 \times 8 = 40$
6	$6 \times 8 = 48$
7	$7 \times 8 = 56$
8	$8 \times 8 = 64$
9	$9 \times 8 = 72$
10	$10 \times 8 = 80$
11	$11 \times 8 = 88$
12	$12 \times 8 = 96$

9
n
i
n
e

1	$1 \times 9 = 9$
2	$2 \times 9 = 18$
3	$3 \times 9 = 27$
4	$4 \times 9 = 36$
5	$5 \times 9 = 45$
6	$6 \times 9 = 54$
7	$7 \times 9 = 63$
8	$8 \times 9 = 72$
9	$9 \times 9 = 81$
10	$10 \times 9 = 90$
11	$11 \times 9 = 99$
12	$12 \times 9 = 108$

10
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e
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1	$1 \times 10 = 10$
2	$2 \times 10 = 20$
3	$3 \times 10 = 30$
4	$4 \times 10 = 40$
5	$5 \times 10 = 50$
6	$6 \times 10 = 60$
7	$7 \times 10 = 70$
8	$8 \times 10 = 80$
9	$9 \times 10 = 90$
10	$10 \times 10 = 100$
11	$11 \times 10 = 110$
12	$12 \times 10 = 120$

11
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1	$1 \times 11 = 11$
2	$2 \times 11 = 22$
3	$3 \times 11 = 33$
4	$4 \times 11 = 44$
5	$5 \times 11 = 55$
6	$6 \times 11 = 66$
7	$7 \times 11 = 77$
8	$8 \times 11 = 88$
9	$9 \times 11 = 99$
10	$10 \times 11 = 110$
11	$11 \times 11 = 121$
12	$12 \times 11 = 132$

12
t
w
e
l
v
e

1	$1 \times 12 = 12$
2	$2 \times 12 = 24$
3	$3 \times 12 = 36$
4	$4 \times 12 = 48$
5	$5 \times 12 = 60$
6	$6 \times 12 = 72$
7	$7 \times 12 = 84$
8	$8 \times 12 = 96$
9	$9 \times 12 = 108$
10	$10 \times 12 = 120$
11	$11 \times 12 = 132$
12	$12 \times 12 = 144$

Learn multiplication facts!



Hero Culture

An Educative Approach

Goodna State School staff take an educative approach to discipline. That positive behaviour can be taught, and that mistakes are opportunities for everyone to learn.

The school embraces a range of restorative practices when upholding our school values.

Goodna State School has three core behaviour expectations within a Heroes Culture.

I am SAFE
I am RESPECTFUL
I am a LEARNER





GOODNA HEROES

HERO HAND



GOOD DNA HEROES



Hats are for outside only and are our licence to play. Hats go in bags.

Wear uniform with **PRIDE**.

Be an active listener. Follow **ALL** instructions the first time.

WILL...



Be prepared with all learning tools and a positive mindset.

Speak kindly and respectfully with manners.



Keep learning and play areas clean, tidy and free of clutter. Be responsible for **ALL** rubbish.

Line up and move through the school in quiet straight lines.



Be brave and act as an ethical bystander.

Only use noise appropriate for the learning.



Only leave the classroom with permission and a lanyard.

Respect school facilities and the belongings of others.



REMEMBER...

Always be in the right place, at the right time, doing the right thing.



Heroes In Training



HERO TOKENS	MILESTONE
30	HERO CARD <i>Teacher</i>
50	BRONZE certificate + Zooper Dooper <i>Office - Linda</i>
100	SILVER certificate + \$1 Tuckshop Voucher <i>Tuckshop</i>
150	GOLD certificate + Hero Item <i>Hero HQ</i>
200	PLATINUM AWARD + Hero Pin <i>Deputy Principal</i>
250	Morning Session with your Favourite Staff Member <i>Hero HQ</i>
300	SUPER HERO AWARD + Mystery Box <i>Principal</i>
350	TEDDY TIME <i>Deputy Principal/HOSES</i>
400	LUNCH WITH THE PRINCIPAL <i>Principal</i>



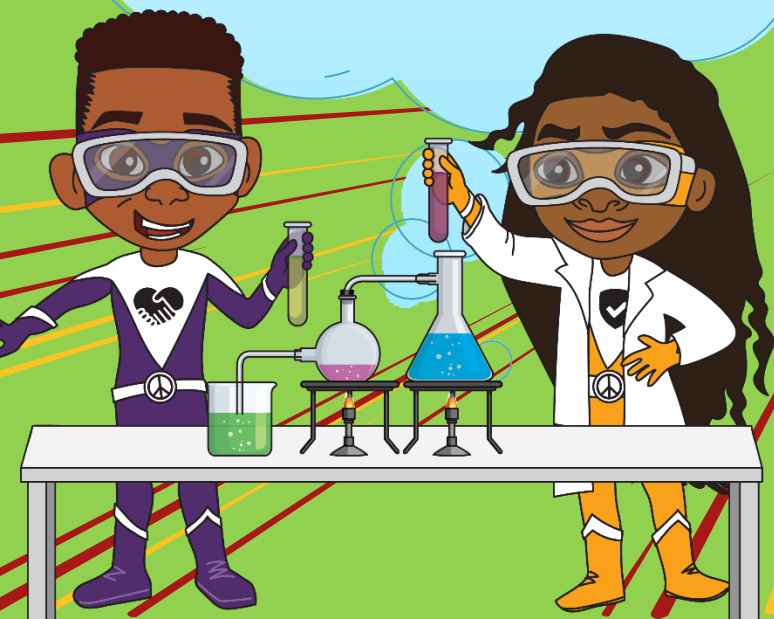
At the start of every term, all Heroes start with 100 points. The challenge is to maintain your points so you can attend the HERO activities.

