We have reached the end of term 2. Already half way through our school year and well into the cool months. There are plenty of little bugs going around, so stay warm and well. I hope you all have a very deserved and restful break, even if it is just from the normal school day routines. We look forward to starting term 3 with enthusiasm for learning renewed and refreshed once again.

School Annual Report
This year’s School Annual Report will be uploaded to our school website by June 30th. If you are interested, you will find it on the homepage links on the bottom right hand side of the page. This report outlines the school profile from 2014.

School Athletics Day
We endured a wet day for the athletics carnival on Wednesday, 17th June. The field event rotations were completed this Wednesday. Many thanks to the parents who helped with timing and other activities, to the tuckshop ladies and also, of course to Tony Morris and our wonderful staff who make it all happen! Superstars house were overall winners. Congratulations to all the students who participated and did his/her best on the day.

The Age Champions are:
- **Senior Age Champions:** Otto Friedrichs, Akayla Brown
- **Intermediate Age Champions:** Chaz McNab, Frances Cattle
- **Junior Age Champions:** Zane Friedrichs, Reagan Collin
- **Sub Junior Age Champions:** Caleb Dancey, Shelay McNab

Golden Pentagon Celebration Day and V-Shop update
By all accounts the children enjoyed their day of bowling, McDonalds and free play. You will see photos further in the Newsletter. This term’s student attendance for Pentagon Day was the best since becoming a Positive Behaviour school. The V-Shop has started business and some students are electing to trade their pentagons for vouchers already. Other students are saving their pentagons for the more expensive vouchers and students are looking forward to welcoming our school budgies very soon! They are currently still in training with Mrs Andrews.

Maintenance and new works
Most of our maintenance work has been completed. You will see the retaining wall has been repaired with a slightly changed configuration and the P-2 class is looking a little more sparkly. The soft-fall is safe again for our students to play happily on the fort areas.

Term 3 Early Reminders

**Week 1**
- **P&C Meeting.** Our next meeting is to be held on Thursday 16th July. As usual, we welcome everyone who likes to keep up to speed with the machinations of our school and P&C activities.
- **Rossvale Athletics Carnival** – Friday 17th July. You will find a permission slip and program attached to this newsletter. Please keep these in a safe place ready to return back to school with payment by Thursday 16th July (first week of school). Our Tuckshop is catering for the carnival this year and would be very grateful to anyone who is able to volunteer some time during the day to assist.

**Week 2**
- **Regional Leadership Day.** I will be attending a full day for Principals on Monday 20th July. This day will be addressing the areas of cultural and instructional leadership, Evidence based models of support using Teacher Aides in learning programs among other items.
- **Saturday 25th July – P&C Christmas in July Trivia night.** Look out for the flyers for this greatly anticipated event. It will be a lot of fun.

Warm regards
Terri-Anne
by Michael Grose

TEACH KIDS TO ASK FOR WHAT THEY WANT

Do you sometimes feel you have to be a mind reader to understand what your child wants? Effective children know how to get the cooperation of others, so it's important that kids know how to ask for what they want. That means they don't throw tantrums, whinge or sulk and hope parents guess what is on their minds.

When children are young, parents can help children find the words to express themselves. We become experts after a while interpreting what toddlers say, repeating back to them what they are saying. We carry this onto childhood and adolescence, interpreting the silences of young people, sometimes second guessing grunts and shrugs. While we need to be patient with toddlers, we need also to give older children the chance and opportunity to ask for what they want.

Sometimes we need to ignore shrugs and grunts and to expect them to articulate their wishes. This is the basis for civil behaviour, as well as the basic human skill for asking for what you want. Here's two ways you can put this into practice:

1. **Help children find the words they need to ask for what they want from you and others.** Use prompts such as "Take a minute and think through what it is you want me to do". "What would you like me to do?"

2. **Encourage children to ask for what they want in the following way:**
   - Make eye contact
   - Speak clearly and to a person
   - Use a moderate, firm voice as opposed to a wingy or loud voice
   - Accept that the answer they receive may not be the one they want

The basic task for parents is a teaching task. And teaching kids how to ask for what they want is simple, but powerful lesson we can pass on.
The end of the term is here. Report Cards are out. Pentagon Day has been enjoyed by all. There have been great strides in our journey of learning. Please read to, and with, your children over the holidays. It is really important that they practice and use the strategies and skills they have learnt. If you would like to talk to me about your student’s progress, please come and see me. We are on this journey together with your student.

Next term we are going into business. Watch this space and homework books for more information…

Thank you to all parents for their support with Under Eights, Sport’s Day, Cooking, Reading and the many other areas you help it. Thank you for being YOU.

We hope you all have a restful and safe holiday and come back feeling energised and ready for learning.

Cheers,
Jude, Maree and Lou.

