Calendar of Events

June
23 Report Cards out
24 Ball Games
   End of term BBQ
   End Term 2
July
11 Term 3 commences

Our school newsletter is published every fortnight and also available on our school website.

P&C Association
Monthly Meeting
Tuesday 9th August
School library
3.30PM
All Welcome

SCHOOL HOURS:
School commences at 8.55am
School finishes at 3.00pm
Drop off time: not before 8.15am
Late arrivals and early departures need to sign in/out at the office.

Please be advised....

Ball Games
Please stay posted for any updates about our Ballgames Carnival tomorrow.
If the wet weather continues there is a possibility that it may be postponed.
If it proceeds, please bring some seating as the ground will be damp.

From the Principal...

Semester One report cards are being released today for all students. While the reports are written for parents, we hope you take the time to read through them with your child and to celebrate their progress over the first half of this year. Please take the time to read the teachers comments and the effort marks, as well as looking at the overall ratings.

The teachers' comments are quite detailed. They usually include an outline the work that has been taught over the semester, followed by how well the students have met the year level Achievement Standards for each Learning Area.

A child's effort is also something to be celebrated, and it encourages them to realise that effort equals success. It is important for students to reflect on their own learning and to set some future learning goals for improvement. All students can improve if they have a 'Growth Mindset', which is the positive belief that everyone can learn.

Teachers will be holding Parent-Teacher Interviews early next term as follows:
- Week 1—Thursday 14th July. Time: 3.15—4.30
- Week 2—Thursday 21st July. Times: 3.15—4.30

Well Done to Amity and Talitha for raising over $500 for the pie drive

Around the Classrooms ..
Prep—Yr 1 (Mrs Samuelsen) We have had a great term. We have learnt about space, money, adding, reading, and continuing patterns.
Yrs 2/3/4 (Mrs Peach) In Maths this week, we have been working with 2D shapes. We have been doing flips, slides and turns. We are also making tessellating patterns.
Yrs 5/6 (Mrs Martin/Mrs Kowitz) We have been busy finishing our English unit, writing a newspaper article on a fictitious flying fox colony. Overall, students completed this task well.
This fortnight’s positive learning expectation is:

**Wk 11:** after school we collect all our belongings; Be ready to go

**Tent Hill Lower is a Positive Behaviour for Learning 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.

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**SCHOOL NEWS…**

**School Opinion Survey**

The School Opinion survey will be open on 11th July next term. All parents are invited to participate in this confidential survey, which is now conducted online. The School Opinion Survey is undertaken each year by the Department’s State School's division to obtain the opinions of parents/caregivers, students and school staff about important aspects of schooling. The survey is designed to help schools identify what they do well in and what they can improve.

This year, it is quite important that as many parents as possible have their say, as this year is our Quadrennial school review year. Parent feedback is important to us to make decisions that will affect the direction of the school over the next four years.

This year we will be giving parents the opportunity to access the school computers to complete the online survey. So while you are waiting for your parent teacher interviews, I can assist you to access this survey. No names are required and all of your answers are confidential. Last year only 4 of our families responded. I'm sure we can do much better than that this year. So don't be surprised if I approach you and ask you to participate. Thank you in anticipation of your participation.

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**P & C NEWS**

**Strawberry & Ice-cream Stall**

When: Friday 15th & Saturday 16th July, 2016
Where: Gatton Show Grounds

Please add your name to the roster (which is located on the Library foyer notice board), every timeslot needs to be filled to make everything run smoothly.

- **Friday 1:30 - 5:30pm**
- **Saturday 7:30 am - 11:30am**
- **Saturday 11:30am - 3pm**
- **Saturday 3pm - 7pm**
- **Saturday 6pm - close**

Thank you in advance for volunteering your time to support you P&C which in turn supports EVERY child.

If you need more information or can help with organising please call Kym 0409063838.

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**Nationally Collection of Data on School Students with Disability (NCCD)**

Collecting data on school students with disability helps teachers, principals and education authorities support the participation of students with disability in schooling on the same basis as students without disability. According to the broad definition in the Disability Discrimination Act students with a disability may include children with a diagnosis like ASD, ID, PI; some children seeing paediatricians, psychologists, therapists; some migrant children, some children with significant health needs.

The data provided to the Australian Government is aggregated data only. Please be reassured that the Department will not provide on to another organisation any data that can identify an individual student. The only data being collected at the school level to be reported nationally is the:

- number of students in the school who are provided with an adjustment to address a disability;
- level of adjustments we provide for those students;
- and broad category of disability.

Consultation with parents is important not only for the data collection but also to ensure you are aware of the adjustments being provided to support your child. Your child’s teacher discusses adjustments with you during parent teacher interviews and at other times they meet with you.

While only data that cannot identify your child will be submitted outside of the Department, if you do not wish for your child’s details to be included, please let me know. Information and fact sheets are available to help you make a decision from the:


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Alternatively, if you have any queries about the collection or use of this data I encourage you to contact me directly.
**From our Chappy…..**

**We shape our children’s beliefs from a young age**

As parents and family members, we want the best for our kids. We want them to have rich experiences, healthy relationships and opportunities to shine. We want them to understand right and wrong. We want them to respect others and respect themselves. We do our best to set a good example and talk about the values, attitudes and behaviours we hope our children will develop as they grow up. But sometimes, without meaning to, we might say things that excuse disrespectful behaviour in young people. To break the cycle of violence against women we must understand how it is linked to disrespect and gender inequality.

**Let’s stop accepting disrespectful behaviour**

When we talk to young people about disrespect it’s important to be clear about what is acceptable. What we think and do becomes normal for us very quickly, so it can be hard to challenge ourselves. But if we don’t challenge our thoughts and actions about the roles of men and women, and what’s OK, we might unintentionally be excusing disrespect, aggression and potentially violence. Our young people can misunderstand what we say and see it as an excuse or permission to behave in a certain way. If this continues to happen, nothing will change.

**Thinking about the conversation**

As parents and family members, you never know when a situation will open the door for important conversations with your children. By thinking through what you believe, what you might say and how you can have positive conversations with your son or daughter, you will feel more confident to make the most of each opportunity.

**Be ready to talk early and often**

You might be in the car, shopping, making dinner, watching television or walking the dog. Be prepared to talk when you see or hear something you are uncomfortable with, when your child asks a question or when they just want to chat with you. For example, think about how your daughter might respond to a boy’s insult or teasing, or what your son could do if one of his friends showed him a photo of a girl without her permission. Try to take advantage of opportunities that come up in everyday situations, so that ‘difficult’ conversations become normal, your children know where you stand and that they can talk to you.

**Be honest**

Let your children know that respect and disrespect aren’t simple issues. Acknowledge that you may not have all the answers, but that you do know it’s important we treat others with respect and that others respect us. Explain that we should not excuse behaviour that is potentially hurtful or harmful. For more information about how to talk to your child about respect, check out this website. [https://www.respect.gov.au/what-can-i-do/start-a-conversation/](https://www.respect.gov.au/what-can-i-do/start-a-conversation/)

All the best …. Marg Thorpe (Chaplain)

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**School Watch**

Please keep a watch on our school these holidays. If you see anything suspicious please call the **School Watch Hotline**