**FROM THE PRINCIPAL’S DESK**

The weather has been kind to us, however, these last couple of days, we have been given a taste of the winter yet to come. A reminder that our uniform shop is now stocked with winter uniform items for your child’s winter needs.

It’s good to have the NAPLAN assessments completed. Well done to all the students who worked on these through the week. I had some glowing reports from staff who supervised the year 2, 4 and 6 students during their practice tests and how well they applied themselves to the tasks. The year 3 and 5 students worked hard and gave their very best efforts during all of the test items.

**May is Reading Month**

May is the month where we have a particular focus on reading. In addition to our consistent approach to homework reading, families are invited to participate in the Premier’s Reading Challenge. You can register your child for this challenge using the website address below.

http://education.qld.gov.au/schools/readingchallenge/

We will also be celebrating Family Reading Month with our bookfair which starts on Wednesday 27th May and concludes on Friday 29th May. My thanks go to the P&C for running this on behalf of our school. If you are able to assist in any way with our bookfair, please contact either Peta Lovell or Michelle Basham.

A reminder that during the Book Fair Days, our Student Council will be organising ‘Storytime’ for anyone who would like to listen to some stories. Storytime will be outside, under a tree with a rug/pillows for the students to make themselves comfy.

**Southbrook Central Equestrian Team**

Congratulations to Jasmine Roberts who recently completed in the schools equestrian competition. We are very proud to have Jasmine represent our school at these events. Photos of Jasmine on her competition horses can be found further into the Newsletter. Over the two days evening, Jasmine rode her horse Makas Silhouette on day 1 where she competed in Dressage. She received reserve champion at the end of the day. On the second day, Jasmine rode her horse Life to the Max where she competed in show jumping. She ended the day, second overall and scored a number of ribbons and won a saddle cloth trophy. Well done Jasmine!

**Bunya Cross Country Trials**

Congratulations to Akayla Brown and Bon Rickert who recently competed at the Bunya Cross Country Trials. By all accounts, the students competed with great sportsmanship and to the best of their ability. We are proud of you!

**Buddy Bench Seat**

We are on the hunt for a garden bench seat that would be suitable to paint with bright colours ready to be used as a ‘Buddy Bench’. This buddy bench will be located in the playground and has the specific purpose for students to sit on if they are feeling lonely and in need of a buddy. We have not yet discussed this new concept with the students, but at this time, I’m asking our parent and Southbrook Community if anyone has such a bench seat that is no longer used or needed in its current place. We would love to give it a new life here at school. Please contact the school if you are able to assist.

**We’re a Sporting School**

Thanks to Jude Nestor, Southbrook Central has been successful in registering to participate in Sporting Schools, a new Australian Government programme starting from 19th May 2015. Sporting Schools provides our students with the opportunity to access sport-based activities after school. Sporting Schools program will complement Southbrook Central’s existing PE curriculum, allowing our students to explore a range of dynamic new sports, from tennis to bowls, athletics to cricket, Sporting Schools will help us work more closely with sporting clubs in our community and tap into the large pool of talented sports coaches in and around the area.

Sporting Schools is funded by the Australian Government and so there will be no additional cost to parents. Please contact the school with any questions about this exciting new programme. You will find a participation permission note included in this Newsletter. If you would like your child to be part of this sporting opportunity, please complete and return to school by Monday 18th May. More information can be found further in the Newsletter

**A Cautionary Note**

During school events, staff will take photos of students participating in activities. These photos often find their way into school Newsletters, the school Facebook account or our school website. The school has parental permission to publish most student photos, however, there are some parents who do not wish to have their children’s photos published. The staff are aware of who these children are and take care not to publish on Facebook or our website. Parents, if you are taking photos of students at school events, please be mindful about not publishing photos of other

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**Dates to Remember**

- **19th May - 8th June** — Mrs Diggle — LSL
- **20th May - Super 7**
- **21st May** — Mrs Simpson — Cluster Meeting
- **26th May** — Darling Downs Cross Country
- **26th/27th/28th/29th May** — BOOK FAIR
- **27th May** — SCHOOL PHOTOS
- **5th June** — School Performance - Biddeston
- **8th June** — Queen’s Birthday Public Holiday
- **9th/10th June** — Mrs Johnston - LSL
- **15th June** — School Cleaners Day
- **17th June** — Southbrook Athletics Carnival
- **22nd June** — Report Cards Released
- **25th June** — Rossvale Ball Games & Relays
- **Bridgeman Oval**
- **Pittsworth**

**Student Awards:**

- **6th May**
  - Jessie Friedrichs
  - Frances Cattle
  - Pheonix Mason
  - Caleb Dancey
  - Lincoln Mason

- **13th May**
  - **No Assembly**

**NAPLAN Testing**
students to your personal Facebook accounts. We would be more than happy to check and publish your photo on our available school media platforms.