Points will be lost for...

<i>HERO POINTS 100 at the start of each term</i>
Every minor - 10
Every major - 20
In-School Suspension - 30
Suspension - 40



**You need to have
points to attend our
school HERO activities**



HERO PROGRAM

School Sports (GALA Days)

Non-core Curriculum School
Excursions

End of Term Activities

Year 6 Graduation Party

Year 6 End of Year Excursions

11 Before 11 Experiences

*The **11 Before 11 Experiences** will be the approach we will use to structure growth in our student's social capabilities and habits.*



Simply explained, we will organise eleven experiences for the children that will inspire and challenge them by the time they turn eleven years old (end of Year 6).

The social value of these eleven activities will aim to grow our Goodna Heroes to become confident and creative individuals, successful lifelong learners and active members of community.



LEARNING ZONES

COMFORT ZONE - STRUGGLE ZONE - DANGER ZONE

COMFORT ZONE	STRUGGLE ZONE	DANGER ZONE
Low challenge. Low stress. Limited thinking. Limited learning.	High challenge. Low stress. Thinking required. Effective learning.	Very high challenge. High stress. Cognitive overload. Limited learning.

Day to Day

- ▶ Heroes Culture
- ▶ Student Attendance (over 90% target)
- ▶ Visible Learning *“Bump It Up”* and *Reading Goals*
- ▶ Reading / Oral Language (everyday)
- ▶ Noise *Purposeful learning / talk-rich classrooms*
- ▶ Active Engagement
- ▶ A great school uniform



Week to Week

- ▶ Children will learn in shorter cycles
- ▶ Teachers will use *Monitoring Tasks* regularly to check student progress and allow quality feedback to the children
- ▶ Specialist Lessons on a fortnightly timetable
 - PE, MUSIC, SCIENCE, DIGITAL TECHNOLOGY and Visual ARTS*
 - Language (for Years 5 & 6 only)*
- ▶ Tuckshop - Monday to Friday
- ▶ Before School - Heroes should be under the Junior Undercover Area until 8:00am bell
- ▶ Various school clubs and activities
 - Watch out for the parent permission notes...*
- ▶ Assemblies - in the Hall on a Thursday (check the school calendar)
- ▶ Continued investment in Teacher best-practice



Term by Term - 2025

- ▶ Parent Teacher Interviews (face-to-face) Week 9 in Term 1 & 3
- ▶ Report Cards End of Term 2 & 4
- ▶ *11 Before 11 Experiences* End of each Term
- ▶ Harmony Day Term 1
- ▶ Senior & Junior Cross Country End of Term 1
- ▶ Senior & Junior Athletics End of Term 2
- ▶ NAIDOC Week, Science Week, Book Week Term 3
- ▶ ARTs Showcase Term 3
- ▶ Swimming (Years 1-6) Term 1 & 4
(Prep) Term 4 only



School Routines

▶ Terms

- ▶ Week 1-6 - minimize disruptions where possible to build momentum in critical learning time

▶ Start Times

- ▶ Before 8:00am - sit in the junior undercover area
- ▶ 8:25am bell rings to go to line up
- ▶ 8:30am teachers collect classes and lessons begin

▶ Finish Times

- ▶ 2.30pm school finishes
- ▶ 3.00pm all children unattended on-site to the office

▶ Office hours are 7:45am - 3:30pm



Homework

- ▶ School Policy is based on an holistic child development approach
- ▶ Homework should not be new learning
- ▶ School Priorities - Reading / Reading Skills
- ▶ Athletics & Reading Eggs options
- ▶ No compulsory written homework



Our Library

- ★ Children are encouraged to borrow (and return) from the Library on a weekly basis.
- ★ Each class has regular library lessons to nurture a love of literature and teach information skills.
- ★ On-line Learning - Reading Eggs and Mathletics can be accessed at the library.



Other Extra-curricular Activities

- ▶ **Excursions / Incursions - Needs basis**
- ▶ **Sport - Gala Days and school based intra-school games (Year 4, 5 & 6)**
- ▶ **Council of HEROES - Class Representatives**
- ▶ **Hero Ambassador Program (Year 5 & 6)**
- ▶ **Lunchtime and after-school clubs**
- ▶ **STEM Activities**
- ▶ **Instrumental Music (Year 4, 5 & 6)**
- ▶ **Choirs - Junior & Senior**



School - Home Communication

- ▶ Facebook and Instagram page
- ▶ Newsletters - Friday of Week 1 and 9 of each term (electronically)
- ▶ QSchools
- ▶ School Website
- ▶ Email (where appropriate)
 - Year level letters / Permission Notes / Report Cards
- ▶ End of Term 1 & 3 - Parent Teacher Interviews
- ▶ SMS (texts to mobile phones)
 - Unexplained Absenteeism Contact (same-day) / Urgent reminders and updates
- ▶ Home visits - to support families in a productive partnership to make sure children are at school and learning successfully

***Parents - Please update your contact details
if ever they change***



QSchools App

Department of Education, Training and Employment

QSchools

mobile app

- 1** Download or update the QSchools app
Compatible with the following devices:
 Android  Apple  Windows 8
- !** To receive automatic updates, you will need to ensure that QSchools push notifications are enabled in your phone settings.
- 2** Search for your school
The QSchools app allows you to search by:
 - School name search
 - Map search
 - Schools near your current location
- 3** 'Favourite' your school to receive updates
By favouriting your school, you will:
 - Have access to school information, newsletters, reports and more
 - Automatically receive important updates and push notifications from your school

