School Opinion Surveys are due to completed by this Friday, July 31st and all parents have now been issued with an individual code/password to log on and complete. The computers at school are available for parents to use and complete the online survey. There is no paper version available. This is your opportunity to have a say about what this school does well and how this school can improve and your opinions are invaluable. If you haven’t received any survey access details yet, please contact the school office.

On Friday 24th July, I was extremely pleased to accompany the selected students who represented our school at the Greenheart Cluster annual public speaking competition. A big congratulations goes to each of the six students who got up on stage and delivered their prepared speech to an audience of their peers and adults from our school, Clover Hill, Mudgeeraba, Mudgeeraba Creek, Robina and Robina State High schools. It was fantastic to see our students competitive and capable. Well done to: Abigail, Emma, Aimee, Asha, Connor and Mathilda for a job well done!

This year we will again be participating in the Woolworths Earn & Learn program. Through this program we will be able to get new educational resources for our school— and all we need you to do is shop for your groceries at Woolworths. You will get one Woolworths Earn & Learn Sticker for every $10 spent (excluding liquor, tobacco and gift cards). Place the Woolworths Earn & Learn Sticker onto a Woolworths Earn & Learn Sticker Sheet and when it’s complete, the Sticker Sheet can be dropped into the Collection Box here at the school. At the end of the promotion, we’ll be able to get some great new equipment. The range is extensive and offers lots of items ideal for our students – including resources for Maths, English, Science and some fantastic fun supplies for Arts & Craft, Sport and for our library. Please see woolworths.com.au/earnandlearn for more additional details.

Finally, forms and details for an upcoming whole school excursion to the Gold Coast Regional Botanical Gardens have been distributed. This excursion supports learning within the Science curriculum and has been heavily subsidised by the Gold Coast City Council. Bus transport to and from the venue has been arranged and it is hoped that all students will participate. Forms and payment need to be returned by Monday 03/08/15.
Welcome back for term 3! This term has seen some changes in staffing for our classroom and we welcome Ms Paula Besford into our teaching team. Ms Besford will be working in a support teacher role each Wednesday across the whole school and she will be the senior classroom teacher each Thursday and Friday as I complete all of the school principal tasks. A note from Paula introducing herself to you is included below:

“It’s been a pleasure these last 5 days aqua getting to know the students and staff at Springbrook State School – and everyone getting to know me. It’s a vibrant community and your children’s creativity is wonderfully inspiring.

As you know I’m in a learning support role on Wednesdays in both the junior and senior classrooms. I’m keen to help and encourage all students develop to their full potential, so it’s an honour to have this opportunity every Wednesday. Already, I’m extremely impressed with the progress the senior students have made with their reading development.

On Thursdays and Fridays I’ll be working as the classroom teacher with the seniors. The subject areas this term will be English, History and Art and next term will be English, Geography, Technology and Art. I’m organising to have the English, History, Geography and Art components over the two terms complement each other in their entirety – challenging, but possible!

An overview of study is as follows:

ENGLISH:
Yr 3/4: Traditional & historical stories: Comprehending and retelling from another’s perspective.
Yr 5/6: Exploring literacy with historical contexts from a personal perspective.

ART: Fine Arts/visual art: looking at line, colour, tone, shading, and perspective on still life and land/sea scapes.

HISTORY: “Digging up the Past” – Students identify a significant person, site or event from the 1900s and explain the contribution to the local or wider community.

I’m looking forward to helping your children use all the creative talent they have to explore, investigate and present their knowledge and artwork confidently.”

Next week sees the start of weekly homework for this term and it continues to be due in, completed, on Friday morning. Our Show ‘n Share roster is going to be distributed this week in preparation for a start next week. Please look for a copy of the roster in your child’s bag!

In reading this term, all students will be exploring and developing their reading comprehension skills though explicitly teaching and learning of specific comprehension strategies. Each week there will be a focus strategy that all students will be working with. Last week it was ‘Identifying the Main Idea.’ The main idea of a reading passage is a sentence that tells what the passage is mostly about. Questions about the main idea might ask students to find what a passage is mostly or mainly about. Questions might also ask students to choose a best title for the passage. When answering a question about the main idea, students need to ask themselves, “What’s the passage mainly about?” The main idea is usually found in the first or last sentence of a passage. This coming week, the target strategy is ‘Recalling Facts and Details.’ Every reading passage contains facts and details. The facts and details tell more of the main idea. Questions about facts and details ask students about something that was stated in the passage. To answer a question about facts or details, students have to go back to the passage and re-read. An overview of the twelve strategies we are focussing on will be sent home with every student next week.

