May 31st 2016

Week 8 of Term 2

Dear Parents and Caregivers,

Welcome to week 8 of term 2. I hope this newsletter finds you well. We are certainly coming into a very exciting period here at school. Over the remaining weeks of this term we will see the Semester One Report Cards go home, the Athletics Carnival and the Annual Fishing Day will be held and a School Performance Tours will visit our school.

This week we will also see our 5/6 students go to Gympie for the Interschool Sports Day and a group of 10 dedicated readers go to Hervey Bay to compete in the Children’s Book Council’s Readers Cup competition.

Report Cards

In two weeks parents will be receiving their child’s report card for Semester One. Over recent years, parents, students and teachers across Queensland have been gradually becoming more familiar with a more uniform process for reporting in all schools. The use of a more consistent 5-point scale:

- Prep – Applying, Making Connections, Working With, Exploring, Becoming Aware
- Year 1 to Year 2 – Very High, High, Sound, Developing, Requires Support
- Years 3 to 7 – A, B, C, D, E

has been one of the significant developments.

Most of us who were schooled in generations past are familiar with the A-E scale and for many it offers a great deal more comfort and better understanding of achievement.

An important point that deserves clarification though is that the 5 point scale has some subtle differences these days and that when we see a “Working With, Sound or C” on our child’s report card it means something a little different to what it used to on our own report cards, many years ago.

In the past the achievement scale used a “Bell Curve” distribution which means that a small group of top students in the class got an “A”, the next group got a “B”, the majority of the class were given a “C” and so on until the whole class represented a distribution from A-E. This means that it was harder to get an “A” in a school filled with academic students and easier to get one in a school with less academic students.

The new system works on “benchmarks of achievement” or “criteria” such that, what constitutes an “A”, “B”, “C” etc is predetermined. Any student who shows evidence of meeting that level deserves that grade.

This is where we consider the difference in what a “Working With, Sound or C” really means:

- A “Working With, Sound or C” no longer means that the student is simply in the middle of the class, it means that the student has met the criteria for a learner at the appropriate age level.
- A “Working With, Sound or C” means that the student is doing everything required at their Year Level.
- The best description is that a “Working With, Sound or C” means a student’s academic development is exactly where it needs to be – A “Working With, Sound or C” is ON TARGET or AT YEAR LEVEL STANDARD.
With all of this in mind, we must accept that it may be harder to get an “A” or a “B” than it used to be. These grades are no longer awarded simply to the top students in the class; they are only given to students who show that they are independently capable of working beyond the criteria for their year level.

So what does all this mean?

- Many parents are likely to see more “Working With, Sound or C” grades on their child’s report cards.
- The “Effort” grades are a really important reflection of whether your child is achieving the best they can
- An “A” for effort and a “C” for achievement indicates that your child is “On Target” for their age and “applying their best effort”. This grade should be celebrated with students because they have worked hard to be where they need to be.

How to Read your child’s Report Card

Many parents on receiving their child’s report card for the first time are unsure of how to read it. All parents of children enrolled in a Queensland State School receive the same formatted report card twice a year.

These written reports are a culmination of how a child has achieved in their academic studies over a school semester. The report cards contain the following information:

- An overall academic achievement for each subject
- An effort achievement and
- A comment

The academic and effort achievements are consistent across all Queensland State Schools however; each school is permitted to use the comment box how they see fit. Currently at Rainbow Beach teachers comment on what the children have studied in each subject area.

When reading your child’s report card it is suggested that parents read the comment first, to know what the class has studied, then read the academic grade your child received, this indicates your child’s level of achievement measured against what was studied, followed by their effort, how your child worked throughout the semester.

As mentioned previously the end of semester report card is a culmination of your child’s results over the semester.

As always if you have any concerns about your child’s progress please see your child’s teacher as soon as possible.

School Performance Tours

The students will be able to see ‘A Swag of Tales’ on Monday 13 June. The performance will be in our library. A brief synopsis of the performance is below:

A Swag Of Tales leads the children through a zany yet informative history lesson that starts in England with a convict court case and covers the voyage to Australia, early Settlement, the Gold Rush, Bushrangers, Squatters and the age of the Swagman.

