SCHOOL CALENDAR

Term 1
February
12th February 12.30 – QT PHOTOS FOR PREPS
20th February- Parent Information Night- 5.30 classrooms.

PARENT INFORMATION SESSION

Coming up on Thursday 20th February we will be hosting a classroom information session in each of our classrooms.

P12- 5.30- 6.00
2/3/4 6.00- 6.30
5/6/7 6.30- 7.00

This will be a great chance to find out what is happening in our classrooms this year. There will also be the opportunity to ask questions at the end of each presentation. We look forward to seeing you there.

FIRE ANTS VISIT

Last Friday we had the opportunity to learn about fire ants. The whole school got together to listen to a presentation and meet AKKA the fire ants detection dog! We had a great time and learnt a lot about fire ants and how they are pests!

News from the Principal

P&C AGM

Last night we held our P&C AGM. I would like to take this opportunity to thank our outgoing executive committee. Last year was a successful year with so much achieved with the support of a great team of dedicated members.

I would like to introduce our new executive committee for 2014. Welcome back to those who are continuing roles and a warm welcome to our new faces.

President- Susan Land
Vice President- Sharon Stenzel
Secretary – Taneale McLeary
Treasurer- Jenny Miles/ Linda Roderick
Fundraising- Ricky Quinn
Playgroup- Lauren Gunstone
Uniforms- Melinda Merlehan
Tuckshop- Natalie Ward

Thank you again for your commitment to our great school.

Yours in Education
Christie Minns
Principal
READING INFORMATION

Reading for meaning! As we start another school year we will continue the focus each week of including some reading strategies to assist families at home. Reading is such an essential skill.

Some of the following questions can be asked ‘during’ the reading, whilst some are more suitable to be used ‘after’ the text has been read through completely.

Try selecting 1 – 2 questions from each category below. Start with simple questions from each type, and over time, move on to the more complex questions.

Recall & Comprehension (Recall of data and understand the meaning)
- List all the characters in the text.
- What was the name of ....?
- Who was the character that .........?
- What happened at .........?
- Find the word that tells me about ......?
- What word/s were used to describe ......?
- What was the main idea? OR What was the story about?
- Where did the story take place?
- Who do you think.........?
- Give me an example of ........
- What happened at the beginning? In the middle? At the end?

Analysis & Inference (Distinguish between fact and fiction; make assumption/guess/theorise about what is implied but not actually stated in the text)
- Which events could not have happened? Why?
- How would the story have ended if _______ had happened?
- Can you explain what must have happened when...?
- Can you explain why the character did ..........?
- Can you identify the point in the story that made the character.............?
- Based on _____’s actions, what do you think will happen?
- What do you think the author is trying to say?
- What clue in the text makes you think that.......?
- After reading that, what does it make you think about?
- What have you learned about..............?
- What do you already know about this topic?
- Why do you think the author bolded (or changed the font) at that part of the story?

Synthesizing (use existing knowledge to form a new idea or opinion)
- How did ‘what you know’ change after reading this text?
- How does this information in this text fit with what you read in ......?
- Can you tell me what might have happened if..............?
- How could the author have improved this story/text?
- Can you tell me how you would have liked this story to end.
- How did that description help you to understand......?
- What do you imagine the character/setting looks like?

Evaluation (makes conclusions about the validity of ideas or information in the text)
- Why do you like.........?
- How did you feel when......?
- Do you believe that ..........could have happened?
- Why is that character/page/part of the text appealing or interesting to you?
- Does that information sound correct? Why?
- Do you agree with the author?
- Could that really happen? Or be true? Why?
- Did you like this text? Why/why not?
- Why does that picture/page/part of the story appeal to you?
- What is the most important part of this story? Why?
What changes would you make to the story if you were the author?

Reading for meaning is EXTREMELY IMPORTANT as it reflects your child's ability to effectively decode, process and comprehend the text.

Take the time to nurture these skills as reading is not just an ESSENTIAL LIFE SKILL but it is a FUNDAMENTAL SKILL THAT UNDERPINS THE CURRICULUM and enables your child to experience SUCCESS AS A LEARNER.

2/3/4 NEWS

Behaviour Strategies

We are extremely fortunate to have very little behaviour which requires serious intervention, in our lovely class.

Managing behaviour in our room is more about maintaining a work environment which has a noise level appropriate for everyone to concentrate, as little people are very social, talkative creatures. Using praise and positive reinforcement is very effective in obtaining desired behaviours; for example, if some of the children are not sitting up properly, I praise those who are: “I love the way you are sitting up so nicely, Mary.” Within seconds, ALL the kids are sitting up nicely! They want to please and do the right thing.