**Principals’ Business meeting summary**

At the recent Principals’ Business meeting, Leanne Nixon, Assistant Director General, State Schools Performance, delivered a presentation to all Principals who attended the Toowoomba Business meeting. This presentation gave us an overview of the Department’s renewal strategy. Below is a model of the draft “School Improvement Hierarchy”. It is pleasing to note that Southbrook Central SS is already, well and truly on this path to school improvement and much of this is already documented in our new School Strategic Plan which is actioned through our Annual Implementation Plan – both recently tabled at the P&C meeting. Please take a moment to look at the model of improvement below.

**What is it for?**

The School Improvement Hierarchy (SIH) provides a consistent framework for every level of the system to talk about improving student learning outcomes. It will become the system’s lens on school performance, and it will de-clutter our work and enable us to focus on what matters.

The School Improvement Hierarchy (SIH)

- We will help schools identify where they are in their improvement journey and what is the next step.
- The hierarchy reflects previous system-wide school improvement strategies and global trends.
- Interpret data and use information to drive action, research and school decision making.
- An explicit improvement agenda must be founded on understanding local data, high expectations, mutual trust and shared accountability.
- A culture that promotes learning
- Differentiated teaching and learning
- The hierarchy underpins school performance review processes and priorities.
- An explicit improvement agenda
- Analysis and discussion of data

Where to start the school improvement journey is a challenge for some schools. What to do next, when and how are also key challenges.

Have a wonderful weekend
Warm regards
Terri

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**Southbrook School Dress Code**

We encourage all students to wear our smart school uniform every day.

Student dress codes provide clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- Easy identification of students;
- Fostering a sense of belonging; and
- Developing mutual respect among students by minimising visible evidence of economic and social differences.

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**Week 5 events:**

Next Wednesday P-1 students will be attending Biddeston State school throughout the morning for their annual under eights day activities while Year 2-6 students attend Biddeston State School for the whole day playing their annual Super Sevens Soccer competition with the other band 5 cluster school students. Permission forms are included in this Newsletter.

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**Reminders**

**Southbrook School Dress Code**

**Morning Arrival Times for School**

A reminder that students should not be at school before 8.30am unless previously organised with your child’s teacher/school staff.

For the safety of your children, please remember there is no supervision provided for students before 8.30am and before the buses arrive at school.

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Year 5, 6 students Trenton McNab and Matilda Collin reporting on their Terrarium for Science.
**Mrs Simpson, Mrs Rice's & Ms Holmes’ Spectacular 3,4,5&6’ s!**

**Year 5 Maths**
Students are learning a multitude of strategies to multiply and divide including left to right regrouping, doubling and halving, splitting, and lattice method. Some students are finding this quite challenging while others are learning quickly.

**Year 6 Maths**
Students are learning the relationship between fractions and division and that the line in a fraction known as a vinculum can act as a division sign. Students will then be looking at the relationship between fractions and decimals.

**Year 3-4 History**
In preparation for their upcoming assessment this week these students looked at the changing experiences of the convicts of the First Fleet.

**Year 5-6 History**
Students began Part A of their assessment this week which is a newspaper article about Henry Parkes and his significance in the founding of federation.

**Year 3-6 Science**
Students are continuing to observe their plant investigation as we continue Unit 2. Last week students conducted some investigations into weathering. We tried to mimic what happens in nature by rubbing soft rucks with sand paper, dissolving salt rocks with vinegar and bleach and placing steel wool in water and a chemical solution. Year 5-6 students have been researching earthquakes.

Mrs R

**Year 4 Mathematics**
With some interruptions to normal mathematics classes, Year 4 students have been concentrating on am and pm notation relating to time as well as revising how to tell the time on analogue and digital clocks, with particular attention to minutes past the hour and minutes to the hour. We have also been working hard on connecting multiplication with division when looking at number facts.

