## Calendar of Events

**JUNE**
- 26: End of Term BBQ
- 27: Soccer/Netball Carnival
- End Term 2

**JULY**
- 14: Term 3 starts

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## P&C Association

Tuesday 24th June
School library
3.30PM

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

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## Library bus will be here on Thursday 26th June at

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## 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.

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## From the Principal...

Semester One student report cards will be released next Thursday 26th June. These written reports are a culmination of how a child has achieved in their academic studies over a school semester. The report cards contain the following information: An overall academic achievement for each subject, an effort achievement and a comment. Student achievement is reported against the Australian Curriculum standards in English, Maths, Science, History and Geography.

When reading your child’s report card it is suggested that parents read the comment first, to know what the class has studied, then read the academic grade your child received, this indicates your child’s level of achievement measured against what was studied, followed by their effort and how your child worked throughout the semester.

Most of us who were schooled in generations past are familiar with the A-E scale. However, an important point that deserves clarification though is that the 5 point scale has some subtle differences these days and that when we see a “Working With or C” on our child’s report card it means something a little different to what it used to on our own report cards, many years ago.

In the past the achievement scale used a “Bell Curve” distribution which means that a small group of top students in the class got an “A”, the next group got a “B”, the majority of the class were given a “C” and so on until the whole class represented a distribution from A-E. This means that it was harder to get an “A” in a school filled with academic students and easier to get one in a school with less academic students. The new system works on “benchmarks of achievement” or “criteria” such that, what constitutes an “A”, “B”, “C” etc is predetermined. Any student who shows evidence of meeting that level deserves that grade. A “Working With or C” no longer means that the student is simply in the middle of the class, it means that the student has met the criteria for a learner at the appropriate age level. So, a “Working With or C” means that the student is doing everything required at their Year Level. The best description is that a “Working With or C” means a student’s academic development is exactly where it needs to be – A “Working With or C” is ON TARGET or AT YEAR LEVEL STANDARD.

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## Around the Classrooms ..

**Prep—Yr 2 (Miss O'Brien)** This week we have had lots of fun doing an innovation on the text, “We’re Going on a Bear Hunt” by, “Going on a Zebra Hunt”. Students are very excited to be illustrating the book they have created before performing it to the 3/4 class next week.

**Yrs 3/4 (Mrs Peach)** This week the students have written fantastic dialogues based on the book ‘Charlotte’s Web” which we are reading in class for English. They are looking forward to watching the movie next week.

**Yrs 5/6/7 (Mrs Kowitz/Mrs Martin)** We have been learning the Reciprocal Reading process. This is a great comprehension strategy, where each member of the reading group takes on a role as either the ‘Predictor’, ‘Clarifier’, ‘Questioner’ or ‘Summariser’. It helps us question the text and make a lot more sense of the texts we are reading. We are currently using this process for understanding Information texts.

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## Congratulations to our students of the week who have demonstrated “Doing their best”.

- Prep—Yr 2 (Miss O'Brien)
- Yrs 3/4 (Mrs Peach)
- Yrs 5/6/7 (Mrs Kowitz/Mrs Martin)

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**Volunteers**

Thanks to Ross Brown-Osborn from Energex for volunteering to assist with this presentation. Thanks Ross for taking the time out of your busy schedule to share your knowledge.

**Learning about Electricity**

He showed the children how to be aware of unsafe situations around what is electricity and how it is delivered into our homes. He gave some great information and the children learnt a very important message of electrical safety. Our students were very engaged and interested in what they learnt.

**SCHOOL NEWS...**

**END OF TERM SAUSAGE SIZZLE**

Next Thursday 26th June, the P&C will put on a lunchtime sausage sizzle for the students. Students will still require morning tea on the day. The older students will participate in a Netball/soccer carnival at Gatton the following day (Friday).

**TALLEBUDGERA CAMP**

We are currently canvassing to get an indication of those Year 6 & 7 students who wish to attend Tallebudgera Camp this year. This is possibly the last year this camp will go ahead in our cluster of small schools. Costs will be somewhere between $300—$400. Please return the attached slip to school if you would like to reserve a place at this year’s camp to be held in the second last week of school.

**RECORDERs**

In Music lessons next term, Mr Langerak has advised that students in Years 3 - 7 will be required to purchase a recorder. These will be on sale from the office from the beginning of next term. The cost will be $10.00 each.

**SCHOOL WATCH**

Please remember to keep a watch on our school these school holidays. Should you see anything suspicious please call 131788.

**ENERGYX SAFETY SHOW**

We were privileged to have this show presented to the students on Tuesday afternoon. There was 30 minutes of highly engaging, interactive fun for the students as they learnt a very important message of electrical safety. Our wonderful presenter Simon, gave some great information about what is electricity and how it is delivered into our homes. He showed the children how to be aware of unsafe situations. A big thank you to our very own two dads who volunteered to assist with this presentation. Thanks Ross and Wim, the kids loved it!

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**SCHOOL LIBRARY BOOKS**

Please return all library books to school before the end of term. Thanks.

.......Mrs Smith

**P & C NEWS**

**Gatton Show**

The Gatton show (18 & 19 July) is slowly sneaking up on us!! There are some changes this year and EVERYONE's help & support is required!! This year we are required to man our stall Friday 10am - 9pm and Saturday 7.3am - 9pm!! Keep your diaries free. I will be putting up a roster in the Library Foyer by the end of next week once I've worked out time slots. For more information please contact Kym Samuelson 04090638368. Thanks in advance.

**FROM THE CHAPLAIN...**

**Helping children learn positive friendship skills Part 2**

Social skills that promote friendship

Children who are good at making and keeping friends use positive social skills. Parents, carers and school staff help children learn positive social skills by guiding them as young children, being positive examples for children to follow and providing opportunities for play where children can practice their skills.

Key social skills that help with friendships include cooperation, communication, empathy, emotional control and responsibility. All children go through friendship conflicts. Even usually popular children experience rejection at times. When this happens children’s confidence maybe affected. They may blame themselves or others. Beliefs about the reasons for friendship conflicts they experience affect the ways children react. It is helpful for you to help them think through their belief and reactions later. Some kinds of thinking are more helpful than others for managing conflicts children have with friends.

<table>
<thead>
<tr>
<th>Positive social skills behaviours</th>
<th>are shown in these</th>
<th>Poor social skills behaviours</th>
<th>shown in these</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting conversations</td>
<td>Sharing</td>
<td>Physical aggression</td>
<td>Being a poor loser</td>
</tr>
<tr>
<td>Taking turns</td>
<td>Asking for what one needs or wants</td>
<td>Arguing</td>
<td>Getting into others’ space</td>
</tr>
<tr>
<td>Expressing feelings</td>
<td>Apologizing to others</td>
<td>Interrupting</td>
<td>Talking too much</td>
</tr>
<tr>
<td>Asking questions</td>
<td>Following rules of play</td>
<td>Name calling</td>
<td>Breaking rules of play</td>
</tr>
<tr>
<td>Complimenting others</td>
<td>Playing fair</td>
<td>Bossing others</td>
<td>Being too rough in play</td>
</tr>
<tr>
<td>Accepting others</td>
<td>Listening to others</td>
<td>Whining, complaining</td>
<td>Taking others possessions</td>
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<tr>
<td>Refusing to join others negative behaviours</td>
<td>Being a good loser</td>
<td>Showing off</td>
<td></td>
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<tr>
<td>Cooperating</td>
<td>Helping others</td>
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</tbody>
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[www.kidsmatter.edu.au](http://www.kidsmatter.edu.au) ......Marg Thorpe (Chaplain)