

GLENMORE SNAPSHOTS



To be the best YOU can be

PRINCIPAL NEWS



Hi Glenmore State School Community,

Literate Kids Are Our Focus

At Glenmore State School, our core focus is simple: every child becoming a confident and capable reader and writer. Strong literacy skills open the door to learning across every subject and provide the foundation students need for future success. Throughout Term 3, we will continue strengthening our whole-school approach to reading through consistent classroom practice, targeted support and the use of student data to ensure every child is

making progress.

Prep Enrolments for 2027

Prep enrolments for 2027 are now open at Glenmore State School. Families with a child starting Prep next year are encouraged to contact the school office to begin the enrolment process. Early enrolment helps us plan effectively for classes, staffing and transition opportunities. Please share this information with family, friends and community members who may be considering Glenmore State School for their child.

Uniform Reminder

Glenmore State School is a uniform school, and we expect all students to wear the correct school uniform each day, including school jumpers during cooler weather. Wearing the school uniform supports a strong sense of belonging, pride and community identity. Uniform information, including purchasing details, is available through the school office and website.

Nationally Consistent Collection of Data

Each year, Australian schools participate in the Nationally Consistent Collection of Data on School Students with Disability, commonly known as the NCCD. The NCCD recognises the adjustments schools make to support students with disability to access and participate in education on the same basis as their peers.

Student Safety: Riding to and From School

We have recently received reports of students riding bikes along the road shoulder after school and engaging in unsafe behaviour that nearly resulted in an accident. We ask families to please speak with their children about riding safely, staying to the left, behaving predictably and always following road rules. A quick conversation at home can make a significant difference in keeping our students safe while travelling to and from school.

Thank you for your continued support of Glenmore State School. We look forward to a positive and productive Term 3.

Warm regards,

Mitchell Taylor

A/Principal – Glenmore State School

Every day counts – regular attendance is vital for your child's success!

We are looking forward to another wonderful term full of learning, creativity and growth. Thank you for your ongoing support in your child's learning journey.



YEAR LEVEL SNAPSHOT FOR TERM 3

	ENGLISH	MATHS	SCIENCE	HASS
P R E P	* Continuing Letters and Sounds with our Decodable Readers Program * Heggerty's Phonemic Awareness Program that uses auditory drills and hand actions to help students hear, identify, and manipulate sounds in words. * Oral language program with our Speech Language Pathologists * Procedure writing- learning how to write clear, step-by-step instructions to complete a specific goal * Learning how to write our names in our red/blue lined books in preparation for Year One * Writing simple sentences * Speaking tasks with morning circle	* Number study 11-15 * Number stories for addition and subtraction to 10 and beyond * Name, create and sort basic shapes * Comparing durations of events long time/ short time * Identify the attributes of length, mass, capacity and duration * "Question of the day" to introduce how we interpret data results	* Push and Pull Explore different forces and the factors that influence movement. Participate in hands on experiments.	* "My Special Places" Introduction to mapping, using our school grounds from a bird's eye view perspective and explore different ways we care for our school.
				DESIGN TECH Design, plan and create a moving puppet

	ENGLISH	MATHS	SCIENCE	HASS
Y E A R 1	This term, students will explore procedural texts through <i>The Lighthouse Keeper's Lunch</i> . They will learn to write clear instructions using sequencing words, action verbs and adverbs before writing, illustrating and presenting to the class a procedure for making a disgusting sandwich.	This term, students will develop their understanding of number, measurement and problem-solving. They will explore place value, addition and subtraction to 20, sharing and grouping, recognise 2D shapes and 3D objects, and compare and measure length, mass, capacity and time.	This term, students will investigate how the Sun creates day and night, shadows and seasonal changes. They will observe and record changes in the environment and explore how these changes affect people, plants and animals.	This term, students will explore how people, places and families change over time. They will compare life in the past and present, investigate important events in their own lives, and recognise how changes can affect people and communities.
		TECHNOLOGIES This term, students will design, make and test a basket to keep the Lighthouse Keeper's lunch safe. They will create a design, write a procedure, build and test their basket, and reflect on how well their design worked.		VISUAL ART This term, students will explore how families change over time. They will experiment with a range of art materials and techniques to create an artwork representing their family when they were a baby and explain why they chose to represent their family in this way.