**Year 3 Mathematics**
Year 3 students have been having a bit of fun with learning about Chance concepts. We’ve been investigating the language of chance and using this language whilst experimenting with spinners, dice and coloured ‘lollies’ in bags. The students will complete an assessment item next week relating to chance and data.

**Year 3 and 4 English**
Year 3 and 4 students have been decomposing the Folktale Chung Ho, The Tiger and The Rabbit to continue their learning about direct speech, saying verbs, noun groups and comprehending the text. They begin composing their own traditional tale bit by bit, very soon.

**Year 5 and 6 English**
Year 5 and 6 students are ready to compose their own Lead News Article and apply their skills and knowledge about subjective and objective language. They will deliberately use specific language to either make their target audience feel secure of insecure when trying to persuade them to believe a particular point of view.

**Year 3 and 4 Geography**
Year 3 and 4 students have been learning about mapping skills. Using BOLTSS—Border, Orientation (N point), Legend, Title, Scale and Source. They are focusing on learning about and using simple scale in mapping at the moment and start their assessment this week.

**Year 5 and 6 Geography**
Year 5 and 6 students continue to look at human and environmental characteristics that define diversity. They have been exploring the Asian area. They have been investigating patterns in population data and how these patterns can be described as scattered, linear, clustered or radial. They too have made a start on their assessment item.

Reports are not far away and teachers will be moving towards subject assessment items very soon.

Stay warm and healthy over the coming weeks, everyone.

Mrs Simpson

**Mrs Nestor’s (K)nowledgeable Preps, Year 1’s and Year 2’s**

Week 4 already! I trust all our wonderful mums and grandma’s had a great Mother’s Day last weekend and liked all their treats.

Preps have been working on an innovative text from the story ‘Mr Gumpy’s outing’ and have come up with a very entertaining book. Once the illustrations are added, it should be a ‘must read’. They have also been doing some fine motor activities to complement the learning of ‘h’ and ‘t’. Home reading is continuing well along with ‘The Daily Chat’, but we also need to see an improvement in the learning of the yellow sight words so we can progress on to the red words.

This week the year 2 students participated in practise Naplan tests. This is a big learning curve for them because the supervisor cannot read the questions. They have to do it themselves and they are finding it quite difficult. We can only tell them to read the question again. Making them independent learners is a very important part of their education. They are so use to us, meaning you, me and society in general, giving them exactly what they need and they don’t have to be taken out of their comfort zone to try on their own.

Thanks to everyone who has been asked to help with the Year 2 and Year 1 maths investigation. Please remember that it must stand on its own whether it is a car ramp for Year 1’s or a marble run for Year 2’s. They need to have tested it and worked out how they can improve the distance the marble will travel. Things they have been asked to think about is the type of surface the car or marble travels on, how to make it go faster, how is it going to stand up for testing, does the size if the marble affect the distance travelled by the car or marble...... Due Wednesday, 20th May, 2015.

Next Wednesday we are going to Biddeston for Under 3’s. We will be combining with the other schools in our cluster to enjoy our students getting together with students from other schools. Under 3’s goes from 9.00am to 11.30pm. At present, Year1’s and Preps will be involved as the Year 2’s are making up the teams for the Year 3 and 4’s. They are on notice that if their team work doesn’t improve, they will not be participating in the carnival and will be coming to Under 3’s. I need some parents to help me with transport there and back. Mrs Ferg has 3 seats, I have 4 seats and Mrs van der Velde has volunteered for 2 seats. I need someone who can take 3 students. Let me know if you can help me. The soccer playing Year 2’s will go on the bus with the other kids.

Keep up the great work with home reading and homework.

Have a great weekend

Jude, Lou and Maree
Reminders and Information

Every Day Counts

Every day at school is an important day for your child’s education. If your child will be absent from school for more than 10 days, it is a requirement by law that parents contact the school to complete a Student Exemption form. If your child is unwell, there are many options to notify the school of absences:

- Telephone the school on 46910142 and speak to someone, or leave a message on the answering machine
- Speak to your student’s teacher
- Write a note to your student’s teacher
- Email: the.principal@soutcentss.eq.edu.au

Unexplained absences are then listed on students’ report cards.