To help convey to students the concept of time and history, a time line is drawn using 25 year intervals, that goes back eleven generations to the first fleet. Using toys, period costumes (some of which are worn by your students), stories and music, students get an idea of what life was like during those first one hundred and fifty years of European settlement in Australia.

The whole show comes alive with great costuming, props and a simple yet effective set. There is loads of audience participation as students are involved in everything from hold ups to dressing up in costumes of the day; and when ‘Waltzing Matilda’ is sung by a sheep and from the sheep’s point of view, the result is hilarious. It’s no fun being stuffed into a tucker bag!
Attendance

I would like to start off by congratulating all of our families and students on their efforts to be attending school more regularly in 2016. This year we have seen our attendance increase by 3% to be 93% on average each day. While this is extremely pleasing it still means we have 6-7 students away from school each day.

I have set a goal for our students to have one day of 100% attendance by the end of this semester. This is something we have not done all this year.

Arriving to School on Time

Conversely we also notice that we have a large number of students who consistently arrive late to school. Below is a table that shows how much learning time students can miss if they are arriving late to school on a consistent basis.

This week in classrooms students will be learning about the importance of being organized for learning. A large aspect of that and an important life skill for when children grow older and join the workforce is being punctual.

<table>
<thead>
<tr>
<th>If your child misses...</th>
<th>That equals.....</th>
<th>Which is...</th>
<th>And over 13 years of schooling that’s.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes per day</td>
<td>50 minutes per week</td>
<td>Nearly 1.5 weeks per year</td>
<td>Nearly Half a year</td>
</tr>
<tr>
<td>20 minutes per day</td>
<td>1 hour 40 mins per week</td>
<td>Over 2.5 weeks per year</td>
<td>Nearly 1 year</td>
</tr>
<tr>
<td>Half an hour per day</td>
<td>Half a day per week</td>
<td>4 weeks per year</td>
<td>Nearly 1.5 years</td>
</tr>
<tr>
<td>1 hour per day</td>
<td>1 day per week</td>
<td>8 weeks per year</td>
<td>Over 2.5 years</td>
</tr>
</tbody>
</table>

Did you know your child’s best learning time is the beginning of the school day?

That’s when every minute counts the most!!

Reading

Each fortnight over the first term we have been providing some details about the reading strategies we focus on to allow parents to see why the strategy is important for students to know and be able to use and the types of questions students can ask themselves when using the particular strategy. This fortnight we will be synthesising and summarizing.

‘A reader who is expanding meaning by synthesising is bringing together information derived from the text with background knowledge to develop a whole that is greater than the parts. The understandings that arise from synthesizing are new.’ (Fountas & Pinnell, Guided Readers and Writers Grade 3-6 – 2001)

‘At its best, synthesising involves merging new information with existing knowledge to create an original idea, see a new perspective, or form a new line of thinking to achieve insight.’ (Harvey and Goudvis, Strategies That Work – 2000)

Synthesising is when students combine their own prior knowledge with new ideas or information to create new complete thoughts, ideas, opinions or perspectives. This is the highest and most complex form of comprehension.

Responses and interpretations to the text that show synthesis can be oral, written, dramatic or artistic.
Synthesising can often result in a product. For example, after studying gardening by reading books, watching an online video, and interviewing a gardener, students could plan and create a school garden.

**How does synthesising support Reading Comprehension?**

Synthesising supports reading comprehension because it requires students to combine their prior knowledge with new knowledge and put it into their own words. This creates ownership of the thinking. This can be a powerful experience that makes it more likely the student will remember the information and transfer it to new situations, which help to further reinforce their new thinking.

Language we use when synthesising:
- Has my thinking changed after reading this text?
- How can I use what I have read to create my own ideas?
- Reading this text has made me think. My new understanding is that ________.
- How else could I use this information ________?
- Can the connections I made reading this text help me to create a generalisation about information in this text?
- Can the connections I made reading this text help me to gain a new perspective on ________?

Other useful questions to ask when synthesising are:
- What would happen if ________?
- Can you see a possible solution to ________?
- How would you deal with ________?

Challenges to support synthesising:
- Design a machine that would ________.
- Build a scale model ________.
- Create a new product ________.
- Suggest new and unusual uses for ________.

**Summarising** is a shortened version of the original text which includes all of the main ideas and important details and is structurally similar to the original text.