	ENGLISH	MATHS	SCIENCE	HASS
Y E A R 2	Students will continue developing their reading skills through the Decodable Readers Program, while building their speaking and listening skills by comparing traditional fairy tales with twisted tales. They will read and view a range of twisted fairy tales, identify similarities and differences between texts, and share their ideas.	Students are learning about fractions, including halves, quarters and eighths, identifying and describing 2D shapes, measuring and comparing length, mass and capacity, and using mathematical modelling to solve everyday problems by applying their mathematical knowledge and reasoning.	We are exploring the wonders of the sky by learning about space, including the Sun, Moon, stars and planets. They will learn through observations, discussions and hands-on activities.	Students will investigate how technology has changed over time and explore how these changes have had on everyday life. We will look at how they have improved the way people live, work and communicate.
			ART	TECHNOLOGY
			We are exploring a variety of world cultural dances. We will participate in movement activities, learn dances from different cultures, and express themselves through creative movement.	Students will learn about the design process and how it is used to solve problems through planning, creating and evaluating solutions

	ENGLISH	MATH	SCIENCE	HASS
We have had a fantastic first half of the year, with students demonstrating enthusiasm, resilience and a strong commitment to their learning. It has been wonderful to see the growth they have made across all learning areas. As we begin the second half of the year, here's what Year 3 students will be learning in Term 3:				
Y E A R 3	Students will read and respond to a range of informative and persuasive texts while developing their comprehension skills. They will create their own persuasive writing, focusing on using strong arguments, persuasive language and well-structured paragraphs. Students will also continue to build their spelling, grammar and vocabulary knowledge through explicit literacy lessons.	Students will develop their understanding of fractions by representing unit fractions and their multiples in a variety of ways and applying this knowledge to solve everyday problems. They will strengthen their multiplication and division skills through mathematical modelling and practical problem-solving activities. Students will also estimate, compare and measure the length, mass and capacity of objects using appropriate metric units, while exploring the properties of two-	Students will investigate how "heat" transfers between objects through conduction, convection and radiation. They will explore the properties of different materials, identify conductors and insulators, and predict which materials are best suited for everyday purposes. Through hands-on investigations and experiments, students will develop their scientific inquiry skills by making predictions, recording observations and explaining how heat moves in familiar contexts.	Students will explore how people, places and environments are connected. They will investigate the importance of sustainable practices, examine different perspectives on environmental issues, and learn how communities can care for places now and into the future.
				MEDIA
				Students will investigate how media messages are created for different audiences and purposes. They will apply design principles, digital tools and persuasive techniques to create an engaging digital poster that

		dimensional shapes and three-dimensional objects by making, comparing and classifying them.		complements their persuasive writing.
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	MATHS	ENGLISH	SCIENCE	HAAS
Y E A R 4	- Number: Place value, decimal notation and powers of 10 - Number: Equivalent fractions - Number: Fractions on a number line - Number: Add and subtract numbers efficiently - Number and algebra: Multiply and divide numbers efficiently - Measurement: Measure length, mass, capacity and temperature - Measurement: Measure and approximate perimeters and areas - Measurement: Compare angles - Space: shapes and objects in the environment	- Narrative Writing - Development of characters and setting. - Use of literary devices to make writing more exciting. Understanding why an author makes the choices they do when they are writing.	- Forces - Exploring different forces such as gravity, friction and magnetism.	The First Fleet & First Nations People
	MATHS	ENGLISH	SCIENCE	HASS
Y E A R 5	Students are developing their understanding of fractions by adding and subtracting fractions with both similar and different denominators. They will also investigate the relationships between fractions, decimals and percentages , recognising equivalent representations and applying this knowledge to real-world situations. In addition, students will explore 12-hour and	This term, students are exploring comparative texts through a novel and film study of <i>The BFG</i> by Roald Dahl. They will compare how characters, settings, themes and key events are presented in both the novel and the film, using evidence to justify their thinking. Students will develop their comprehension, vocabulary and critical thinking skills while learning how authors and filmmakers use different techniques to engage audiences.	In Science, students are investigating Light and discovering how it travels. Through hands-on experiments, they will explore how light is reflected, absorbed and refracted, and how these properties are used in everyday life. As part of the unit, students will apply their understanding by designing and constructing a light maze , demonstrating how	Students are investigating Colonial Australia , exploring why the British established colonies and examining the experiences of different groups, including First Nations Australians, convicts, free settlers and governors. They will investigate how colonisation shaped Australia's development and consider the perspectives and

	24-hour time , solving practical problems involving timetables, elapsed time and everyday scheduling.		light can be directed using mirrors to solve a challenge.	impacts on people and communities during this period.
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Y E A R 6