Cheers
Sarah Jane and Paula
Welcome back to term 3!

I hope you all had an enjoyable holiday. It was definitely nice to stay in a warm and cozy bed in the early mornings over the winter break!

In English this term we will be Exploring Poetry - students will listen to, read and view a range of poetry. As a group, students will express their personal responses and thoughts about various shared poems. Students will create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience.

We are starting the term off with history. Students will be comparing the past and the present. The key inquiry questions guiding this unit are:

- Prep: What is my history and how do I know?
- Year 1: How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past?
- Year 2: How have changes in technology shaped our daily life?

Homework has begun again. This term I will send out homework on the Monday and students are to return on the Friday. Students have been given a stapled homework booklet to complete. The booklet consists of homework sheets for the whole term, students are only expected to complete 2 sheets per week- one sheet is literacy work and the other is maths work. Readers are also included in their homework pouches and students are still expected to read every night.

Bullying NO WAY! – Recently, there have been some concerns regarding unkind behaviours in the playground. As a result, in class we have discussed how we treat others and what bullying is an isn’t. We reinforced the steps students need to follow if someone says or does something mean/nasty. Our class steps are to say to the person doing the wrong thing:

1. “Stop it, I don’t like it”

   If the student continues with the undesired behaviour, then go to step 2

2. “Stop it, I don’t like the way you….” (state the actions or words that you want stopped) If the student continues with the undesired behaviour, then go to step 3

3. Tell the teacher.

   It is important for students to deal with issues as they arise by reinforcing steps 1 and 2 before going to the teacher as this gives them a chance to use their voice and words to try to solve the problem and it also gives the person saying and doing the wrong thing a chance to realise what they are doing and stop (sometimes they don’t always realise the affect it has on a person – especially when it might be an unintentional remark or tone). However, it is just as important to tell the teacher any behaviour that continues after steps 1 and 2, so it can be dealt with quickly and appropriately.

I have also explained to the students that in grades Prep, 1 and 2, we are still learning how to use our words appropriately as well as our bodies. Sometimes, it’s not what we say but also how we say things that can hurt people’s feelings.

**What is bullying?** Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious or hidden.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. As a school, our process for managing and dealing with bullying-type behaviours is outlined in the ‘Responsible Behaviour Plan for Students’ policy document which is available on our school website.
**Student Awards**

**Student of the Week**

**Charlie** - For an outstanding start to the term with wonderful enthusiasm to all class tasks.

**Aimee** - For displaying excellent “Be Respectful” behaviours in the classroom and playground.

**Mathletics**

**Will** - has mastered 77.69% of activities completed

**Connor** - has mastered 97.1% of activities completed

**Aidan** - has mastered 90.32% of activities completed

*The total number of Mathletics activities completed at our school is: 1187 and 4518 points have been earned by students so far! On average, students now score 84% in curriculum activities. That’s an improvement of 22% on their first attempts.*

**School Banking**

**Aimee** - Silver Certificate for making 20 deposits

**Britt** - Silver Certificate for making 20 deposits

**Upcoming Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/07/15</td>
<td>Term 3 begins</td>
</tr>
<tr>
<td>20/07/15</td>
<td>Playgroup</td>
</tr>
<tr>
<td>24/07/15</td>
<td>Green Heart Cluster Public Speaking finals</td>
</tr>
<tr>
<td>27/07/15</td>
<td>Playgroup</td>
</tr>
<tr>
<td>03/08/15</td>
<td>Forms and payment due for Botanical Gardens excursion</td>
</tr>
<tr>
<td>06/08/15</td>
<td>Whole school excursion to Botanical Gardens</td>
</tr>
<tr>
<td>12/08/15</td>
<td>SMCA meeting</td>
</tr>
<tr>
<td>16/08/15</td>
<td>MLTAQ Japanese speaking competition at Griffith University</td>
</tr>
<tr>
<td>21/08/15</td>
<td>Environmental Science day at Ingleside State School</td>
</tr>
<tr>
<td>24/08/15</td>
<td>Bike Safety Centre (years 3-6)</td>
</tr>
<tr>
<td>27/08/15</td>
<td>Playgroup</td>
</tr>
<tr>
<td>03/08/15</td>
<td>Forms and payment due for Botanical Gardens excursion</td>
</tr>
<tr>
<td>06/08/15</td>
<td>Whole school excursion to Botanical Gardens</td>
</tr>
<tr>
<td>09/09/15</td>
<td>Hinterland Small Schools’ Soccer/Netball Carnival</td>
</tr>
<tr>
<td>16/09/15</td>
<td>3 day School Camp at Bornhoffen</td>
</tr>
</tbody>
</table>

