FROM THE PRINCIPAL.....

The preliminary NAPLAN results have been released to school and I am very pleased to report that Springbrook State School has performed very well and I am thrilled with our results! We have excellent representation of students across the upper 2 bands in all but one area of the testing. Our mean scale score was similar to that of the nation in all areas. This is a wonderful reflection of the work and focus that our staff and students have had on our explicit improvement agenda. A celebratory morning tea for all years 3 and 5 students will be held this coming week on Friday 14th August where we recognise and acknowledge the hard work and effort displayed by students!

Landcare are hosting a series of working bee afternoons next week as well. All members of our school community, including students and their families are invited to come along and help each afternoon from approx. 3:15pm through to 5:00pm. There are many jobs that are needing many hands to make light work! Come along and volunteer for an afternoon and join in the fun!

Good luck to our student representatives who are participating in the 2015 Gold Coast Language Speech Contest being held at Griffith University next Sunday, August 16th. Our three entrants, Asha, Angus and Taylor will be presenting a prepared speech in Japanese and answering questions from the judges as well. I know they will do us proud!

Our annual Book Fair is coming up this term as part of our Book Week celebrations. We will again be having a character dress-up parade and invite all staff, students and parents to join us. This is an ideal time to start thinking of which character you will choose and how you will dress up. The Parade will be held on Thursday 27th August from 9:00-9:30am.

Finally, this time of year often brings with it, coughs and colds as we come towards the end of winter and are looking forward to warmer weather. Unfortunately, we have had substantial student absenteeism due to ill health and a particularly nasty cold/flu that has affected many of our school families. We understand that this is unavoidable and we appreciate that time off school is needed, both for recovery and recuperation, and to limit the spread of the dreaded lurgy. We very much thank our parents for limiting the sharing in this case. As always, if your child is absent from school, please contact us via phone or email to let us know.

Sarah Jane Ash
Principal
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. This week, the focus strategy was ‘Understanding Sequence.’ Sometimes, a passage is told in order or sequence. Different things happen at the beginning, middle and ending of a passage. Questions about sequence ask you to remember and put events or details in order. Questions about sequence often contain key words such as first, then, last, after or before.

Next week, the target strategy is ‘Recognising Cause and Effect.’ A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: ‘I forgot to set my alarm clock, so I was late for school.’ The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words why, what happened or because.

Our highlight of this week was, of course, the excursion to the Regional Botanic Gardens. Sadly, we missed some of our friends due to, what seems to be, an epidemic! It was awesomely impressive to be with our students who were impeccably behaved, listening and participating with great enthusiasm.

We all valued the Australiana floral knowledge we brought home with us, being able to use all our senses in the experience. Ms Rana was particularly insightful, sharing as much as she could in the time she had. We are reflecting artistically on the botanical knowledge gleaned from our nature walks, creating a special display of Australian flora.

You may be aware from the previous paragraphs that seniors are thoughtfully exploring creative uses of words, phrases and clauses, including adverbs and adverb groups, within complex sentences. This is to challenge them to explore and develop their own style of writing.

This term’s Science unit sees us studying chemical properties and changes in an integrated unit of work called, “Kitchen Chemistry - Cool Kids Cook!” Through the concept of Kitchen chemistry all students will:

- Classify substances based on their properties such as solids, liquids or gases
- Explore physical changes such as change of state and dissolving
- Identify and construct questions about the relationship between properties and use
- Carry out fair test investigations and communicate the results
- Explore chemical change and the new substances produced

Questions that will shape our learning will include:

- What properties does a substance have?
- How do these properties affect use?
- How can heating, cooling and mixing change properties?
- When do heating cooling and mixing create new substances?

Cheers,
Sarah Jane and Paula 😊
Hi Everyone,

We all had a wonderful time yesterday at the Botanical Gardens. The kids had a lovely time exploring native Australian plants and how Aboriginal and Torres Strait Islanders have used them. We were privileged to be the first students to walk through the new “Story of our Country” gardens. It was a very informative and interactive day.

In history, we are looking at new and old technology at school and how school was different in the past ‘olden’ days. The students have shown an interest in having an ‘old school day’ here at Springbrook State School. I will send out a note next week to let you know what date we will hold our ‘old school day’. It should be a fun and rich day of learning which will provide a deeper understanding of how school was in the past through role play, both in the classroom and during playtime.

I hope you all have a wonderful week.

Warm regards,
Joyce

P&C Meeting
10th August
3:15-4:15 pm
Senior classroom
**Student Awards**

**Student of the Week**

*Ethan* - for being a Star Student and displaying role-model behaviour in class.