‘*research suggests instruction and practice in summarising not only improves students ability to summarise text, but also their overall comprehension of text context…*’ (Duke & Pearson, 2002)

It is one of the most difficult comprehension strategies for students to master.

When we ask students to summarise, we often find that they copy big chunks of text, include unimportant details, or write too much or too little. In order to effectively summarise students need to be able to:
- identify the main idea/s
- use key information – words, facts and phrases
- take notes
- retell a shortened version of the text in their own words.

Summarising is closely related to retelling.

**How does Summarising support Reading Comprehension?**

In order to summarise students must attend closely to the text and be able to include information that gives the essence of the text. Summarising also plays a part in the ability to synthesise – if the
students are able to articulate the main points and ideas of a text, they are more ready to synthesise.

Language we use when Summarising:
- The most important thing to know about ________ is ________.
- The main point the author is trying to make is ________.
- In my own words, the story/article is about ________.
- The most important idea in this article/story is ________.
- Another name for this story or article could be ________.
- The main idea of this text is ________.
- The article/story is mostly about ________.
- The whole point of this story/article is ________.
- If I had to explain this to someone else, I would say ________.
- So far I have learned ________.

Other useful questions to ask when summarizing are

**Athletics Day**
Our school Athletics Day will be on Tuesday 14 June. The day will commence at 8:30 and will involve students competing in various events both at school and on the bottom oval along Kurrawa Drive.

A program for the day will be sent out closer to the event. The P&C will also be running a BBQ on the day, so please come along and enjoy the fun and support our students.

**State of Origin Free Dress Day**
To help everyone get in the mood for a New South Wales victory on Wednesday night we will be having a State of Origin Free Dress Day. For a small donation students can come along dressed in their favourite State of Origin themed outfit. The cost will be $2 for NSW fans and $10 for Queensland fans!

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*Mr Micheal Grogan*
Principal
FISHING DAY

The Rainbow Beach State School Annual Fishing Day has come around again. This term will see our fishing day on Tuesday 21st June (week 11). This day is held each year to co-inside with the Rainbow Beach Fishing Classic, which was held during school term (now in the school holidays). It's a day that celebrates where we live and the community that surrounds our school. Fishing is such a large part of the Rainbow Beach community and we hold a day to encourage all students from the school to embrace their community and to ‘have-a-go’ in a sport that is easily accessible and relatively inexpensive.

We will again hold the event down at Inskip Point and be asking parents to support the day by assisting in transporting students to and from school. Permission notes and further details will be sent out in week 9.
Start dusting the cobwebs from those rods and reels, detangling lines and getting them ready to ‘catch the big one’!

**YEAR 1/2 CLASS NEWS**

**Mathematics.**
As part of the content strand ‘Measurement and Geometry’ the Year One, Two students have been learning how to measure length.

**What are some of the aims of these experiences?**

**Children are encouraged to**

1. Make direct comparison of lengths.  
   Firstly, the students were introduced to the different attributes of length including width and height.  
   By carefully lining up objects against the same baseline, the students could directly compare the objects to determine which were longer, wider or taller.  
   Students then used the language of length to describe the objects, for example, wide, narrow, long, short, tall, short, high, low, thick, thin.

2. Use indirect comparisons of length  
   When using indirect measurement, students represent the length of objects with a ‘go between’, such as a piece of string which they then use to compare lengths.

*Year One students directly compared attributes of length and used the language of length to describe objects.*
Using a ‘go between’ is useful when not directly aligning objects against each other, for example, using a piece of string to measure the length of a book case to see if it will fit in a corner of the classroom.

April, Sunny, Tabitha and Ashton carefully measure the height of Connor with a piece of string which they will use to indirectly measure length.

This group of Year Two students worked out who is the tallest and shortest without standing next to each other.

First, each member of the group was measured with a piece of string. Then, students carefully aligned one end of each length of string so they started at the same point. Students then compared the lengths of the string to determine the taller and shorter students in the group.

3. Measure length using informal units
The previous examples of direct and indirect measurement compared the length of objects to see which was longer or which was the longest. Sometimes we want to measure objects to find out how long different objects are.

Students find out how long different objects are by measuring the length of objects using uniform informal units, such as, matchsticks.

Lylah, Manaia, Amalia and Oakley wanted to find out how long this piece of string was. They placed the matchsticks end to end, without gaps between the matchsticks or overlaps; from one end of the string all the way to the other end.

