Principals Report

“It’s been said that the only constant in our world today is change. Coping with change is never easy…. And yet change is an inevitable reality of life” (Dr. Bruce Green). While the majority of responses received to changing school hours have been positive, I understand that for some families it will require change and adjustments to morning routines. However, my reasons for initiating discussions around changing school hours are based on what is best for the students and their learning. Dr. Danielle Tracey, from the University of Western Sydney, states “neurological research showed children functioned better in the morning. Educators and child experts believe the traditional 9am-to-3pm school day no longer meets students’ needs and that earlier start times make the most of children’s brain functions.” This is the primary reason for the proposed change to school hours and I hope it will be supported in the interests of your child’s learning.

At present, while the school hours are 9-3, the children should not arrive at school before 8.30 am. A trend has crept in whereby many children are arriving before 8.30 and playing soccer. Teachers are not available to supervise the playground at this time of day. Therefore students are not permitted to play sport on the oval before school. When students arrive at school after 8.30am, they should prepare for the day eg. ensuring pencils are sharpened, books are ready, have a drink or use the bathroom etc. If there is an extenuating circumstance that requires the children to be at school before 8.30am, prior arrangements need to be made with staff.

For families of students going to camp the costings for camp have now been finalised. You will receive information regarding this in the coming week so please be sure to check your child’s bag for information. Alternative arrangements are being made for a teacher for the upper school classroom for students not going to camp, so school will be on as usual for these students.

Our school has been very fortunate to gain the services of Ms. Muller as another part time teacher aide at our school. She will be based primarily in the P-3 classroom and we welcome her to our school staff. I also congratulate Blake, Tramaine, Petria, Flynn and Varleigha on their selection in the CH regional athletics team. They now go on to compete in Yeppoon. Well done everyone!

The P&C are looking for someone to take on the role of grants officer. There are a substantial number of grants that our school is eligible for, however we need someone who has a little bit of spare time to write applications for them. Help is available through a professional community grants officer who is more than willing to help write the applications. The financial benefits to the school could be substantial if grant applications are successful. If you are able to assist please see either Penny Muller or Kyleigh Clanfield.

“Learning is treasure that will follow its owner everywhere” Chinese Proverb

Jo Bulger
News from the 4-7 Classroom

The 4-7 class has been working hard over the past two weeks. In maths we have been using our prior knowledge and learning new information about reading, comparing and calculating mass, capacity, volume and temperature. Traditional tales are the focus in English at the moment, with assessment on these occurring next week. Students are working hard to ensure that the stories they are creating include all the essential elements of a tradition tale: dialogue, descriptive language and a purpose. Some of the lessons being taught in these stories are very entertaining and students are working well at developing their story writing skills. Technology is the favourite subject at the moment, with students replicating traditional Indigenous shelters using their knowledge of these and appropriate materials. The challenge for the students is that these shelters must stand remain upright and stable without the support of being glued or stuck onto something. There is lots of problem solving occurring with this. Students are having to really consider the steps involved in making these shelters as they must write a detailed and exact method prior to starting work.

I am also impressed with the dedication of most students in learning their spelling words. The students are being challenged to continue improving so that they can reach their target spelling group. Students who reach their target are receiving additional extension words while those who are still working their way up ought to be congratulated for their perseverance and hard work each week.

As you can see, the Indigenous books are a big hit, with Michellie choosing to read this one last week!

News from the P-3 Classroom

The children continue to apply themselves in our classroom and I am very happy with their progress. The students are making great improvements in their reading, comprehension and writing. Other schools have heard about the great work the students are doing and have requested visits to the classroom to see our literacy program. Last week Dingo State School came for a visit to look at strategies and resources being used in our classroom and this week we will have a visit from staff at Comet State School, who will observe the teaching and learning of the students. This is a credit to the students who have worked hard to achieve what they have.

The Prep/Grade 1 children have progressed from writing journals each week to writing book reviews. This entails writing a couple of sentences about the main idea of a story and sequencing the details. The Grade 2/3 students are learning to write their own narratives. They have learned about the structure of a narrative, and how to plan the writing process. They are currently writing practice texts in preparation for their assessment. The students have also focused on verbs, auxiliary verbs and using the correct tense, in their writing. This area of learning requires extra work so we will continue to focus on this area into the coming week.

The children have been having lots of fun in technology. They have constructed didgeridoos and decorated them in indigenous style paintings. This entailed creating a plan for the paintings, then transferring their design to their didgeridoo. The children have now moved on to creating a space station, using the same process of “design then construct”. The children have observed space stations on the internet, which has given them insight into the shape, size and purpose. These elements should be reflected in their designs.

Specific learning you can help your child with at home include:

Prep/Gr 1- word families such as the sound of en, at, er, it, ip. You can play games with these by suggesting the child add a consonant letter to the beginning of the word family and working out what word it makes. It doesn’t matter if it is a nonsense word. Also please remember to keep reviewing early words and golden and red words if your child has these. A rule they have learnt is “when 2 vowels go walking the first one does the talking” eg in words such as gain, meal.

Gr2/3- suffixes such as ‘tion’ and ‘sion’, as well as beginning and final blends such as squ, dge, and tch. Play games such as flowerpot hangman with these sounds in the words used. The children know how to play this game.

<table>
<thead>
<tr>
<th>Student Council News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student council is planning on holding a “Fun Food Day” later this term. At this stage we are requiring parent helpers to assist with the preparation of food prior to and on the day. The parents of student council members should receive a note home this week about volunteering. Please make sure these notes are returned even if you are unable to help out. If more helpers are needed, the notes will be sent home with all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATES TO REMEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>20-24</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>23</td>
</tr>
</tbody>
</table>

Information regarding events will be sent home accordingly.
Please find attached your tuckshop list for the term.
Tuckshop is needing helpers for August 17, 24 & 31 and September 7, 14 and 21. If you can help please contact Madonna or call the school.
Muffins for next week: Blissful Banana and week following: Divine Choc Chip.

For information about treating, head to:

Swooping Magpie Tips

Be vigilant. Pay attention to nesting areas of magpies. If you see magpie nesting activity occurring in an area where you walk or cycle, it is time to plot a new route for the nesting season. Magpies occur in both urban, country and rural settings, so don't be complacent if you live in concreteville, you are just as likely to have gum trees in your area that attract nesting magpies.

Inform others. Tell the local council of magpie nesting in your area. This will hopefully permit the council to leave warning notices out that will alert everyone in the area to take care. In the meantime, make your own temporary sign to help alert others.

Never harass magpies. A magpie who has experienced harassment will cease to trust humans. Do not throw rocks or other projectiles at a nest, do not climb a tree and try to remove magpie chicks from the nest and do not provoke the magpies in any way, such as swinging clothes around in the air near them or similar fast-moving and threatening actions. Remember that the magpies are fiercely family protective and will react if they feel the chicks are threatened.

Take evasive action. If you find yourself walking or cycling through magpie swooping territory and it is simply too late to back out, take evasive measures to protect yourself:

- Keep calm. This is the most important thing – do not yell, flap your arms about and run off screaming. This is a panicked reaction and is the worst thing that you can do. Unfortunately, it is something children often do, so train them early to keep calm.
- Walk quickly but do not run. Be careful, keep your eyes out for magpies and if you are really concerned,