**From the Principal’s Desk**

It’s hard to believe that we’re almost at the start of week 3 already! Schools are such busy places of learning and activities that time seems to fly by so quickly.

**Physical Education**

A freezing day was experienced by all on this day. Congratulations to all the students for their competitive spirit and thank you to the many parents who froze with us too! The canteen helpers were kept busy throughout the day and well done on the thinking of bacon and egg burgers in the morning to help warm other visiting parents. Congratulations to Akayla Brown for taking out the Girl’s Senior Age Champion.

**School Improvement Hierarchy**

I recently attended a Regional Leadership day. This day involved sessions around Cultural and Instructional leadership and provided a number of strategies that can help improve these areas. You might remember the School Improvement Hierarchy Triangle from 15th May, Newsletter. The base of the triangle highlights the need to build a culture of learning. We highly value this aspect of school improvement, however, we can always find ways to revitalise and improve the focus around the importance of this element. If the school culture is not at its best, then learning cannot be at its optimal. A school that places the highest value on learning shares this responsibility with the whole school community. We cannot do this alone. Here at Southbrook CSS, staff work hard to improve the “what and how” of teaching and learning. I thank my staff for their dedication and consistent hard work. They are truly a great team of which to be a part. We meet every week at staff meetings and share/discuss relevant items to keep our school running smoothly. We also meet again every week to discuss curriculum, then, again each week to work on improving our Pedagogy (classroom practices). We visit each other’s classrooms every fortnight to observe and provide feedback on focus areas. These are some of the ‘unseen things’ that occur within our school. Our expectations of ourselves are very high and we work hard to translate that into great student outcomes. We take pride in being Consistent, Persistent and Insistent. May I take this opportunity to ask that you revisit how you demonstrate the value you place on your child’s learning? We often see how you support your child’s learning through consistent effort with homework tasks, encouragement to participate in all school activities, high attendance rates and generally being involved in what we do. These are the things we see, and like us, here at school, I am sure there are many “unseen” things that you do to promote the value of learning. Keep visiting us in the classrooms and at assemblies. Continue to be involved in your child’s education. All of these actions speak volumes to your child. Are you Consistent, Persistent and Insistent? It will make the difference.

**WANTED…**

Throughout the year, there are quite a few opportunities in the form of grants that have the potential to inject additional funds into the school. Our P&C executive and volunteers already do many things for the school amidst their busy lives and are very often, unable to devote more time to completing grant applications. Is there a budding devotee Writer volunteer from our school community who might have some time and plenty of willingness to help us with our grant applications and provide a much-needed addition to our committed team. Please consider helping us.

**Parent Surveys**

It is annual parent school survey time again. This is the formal yearly opportunity that gives parents a ‘Say’ about the school their children attend. Your responses to all questions are completely anonymous so please be one of our parents who give us some feedback. The more responses we get, the better the information is for us to be able to do a better job for your children. You will find the information sheet attached to this newsletter. The survey is online again this year and the information sheet gives you the website and password to access it. Please Note: Online access to the Surveys close on 31st July.

**Instrumental Music Lessons**

We have the opportunity to be included in instrumental music lessons. Chis Buckley delivers instrumental lessons to students at St Stephens in Pittsworth and will be coming to Southbrook Central on Wednesday afternoons. If you would like your child to be included, please complete the attached and return to school asap. Lessons begin next week.

**Staff Movements**

I have a few meetings and development sessions this term. Be assured that routines and educational programs continue uninterrupted during these times. Further information below.

- Jude Nestor and myself will be attending Early Years Professional Development sessions on Tuesday 28th July. Julie Rice will be the officer in charge on this day with Jenny Jackson on P-2 and Michael Escobar teaching 3-4 students.
- I will be attending “School Review Training” on Tuesday and Wednesday, 4, 5 August.
- All staff will be involved in a Reading PD on Wednesday 12th August. Doug Maxwell will be on classes.
- I will be attending a Principal Cluster Meeting on 13th August

