Calendar of Events

June
10 School Excursion
15 Pie orders arrive
23 End of term BBQ
Report Cards out
24 Ball Games
End Term 2

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

P&C Association
Monthly Meeting
Tuesday 14th June
School library
3.30PM
All Welcome

From the Principal...

School Reports
Semester One reports will be released on Thursday 23rd June. Students are rated on a five point scale to indicate their level of achievement, as set out in the Achievement Standards for their year level for each particular Learning Area.

How do teachers decide on students’ overall mark?
Teachers make an on-balance judgment about the overall quality of a student’s work relating to all aspects of the year level Achievement Standard. They take into account the most recent evidence of learning, to account for progress in the student’s understanding and skills by the end of the school year. The on-balance decision is based on how well the evidence matches the two dimensions of knowledge and understanding and skills in the achievement standard for the learning area.

For example in mathematics, students are assessed in 2 main ways. Firstly, they must demonstrate their knowledge and understanding of the basic concepts, mental computation and other skills in a fairly consistent manner. Secondly, students must also demonstrate how well they can use this knowledge to problem solve and reason in both familiar and unfamiliar situations. Problem solving is also about knowing when and how to use their knowledge in meaningful (real-life) situations. So a student has reasonable rote knowledge such as number facts or written algorithms, but unable to use these to problem solve is unlikely to achieve a high standard of achievement.

This year our school priority has been to improve the overall student learning outcomes in Mathematics by finding the best possible ways to teach Maths, particularly problem solving and reasoning. At this stage of the year, our data suggests that many students have benefited form the work being done by teachers and look forward to even greater gains by the end of the years, which will continue to be reflected in students’ reports.

Parent Teacher Interviews
These will conducted during the first week of Term 3. An interview timetable will be posted in the last week of this term for parents to choose a suitable time.

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.

EVERYDAY COUNTS!
Our school target is 95% or higher which was met in Term 1. Congratulations. 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 sick. Holidays and other non urgent appointments should be scheduled for school holiday times.

Around the Classrooms ..
Prep—Yr 1 (Mrs Samuelsen) We have been busy investigating the planets and learning some interesting facts about the solar system. We have some very hard questions to ask the experts on our excursion tomorrow.

Yrs 2/3/4 (Mrs Peach) We have begun our new English Unit based on the book “Fantastic Mr Fox”. We are looking at the noun groups, verb groups and dialogue used by Roald Dahl. We are working towards creating a piece of writing containing these elements.

Yrs 5/6 (Mrs Martin/ Mrs Kowitz) We are presently working on an English assessment task - having researched and taken notes on a fictitious flying fox colony, we are now writing a newspaper article advocating the removal of the colony or allowing the roost to stay. Over the next week we will be using the computers to create our articles.
This fortnight’s positive learning expectation is:

**Wk 9:** At eating time we: Keep areas clean; Care for lunchboxes; Include others

**Wk 10:** In the playground we: Walk on cement

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.

---

**SCHOOL NEWS…**

**Science Excursion - Friday June 10**

The bus is departing school 8:40am return 4:15pm approx. Please be prompt. This excursion is for the purpose of extending students’ learning about Science topics which they have covered in class. All students are expected to follow our usual school expectations and rules while on excursion.

We have a number of important safety considerations and rules to ensure all students are in the right place at the right time throughout our tight schedule. Students must remain with their class group/and buddy throughout our activities and are expected to fully participate. They may not leave the group for any reason without checking in with the teacher first.

All students are to wear full school uniform, closed in shoes and will travel to and from on the bus. Students will not be permitted to make any purchases or to bring valuables. Morning tea, lunch & drink bottle are to be carried by the student in a small backpack.

Parent who have indicated they are accompanying us will be attached to a large group, but not in charge of a smaller group (as in other past excursions). Instead your role is to provide support for the teacher leader when required. Thank you to those people who have volunteered to help tomorrow.

---

**Car park safety reminder**

At least once a year, I like to remind parents of the importance of due care and safety in our school car park zone. **The speed limit is 10 km/h.**

Once parents collect their child, you are responsible for your child. However if you need to speak with other parents, please do so in the safety of the school grounds NOT the car park. Students must not play or wander around the car park as it is a public road and therefore a safety concern. Student should therefore remain in vehicles once they are collected.

We also have a safety rule that students are expected to remain seated in the covered shed until their pick up vehicle has parked. In the past I have also advised that parents of Prep and Year 1 students, should collect and escort their child from the shed to their car. The reason for this is that small children cannot be easily seen by vehicles who are reversing or entering the car park. So let’s work together to make sure our children remain safe.

---

**P & C NEWS**

**Pie Drive Fundraiser**

Delivery is Wednesday June 15. Thank you to all who supported.

**Strawberry & Ice-cream Stall**

When: Friday 15\textsuperscript{th} & Saturday 16\textsuperscript{th} 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 7:30am-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.
Giving kids responsibility is a big confidence-building strategy

Giving kids responsibility is tricky. It’s easy to give responsibility to responsible kids as you’ll know that they’ll follow through. Whether it’s feeding the family pooch; setting the table for mealtime or helping a sibling get ready for the day you only need to remind them once and the job’s done. Too easy!

But what about tricky kids – second or later born; kids with special needs or kids who are discouraged? It’s not so easy giving responsibility to kids that need extra teaching and who need to be followed up. It’s these kids that make responsibility-giving hard work, even risky for parents.

It’s a balancing act

Giving responsibility becomes a balancing act as we need to weigh up between doing a job ourselves, as it’s important to be done right, or letting kids experience the consequence of them not doing their job (the family doesn’t eat until the table is set). It’s easy to take the safe way out and fix kids’ mistakes or safer still, don’t give kids any responsibility at all.

Ask yourself this:

“What does your child do that someone else relies on?”

If the answer is zilch/zero, then I suggest it may be time to give him or her something significant to do that benefits others – hear a sibling read each day; be the trash controller; tidy the living room before mealtime. There’s generally no shortage of opportunities to help out – just a lack of time to make it happen and perhaps a lack of willingness to put up with the approximations in quality, as well as a child’s occasional attempts at resisting to help out.

Here are five ideas to make responsibility giving easier:

1. Change responsibilities around. If possible change chores and responsibilities around each week to avoid boredom (“This is so boring!”) and resentment (“How come I always get the rotten jobs?”).
2. Use rosters when possible. The use of a list or roster takes the onus away from you to always remind children to do their jobs - so it’s a great independence-building tool.
3. Remind, cue but don’t take responsibility Kids can get tired and overwhelmed with busy schedules so a reminder from time to time about “Who’s turn is it to fill the dishwasher?” can make it easy for kids to be responsible, without taking the responsibility away.
4. Start by completing responsibilities with kids If kids are new to any task then it’s smart management to spend some time doing the job with them until they get the hang of it, stepping back when you are no longer needed. That’s what working yourself out of a job is all about.
5. Let them know how you feel when they do it well Avoid over-praising kids for helping out. Instead let kids know how their help makes you feel: happy, relieved, proud. This takes the onus away from the quality of the help and places the focus more on their contribution, which is what you are encouraging.

Giving kids real responsibility is harder than ever in our busy, small family environments. But it’s more important than ever to expect your kids to pull their weight. The alternative – spoonfeeding kids – tends to produce brittle, brattish children and young people are seen to be staying dependent on their parents for longer. And that’s not what great parenting is about.