Joining the School P&C

Joining the P&C Association is a great way to keep informed, to contribute to the quality education of your children and to make new friends. Your contribution can be as large or small as you can manage, but your ongoing support of the P&C Association is invaluable.

Not only will you be supporting the school community but you will be supported by the school community. You can learn new skills, and gain a clear understanding of how the school operates. This is a great opportunity to share in the school’s decision-making process and shape the future.

The major elements of a school community include:

- The P&C Association and Members
- The School Principal
- The School Staff
- The Students
- The Parents (including caregivers, guardians, grandparents etc.)

Religious Instruction

purchase of ‘Connect’ Books

Parents of students who attend RI lessons are due to pay the contribution for the purchase of connect lesson books for semester 1 please. These books are $2.60. It would be appreciated if payment is sent into the school as soon as possible. The RI teachers provide lessons on Tuesday afternoon from 2.30-3.00pm. Please remember, if circumstances have changed that involve your child attending lessons, please send a note to school, indicating the change in attendance, otherwise attender and non-attender lists will remain as per 2104.

Southbrook Central Equestrian Team member Jasmine Roberts proudly shows off her ribbons. Jasmine rode her horses Makas Silhouette in the Dressage competition and Life to the Max in the Show Jumping competition.
The value for this fortnight is CARE. CARE is caring for ourselves, our school and our community. Look after and put away belongings and equipment. Rubbish in bins. Hand and feet to yourself. Clean shoes inside. Be safe.

**Southbrook Central’s 5C’s — Values**

**Consideration**
- Thinking about others

**Courage**
- Knowing what is right and acting upon it

**Commitment**
- Always doing my best

**Care**
Looking after:
- Ourselves
- Our school
- Our community

**Courtesy**
- Using manners in all situations

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 slips/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 their 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.

**Southbrook Central School Priorities for 2015**

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<tr>
<td><strong>⇒ Reading</strong></td>
<td><strong>⇒ Engage with the Community</strong></td>
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<td><strong>⇒ Numeracy</strong></td>
<td><strong>⇒ Positive Behaviour Management</strong></td>
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<td><strong>⇒ Transition</strong></td>
<td><strong>⇒ School Wide Curriculum, Teaching and Learning</strong></td>
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<td><strong>⇒ Attendance</strong></td>
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**News Flash!**

**Sporting Schools**

is beginning next Monday, Wednesday and Thursday. It is after school on these days from 3.30pm to 4.30pm.

For the next 6 weeks we will be doing: Athletics— Monday Basketball— Wednesday Hockey—Thursday.

Attached to the Newsletter is an application form for Sporting Schools Please fill it in and return it to me

Thanks Jude Nestor

**NEW BOOK CLUB**

**COORDINATOR**

Mrs Jodie Berghauser-
Mobile—0409055679

**School Banking**

School Banking has resumed for the new term on the regular day of Tuesday. Many of the regular savers have earned themselves some great reward prizes so far and might just be lucky enough to be entered into the major prize draw at the end of the year—a family holiday to amazing Disneyland! It will all depend on the number of deposits for the year. Remember new accounts are always welcome, just drop into your local Commonwealth Bank.

Mrs Andrews

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Mrs Andrews
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.

Amy & Kerrie

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**Chaplaincy News**

Hi – my name is Karen Pomereneke (Karen to the children) and I’m excited to be the new Chaplain at your school. I’ll be here on Friday.

A little bit about me: I’m re-entering the ‘paid’ work force after 20 years of being a stay-at-home Mum, acquiring (and in some cases fine tuning!) skills such as being chief cook/cleaner/gardener/taxi driver/counsellor – you get the picture! I’m married and have 3 children, the youngest in year 12 at PSHS.

I am looking forwards to being part of this school community, my role being to support students, parents and staff as needed. If you are around the school on a Friday, please come and introduce yourself. I look forwards to working with you, and the staff to provide a safe and respectful learning environment for your child/ren.

Thanks for having me at your school!

Regards, Karen.

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**More Items of Interest and Reminders**

**Peaceful, Positive Parenting**

ARE YOU A PRESENT PARENT?

It’s more challenging than ever to be present with our kids, and so easy to get lost in concentration on a device. Electronic devices such as tablets and mobile phones are ever present. They are heaps of fun, the source of so much knowledge and a great way to stay in touch with others. The flip side is their hypnotic effect is powerful so that frequently all our concentration is directed at them and not our kids. When this happens you’ll more than likely miss some wonderful opportunities to really impact your child.

