**DATE CLAIMERS**

**APRIL 2014**
- 04 Inter-House Swimming Carnival Yrs 4-7, Wavell SHS.
- 04 Tuckshop – Closed.
- 23 School Anzac Day Observance 8.30am P-2 9am 3-7.
- 03 School Grounds Safety Inspection.
- (P&C Association Rep please contact School Admin)
- 30 Qld Youth Music Awards Yrs 5-7.

**MAY 2014**
- 02 Qld Youth Music Awards Yrs 5-7.
- 05 National Heart Week.
- 06 North District Gala Day No. 1 Yrs 5-7.
- 07 Tartan Network 8.30am School Hall.
- 09 P&C Association Mothers’ Day Stall.
- 12 OSH Sub-Committee Meeting.
- 13 NAPLAN – Language Conventions & Writing.
- 13 School Council Meeting 7pm Staffroom.
- 14 NAPLAN – Reading.
- 15 NAPLAN – Numeracy.
- 16 NAPLAN – Catch Up. #
- 19 Education Week.
- 19 North District Gala Day No. 2 Yrs 5-7. #
- 19 Fanfare Yrs 4-7.
- 20 School Lock-down Drill.
- 23 Regional Cross Country – St Pauls.
- 23 School Evacuation Drill.
- 26 Tartan Uniform or Red Polo Shirt Uniform
- 26 P&C Association General Meeting 7pm K Block.
- 28 Albay Creek SHS Open Day – Yr 6 4pm-6pm.
- 29 Albay Creek SHS Open Day – Yr 7 4pm-6pm.
- 30 North District Gala Day No. 3 Yrs 5-7.

# Should Years 3, 5, 7 catch up student NAPLAN Testing be required due to student absence during 14-16 May, this may affect school ability to participate in North District Gala Day No 2.

**SCHOOL UNIFORM DAYS**

**Daily**
- Tartan Uniform or Red Polo Shirt Uniform
- At school.

**Tartan Day**
- Tartan Uniform only
- Specified day or excursion.

**Friday**
- House Shirt Uniform
- (Preferred) At school.

**Weekly**
- Red Polo Shirt Uniform
- (Required) Interschool Team.

**Other**
- As formally advised
- Specified day or excursion.

- Black leather or jogger shoes are school uniform wear.
- Bottle green socks are worn with the Tartan Uniform and Preparatory Year variation.
- White (red/bottle green bands) socks are worn with the Sports (polo shirt) Uniform specific purpose variation.
- Bottle green jacket or jumper is to be worn. Tracksuit available.
- Please mark all items with the child’s name.

**TARTAN TUCKERBOX ROSTER**

Cannot help on your rostered day? **PLEASE** call Anelle on 3872 5304

**APRIL 2014**
- 22 Michelle B, HELPERS NEEDED
- 23 Stacey D, Kim S
- 24 Ashleigh S, Belinda I, Danel S
- 29 Tracey H, HELPERS NEEDED
- 30 Judy M, Joy M, Tania W

**MAY 2014**
- Suzanne D, Gail A, Dianne B-S
- Michelle M, Enza M, Susan P
- Shirley E, Esther D
- Leah C, Michelle R, Andrea S
- Julie F, Christine B, Angela A
- Garry L, Carla K
- Shaleen Y, Joanne T
- Natalie Pugsley, Jessica R
- Julie F, Jodie C, Lee P
- Rachel C, Narelle C, Heather C
- Michelle B, HELPERS NEEDED
- Stacey D, Kim S
- Ashleigh S, Belinda I, Danel S
- Lara J, Carla T, Sheralee H
- Tracey H, HELPERS NEEDED
- Judy M, Joy M, Tania W
- Suzanne D, Gail A, Dianne B-S
- Michelle M, Enza M, Susan P
FAREWELL TO A GOOD TEACHER … MRS ISAAC

Many, many people continue in an attempt to define what it takes to be a ‘good teacher’. Interestingly, such a definition continues to elude the most learned. Everyone seems to have a personal view on what should be included within professional standards and descriptors that outline what a ‘good teacher’ must know, value and do. This is possibly due to everyone having attended school and they draw on personal experience and perspective. It is even more interesting that after a few years, these same personal opinions change due to our perspective on life changing as we progress through adulthood and possibly parenthood. It never ceases to amaze me how commentators under-estimate the complex demands imposed on teachers. It is one thing to theorise and say what should happen (all things going well, which rarely happens in daily reality) or perhaps draw on personal experience as a parent juggling the competing demands of family life … but try it with between 24 and 30 children, their parents and your employer all imposing additional, dynamic layers of time finite responsibilities! Put it into a rational context and teachers are expected to ‘move mountains’ … and regularly do so!