Warm regards, Terri-Anne

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**Dates to Remember**

25th July—P&C Christmas in July Trivia night-POSTPONED
28th July—Early Years PD-Mrs Nestor & Mrs Simpson
30th Aug—African Drumming at Pittsworth
3rd Aug—Peer Review Training—Mrs Simpson
12th Aug—Reading PD—All Staff
13th Aug—aths
20th Aug—Mr Peter Baker ARD
24th Aug—BOOK WEEK
4th Sept—Teacher Aide Day
6th Sept—Father’s Day
10th Sept—Oz Tag

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**Student Awards:**

14th July
- Alice Train
- Dylan Collin
- Chaz McNab
- Reagan Collin

21st July
- Maxine Lovell
- Darcy Brown
- Paige Hassall
- Harry Marchant
- Eric Lovell
- Campbell Alexander
- Cooper Swenson

**School Improvement Hierarchy Triangle**

Harry Marchant, Darcy Brown, Maxine Lovell, and Darcy Brown work together to maintain a positive school environment.
I’m often asked by parents how to develop a sense of responsibility in kids. The answer is simple – give responsibility to them! Let them feed the family pet, empty the dishwasher, clean up the living area at the end of the day. Most kids rise to a real challenge when it is sincerely given, and backed by realistic expectations. We tend to give responsibility to kids that don’t need it – the easy kids. But we often ignore the kids in our family who would really benefit from giving them some trust – the difficult kids, those that require some following up or parental work.

Kids belong in two ways in families - they belong due to their positive contribution or they belong through poor behaviour. The family pest has as much cache as the responsible child – their parent knows they are around!!!

It makes sense for parents to work hard to provide opportunities for kids to contribute to their family so they feel valued for what they bring to their family, rather than for what they take. Here are three practical tips to promote a sense of responsibility in your kids:

Start early: children as young as three are to help and have some responsibility but we often push them away and say, ‘You can help when you are older’. Train your kids young to help themselves and others.

If a child forgets then no-one else does the task: If a child doesn’t empty the dishwasher then it is still there when they come home from school. Sounds tough but that is how the real world operates. When you empty it, it is your responsibility.

Don’t give kids jobs when you have an emotional attachment. Give them tasks that you know you can live without if they are not done, or are not done to your standard.
Welcome back to Term 3 students and families and an extra warm welcome to our new student Tyla and her family. I hope everybody has reflected on your Semester One results and set some goals for Semester Two.

**Year 5 Maths** These students are currently learning about adding and subtracting fractions using number lines, models or diagrams and will be tested on this shortly.

**Year 6 Maths** These students have been revising strategies such as split and compensate to multiply and divide numbers and will shortly be moving on to exploring length and area.

**Year 3/4 History** These students are exploring the impact of colonialisation on Australia’s first people.

**Year 5/6 History** These students are exploring the development of Australia as a diverse society.

**Year 3-6 Science** This term we are undertaking a chemistry unit titled, ‘Kitchen Chemistry’. Questions that shape the unit will include: What properties does a substance have? How do these properties affect use? How can heating, cooling and mixing change properties? When does heating cooling and mixing create new substances? It looks like a terrific unit of work, I think the students will really enjoy it.

Mrs R

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**Year 3 Mathematics:** We have been concentrating on learning about 2D shapes, angles and deepening our understandings around partitioning of numbers using number expanders, MAB blocks and our personal whiteboards. Students have seen how many ways they can break up a number. Eg. 2678 = 2000+600+70+8. This is called standard partitioning. We can also break this number up to look like: 2600+70+8 or 2670+8 or 2000+670+8 or 2600+78. These are called non-standard partitioning and children at this concrete cognitive phase still need to use MAB blocks to help make sense of what they see.

**Year 4 Mathematics:** Year 4 students have also been reviewing partitioning, but with the view of further developing their mental computational skills. They have been reviewing a mental strategy called the Split Strategy to work out calculations. Eg. 45x8 = 40x8+5x8 =320+40 =360.

All students continue to work on mastering instant recall of number facts.

**Year 3-4 English:** this week, students read the book Eliza Bird, child convict with a view of furthering their work on historical recounts. Students explored and identified the language features used by the author to describe settings, characters and events through the story and have been writing sentences expressing their opinions.

**Year 5-6 English:** Students continue to explore elements of poetry. They looked at Odes and the social, cultural and historical contexts around these odes. They pick up these clues through the language and features that authors use throughout their poems. These knowledges and skills will be needed when they come to their assessment item of analysing poems.