To find out how long the string is they counted how many matchsticks were lined up alongside the string.

All sorts of items can be used as a unit for measuring length, for example, paperclips, straws, toothpicks, blocks or cubes. The important thing is to use the same unit for the entire length of the object being measured.

The above activities are a great way to develop the skills that students need before they are introduced to more formal units of measure such as meters and centimeters.

As the children do these kinds of tasks, their mathematical and problem solving skills continue to get better and better!

Mrs. Young and Mrs. Lawler
**FUNLANTIS CLASS NEWS**

Students in Funlantis are designing a 12 by 10 metre part of our school garden. We are designing 2d model then showing it to our teacher before completing a 3d model. Chappie Ronnie and her crew are deciding multiple winners whose features and designs are to be selected for use in the real garden. We are designing gardens that suit a range of purposes, gardens for relaxing, gardens that are fun, ones that may attract animals and more. In our designs we will be including features such as tool sheds, bird baths, bird homes, lizard homes, chicken pens, ponds, butterfly gardens, cubby houses. Areas have been designed to prepare food, play marbles and much more. Watch this space for updates on our progress.

*By Jasmin and Jacob on behalf of Funlantis*

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**Mr Mileson**

**YEAR 5/6 CLASS NEWS**

We have had a busy two weeks finishing off lots of assessment pieces, ready for the reporting period. I must congratulate all students on their hard work during this time. We have had some fun along the way – creating short stop-motion films for English and producing some excellent clay models for Art. Our Art project was to create a model of an animal that represented us. This was a three stage process of designing our model in pencil, creating our creature from clay and writing a short description of how the animal represented US! Some pictures and descriptions are below. Feel free to pop in before school to have a look at the artworks and computer stop-motion films – we’d love to show off our work!

Zaraya: ‘I chose a chameleon because sometimes I like to join in with the crowd (blend in), but most times I like to explore while in the crowd, like I’m blended in with the bush.’
Ruby: ‘I chose a Blue Falcon because it is colourful and vibrant like me. It also has a part of my name in it!’

Emma: ‘I chose a mouse because I’m quiet, mysterious and love to look for mysterious things’.

Ms McColl and Mr Grogan

**P & C NEWS**

**Brekky club and running club Term 2!**

Don’t forget to come along and join us every Thursday at 7:00am for Running Club and 7:45am for breakfast. All welcome.

Reminders: Kids please bring their gold coin donation.

Parents and friends - please donate milk/cereal/fruit/eggs/cheese etc for the breakfasts and your ideas - very welcome!

Please don’t forget to come along and support the P & C at the SUPER MEGA AWESOME CUPCAKE DECORATING TENT at the Pig Day Out this Saturday 4th June 9:00 – 4:00. Please consider volunteering a few hours of your time on the day or maybe you might be able to do some baking?

Please add your name to the list at the school.

Thankyou.

**P & C Committee**
**Kitchen Garden Open Morning**

I would like to thank everyone involved in the kitchen garden open morning held on Friday 20 May as part of the Gympie region's Eat Local Month. The garden looked amazing and all of the students who volunteered as tour guides of the garden did a fantastic job, showing great enthusiasm and knowledge of what we are growing in the garden. Approximately 35 parents and members of the general public toured the garden which included a delicious morning tea featuring scones cooked by Mrs Young’s class and rosella jam made by Deb our wonderful garden volunteer.

**Coffee Club starting again on Friday 10 June**

Now that the temperatures are cooling off, hot drinks will again be available at the school parade from Friday 10 June at $2 each. So make sure that you arrive a little early on Fridays to get your order in good time from the school tuckshop.

**Connecting with the Power of Purpose**

Suppose someone asked you: “Why are you here? What is the purpose of your existence?” Would you be able to answer that in a meaningful way? Aligned to that question is: “What do you value? What has meaning for you?” In my psychotherapy work, the question of MPV – meaning, purpose, values – often comes up. Some people claim to be “drifting”: just being carried along in life without any clear sense of why they are here, or what values are most meaningful for them. Are they happy? Of course not. Do they need to stay stuck at that place of ill-defined purpose? Absolutely not.