So many opinions and expectations yet, can we collectively imagine how even greater our student experience and student achievement standards would be, if every family stood behind their child’s class teacher in real practical partnership, focusing on the best possible learning outcomes for every enrolled child?

At McDowall State School, our teachers, our ‘good teachers’ make it all look so easy! This is a sign of professional excellence and expertise. It is professional artistry when the teacher demonstrates a perceived ease in teaching while establishing an emotional and influential connection.

Yet, let’s be honest, McDowall SS teachers are human, individual and have families of their own. They too, juggle the demands of modern life. They reach out to students to make the teaching and learning relationship personal. You feel that you matter! They see each child as a pupil, not just a student.

Teachers are paid by salary, not by the hour and don’t get paid overtime. They are ‘called’ into the profession. Their ‘goodwill’ is beyond value. They are driven by a passion to give of themselves and productively invest in children. In many ways, their class is seen as a second family. There are no guarantees that such a productive connection can always be made with every child, but the teacher repeatedly tries and tries again. There are so many factors to be considered and external influences, impacting on the teacher / student relationship.

When one of our ‘good teachers’ retire, we feel a sense of loss. This person reached out and connected with us in a meaningful way. They gave of themselves so that we all are better in some way due to their influence.

On Friday 4th April, 2014, Mrs Ros Isaac, after 26 years service as a permanent full-time primary teacher at McDowall State School (many other years at other schools), will retire. Although Mrs Isaac may complete some future temporary work within the school, this is the beginning of a new phase in her life during which she plans to see more of Australia.

On behalf of the staff, parents and students of our ‘Great State School’, I wish Mrs Isaac our hearty acknowledgement and gratitude for her legacy within our school and wish her every happiness within retirement.
**School Administration**

**PARENT VOLUNTEERS – RECESS ACTIVITIES**

First Recess – For Years 3 & 4. Second Recess – For Years 5 to 7. Monday through Friday.

During recess play time, teachers are endeavouring to involve students in organised play and general interest activities. This year, teachers are organising a range of activities including skipping, ball games, board games and dance within which students can choose to engage during recess time. One additional teacher has been rostered during recess to implement this strategy. We feel that so much more could be achieved if parent or grandparent volunteers were also engaged.

- Do you have a talent or passion that you would be able to share with a group of students? Perhaps you are involved in activities like yoga, Tai Chi, arts and crafts, origami, chess or dance. Would you be available to attend during a recess period and teach students this skill or activity? You would work collaboratively with one of our Activity Teachers. The time commitment would be either 10.30am-11.05am for Years 3-4 or 12.45pm-1.20pm for Years 5-7 on any school day. (15mins set up and then a 20min lesson.) We would be keen for the activity to extend over a number of weeks up to a maximum of five weeks in duration. If you have a hidden talent or skill that you are prepared to share with our students, please contact Mr David Pedwell DP on 07 3872 5333 or dpedw1@eq.edu.au.

- We are also planning to establish a room within the school so that students can elect to play board games. Should parents have any games that they would donate to the school because they are no longer being used, we would be very grateful. We are seeking games such as: Connect Four, Scrabble, Checkers, Guess Who, Trivial Pursuit, Yahtzee, UNO, etc. Please have your child bring items to 7D4 or School Administration.

**CONTACT:** Mr David Pedwell Deputy Principal.

**PRINCIPAL’S GALLERY**

Every day, in every classroom, McDowall State School teachers and students achieve high standards. Learning is about the journey travelled with the culmination resulting in excellent samples of student work. Each week, classes are provided the opportunity to showcase some of this work in the “Principal’s Gallery” located within the School Administration Foyer.

