Message from the Principal

Dear Parents and Carers,

**New start date for the 2016 Queensland school year**
The start date for the 2016 Queensland school year will see students return to the classroom on Wednesday 27 January 2016 — the day after the national Australia Day public holiday.
To assist parents settle their child into the 2016 school year we are inviting parents and care givers to drop into classrooms to bring in their child’s learning materials on either Thursday January 21st or Friday January 22nd between 2pm – 3pm.

**Thank you to our hard working staff**
Sadly some people still view staff at school as only working “9 to 3”. They don’t see the myriad of other commitments that school staff make.

Working in schools means opening your classroom doors before 8:30 and after school to help students (and parents);
Working in schools means staying up late (and getting up early) to correct the homework and assignments so students get the feedback they need;
Working in schools means waking in the middle of the night and worrying about the real reason a student was upset today;
Working in schools means going on camp and sleeping with one eye open, waiting for someone who needs help;
Working in schools means holding the bucket as a student suffers motion sickness whilst on a school trip;
Working in schools means missing your own child’s sports day because your students need you;
Working in schools means constantly trying to improve lessons to engage students and capture their attention;
Working in schools means calling, emailing and writing notes to parents after hours to ensure we are working together;
Working in schools means spending hours, days and weeks preparing lessons, setting up displays, collecting resources and creating a great classroom environment.
Working in schools means taking the time to get to know each child as an individual so that we can connect with them and help them be the best that they can be.
Working in schools means being patient when we are tired, tactful when we are frustrated and consistent when it is needed. I wish to take a moment to thank the staff publically for the work they do outside the 9 – 3 hours.

**Movember Friday 27 November 2015**
This year our student council will be helping you to make your “Mo” for Movember. 50c will let you make a Mo and $1.00 will let you make a Mo and enter the competition. 10 best Mo’s will get a Jelly Stick. Making your Mo’s will be on Tuesday 24th and Thursday 26th in Chappy Room.

**Catering for School Concert**
Mike Christie (from the Woodford Lions) has confirmed the Lions will cater for end of year awards/concert. To keep it simple there will be just sausages on bread (sauce etc.) for $2.50 and soft drinks for $2. These will be on sale from 5:15pm - 6pm on the night of the school concert.

Yours in Education, Anita Judge Principal
School Wide Positive Behaviour Support

The focus for Week 7 is: Be Responsible
Use your problem solving skills

The focus for Week 8 is: Be Respectful
Use your manners

Class Peg Weekly Winners
Week 5: 3/4 J
Week 6: Prep

Chappy News

HOW TO USE PRAISE TO IMPROVE CHILDRENS’ EFFORTS AND TO BUILD CONFIDENCE AND PERSISTENCE
(adapted from Michael Grose Parenting Tips)

1. PRAISE EFFORT rather than ABILITY
The research is very consistent on this: praising effort, not natural ability, is far more effective for building confidence and persistence. In other words, praise the things that kids can control – not the things they have no control over. This teaches them to persist and that improvement is possible when they make the effort. You want your child to learn that intelligence and ability are malleable rather than fixed. Then they will be motivated to keep pursuing real, lasting improvement over time.

2. PRAISE IMPROVEMENT over RESULTS
It’s best to focus on recognising improvement and your child’s efforts to do their best. This, again, will teach them that improvement is possible if they persist; it will encourage them to compete against themselves rather than others. Overemphasis by parents on achievement may make depression, anxiety and substance abuse more likely.

3. OVER-PRAISING, LEADS TO LACK of IMPACT
Common sense suggests that the more you praise the same thing over and over, the less impact that praise will have over time. The suggestion is that you praise as a poker machine provides winnings, i.e. intermittently. In this way your praise will have the maximum effect.

4. DON’T PRAISE what KIDS AUTOMATICALLY do ALREADY
Sometimes we praise kids for activities that they are doing automatically, without conscious thought. For some kids this might be keeping their room clean. For others it might be helping with the washing up. It’s fine to praise these things once in a while, but don’t make doing so a habit as after a while the praise will be expected. It is better to show gratitude for tidiness or other automatic behaviours only every so often. Instead, focus your praise on those behaviours that are less automatic but that you would like to become more of a habit.

5. PRIVATE PRAISE
There’s nothing wrong with praising a child in front of their grandparents or other adults every now and then. It’s great to see a kid puff their chest up with pride! However, constantly praising a child in public can have some interesting side effects including building greater dependency on the opinions of others, avoiding the taking of learning risks and a heightening of sibling competition. The suggestion is that you make praise, encouragement and positive reinforcement a private matter between you and a child – at least most of the time. This will make these things more meaningful. Leave the public praise to others – such as grandparents.

The last word A final thought about praising correctly from Po Bronson and Ashley Merryman, authors of Nurture Shock: New Thinking about Raising Children: “The key (to praising correctly) is intermittent reinforcement. The brain has to learn that frustrating spells can be worked through. A person who grows up getting too frequent rewards will not have persistence, because they’ll quit when the rewards disappear.”