Telling the children that I am proud of them for the little efforts they make, whether it be for trying to focus, being brave or using manners, seems to make them want to try even harder. The praise must be genuine though and earned too.

Across the school, we use the Traffic Light system as a means of monitoring in-class behaviour. All children, every day, begin on green- the happy face. If behaviour deteriorates, a warning is given and the name of the child concerned is moved down to the amber or frown face. There is no consequence at this stage – but a warning has been issued. If the poor behaviour continues, the name card is finally moved down to the red or sad face and a consequence, such as detention, will be carried out. This happens rarely: usually, the first, or amber warning, is enough to make the child rethink their actions.

The other thing I try to nurture in our class is a feeling of safety, which includes feeling safe and secure within peer relationships. There are times when friendships become unstacked and feelings are hurt. If this is ongoing and is becoming a problem we will try to have a problem circle where everyone gets a chance to talk about what is going wrong and how they are feeling. Thankfully, we rarely need to do this, but they are beneficial and it helps me to get a true picture of what is going on.

Ultimately, I believe that effective behaviour management happens when the relationship between the teacher and child is mutually respectful and positive. When this is in place, the children can trust that the teacher’s discipline is fair and just; this means they will almost always respond responsibly and respectfully, understanding why the discipline was necessary. This can take time to develop but definitely makes for a happy classroom.

If you have any questions or concerns please come and see me.

Sandra Stenzel

5/6/7 NEWS

Our Year 5 6 7 class are a focused and dedicated group of students. It has been a fantastic week back and we have achieved a lot!

Our class follows our school Responsible Behaviour Plan for promoting and building a culture of learning in our classroom. The children and teachers have worked together to come up with class rewards for children who are meeting and exceeding our school wide policy. We have also discussed and published what will happen if the children do not follow our 3 school rules.

The children have come up with a range of ideas including daily and weekly and term rewards. We will be running a raffle ticket system for when we catch children displaying appropriate school behaviour. From our raffle system the child who is picked from our bucket will be able to choose their reward from a list (tuckshop reward, free time, computer use, prize bucket etc). As our group are the senior leaders of the school we have very high expectations in terms of work ethics and behaviour. I can’t wait to see our leaders step up in their leadership roles to make our school a great place for learning.

Christie Minns/ Debbie Lee Ibbertson
Students of the Week

Congratulations to Abagail, Lara, Seth, Crystal and Koby!

P&C NEWS

Tuckshop volunteers-
If you could assist with tuckshop this year could you please return this slip/ send an email/ leave a message at the office.

☐ Yes I can help with tuckshop service on Fridays.
NAME________________
PHONE_______________

Alternatively call the office 5467 1288 or email- pandc@harrisvilless.eq.edu.au

This year all orders for tuckshop must be in by Wednesday afternoon at the latest. Tuckshop volunteers cannot guarantee your child will get their choice of order if it comes in late. Thank you for your understanding.

Miss Personality –Lions FUN RUN- WINNERS

CONGRATULATIONS

Absence Note

“Every Day Counts”
Dear ____________________.
My child _____________ was away on __/__/2014, __/__/2014, due to:
☐ sickness
☐ holiday
☐ family reasons
☐ other (please explain)________________

Parent Signature________________
Please return this note to your child’s classroom teacher. Please note all student absences must be explained.

Alternatively please email your absence note to admin@harrisvilless.eq.edu.au

HARRISVILLE STATE SCHOOL PLAYGROUP

Harrisville School Playgroup will resume on Thursday 13 February, with a 9:30am starting time. This year our principal Mrs Minns will join us and lead us with the Koala Joey Program, which focuses on Parent/Child interaction though nursery rhymes, songs, dance, movement and stories.

Early years brain development, emotional and social development, child development, early literacy and early numeracy information is shared during the program. Parents gain skills in a fun, interactive and supportive environment.

Playgroup is held on the Harrisville School Grounds.

AP’s Tennis Coaching

TENNIS
AP’S TENNIS COACHING...
will run before or after school (on alternate weeks) at a cost of $9.00 per child. Times will be given when you call to enroll ☺☺ ☺☺

GET IN QUICK! LESSONS HAVE ALREADY STARTED!
HARRISVILLE STATE SCHOOL TENNIS COURTS.

Please phone AP on 0437 657 220 to book your spot in the program!