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>21st April</th>
<th>5th May</th>
<th>19th May</th>
<th>2nd June</th>
<th>16th June</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1J2</td>
<td>2J8</td>
<td>2Q1</td>
<td>3F3</td>
<td>PB1</td>
</tr>
<tr>
<td>Week Beginning</td>
<td>28th April</td>
<td>12th May</td>
<td>26th May</td>
<td>9th June</td>
<td>23rd June</td>
</tr>
<tr>
<td></td>
<td>4N1</td>
<td>2J8</td>
<td>6C2</td>
<td>1J6</td>
<td>PB2</td>
</tr>
</tbody>
</table>

We need your help! Not everyone values our school like we do!

It is not expected that anyone will be found loitering or wandering among our buildings during the school vacation. Gates will be locked. Police will challenge your presence. Contractors and OSH staff are instructed to take digital photographs and refer such people to the police. If you see or hear anything out of the expected at our school, please …….. **Phone 13 1788**.

Unless you have written authorization from the Principal, adults and children found within the school grounds are trespassing and can be charged by the police. Please keep clear of the Out-of-School Hours Care Programme, unless you are a parent dropping off or collecting your child. OSH access is only via Metro Street gate. The Principal expects that when charges are made by police, that cost recovery be pursued through the courts for rectification costs associated with any school damage and vandalism.

**CONTACT:** Ms Rebecca Fleming BSM.

**SCHOOL CAR PARKS – RODE ROAD**

Parents are **not permitted** to use the Staff Car Park from Rode Road. This area is used by school staff, visiting / itinerant staff and OSH staff. Signage is very clear. Should parent vehicle entry into this car park continue, the Principal is likely to secure this area. If collecting a student from School Administration after 3.15pm, a parent may briefly use the School Administration Car Park.

**CONTACT:** Ms Rebecca Fleming BSM.
SCHOOL METRO STREET CAR PARK

It is expected that software issues relating to the School Metro Street electronic boom gate will be resolved during the school vacation. From Tuesday 22nd April, 2014 both the Tartan Tuckerbox and Uniform Shop Managers will be provided with School Metro Street Car Park access codes for issue to regular, committed volunteers supporting the operation of both these P&C Association enterprises. Only nine car parking bays are available for use so although codes will be issued to volunteers, the electronic boom gate will only allow nine cars access at any one time, whether or not, a code is used. The code will change monthly. All McDowall State School students and their families benefit from the successful operation of both the Tartan Tuckerbox and Uniform Shop. This strategy values and acknowledges our regular, committed volunteers without whom these enterprises would struggle to operate.

CONTACT: Ms Rebecca Fleming BSM.

Year 3 at Bunyaville Environmental Centre

Library News

BOOK CLUB

Book Club orders have been issued this week. Thank you for your support for Book Club. A special thank you is afforded to the team of volunteer Mums who process the orders. With the credit points we gain from sales, Book Club is a great way to build the School Library collection.

BORROWING

This week students continue to borrow from the School Library as they normally would do. Borrowed books are due back to the School Library in the first week of Term 2.

We have started our Parent Collection in the School Library. Parents can borrow books under their child's name. Books are borrowed on a two week loan. Please let us know if you require a time extension.

CONTACT: Mrs Jan Saunders, Teacher Librarian
Music

REGIONAL HONOURS CHORAL MUSIC CAMP A HUGE HIT

Recently, ten of our very talented Honours Choir members attended the Regional Honours Choral Camp held at Bardon and the Old Queensland Museum at Bowen Hills. I had the pleasure of attending the last day of the camp and was thoroughly impressed with the high standard of choral music achieved by our students.

Three days of intensive choral singing, culminated in a wonderful concert held at the Old Museum Concert Hall. The 150 very talented singers from across the region sang in a massed choir and then broke into three smaller choirs for the performance. Our students sang a variety of songs, all in two and three parts – an amazing achievement given they only had three days to prepare.

A huge thank you to the very talented choir directors, Jenny Moon, Julie Christiansen and Justine Favell, accompanists, Brendan Murtagh and Tracey Young and the team at the Metropolitan Region Music Centre for organising such a wonderful event.

Congratulations to McDowall State School’s very talented singers who attended the camp. You represented your school with pride. Well done!

CONTACT: Ms Vanessa Crowhurst, Head of Curriculum

Sport

INTER-HOUSE SWIMMING for YEARS 4-7

Years 4-7 will participate in their Inter-House Swimming Carnival on Friday, 4th April 2014. Non-participating students will be provided an educational programme of work at school, being supervised by another teacher. Students exhibiting behaviour that warranted assigning a Student Responsibilities Level 2+ will remain at school. All participating students will be transported to the Wavell State High School pool (closest gate) by a-seat-belt fitted bus.