Cookies for sale on Friday. 50 cents.
Southbrook Central’s 5C’s — Values

**Consideration**
- Thinking about others

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

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

**Commitment**
- Always doing my best

**Courtesy**
- Using manners in all situations

The value for this fortnight is COURAGE. COURAGE is knowing what is right and acting upon it. Be positive. Believe in yourself and have a go. Be truthful. Make good choices and ask for help.

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-Shopp.
- 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 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.
**More Items of Interest and Reminders**

**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.*

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**Southbrook Central State School Interhouse Athletics Carnival**
Under cloudy rainy conditions, we managed to run the Sprints, 200m and 800m.

What a pleasant afternoon to finish the Interhouse Field events.
From the Chaplain
Well, Term 2 has flown by at the speed of sound, and now it is 2 weeks of holidays! Enjoy time with your children and may they return to school well rested. For those who are hanging around home and are looking for something to do: there is a holiday program in Pittsworth for primary school children. This is run by the Churches of Pittsworth and some Chaplains! It is a safe environment, with guaranteed fun/food/dancing/games/craziness!

The details are below:

“PITTSWORTH PURPLE PIRATES” KIDS BIBLE HOLIDAY PROGRAM

Week 1 winter school holidays 2015
VENUE: Uniting Church Pittsworth
COST FOR THE WEEK: $35.00/child or $90.00 for 3 or more children (from same family)
PROGRAM: Mon – Fri 8.45am – 12.30pm
Sports, games, craft, Bible stories
For children in primary school
Limited places
Register online at www.kidsgamesqld.com.au
Enquiries : Karen Pomereneke 46933202

Happy holidays from Karen!!

Students of the Week - 16th June

B-R Chaz McNab, Landon McNab, Matilda Colin, Darcy Brown
F-R Lachlan Berghauser, Chelsea Train, Clair Basham, Xavier Godon

Congratulations to Akayla Brown, Maxine Lovell and Caitlin Stace who received their Homework Reading Certificates on Parade.

WELL DONE !!!

Golden Pentagon Reward Day

Students enjoying their snack at Sunset Super Bowl before their bowling game.
Golden Pentagon Reward Day!

Students enjoy a snack break before bowling.

A BIG THANK YOU to Mrs Andrews for ordering and collecting the McDonald Meals. I would like to pass on a compliment that was mentioned to me (Ms Holmes) by four elderly Bowling Team members—’Your students are very well behaved’. Congratulations students!

This is FUN! FUN! Fun!

Now it’s time for a visit to the Rockville Park for McDonald’s YUM! and some FUN!!!
If you believe the teacher is picking you out for misbehaving when other students seem to be doing just as many things wrong, the problem could be that you have trained the teacher to look for you when there is a disturbance. If this is so, you can also train the teacher not to look for you. This means that somehow they have to believe that you are a good student who doesn’t play up.

*How do teachers decide which kids are good kids and which ones are not working?*

The clues teachers look for are:

- Student makes eye contact when the teacher is telling the class what to do, or explaining something – i.e., the way they decide whether you are listening is by whether you are looking at them.

- Student puts hand up to answer questions, and gives answers that show they have listened (not necessarily understood – teachers don’t mind if you’re wrong, as long as you’re working).

- Student asks a question (if she/he needs to) on the topic when teacher asks if there are any questions.

- When set a task, student makes sure she/he understands what to do, and gets going before she/he can count to ten.

- Student remains on task until finished; asks for help where needed; if finished early, or unable to go on with that work, finds something else to do that will improve his/her knowledge of the subject. Make your product show that you’ve tried to do your best for yourself.

- Student makes own decision eg to change seat to get away from distractors and discusses it with teacher beforehand.

- Student makes sure that work is complete and done as well as possible, even if not correct.

This training program for the teacher will take at least four weeks before you can expect any change in the teacher’s behaviour. It will take that long for the teacher’s habit of looking at you when there is a disturbance to fade out – it’s a bit like giving up smoking! You can speed things up a bit by sitting in a different place away from the usual noisemakers, so that when your name is called out you can look up from your work in surprise and say nothing. (This is a shock tactic!)

Your reaction when you are picked out for doing something you aren’t responsible for is important – you should go quiet rather than answer back; accept the punishment in the class but speak politely and privately to the teacher at the end of the lesson and say that you really didn’t do it, and that you have been really trying to behave well.

Don’t give up for at least four weeks – it could take six weeks if you have had a lot of trouble with that teacher. If you slide back occasionally, don’t worry – provided that you work on these lines for about 80% of the time the teacher will notice the difference eventually, provided that in the other 20% you aren’t rude and nasty.

Look for any signs that the teacher’s attitude is different – comments in class, on books. As you are leaving the room you could even compliment the teacher on a lesson you enjoyed, and ask whether they have noticed that you have been trying to improve your behaviour.

**REMEMBER – TRAINING TAKES TIME – ALLOW SIX WEEKS!**

*From “Behaviour Lotto or How to Train the Teacher not to Pick on You” by Judith McFadden published in The Journal of Reality Therapy (Spring 1991, p16-19)*