**SENSEI’S CORNER**

Konnichi wa! Welcome back to Term 3. I trust everyone had a wonderful break.

**Question**

How do you write and say number 3 in Japanese?

Teach yourself the numbers:

http://www.omniglot.com/language/numbers/japanese.html

http://www.youtube.com/watch?v=zqNotzty3kE

Try these Sudoku puzzles: http://sudoku.com.au/

**Last newsletter’s answer:** Sakura is a flower and is better known in Australia as cherry blossoms.
Parenting Ideas by Michael Grose

"Teach your kids about time and place"

My mum used to tell me, “There's a time and place for everything Michael, and this is not the time and place to behave like that!”

My mum’s words came back to me as I watched three kids (tweens and early teens) try to out-wrestle and out-shout each other while they waited in an airport queue with their parents. Their noise and wrestling quite obviously disturbed and interfered with fellow travellers, but their parents made no attempt to rein in their behaviour.

I couldn’t help thinking that there is a time and place for this type of behaviour and THIS WAS NEITHER OF THOSE!

Time and place is a brilliant socialisation lesson for children of any age or era to absorb. It starts by asking yourself as a parent: “What does this social situation reasonably require of my children at their age and stage of development?”

In the above case it’s reasonable to expect tweens and teens to be able to stand in a queue without disturbing others for the ten minutes that it took to get service. It’s should be easy for that age group to show some self-control and consideration for others. That timeframe maybe a stretch for under fives, but some parental attention to distract them from being bored may do the trick. The principle is the same regardless of age or a child’s developmental stage, but the application varies.

Socialising kids

It’s a parent’s job to socialise your kids. That is, it’s your job to develop a sense of OTHER so that they become aware of how their behaviour impacts on others. Many kids have L Plates when it comes to behaving in public so they need your assistance to behave according to the requirements of the situation – or according to the time and place. You do this by:

1. Giving your kids social scripts There are times when kids don’t know what to say or how to act in different social situations. “Here’s what you can say when you meet Mrs Smith...” is the type of pre-emptive social scripting that benefits most boys, kids on the autism spectrum as well as kids who need extra help to get on with others.

2. Regular behaviour rehearsal Practise appropriate social behaviours at home so kids know how to behave around others. For example, you can role-play a restaurant situation by serving your kids’ meals at the dinner table and expecting them to use their manners.

3. Just-in-time prompts It helps to remind in positive terms how kids should speak and act around others before entering a social situation or a special place such as a church, airport or restaurant. “In church most people...”

4. Teaching good manners Manners are social guidelines that teach kids how to behave around others. While some conventions change over time, basic good manners such as saying ‘please’ and ‘thank you’ never change. They are the basis of a civil society. Kids are never too young to start learning manners.

5. Respectful use of consequences While the best discipline happens before an event (through behaviour rehearsal, prompts and teaching manners) there are times when the only way to get a message across about time and place is to DO something if the kids’ behaviour thoughtlessly or deliberately impinges on the rights of others. And the best action may be WITHDRAWAL from the place or activity that they are doing. That may mean that the kids (and you) miss out on an activity or being in a special place but such lessons are rarely forgotten and reinforce your important messages.

Time and place is a great parenting message for kids to learn. It’s about consideration for others; it’s about self-control and above all else, it’s about fitting into different social situations.
Follow DET on Facebook and Twitter

Would you like to keep up-to-date with initiatives, programs and events happening across the state as well as the latest information on unexpected school closures? Visit the Queensland Department of Education and Training Facebook page and QLDDET on Twitter and keep in touch! [https://www.facebook.com/QueenslandDepartmentofEducationandTraining](https://www.facebook.com/QueenslandDepartmentofEducationandTraining)

---

**P&C Meeting**

10th August
3:15-4:15 pm
Senior classroom