The emphasis for this carnival is on full participation and enjoyment. A point is earned by each swimming participant for their Sporting House. Races are not timed and there are no finals. Better swimmers usually participate in the first race for each event.

Students wear their House Uniform to and from the pool. All students are to wear their own swimming cap, rashie or t-shirt – or cannot swim. The rashie or t-shirt may be removed for the race only. Students should bring their swimming togs, rashie / t-shirt, towel, goggles, sunscreen, hat and a bag in which to store all their belongings. Girls are to wear a one-piece bathing suit. All belongings are to be clearly marked with the child’s name. Students may bring a book to read when not swimming. Please pack a substantial morning tea, lunch and drinks (recommend two water bottles). Please do not bring money or valuables to the pool. Coloured streamers and zinc cream are not permitted. Students who are ill, have an open wound or are injured are not to swim.

All students are to remain in the Grand Stand House Areas during the carnival unless provided supervised tasks or called to an event.

Should a parent and child seek to depart the school programme prior to 3pm, they must (a) Inform the class teacher; and (b) Complete the Early Departure Register. Reference is made against the Early Departure Register in accounting for all students before a bus can return to school.

CONTACT: Mr Paul Henderson, Physical Education Teacher.
Defence Family News

Happy holidays to all of our families! Should you be heading interstate to catch up with family, please stay safe on the roads. I hope that you all will get some much needed family time over the Easter break, and be back in time for ANZAC Day.

Defence Family Helpline
Need advice, support or connection with your local community? Call the Defence Family Helpline on: 1800 624 608. The Defence Family Helpline operates 24-7 and is the best way to access support services or gain referral to your local Defence Community Organisation office.

Please do not hesitate to contact me throughout the year, at cjone404@eq.edu.au or via School Administration. I look forward to catching up with our parents at our next gathering in April.

CONTACT: Mrs Christine Jones – Defence School Transition Aide.

Preparatory Year Easter Hat Parade
ACTIVE SCHOOL TRAVEL

Active School Travel National Ride Your Bike to School Day Prize Winners:

**Boys’ Winner**  Adam R – 4E1
**Girls’ Winner**  Amalie S – PG4

**Boys’ Runner Up**  Levi A – 4E4
**Girls’ Runner Up**  Zara H – 4N1

**Year Level Prize Winners** –

Hannah C – PB2  Thomas G – 1J5  Emerson J – 2O1  Jordie M – 3F1
Oliver B – 4E3  Chelsea K – 5D1  Cooper B – 6C1  Jasmine P – 7D4

CONTACT: Mrs Kathy Wright, Vice President

SCHOOL BANKING

Thanks to the Everton Park Branch of the Commonwealth Bank, we have a wonderful Easter basket jammed packed with loads of Easter goodies!

Look out Year 6 & 7’s for a Seniors Only competition coming up in Term 2. Students who are currently not school bankers, best sign up asap so that you can join in. School Banking Application Forms are available from School Administration or online at the Commonwealth Bank - Youthsaver Accounts.

CONTACT: Mrs Kathy Wright - Student Banking Co-ordinator

Tartan Tuckerbox News

PLEASE NOTE: Tuckerbox will be closed on Friday 4th April, 2014.

The Tartan Tuckerbox will reopen on Tuesday 22nd April, 2014.

CONTACT: Mrs Anelle Moller, Tuckshop Manager

Our Focus On Reading

Approximately 20% to 30% of school-aged children experience difficulty learning to read. Almost as many girls as boys experience difficulties but boys are noticed more readily due to their active and more boisterous behaviour when becoming frustrated. These estimates are considered to be conservative.

During the early years of schooling, reading difficulties can become quite embarrassing for children. Humiliation leads to a predictable decrease in motivation and self-esteem. Children can feel frustrated and ashamed of their difficulties as they increasingly become aware that many of their peers can read quite effortlessly. Such continuing attitudes may adversely affect future studies as children progress through formal education.