Here are 2 tips that can really impact and make the most of every opportunity with your kids. When you are fully present you can:

**Build their language**

Recently I saw a mother walking side by side with a young toddler playing a simple language game. She would make a sound with her mouth and her child would mimic her. She changed or added to the sound and her son tried to replicate the sounds. This is language building at the most natural and finest, and wouldn’t have happened if this mother was on her mobile phone rather than being present with her child. Whether you are with a toddler, a primary aged child or teenager, the language building opportunities are endless. You just have to focus on the one you are with and let things happen naturally.

**Impact their thinking**

Influential British educator Charles Des Forges says, “If you want to influence your child’s thinking then you need to talk to him or her. If parents want more influence then they need to talk more to their children.” According to Des Forges it’s through the conversations that parents have with their children that they impact the way children think, as well as influence their values. Nothing kills personal conversation with a child or young person like a mobile device.
Students of the week – 5th May

Congratulations to Darius Gordon, Akayla Brown and Bon Rickert who will represent Southbrook school at Bunya District Cross Country at Dalby.

Congratulations to Matilda Collin who received her Certificate for Home Reading.

Crazy Pants and Crazy Hair Day!!
What a great morning was spent doing CRAZY HAIR DOS!

Reflections!
Emotionally intelligent parents don’t dismiss children’s behaviour and let them do as they please. There are times when they should focus on a child’s behaviour. A child who is rude in public should be reminded in no uncertain terms that poor manners are inappropriate.

However, there are times when smart parents need to look beyond the obvious behaviours to get a good understanding of what is happening to their child, and to help a child better understand and manage their emotions.

So what does an emotionally intelligent parent look like? And importantly what is the impact on kids, parents and families of this approach?

Emotionally intelligent parents have the following attributes in common.

They will usually:

Listen more and judge less

There is nothing better than being understood. Parents who operate from an emotionally-smart mindset are more likely to listen to their kids when emotions are high, trying to access what may be going on, rather than clamping down their behaviour or closing them down with well-meaning advice. Impact: Better, more open relationships.

Accept strong emotions

Anyone who lives with teenagers will know that emotions can run very high. They can say the worst possible things to each other and, at times, to you. Ten minutes after their tirade they can be cuddling up to the person who was the butt of their anger, frustration or anxiety. Emotionally intelligent parents know that feelings need to be expressed rather than bottled up, and allowed to fester. They also believe there is nothing so bad, as a child can’t give a voice to in a family, however there are behaviours that are not acceptable. Impact: A healthy expression of emotions.

Focus on the present

Most parents are rightfully future-focused. We focus on the homework that needs to be handed in tomorrow; the washing that needs to be done; the meal that needs to be cooked. That’s part of everyday life. Children generally focus on the here and now. That of course can be frustration to a task-orientated future-focused mother or father. However, when we lower our gaze we are more likely to pick up how kids are feeling, and importantly help them understand and manage their moods and emotions. Impact: Happier families and less stress felt at home.

Use rules rather than their moods to determine discipline

Some parents discipline according to their moods. If they feel good then they give children plenty of lenience. If they feel bad then they pick their kids up on every little thing. It’s better to stick to the family and house rules; that makes you more predictable, which kids really crave. Impact: More consistent parenting.

Develop a language around feelings

A family develops a vocabulary around things that are important to them, such as a chosen sport for example. The same holds for emotional intelligence. Families that truly value building emotional smarts will develop in kids a rich palette of words that will help them describe how they feel which will inevitably stay with them for the rest of their life. Impact: Better relationships later in life at work and in their own families.

At a time when anger and anxiety has never been so high in families, there is a massive need for a parenting approach that includes emotional intelligence. Many parents struggle in the area of helping children understand and manage their emotions because we’re never had any training in it. We didn’t learn it from our parents, and more than likely haven’t learned it at work. Emotional intelligent parenting can be learned.

School Staff Jude Nestor, Lou Ferguson and Julie Rice joined in the fun on Crazy Pants and Crazy Hair Do Day. Parents, Amy McNab, Sonya Gordon, Kerrie Train, Peta Lovell and Julie Alexander showed their support.