From the Leadership Team

Dear Parents and Carers

Fun Friday
Classroom Blitz winning class: 5J

Wear your favourite sporting team uniform

When: Friday 5 September

Please follow the Loganholme State School Dress Code Policy which includes sun safe clothing with sleeves, closed in sneakers and hats.

NAPLAN 2014

Outstanding results were shown in our 2014 NAPLAN data in the areas of reading and numeracy, with spelling and numeracy showing the greatest percentage of students achieving in the upper two bands. This is a cause for celebration for parents, students and teachers in the knowledge that the strategic changes in curriculum since 2011 have yielded such a positive result.

Loganholme SS will actively continue this relentless commitment to increasing the number of our students performing at or above the National Minimum Standard (NMS). Our results over time evidence our improvement.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Percentage at or above National Minimum Standards (NMS)</th>
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<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>2011</td>
<td>85.5 %</td>
</tr>
<tr>
<td>2012</td>
<td>91.8 %</td>
</tr>
<tr>
<td>2013</td>
<td>95.5 %</td>
</tr>
<tr>
<td>2014</td>
<td>98.7 %</td>
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We have no doubt, that if we continue to be proactive in our approach to literacy and numeracy, offering materials for parents to support their children at home, intervention and extension where required and our more recent introduction of parent workshops, then we should continue to improve our student results.

Last week, all parents/carers of students in Year 3, 5 & 7 should have received a report outlining their child’s participation and performance in this year’s NAPLAN test.
From the Leadership Team

NAPLAN assesses aspects of literacy and numeracy and is aimed to provide information on individual student performance in the application of their knowledge and skills.

Please contact the office if you have not yet received your child’s report.

Parent Teacher Meetings

Parent teacher meetings will be offered to families over the next two weeks. If you wish to meet with your child’s teacher/s, please organise an interview time that is suitable with you. This is a time for you to discuss your child’s progress and ways the school and home can work together in partnership to improve the outcomes of their learning.

Year 6/7 Camp

We are sure there were many reluctant Year 6/7 students (AND teachers) getting out of bed on Monday morning ready to face the reality that camp had ended and it was back to school. When given the option of books, work, school bells and sandwiches versus the thrilling challenge of stand-up paddle boarding, surfing, canoeing, building a catapult, swimming in the cool water, dropping from 20 metres in the air held by a harness and being served three gourmet meals each day we are confident in predicting which option students would choose. This year’s camp was all that it promised to be and was absolutely thrilling and challenging for everyone! Full of so many different experiences and challenges for our students, it was no wonder everyone was so exhausted by the end of the week. What contributed the most to the camp’s HUGE success was the behaviour and perseverance of the children as they approached each new activity with a positive attitude and gusto! No-one complained and nobody wanted to sit out. Each student was a credit to both their parents and the school.

Thank you to those parents who have gone out of their way to tell us what a great time their child had on camp.

Year 5 Camp

Next term we will be offering this same beach camp to our Year 5 students so that they too get to experience a camp in both their final years of primary school. A special note will be going home tomorrow to all of our Year 5 families to inform them of a parent information evening regarding the camp as well as some other important camp information.

Emergency Evacuation Practice

This week, students have been involved in a practice drill in response to an emergency situation. Please reiterate the importance of emergency situations with your child. These drills are mandatory for all schools as a part of the workplace health and safety compliance procedures. If you have any questions or queries regarding these, please do not hesitate to contact the school.

Father’s Day Stall

A big thank you to our wonderful P&C and the many supportive parents who volunteered their time to either assist with making some of the items for the stall, helped collect or put together the raffle prizes, setting up tickets for selling, or volunteered time to help run the stall. Without your support we would not be able to provide our students with such wonderful presents for Father’s Day this Sunday.

Literacy Support at Home

What is Oral Reading Fluency?
Reading fluency is the ability to read quickly and easily. It means that a child can recognize and decode words accurately and automatically and understand the words as they are being read. Children who do not read fluently (choppy readers) have to work hard on the mechanics of reading that there’s no mental energy left to think about the meaning (comprehension) of what they are reading.