Skills Required To Learn To Read

Skilled reading requires the integration of several skills and abilities. One cannot learn to read an alphabetic language like English, unless you understand that the words that you hear contain smaller sounds called ‘phonemes’. Phonemes cannot actually be “heard” by the ear because when we speak the sounds in each syllable and word, they are folded into one sound to permit rapid communication. Thus, when speaking a word such as /cat/, the ear hears one sound, not three as in /c/, /a/, /t/. Many beginning readers need to be taught ‘phoneme awareness’ if it does not come naturally to them.
Understanding that spoken words are composed of phonemes is critical because in beginning reading, new words are decoded by linking the phonemes to the letter symbols. Once children learn how to apply sounds to letter symbols, they must practise the process to ensure that their reading becomes rapid and fluent. Reading requires phoneme awareness + phonics + reading fluency + comprehension skills. Each of these skills are necessary and not one is sufficient in its own right. All these skills must be integrated and applied in text through consistent and frequent practice. Learning to read is not a natural process. It requires systematic, regular and well informed instruction.

Common Signs of Reading Problems

Most reading problems can be observed when a child attempts to read out loud. The adult will notice a laboured approach to decoding or “sounding out” of unknown or unfamiliar words. Reading is likely to be hesitant and characterised by frequent starts and stops. If asked about the meaning of what was just read, the child will have little to say in response. This is not because the child isn’t smart enough; in fact many people with reading difficulties are quite bright. Poor comprehension occurs because the child takes too long to read the words, leaving little ability and effort to remember and understand what was just read.

Why Some Children Have Difficulty Learning To Read

Children most at risk for reading difficulties are those who enter school with limited exposure to oral language interactions and little prior understanding of concepts related to the sounds of our language, letter knowledge, print awareness and general verbal skills. Children raised in poverty, with limited proficiency in English, with speech and hearing impairments, or from homes where little reading takes place are especially at risk for reading failure. However, there are a substantial number of children who have had significant exposure to language, literacy interactions and opportunities to learn to read who have difficulties acquiring reading skills. The causes may be environmental or genetic in nature, the reading problems may occur due to deficits in phoneme awareness, phonics development, reading fluency, reading comprehension or, frequently, combinations of these. The child may simply rarely read!

Preventing Reading Problems

Most children can learn to read if difficulties are detected in kindergarten, Preparatory and Year 1; with appropriate early interventions applied. Prevention and early intervention programmes that teach phoneme awareness, phonics skills and develop reading contexts where children have an opportunity to practise skills are far more beneficial than approaches that are less structured and direct. Intervention and help is best provided before nine years of age, as after this time, child intervention is often less successful.

How Parents Can Ensure Their Children Develop a Strong Reading Foundation

The most important thing that parents can do is talk and read to their children. During the toddler and pre-school years, it is critical to provide children with many different language and reading experiences that are playful and fun, to include nursery rhymes and rhyming games to expose youngsters to the sounds of our language and to provide lap-time reading and bed-time reading experiences. It is critical that young children observe their parents reading and learn why reading is so important in our lives. Make all of the language and literacy interactions in the home positive and enjoyable.

This article is based on a presentation made by: Dr. Reid Lyon to the Schwab Foundation for Learning. Copy is made available for reprint or copy but not for sale or commercial purposes. Dr. Lyon is a research psychologist, Chief of the Child Development and Behaviour Branch at National Institute of Child Health and Human Development. He serves as the Director of Research Programmes in Reading Development, Disorders, Learning Disabilities, Language Development and Disorders and Cognitive Neuroscience. 1999.

YOU CAN MAKE A REAL AND LASTING DIFFERENCE IN THE LIVES OF CHILDREN

B. T. Fogarty  Principal.
WANT TO JOIN THE “READING FLYING GANG”?
Please complete the information below and deliver this form to School Administration. It is that easy!

YOUR NAME: CONTACT PHONE NO:

ARE YOU AN ENROLLED CHILD’S PARENT? Yes / No GRANDPARENT? Yes / No

ENROLLED CHILD’S NAME:

ENROLLED CHILD’S CLASS: CONTACT EMAIL:

Number of Sessions you are able to attend each week: One or Two? (Please Circle One)

Preferred Week Day/s:

Preferred Session/s: Morning or Middle, Afternoon Session or Any Session? (Please Circle One)

Thank you for completing this form. Please understand that involvement within this programme is at Principal’s discretion. We may not be able to accommodate all preferences. We look forward to meeting you!