Learning Area	Context for learning
Mathematics	Number - Solve practical addition and subtraction problems involving fractions with related denominators. - Apply all four operations (addition, subtraction, multiplication and division) to solve real-world problems. - Use mathematical modelling to solve financial and everyday situations. - Explain and justify mathematical thinking and solutions using appropriate strategies. Space - Represent three-dimensional objects and spaces using written, pictorial and digital methods. - Explore different ways of showing 3D objects in two dimensions. - Compare parallel cross-sections of objects. - Recognise and describe relationships between cross-sections and right prisms. Measurement and Geometry - Develop understanding of area and use multiplicative thinking to establish the formula for finding the area of rectangles. - Apply deductive reasoning when solving problems involving lines and angles. - Identify and compare parallel cross-sections in everyday objects. - Convert between common metric units of length, mass and capacity.
English	- Develop speaking and listening skills through discussions, presentations and debates. - Explore persuasive language techniques to influence opinions and decisions. - Create persuasive texts focused on issues that benefit the community. - Build confidence in presenting ideas clearly and effectively to different audiences.

	• Make connections with HASS learning by investigating how citizens can contribute positively to their communities.
Humanities and Social Sciences (HASS)	Australia in a Diverse World • Explore Australia's role as a diverse and inclusive society. • Investigate how individuals and groups make decisions that benefit their communities. • Examine ways citizens can contribute to positive community change. • Develop critical thinking and decision-making skills through real-world examples.
Science	Living with Change – Rising Salt • Investigate salinity and its impact on living things. • Conduct a scientific investigation using tomato plants to observe the effects of different salt levels. • Collect, record and analyse data. • Draw evidence-based conclusions about how environmental changes affect plant growth and survival.
The Arts	Dance • Investigate dance styles from Australia's past and their cultural significance. • Develop performance and choreography skills. • Make connections between dance, history and storytelling.
Health and Physical Education (HPE)	Fitness Fun for Movement • Participate in a variety of fitness activities designed to improve movement skills, strength and endurance. • Develop teamwork, cooperation and positive participation skills. What Am I Drinking? • Investigate healthy beverage choices and their impact on wellbeing. • Examine sugar content and nutritional information in common drinks. • Learn how informed choices can support a healthy lifestyle. Digital Technologies • Design and develop an interactive Scratch game across the semester. • Apply computational thinking, problem-solving and coding skills.

Rules for e-scooters

From 1 July 2026

- Wear a helmet and fasten it
- 12km/h max on footpaths
- 12km/h max near pedestrians on shared paths
- 25km/h max speed of device
- Ride on roads speed limited up to 60km/h
- Leave your phone alone
- No passengers
- Don't drink ride. 0.05 BAC limit
- From 31 August 2026: Riders to be 16+ age and licensed (minimum learner). Exemptions apply.



Scan the QR code for all rules on e-scooters, e-skateboards and other similar devices.



 e-scooters and e-bikes QLD

DELIVERING
FOR QUEENSLAND



Queensland
Government

New e-bike rules

From 1 July 2026



IS YOUR DEVICE LEGAL?

Check for:



Legal compliance label.



Continuous motor power doesn't exceed 250 watts.



Motor assistance up to 25km/h only.



Pedals are the primary source of power.

**ILLEGAL DEVICES CAN
BE SEIZED BY POLICE.**

KEY RIDING RULES



Riders must be aged 16+ and licensed (minimum Learner) from 31 August 2026. Exemptions apply.



Always wear a helmet with straps fastened.



12km/h max on footpaths and when passing pedestrians on shared paths.



Don't drink ride. 0.05 BAC limit.



Check your e-bike and riding rules



e-scooters and e-bikes QLD

DELIVERING
FOR QUEENSLAND



Queensland
Government

New laws for e-scooters and e-bikes

From 1 July 2026:

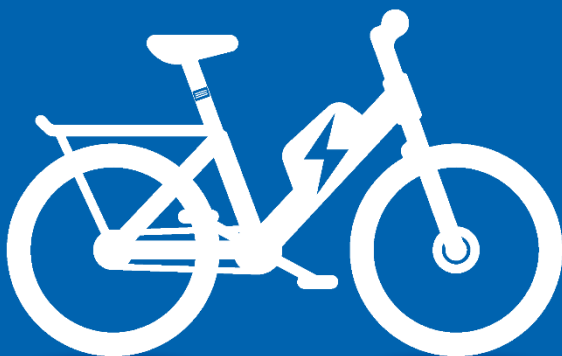
- Police can seize and destroy illegal devices
- Parents will be fined for under 16s riding illegally
- Devices faster than 25km/h will be banned
- 12km/h speed limit on footpaths and when passing pedestrians on shared paths
- RBTs will enforce drink riding. 0.05 BAC applies
- Increased fines of more than \$500

From 31 August 2026:

- Riders must be aged 16+ and licensed (minimum Learner) from 31 August 2026. Exemptions apply.



Scan for details of all
the new rules and fines



 e-scooters and e-bikes QLD

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