How do I know if my child is reading fluently?
A simple way to know if your child is reading fluently is to listen to him/her read grade level text aloud. Have your child read a paragraph from his/her history, science or reading book. As your child reads consider the following:

- How many words does he/she struggle with?
- How easily is he/she solving an unknown word?
- Is he/she reading with expression? (for example, pausing at commas, full stops, etc.)
- Can he/she retell the story or summarize what the paragraph/story was about?
Tips for helping your child to read fluently?
To help your child develop reading fluency:

- Model fluent reading. Provide opportunities when your child can hear you read aloud. Be sure to read with expression pausing appropriately at punctuation marks and changing voice for characters.
- Work with your child to ensure they have acquired their sight words. It is estimated that the first 100 sight words account for approximately 50% of what we read. Words such as “the”, “and” and “he” are considered high frequency sight words. These words can be practiced on flashcards. As you and your child read, point out the sight words in the story. Some children are able to identify the words on flashcards; however, this skill does not transfer to reading. Pointing them out as you read helps in transferring to reading the words in books.
- When having your child practice reading aloud, ensure your child is reading from books at his/her independent reading level. Use the 5-finger rule as a guide. This means that a child shouldn’t struggle with more than 5 words on a page. Typically reading the text 4 times is suggested when focusing on improving fluency skills.
- Paired reading is another strategy to improve oral reading fluency. Using this strategy, you and your child read the words aloud together. Be sure to read at your child’s speed reading every word. Make sure your child is looking at each word as one of you points to the words. If your child reads the word incorrectly, say the word and then have your child immediately repeat the word.
- Whether your child reads to you or you read to your child, be sure to talk about what was read. Asking open ended questions such as, “What did you think of…?”, How would you feel if …..? What do you think might happen if…?” is better than asking questions which require a simple one word answer.
- When possible, help your child make a real life connection to the story. For example, after reading a story share an experience that the story made you think of from your childhood. Encourage your child to share his/her thinking or experiences. Having such discussions with your child sends the message that the purpose of reading is to understand and think about the text rather than just read words.

Behaviour Management Support for Families

Children’s behaviour and respect for staff and rules contribute significantly to ensuring the good order of the school. Most importantly all of our students come to school feeling safe. The Responsible Behaviour Plan (RPB) for our school can be easily accessed on our school website www.loganholmess.eq.edu.au.

Another factor that contributes significantly is the cohesion and unity between school and home. Messages about good behaviour and support of school disciplinary consequences need to be reinforced at home if we are to have continued improvement. Parental involvement is a key factor in school discipline and at Loganholme we encourage parents to work with us on problems concerning a child’s behaviour. Studies have shown that schools with positive parental involvement have lower rates of disciplinary referral. When a parent or guardian establishes an open line of communication with the school and asks to be contacted at the first signs of a behaviour problem, it is possible to prevent more serious misbehaviour that can result in a removal from the regular classroom. Here are some tips on how to positively support the school with discipline and behaviour management.

- **Positive partnerships for success** - There are times when you may not agree with a teacher’s decision. Please take the time to talk to the teacher before expressing your emotions in front of your child. It is important that a child feels that both family and school are working together and supporting each other to encourage good behaviour choices.
- **Accuracy of information** –Take the time to gather all the information before becoming inflamed about ‘parts’ of the story. Sometimes children leave out crucial facts, when explaining situations and incidents to parents. Parents and teachers who stay on the same page and work together alleviate an opportunity for assumptions and misconceptions.
- **Model good behaviour** - Parents who attack a teacher based on their child’s view of the situation need to be very careful of what this behaviour is modelling to other children. Parents should also be aware that publicly attacking a teacher is not acceptable and teachers do have a right to take action against this.
- **Keep the school informed** – Changes at home can have a big impact on your child’s behaviour at school and in the classroom. Keeping the school informed about changes at home will help staff better understand your child’s behaviour and cater for your child’s needs.
- **Teaching children to be accountable** – It doesn’t help the child to learn to take responsibility for their actions if a parent continually tries to make excuses for their behaviour. Stand firm working in partnership with the school to teach the student a life lesson that could prevent them from making bigger mistakes in the future.
- **Encourage your child to tell someone** – Please remind your child that they need to tell someone if they are upset about something. It makes is impossible for us to help support a child if they don’t speak up.
From the Leadership Team

We do thank the increased number of parents who are making contact with us via email or phone to gather further information regarding an incident reported to them. These parents have been very quick to have their concerns put to rest just by taking the time to communicate with us. If any family member has concerns then please email the classroom teacher or the principal at scowl1@eq.edu.au. Alternatively you can phone our school office on 3801 9333.

Rules and Values

Value of Week - Cooperation

Cooperation is working together for the good of everyone. It is the willingness to respect others and to follow rules, which keep everyone safe and happy. Cooperation is:

- being helpful to one another, sharing the load
- joining others in order to do something that cannot be done
- the common effort of a group for their mutual benefit
- teamwork
- working together peacefully

You practise cooperation when you:

- work in a small group to accomplish a task
- allow each person in a group to have a say
- try to use everyone's ideas
- do your fair share of the work on a project
- pitch in at home doing chores
- play a team sport and work toward a goal
- work with your friends to help clean up
- participate on a student council committee

School Rule - We follow instructions

You practise this in the classroom by:

- listening to the teacher
- raising your hand to speak
- following safety instructions
- keeping your hands and feet to yourself

