Calendar of Events

MARCH
20 Parent teacher Interviews
21 Harmony Day
24 Tuckshop
26-27 Yr 567 Camp
28 Softball/Kanga Cricket
    Carnival Gatton

APRIL
04 End Term 1 Sausage Sizzle
22 Term 2 starts
25 Anzac Day March

P&C Association
Tuesday 13th May
School library
3.30PM

From the Principal…

Earlier this week, I attended a Queensland School Leaders Inclusivity workshop. While the main aim was to provide information and strategies to ensure students from all walks of life have fair and equal opportunities to access a good education, there were many interesting facts that have relevance to all students. A main focus was on the importance of teaching social skills. I found it interesting to learn that by the age of 5 years, most children should be understanding the projection of consequence, as well as the projection into the feelings of others. There are lots of ways that we can encourage our children to really understand what this means, particularly in terms of getting along with others in the playground and with their siblings at home. If as adults we always jump in to solve their minor conflicts for them, then we are robbing kids of the opportunity to problem solve and generate solutions to help them self regulate their behaviours.

At school we actively teach students to STOP and THINK. We then use the ‘POOCH’ problem solving framework to look at the issue in other ways. This is a great approach to use at home as well. POOCH stands for

P: what’s the problem? O: What are the options? (usually 2 or 3); O: what would be the outcomes if we used any of these options? (some of these options will have better outcomes than others), C: Which one will we choose? H: How did you go? (a time for a trusted adult to help the child reflect on their choices). By using POOCH, we are encouraging our children to make a projection about possible consequences and to also consider the feelings of others. In using this approach, we help kids to make balanced decisions that will help become confident and resilient individuals. You will notice that this has been our BUDS expectation for the last 2 weeks, but needs long term practice to develop the skill effectively.

Around the Classrooms ..

Prep—Yr 2 (Miss O’Brien) This week we have been busy bees enjoying writing survey questions, collecting data and putting this information into simple picture graphs.

Yrs 3/4 (Mrs Peach) We are beginning to read the novel “Matty Forever” in English. This English Unit is focusing on characters, setting and descriptive language in narratives. We are also concentrating on developing and using comprehension skills and strategies while we read this book.

Yrs 5/6/7 (Mrs Kowitz/Mrs Martin) This week we have started Unit 2 in English. We are learning how to write a fantasy story. This is an important part of preparation for the Year 3,5&7 writing NAPLAN test in May. We are using character descriptions used in the book Forest of Silence by Emily Rhodda to help us learn to write effectively.
This fortnight’s positive learning expectation is:
Solve problems peacefully by using your words

Tent Hill Lower is a School Wide Positive Behaviour school!
At Tent Hill Lower we reward our students who have demonstrated ongoing positive behaviours.
Participation in extra curricular activities and leadership positions are dependent on maintaining good behaviours.

SCHOOL NEWS...
PARENT TEACHER INTERVIEWS
It’s time to book in for our Parent Teacher interviews to be held on Thursday 20th March from 3.15 to 6.00pm.
This will be an interim report to indicate whether your child is on track in English, Maths and behaviour. If your child requires any adjustments, we will be outlining how this will be actioned. So I encourage all parents to take up this opportunity to talk to class teachers. Please phone the office to nominate a 15minute slot. Or you can pop in and sign up to a time. If you cannot make this day, please let us know so we can make a mutually agreeable alternate time.

YEARS 5/6/7 EMU GULLY CAMP
Please return all camp forms and monies owing for the annual camp at Emu Gully on 26th and 27th March. In addition to Mrs Kowitz and Mrs Martin, we also have one of our dads, Mr Brad Lerch, who will stay overnight at camp to help out with the boys cabin. Please remember to organise parent transport to and from camp. We usually meet in the school car park at 8.30am and then travel to Emu Gully at Helidon in convoy. Please note that pick up time from the camp is 2:00pm on Thursday. 27th. Please contact Mrs Kowitz or Mrs Lund if you have any questions.

SOFTBALL/ KANGA CRICKET CARNIVAL
This carnival is organised for the Lockyer cluster schools as a participation carnival. It will be held on Friday 28th March in Gatton. Our students form part of the Caffey Small Schools team which comprises of students across all of the 8 small schools. Mrs Martin is the manager for the 2 softball teams and will be assisted by Miss Tess Armstead (Grantham.) The cricket team is being managed by Mr Craig Pearson (Ma Ma Creek) Students who have nominated for Softball should have received notification about training sessions to be held at our school. Please note there are no training session scheduled for Kanga Cricket.

DENTAL VAN
The dental van is currently at our school and has commenced dental appointments with students.

CLASSROOM REQUIREMENTS
Already we have a number of students who require extra pencils, rubbers, glue etc. Please ask your child if they have all the important classroom requirements.

READING TIPS...
Reading is our top priority this year. So we thought that parents might like to have some tips on things you can say to students when they are learning to read and don’t know a word. Many students seem to fall back to using one main strategy which is ‘Sound it out’. However often this is a very inefficient strategy as many words don’t sound out easily.

Good readers use a 3 part cueing system which is used together to work out unknown words. This includes using sound and visual cues, making meaning as they read, and the structural/grammatical cues of how a sentence is put together.
So what else can you say to a beginning reader? Try these:
- Get your mouth ready for the sound at the start of the word.
- Does that look right?
- Does it make sense?
- Can we say it like that?