We return to our lessons on Civics and Citizenship this week after having week 1 off due to Athletics.

Mrs Simpson

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Mrs Nestor’s (Knowledgeable Prep, Year 1’s and Year 2’s)

Welcome back to Term 3. We are already in full swing with our new curriculum learning. All students have chosen an animal to research and we will type up their information to go with our dioramas that are a work in progress.

This term students will be going into Business. They will be selling homebake on Fridays in place of the regular cookies. Thank you in advance for your support in helping the students on duty with their home cooking. We are trying to combine together certain areas of maths and English for this term. The procedural text of the recipe is our focus writing task this term and money and how we use it in our daily lives. Hopefully this will be a meaningful learning experience. The money that each student makes from the selling of their ‘homebake’ will be graphed and used to buy paint to refresh our floor in the outside area.

For English also we are doing research into an animal that we will present to the class as an oral presentation. It is an Information Report in the shape of their animal.

For science this term we are looking at the “Day and Night” sky. There will be some investigations of the planets and astronomy. Maybe a star gazing night???

A phonics focus in Prep is starting to produce results. Sight word recognition needs to continue however, as part of the homework routines, so that the little words are cemented in their knowledge to progress to bigger word forms.

Please make sure that your child is reading each night. We have noticed that it has dropped off at the end of last term. Spellings and sight words will be back in their homework books next week.

Cheers,
Jude, Maree and Lou.
The value for this fortnight is CARE. CARE is caring for ourselves, our school, our community. Look after and put away belongings and equipment. Rubbish in bins. Hands and feet to yourself. Be safe. Clean shoes for inside.

Below are the processes around our PBL reward system at Southbrook Central

- We have fortnightly focus on one of the 5 values throughout each term
- Coloured Pentagon tokens are given anytime, anywhere to acknowledge any good efforts/behaviours that demonstrate any of the 5 school values. Eg. Student continues reading over holidays and records this in reading diary, the teacher would reward that student with a "Commitment" pentagon for demonstrating commitment to learning.
- The focus value for the fortnight will attract double rewards of that particular token.
- Students collect all pentagon tokens and save these to trade for vouchers sold at the V-Shop.
- Vouchers range from 25, 50, 75, 100, 150, 200, 250 pentagon tokens thus allowing regular reward for students who need this and also allow students to ‘save’ for a more significant voucher reward.
- Participation in end of term Golden Pentagon Celebration day – Students participate upon receiving an invitation. Students excluded from receiving an invitation will have behaviour records in One School for that term. These records are produced through our current behaviour slip/data collection methods which are aligned to our Behaviour matrix consequences. Criteria for which students are excluded from the Golden Pentagon day will be - three or more minor behaviour breaches or one major behaviour breach. This will result in that student not receiving their invitation to attend the golden pentagon reward day and instead, work on goals for next term.
- 3-6 Classroom daily point systems will result in the reward of a pentagon every time students reach 5 points. Pentagons are given at the end of the day. Classroom Jobs in the 3-6 class are categorised under the school values and will be paid in pentagons at the end of the week.
- ‘Student of the week’ rewards continue to be selected by the teacher and will result in a pentagon token reward as well as a certificate during assembly.
- Reading awards will attract a Commitment pentagon every time a student reaches the milestones outlined in their reading diaries. Number fact and spelling post test results will result in a pentagon reward when achieving set target scores.
Uniform Shop Information
Pre-ordered uniforms are ready and are available to be picked up from the uniform shop. If the normal uniform shop day of Tuesday does not suit for pick up, please contact Kirsty Brown on her mobile number to arrange alternative times. Cheers, Kirsty.

TUCKSHOP
We are needing volunteers to help on Thursday during the day. If you can help with any of the above please call Amy 0400910252 or Kerrie 0409055679. Thanks again for the support.

More Items of Interest and Reminders

Rosswale Athletics Sport Carnival Day—Southbrook Canteen
We were very thankful for the homebake from Heather and Jenny and the helping hand from Sonya. Thanks heaps! Amy McNa

Proud recipients receive their Age Champion medallion for Athletics on Parade. CONGRATULATIONS !!!!