*Roy* - for displaying ‘Be a Learner’ behaviour and working hard during reading groups.

*Elvis* - for displaying excellent ‘Be a Learner’ behaviour towards English tasks and creative writing.

*Cole* - for displaying ‘Be a Learner’ behaviours in classroom at all times.

**Gotcha Certificates**

<table>
<thead>
<tr>
<th>Gotcha</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Will</td>
</tr>
<tr>
<td>50</td>
<td>Mathilda</td>
</tr>
<tr>
<td>75</td>
<td>Arwen</td>
</tr>
<tr>
<td>100</td>
<td>Lashae, Mika, and Taylor</td>
</tr>
</tbody>
</table>

**Literacy Planet Leaderboard Leaders**

Junior class: Christopher, Emerald
Senior class: Connor, Ryka

**Gotcha Raffle Draw**

Junior class: Isabelle, Alyssa, Charlie, Taijahna, Briana, Emma
Senior class: Cole, Mika, Britt, Arky, Ryka, Taylor

**Upcoming Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/08/15</td>
<td>Playgroup</td>
</tr>
<tr>
<td>10/08/15</td>
<td>Springbrook SS P&amp;C meeting</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>17/08/15</td>
<td>National Science Week</td>
</tr>
<tr>
<td>17/08/15</td>
<td>Playgroup</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>Playgroup</td>
</tr>
<tr>
<td>24/08/15</td>
<td>Bike Safety Centre (years 3-6)</td>
</tr>
<tr>
<td>24/08/15</td>
<td>Book Week and Book Fair</td>
</tr>
<tr>
<td>28/08/15</td>
<td>Gold Coast Show holiday</td>
</tr>
<tr>
<td>31/08/15</td>
<td>Enviroweek</td>
</tr>
<tr>
<td>07/09/15</td>
<td>Springbrook SS P&amp;C meeting</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**

Which festival is held in Japan on May 5th every year? **Hint**: Have a look at the festival information: http://www.japanesefun.com/koinobori-song/

**Activity of the week**


Origami: try this Children’s Day origami

**Japanese Star Student**: Cole

**Last newsletter’s answer**: 三 san is number 3 in Japanese
“I'm amazed at what children CAN do when given the opportunity and encouragement. I love the pride, confidence and sense of purpose/pleasure in contributing, each new skill achieved brings. The smiles are awesome too.”

A mother left this comment on our Facebook page recently in response to our post: “What would be the impact if you did less, not more for your children?” Lovely answer!

It got me thinking that the joy that this mother took from watching her children develop independence was no accident. Her parenting style played a large role in her children's independence. All power to her and her parenting style!

I’ve long believed that adults are the gatekeepers for children’s independence.

We open the gate to independence when we give children opportunities to develop self-help skills (carry their own schoolbags, get themselves up in the morning, tidy their own rooms); provide them with real responsibility (feeding pets, setting the meal table and preparing meals) and give them autonomy to make some of their own decisions (choosing clothes within limits, following own interests, making choices about pocket-money spending).

We close the independence gate when we do too much for children (tidy their toys away, pack their schoolbags, make simple snacks); rescue them from learning opportunities (take forgotten lunches to school, sort out their friendship problems, pay their library fines) and neglect to build scaffolds to independence (such as help them make their bed, walk half way to school, teach them to ride public transport).

It’s a quirk of parenting that many children think they are older than they are, and parents think their children are younger than they are. We underestimate children’s abilities to the detriment of their development.

Are you an opener or closer of the gate to children's independence?

Think of independence as a continuum with opening the gate and closing the gate at either end. If your parenting is more at the closing end then look for ways to move down the continuum towards independence building. My advice is to make small adaptations to your parenting. For instance, start with a child making their own snacks before moving to helping you to prepare a meal. But first you need to develop a mindset for independence building. That means, be on the lookout for opportunities for children to do things for themselves.

As many readers will know I firmly believe that the job of parents is to make ourselves redundant from the earliest possible age of a child's life. That means, that our interactions with kids have an endgame in mind – we want our kids to be able to stand on their own two feet physically (Don’t we get a kick out of them walking for the first time!), emotionally (with support, of course) and to navigate their world without being reliant on others.

There is no better feeling as a parent than watching your child beam with joy and pride when they’ve mastered a new skill, overcome a challenge or conquered a fear. It’s those times that make parenting so worthwhile. Those awesome smiles won’t happen by accident. They require a parenting style that gives kids a chance to be independent; that encourages them to be brave and offers them the safety net of emotional support when life throws them curve balls. Why not try it? Give your kids a chance to amaze you.
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