Encourage your child to listen to themselves read, because they need to make sense of the story. If we only prompt children to ‘sound it out’, they begin to believe that reading is only about decoding instead of reading for meaning and enjoyment. Ask your child to retell the story to encourage this further. Children should also be encouraged to read fluently with expression as this is also an indicator of reading comprehension.

LOTE...
Language Perfect
Language Perfect is a website to help students learn vocabulary in different languages. The children are very enthusiastic about using it and already some have shown an improvement in their German word knowledge. Many children are enjoying the chance to try out other languages as well. We currently have a subscription for the Lockyer schools, but may not be able to cover the cost next year. The site can be accessed both at school and at home if you have internet access, so please ask your child to show you how it works. We would like your thoughts later in the year as to whether you think it is worthwhile, and whether you would be willing to contribute towards the cost of a subscription. There will be a world-wide competition in May, and those students who choose to compete could win iTunes gift vouchers, iPods and more.
What’s new at Tent Hill Lower??

This week we launch our ‘Growing Great Readers’ program. This program is an initiative created by our school. Through using school funds to employ a teacher aide, the students will be read to each day, before school and then participate in a ‘Brainfit’ program. This consists of a short fitness run followed by brain gym exercises to switch our brains on for learning. The program also aims to give younger students extra daily practise with: reading fluently, learning sight words and phonics throughout the morning.

We are also looking for ‘guest readers’. We would love parents, grandparents, older brothers and sisters or community members to bring their favourite story or picture book along to school to read to the students. Please let us know if you would like to be part of this project. We would love to be inundated with requests to read to our wonderful students to share the love of reading.

Right on Target!

We have so many students who have demonstrated outstanding effort in class. All of the students pictured here have achieved their weekly class goals around spelling, number facts or sight words. Some students were also recognised for their excellent efforts around home reading and sentence writing. How proud do they all look? And rightly so. Great job everyone!
LOTE

Oktoberfest

This year Oktoberfest for Teens will be held at the RNA showgrounds in Brisbane on Thursday, 16th October. This year we will be inviting both Year 6 and Year 7 students to attend. The cost will be about $40 — entrance and bus fare. The entrance cost includes lunch and rides for the students, as well as a traditional gingerbread heart (Lebkuchenherz) to bring home. We will send out a letter with more information closer to the time, but this gives students time to start saving. If they save $2 a week of their pocket money, they will have the $40 plus some spending money to take.  

_Fiona Chapman (LOTE teacher)_

PARENTING CORNER… (Extracts from Michael Grose Parenting Expert)

When things go wrong at school

Every parent wants the best for their children, and that includes having great experiences at school. Despite best teaching practice things do go wrong at school. Most kids experience learning difficulties from time to time. Conflict and peer rejection are a normal part of school-life. The developmental nature of childhood means that there will always be some turbulence, particularly around key transition ages, such as the start of adolescence.

During these times young people frequently experience a dip in their learning as well as significant relationship difficulties. Kids will often come home from school with grievances, and call on their parents for assistance. Your approach as a parent when your child has difficulty at school makes huge difference to their resilience, and their future relationships with teachers and peers.

Here’s a _six point checklist_ to help you stay focused and be effective if your child experiences difficulty at school.

1. Stay calm and rational
   It’s natural as a parent to protect, or defend your children, particularly when you think that they’ve come in for some unfair or poor treatment. But acting when you are full of emotion is not always smart. Rather than getting on the phone straight away to organise a meeting at school, take your time to think through how you might assist your child.

2. Get the all facts
   Once you’ve calmed down, then get the facts about the situation. Kids are faulty observers and often only see one side of a story when there’s a problem with a teacher or a fellow student. They sometimes can’t see that perhaps they may have contributed inadvertently to a dispute at school, or perhaps said something that may have upset a teacher. It’s the job of parents to help kids process what happens in an incident, so that all the facts emerge and understand their place in any problem. Ask good questions to help the full story emerge.

3. Assess whether to go to school or not
   Kids, like adults, like to vent and will benefit from having told their side of a story to trusted source. Often problems can be dealt with at home, simply by talking through an issue, and giving kids some common sense tips to help them cope. If your child has a recurring problem that he can’t solve himself, or you think adult intervention maybe needed to sort out a relationship issue with a teacher or peer, then consider meeting with your child’s teacher or year level coordinator.

4. Go through the right channels
   Approach the school calmly, going through the school office, or directly to your child’s teacher if that is the usual protocol. If you have already established a relationship with the teacher concerned, then it’s often easier to approach them directly.

5. Look for solutions rather than blame
   Parent-teacher meetings usually get nowhere when either party blames the other. State the problem as you see it and view your child’s teacher as an ally, not a foe. “I’m really worried about Jeremy. He’s been acting strangely lately and I need some help” is the type of approach that will elicit a helpful response. Talk about your concerns and keep the discussion focused firmly on what’s best for your child. Listen to your teacher’s viewpoint, valuing a different perspective.

6. Stay in touch
   Be realistic with your expectations, remembering that some problems can’t be solved to your satisfaction, nor will they be resolved straight away. Be prepared to work alongside your child’s teacher over the long-term, which means you need to keep communicating with each other.

Parenting is easy when things are going well, but testing when your children struggle or experience difficulty. Stepping back and taking a long-term, reflective view is often the best approach when your child experiences difficulty at school.

If you would like to view more of Michael Grose’s articles go to  [www.parentingideas.com.au](http://www.parentingideas.com.au).