2015 Age Champions
Sub Juniors-
Girls - Shelaye McNab
Boys - Caleb Dancey

Juniors
Girls - Reagan Collin
Boys - Zane Friedrichs

Intermediate
Girls - Frances Cattle
Boys - Chaz McNab

Seniors
Girls - Akayla Brown
Boys - Otto Friedrichs

Congratulations to Akayla Brown, Caitlin Stace, Maxine Lovell, Trenton McNab, Otto Friedrichs, Jasmine Roberts, Frances Cattle, Matilda Collin and Darius Gordon received their Certificates for Mathletics. WELL DONE!!!!!
After enlisting into the RAAF 20 May last year, Tavis graduated from the Airfield Defence Guard Basic Course and was awarded Dux of the course for gaining the highest overall ranking on course. ADG Basic Course started 2 March 15 with 26 members and concluded 26 June 15 with 15 members graduating (many coming off course due to injury). ADG Basic is an arduous 17 week course but is a very rewarding experience. Tavis is now posted to 2 SECFOR Amberley.

Congratulations, Tavis!

AFL Representative gave a presentation on Parade. Attached to the Newsletter is information regarding AFL registration in Pittsworth.

CONGRATULATIONS !
Akayla Brown
Rossvale Athletics Carnival
U/12 Age Champion

The Friedrichs Family attend Dad, Tavis’s Graduation.
Well Done!!! Alice Train, Dylan Collin, Chaz McNab and Reagan Collin who were awarded Special Certificates for their great work for the first day back at school.

Student of the week– 21st July

**Project 600 Year 5 Numeracy—Problem Solving with Ms Holmes as Supervisor/Moderator**

Project 600 aims to Inspire, Connect and Transform

Students are challenged to engage in learning and boost achievement. A learning program that improves specific knowledge and skills in numeracy, with a focus on problem solving strategies. Developing thinking skills. The opportunity to connect with a online teacher and students from other schools.

Preparation for online learning in further education and the workforce.

TOGETHER, WE WILL MAKE AN IMPACT

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**SCIENCE—EARTH’S WILD WEATHER**

Year 3-4 built bridges to be able to withstand a weather event i.e. hail, wind and rain. Year 5-6 had to build earthquake proof houses. Their houses were tested on an earthquake simulator.

Here the students test their constructions to see if they can withstand earthquakes, rain, hail and wind. The results were recorded in their science books.
SELF ESTEEM CUNUNDRUM

Kids don't get self-esteem by hearing a mountain of feel-good statements of 'Well done' or getting certificates for mediocre performances. One of the tricks that successful parents use is to gradually teach kids the skill of self esteem building. Here are five skills for self-esteem building:

1. Self praise

The best strategy for kids of all ages and genders is the development of self praise. You can cue your kids into self praise by saying, 'Well, what do you think about that?' Challenge negative responses (It's crap!) and help kids be realistic appraisers of what they do.

2. Realistic self-talk

Many kids will default to putting themselves down when they don't do well. Help children understand their own self-talk. Get them to listen to their little voice in their head that says they can or can't do things and help them work out alternative messages that they can use when they are self-defeating. Teach kids that they can change the self talk from a negative to a positive response.

3. Encouraging others

When children and teenagers encourage others to do well they are internalising encouragement. They also begin to associate encouragement they give to others with themselves. So if a child praises a sibling for overcoming a learning challenge, such as improving his spelling at school, he is learning first hand about the impact that encouragement will have. He'll also experience that feeling himself.

4. Regulating feelings

If a child feels disappointed in himself he doesn't have to stay that way. It's important for kids to realise it is alright to have feelings, for them to be validated and not be overwhelmed by them. Kids learn to manage their feelings by observing modelling from their parents/carers. We can teach kids to regulate their stress levels, express their feelings productively, not impulsively or hurtfully.

5. Choosing friends

Peers give young people a sense of belonging and an increased sense of self-confidence. Talk with your child about friendships so you can offer support when there are difficulties and provide some ideas when needed. Give kids the opportunity to develop their own resourcefulness and to understand they can make smart friendship choices, broaden their friendship group, and walk away from challenging situations.

What a freezing cold, windy day for the Rossvale Athletics Carnival on Friday. Many staff, students and parents braved the cold.