

Runcorn Heights State School Classroom Newsletter



Class: 3/4X

Term: 2, 2026

Teacher: Lu Xu (Monday, Tuesday, Thursday, Friday) & Leanne Cogar (Wednesday)

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Please make sure students are on time to school.

The first bell rings at 8.25am for students to move to class. Lessons begin at 8.30am.

We look forward to welcoming you to school every day!

Before School Morning Routines

From 8am

- Year 1-6 students in the Hall
- Prep students and their families under Q Block

Important Dates

6-7 May – School Photos
 7 May – Mother’s Day Stall
 18-21 May – Karawatha
 26 May – 9 June – Book Fair
 27 May – National Simultaneous Storytime
 2 June – Pancake Fundraiser for Chappy
 9-10 June – Music Fanfare at Stretton
 15-16 June – Year 3-6 Sports Day
 25 June – Reports available on QParents and emailed home

Specialist Lessons

PE – Monday 10:00am
 Science – Tuesday 1:30pm
 The Arts – Wednesday 9:30am
 Japanese – Thursday 1:30 pm
 Library Borrowing – Friday 02:15pm

Runcorn Heights State School

VISION

We inspire our community to **AIM HIGH** and be curious, creative and compassionate lifelong learners.

RUNCORN HEIGHTS STATE SCHOOL

A I R

ACCEPTANCE

We create an environment where everyone is valued and welcomed. We embrace diversity and encourage everyone to be open-minded and to acknowledge and learn from each other's unique backgrounds and perspectives.

RUNCORN HEIGHTS STATE SCHOOL

A I R

INCLUSION

We are committed to creating a supportive and welcoming environment where every person is valued and feels they belong. Our community provides all with equitable opportunities to participate, grow and succeed, ensuring that all voices are heard and respected.

RUNCORN HEIGHTS STATE SCHOOL

A I R

RESPECT

We cultivate a culture of respect by promoting kindness, care and honesty. It is everyone's responsibility to honour the rights of all to be safe, to learn, work and play.

Safe

Team Player

Achiever

Responsible



Curriculum Focus

What we will be working on in class this term

Subject Area	Content	Assessment
English	<p>Students will explore a variety of informative texts connected to topics they are learning about. They will build their reading skills by learning to read more fluently, understand both obvious and deeper meanings, and think about how texts are organised. They will also look at how authors use language and visuals (like headings and images) to help explain information.</p> <p>Students will take part in shared and independent writing activities to create their own informative texts, such as simple reports. They will practise organising their ideas into clear paragraphs, using topic-specific vocabulary, adding visual features, and apply spelling knowledge.</p>	<p>Year 3: Students will read and understand a range of texts, learning to recognise their purpose and audience. They will practise finding both clear and implied meanings, and explore how texts are organised, including the use of vocabulary and visual features. They will continue to build fluency and confidence when reading more complex words.</p> <p>Students will create an information report about a planet. They will organise ideas into paragraphs using appropriate vocabulary and sentence structures.</p> <p>Year 4: Students will read and explore a variety of texts designed to inform. They will look at how different texts are structured and how language and visuals work together to shape meaning, while continuing to build reading fluency and accuracy.</p> <p>Students will create an information text about a planet, organising ideas into paragraphs, using more complex sentences and vocabulary.</p>
Maths	<p>Year 3: Students will build confidence with numbers by using different strategies to add, subtract, multiply and divide. They will practise key number facts, especially for 3, 4, 5 and 10, and learn to solve problems by choosing suitable strategies and checking if their answers make sense. They will also explore money in real-life situations and learn to measure and compare time using everyday examples.</p>	<p>Year 3: Students will partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers and use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts.</p> <p>They will estimate, compare and measure the duration of events using formal units of time and determine equivalent amounts of notes and coins.</p>

	<p>Year 4: Students will deepen their understanding of how numbers work, including odd and even numbers, fractions and decimals. They will use a range of strategies and tools to solve multiplication and division problems and apply their learning to real-life situations such as money and time. They will also practise choosing efficient methods and clearly explaining their thinking.</p>	<p>Year 4: Students will use the properties of odd and even numbers, choose rounding and estimation strategies to determine reasonableness, use proficiency with addition and multiplication facts to add, subtract, multiply and divide and use mathematical modelling to solve practical financial problems. They will convert between units of time when solving duration problems</p>
Health	This unit was studied in Term 1	This unit was assessed in Term 1
Technologies	In this unit, students will explore and use a range of digital systems and create a digital solution (an interactive guessing game) using a visual programming language	Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.
HASS	<p>Year 3: Students will explore important people, events and aspects of the past, and how they connect to life today. They will look at how communities have changed over time, how people contribute to their community, and why celebrations and commemorations are important. Students will ask questions, gather information, organise events in order, and share their ideas using simple written and visual formats.</p> <p>Year 4: Students will learn about the impact of British colonisation on Aboriginal and Torres Strait Islander peoples, including how it has shaped identity and belonging. They will explore early Australian history, including explorers, convicts and settlers, and how these events affected people and the environment. Students will also make connections to world history, learn about rules and laws, and reflect on diversity and their own sense of identity.</p>	<p>Year 3: Students will conduct an inquiry to answer a question about the significance of commemorations for different groups. They are assessed on their ability to pose questions, gather and interpret information from a range of sources, draw conclusions, and communicate their findings clearly using visual and written forms.</p> <p>Year 4: Students will respond to a written question-and-answer task about life before, during, and after European settlement. They are assessed on their ability to explain key aspects of daily life, changes over time, and the impact of settlement on different groups.</p>