Calendar of Events

MAY
22-27 Book Fair
23 Book Fair dress up

JUNE
9  Queen’s B/day Holiday
26  End of Term BBQ
     Energex safety show
     Report Cards out

_P&C Association_
Tuesday 10th June
School library
330PM

**SCHOOL HOURS:**
School commences at **8.55am**
School finishes at **3.00pm**
Please be prompt.
Late arrivals need to sign in at the office.

Everyday Counts!
Good attendance is vital to getting a good education as well as the law in QLD.
Also, it is a requirement that absences need to be explained. Please phone us or send a note if your child is away. Holidays and other non urgent appointments should be scheduled for school holiday times.

From the Principal...

This year our school is focussing on improvement in reading comprehension for all students. Our staff have been compiling and reviewing a 5 week snapshot of how much progress students’ have made in this area. Current progress is pleasing and I am sure that most of our parents are noticing a difference, when you read nightly with your child.

To enhance the hard work being done at school, parents also have a major role to play to assist children with improving in reading. New research conducted by University of Melbourne has a direct correlation to parents reading to and with their child every day. If you want to know why it is important to do this consider the following information drawn from this research:

**Reading to Young Children: A Head-Start in Life**
The research sets out to explore the connections between parents reading to their young children and their child’s later reading and other cognitive skills.

**Key Findings**
The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.
- Reading to children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e., language and literacy, numeracy and cognition) later in life.
- Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child’s reading skills at age 4-5 as being six months older.
- Reading to them 6-7 days per week has the same effect as being almost 12 months older.
- Children read to more frequently at age 4-5 achieve higher scores on the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9).
- These differences in reading and cognitive skills are not related to the child’s family background or home environment but are the direct result of how frequently they have been read to prior to starting school.

**Around the Classrooms ..**
Prep—Yr 2 (Miss O’Brien)  Prep—Yr 2's are currently working on their English assessment. We are looking at different texts and examining main characters. Please ensure your child in readying and completing their homework every night to enable them to attend the end of term homework party.

Yrs 3/4 (Mrs Peach)  In English we have begun reading the novel "Charlotte's Web." We are looking at the language used by the author and in particular how dialogue is written and used in a narrative.

Yrs 5/6/7 (Mrs Kowitz/Mrs Martin)  Yr 5-7 students have 2 assessments due this week - LOTE( German) and Technology. Students have been given a significant amount of time to class to do these projects. They have also been assisted with time manage-
**SCHOOL NEWS...**

**CROSS COUNTRY**

Congratulations to our Cross Country place getters:
Ryan Moody 2nd, Tait Zischke 3rd—9yrs boys.
Kye Zischke 4th—11yrs boys.

Kye has now been selected to complete in the Regional Cross Country—Good Luck.

**BOOK FAIR**

Book Fair has now started. Opening hours are 8:15—8:45am each morning and 3:00—3:30pm (4pm Thur).

A reminder that book fair novelties such as rubbers, pencils etc will not be available for purchase until the last day of book fair, Tuesday May 27.

This year we will be conducting a Book Fair Parade where students are invited to come to school dressed as one of their favourite book characters. Appropriate costumes must be worn. Students are able to change into their costumes just for the parade if they prefer.

**LOST PROPERTY**

Now the cooler weather is here, it is imperative that all students' have their names on jackets, jumpers and track pants. These items are too expensive to lose and it makes it so much easier if lost items can be returned directly to their owners. Last year, our school had at least a dozen jumpers that were unclaimed and were ultimately passed onto charity. Students' have their names on jackets, jumpers and track pants.

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**YEAR 3 & 4 TECHNOLOGY PROJECTS**

Last week Year 3 & 4 students were busy creating desk organisers from recycled materials. Here are some of our creations.

**P & C NEWS**

Tuckshop—The P & C will be conducting a Subway tuckshop on Monday June 2. Orders with correct money are to be returned to the school NO LATER than 3pm Thursday May 29. Tuckshop will arrive in time for the first break at 11am.

**FROM THE CHAPLAIN...**

**CORRECTING YOUR CHILDREN**

Ever wonder why your child is so much better behaved at school than at home? Here are some of the sorts of strategies that teachers use. They may be of use to you.

- Often we need to work counter intuitively; your first natural response may not be the best. Think first.
- Say what you mean—then mean what you say. In other words you must be consistent with your promises or expectations, so think first.
- Use least intrusive strategies first—moving progressively to more intrusive if you need to.
- Non-verbal—A look, a pause, wait and watch.
- Verbal—A clear short direction.
- Give time to allow them to change behaviour and do the right thing. If your child chooses to do this, acknowledge their wise choice.
- Give a choice—For example "You can do your homework now and then play a game on the computer after or You can play on the computer for only 15 minutes now then do your homework." Then follow through, it is important to do what you say.
- Catch your child being good—praise them for what they are doing right. Don't embarrass them though by overdoing it. This should be a part of your daily practice not just when they are being less that you expect.
- Avoid over correcting—don't nag your child—better to give a choice and follow up.
- Use the "broken record" strategy. Eg "You need to do put out the garbage." Just keep repeating it till your child gives in. Be careful though, you don't want it to backfire on you. This is almost a last resort.
- In all this—you will be most successful if you keep your cool!

Marg Thorpe (Chaplain)