Blessings, Chappy Lisa

Class 1/2 S Fire Brigade Visit

Below are a few students comments about their Fire Brigade visit experience.
I saw a fire truck and it was awesome when Blazer came. And we didn’t get wet by the hose. – Cody Hooker

I was excited the day the fire truck came. They showed us what was in it. – Nimo Rios

Today we saw Blazer. It was fun and we were sprayed and it was super dooper fun and the fire engine came. – Alex Davis

Did you see the blazing red fire engine come to the school? We saw the equipment they use. – Daniel Lieseang

The fire brigade came to school and showed us some pictures of good fires and bad fires. It was fantastic when they came. We didn’t get wet. – Sophie Cantrell

The day the fire engine came to school I saw the fire engine and we saw all the hoses and I heard the sound of the fire sirens when they left. – Kadessha Bleakley

One exciting morning the fire fighters came but we didn’t get wet because it was raining. We did see Blazer and it was amazing. – Maiya Cotter
Our final strategy for 2015 to help our students improve their reading comprehension is Building Vocabulary. Building vocabulary is about our knowledge and understanding of words. Good readers notice words and when they don’t know a word. Current research highlights the important relationship between having good vocabulary knowledge and being able to comprehend.

During reading lessons students will be aiming to achieve the following goals:

- I can identify words that I don’t understand.
- I can use the clues in the text to figure out the meaning of words I don’t understand.

Ways to build your child’s vocabulary –

1. **A Language Rich Environment** – lots of talking and conversation during the activities you do together, whether it is a trip to the supermarket or a holiday.

2. **Brainstorming Games** - For example, each person names a sport. The first person to repeat someone else’s or to run out of ideas, sits out. This can be applied to different subjects.

3. **Synonyms/Antonyms** – Can you think of another word for big? Can you tell me the opposite of found?

The think-aloud included at the top of the page are designed to guide students as they question and work out words that they don’t understand.

Jodie Cousins
Master Teacher
Domestic and family violence

Domestic and family violence occurs when one person in a relationship uses violence or abuse to control the other person. Domestic and family violence usually constitutes an ongoing pattern of behaviour but can be an isolated instance of abuse or violence, aimed at controlling a partner or family member through fear.

What is domestic violence?
Domestic violence can exist within a range of intimate, or previously intimate personal relationships, including relationships between de-facto, married, previously married/separated, same-sex partners, engaged and couple relationships and between custodial and non-custodial parents of a child.

It is acknowledged that while men can be subject to domestic and family violence; statistically women and children most commonly experience this form of abuse and violence.
Research informs us that domestic and family violence is commonly a product of learned behaviour, this form of violence will not be tolerated.

What is family violence?
Family violence refers to abuse and violence that occurs between family members and can at times be used interchangeably with the term domestic violence when it occurs within intimate relationships or after separation. Family violence can however also include violence and abuse between other family members, including sibling violence, elder abuse/violence and parent-child violence.

Domestic and family violence also includes violence or abuse within informal care relationships, where one person is dependent on another for help in their daily living activities (including dressing, preparing meals or shopping) and where the volunteer carer controls, abuses and instills fear in the person they are caring for. Informal care relationships do not exist between a child and a parent of a child; or where there is a fee paid for care.

Forms of domestic and family violence
Domestic and family violence can take many forms, including intimidation, coercion, and isolation, emotional, physical, sexual, financial and spiritual abuse. The impacts upon individuals, children, families and the wider community are significant. Domestic and family violence can include a wide range of behaviours.

Physical abuse - includes direct assaults on the body and sleep deprivation.

Verbal abuse – includes continually using ‘put downs’, behaviours and words intended to humiliate, either privately or publicly, with attacks generally following clear themes, that may focus on intelligence, sexuality, body image and capacity as a parent and spouse or partner.

Emotional/Psychological abuse – includes blaming the partner or family member for all problems in the relationship, constantly comparing that person with others to undermine their self-esteem and self-worth;

Social abuse – involves systematic isolation from family and friends through techniques such as ongoing rudeness to family and friends;

Financial abuse – involves control of money and finances, including refusing access to money and withholding access to bank accounts, providing only an inadequate ‘allowance’;

Damage to personal property - involves using physical strength or violence by causing or threatening to cause damage to the partner or family member’s property or valuables;

Spiritual/Cultural Abuse – involves not allowing a person in a relationship the freedom to practise their chosen religion or cultural beliefs;

Stalking – involves constantly worrying or frightening a person by following them, watching them, phoning or messaging them and waiting outside the home or their workplace.

Sexual abuse - Sexual abuse and assault (or sexual violence) is any unwanted sexual behaviour towards another person which occurs without the person’s informed consent.