You practise this in the playground by:

- listening to the adult on duty
- staying in the correct areas
- walking on the concrete
- keeping your hands and feet to yourself
- following the rules of the game

WiFi Network Upgrade

The second instalment of wireless network connections began last Friday. Currently the I-Centre, the Year 3 block and the Years 2 and 5 block have wireless connections. Installation has begun in Mr Holmes' Year 5 classroom, the Year 1 block and the Prep Block. Shortly the Years 6/7 block and the Year 4 demountable will begin their installation. This will then mean that almost the entire school will be able to connect wirelessly to the school network using iPad devices and laptops. Students will still have access to wired desktop computers in their classrooms as well as the I-Centre.

What’s on around the school?

Kids Club

This term we are continuing with our Kids Club as a second break option. Each week 2 teachers run different activities for the lower and upper school. The students have had a ball playing games in the hall, making craft creations in the classrooms and playing team sports on the oval. Each week the teachers and activities change, providing the students with a range of opportunities to participate in fun and exciting activities.

Computer Lab & I-Centre

The computer lab is located in our I-Centre and contains 16 desktop computers as well as a large number of laptop computers. Students using the lab are able to access the wireless network permitting them to use their computers from anywhere in the I-Centre.
Games Room
Students can turn up to the Games Room and play games, develop their artistic skills with drawing activities and engage in educational activities. The games room is open to children of all ages and runs art various lunch breaks throughout the week.

FlashMob
Flash Mob is run by the talented Miss Ottrey and Miss Moss and is a free dance program for students across the whole school. Participation in FlashMob requires parental permission so please contact the office for further details. Students perform their dances at the end of each term and always do an outstanding job!

Busy Bees
Busy Bees is a program designed to offer Prep and Year 1 student’s intervention and extension work before school. The aim is to provide students with extra learning opportunities to practice skills and concepts that have already been taught in class. The students are having a ball participating in highly engaging and educational activities most mornings.

Literacy Pals
Literacy Pals is another intervention and extension program for Prep and Year 1 students. Teachers run specifically designed activities to support the early literacy development of their students. Students work in small groups focussing on targeted learning outcomes with the support of the classroom teachers and the Year 7 students.

Apps of the Week

<table>
<thead>
<tr>
<th>App Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Pre-K Learning Games for Kids with Skills on the Farm (FREE usually $3.79)</td>
<td>Explore the farm with animals and the farmer through 100 learning games. This app assists young children learn counting and number recognition, addition and subtraction to five, classifying and naming shapes and colours.</td>
</tr>
<tr>
<td>Sushi Monster (FREE)</td>
<td>This app from Scholastic helps children, aged nine to eleven, practice, reinforce and extend math fact fluency. Children will strengthen reasoning strategies for whole number addition and multiplication by helping monsters make a target sum or product. There are four rounds in each of the twelve levels and fourteen target numbers per level. Each round can be replayed with randomly generated numbers.</td>
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</tbody>
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Student of the Week

<table>
<thead>
<tr>
<th>Prep F</th>
<th>Reily F</th>
<th>Year 3P</th>
<th>Nash B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep S</td>
<td>Cooper R</td>
<td>Year 3R</td>
<td>Coaen M</td>
</tr>
<tr>
<td>Prep W</td>
<td>Madeleine U</td>
<td>Year 3W</td>
<td>-</td>
</tr>
<tr>
<td>Prep / Year 1</td>
<td>Summer-Blu T</td>
<td>Year 4C</td>
<td>Jade B</td>
</tr>
<tr>
<td>Year 1B</td>
<td>Charlize D</td>
<td>Year 4M</td>
<td>Jazzmin P</td>
</tr>
<tr>
<td>Year 1G</td>
<td>Taneen P</td>
<td>Year 5D</td>
<td>Jasleen B</td>
</tr>
<tr>
<td>Year 1W</td>
<td>Oscar L</td>
<td>Year 5H</td>
<td>Kaitlin D</td>
</tr>
<tr>
<td>Year 2G</td>
<td>Lillie G</td>
<td>Year 5J</td>
<td>Kieran K</td>
</tr>
<tr>
<td>Year 2H</td>
<td>Gabrielle G</td>
<td>Year 6 / 7G</td>
<td>-</td>
</tr>
<tr>
<td>Year 2T</td>
<td>Declan R</td>
<td>Year 6 / 7K</td>
<td>-</td>
</tr>
<tr>
<td>Year 2/3A</td>
<td>Tiah B</td>
<td>Year 6 / 7O</td>
<td>-</td>
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From the Leadership Team

We hope all families have a wonderful weekend and make the most of the very special day on Sunday – Father’s Day.

*Kind regards*

*The Leadership Team*