The importance of purpose

Many writers have tackled the age-old question of purpose, as in higher purpose. We can define it as that motivation for living which gives life meaning. You may have heard the saying that, on our death bed, most of us will not wish we had spent more time at the office. This is not to say that work itself is not meaningful (my work is supremely meaningful to me!); but that we would not value more time spent working, because the extra time may not be meaningful in the context of our overall purpose and values. You’ve probably guessed that MPV goes together: that is, it is difficult to connect with our purpose without knowing what is meaningful to us. It is difficult to find what has meaning if we have not identified the values we cherish.

The consequences of clarifying MPV

We realise several major advantages when we get this stuff sorted out. First, it is much easier to be happy; we know where we fit into the scheme of things, for example we can say: “My life is about this; it isn’t about that.” It makes goal-setting possible, because how do you set objectives for yourself when you aren’t clear on what you are “meant” to be doing and where you are going? And it makes decision-making much less tricky, for example: “I value health over momentary sense-pleasure, so I (usually) choose a breakfast of fruit and egg over chocolate croissant.” “I value relationship over blind productivity, so I am available to support friends and family members even if it isn’t always convenient.”

Why don’t people identify their MPV?

Roberto Assagioli, the founder of Psychosynthesis psychology, posed the question of why some people seem to be going blindly along the road of life. He observed that, at least in some cases, people are afraid to identify their higher motivations for valuing something because they fear that they also have “lower” motivations for that same thing. He gives the example of someone being afraid to connect with their value of creativity – something that might be highly meaningful for the person – because of fear of not being able to live up to the ideal of using it for “pure” purposes, but rather the “lower” motivation of making money. Assagioli is reassuring, noting that – for most people – many types of motivations co-exist (we are all human!) and that, in fact, they are not
always in conflict with one another. He gives the example of Dostoevsky, who wanted to finance his gambling habit and thus produced more literary works than he otherwise would have.

Other people may simply not know how to engage the process of finding purpose.

A short purpose-finding process
So, how do we identify our higher purpose? The short answer is: your purpose is always something you love. I like Steve Pavlina’s blog on how to find your purpose in 20 minutes.

He suggests a three-step process:

1. Get pen and paper or a blank document on your computer.
2. Write at the top, “What is my true purpose in life?”
3. Write an answer (any answer) that pops into your head. Either sentences or short phrases are fine.

Repeat step 3 until you write the answer that makes you cry (it could take 100 or even 500 answers). This is your purpose. Pavlina’s process might seem weird, or even silly, but I think he’s on to something, because when we are disconnected from our purpose, it is like wandering in the desert. That “aha!” moment of recognition – discovering the answer that makes us cry – is poignant. Our purpose is beautifully bewitching: that raison d’etre too precious to be spoken, or sometimes, even imagined. It is that most joyful of moments when we see the oasis shimmering on the horizon, and realise that we need not travel anymore.

You can work it backwards or forwards
I said that meaning, purpose, and values are connected. While Pavlina suggests starting from purpose, Assagioli notes that we can go in the other direction: that is, starting with what has meaning and what we value. With our main values identified, it may be easier for some to say, “Because I value these things, my purpose is ___.” You can find Pavlina’s list of 418 values here. Note that the surge of emotion, that profound joy at discovery, may be a clue regardless of the method you use.

Let me close with a sample life purpose statement: Pavlina’s. His purpose is: “To care deeply, connect playfully, love intensely, and share generously: to joyfully explore, learn, grow, and prosper; and to creatively, brilliantly and honourably serve the highest good of all.”

Now, that’s a purpose! Enjoy crafting yours.

Written by Dr Meg Carbonatto B.S. M.A. Ph.D.

Chappy Ronnie
GYMPIE STATE HIGH SCHOOL
CORDIALLY INVITES YOU TO THE

2016
Junior Secondary Showcase Evening

When: Tuesday 7th June from 5pm – 7pm
Where: Year 7 Precinct
Find out why Gympie High School is the school of choice for Junior Secondary
Tours of the school lead by Junior Secondary Leaders at 5:15pm and 5:30pm
Information sessions from 6pm onwards

James Nash Academy of Creative Arts presents

TROY

Thursday 2nd June 6pm
Friday 3rd June 6pm
Saturday 4th June 6pm

Students $10.00
Adults $15.00

All performances held in the Performing Arts Building