

Week Beginning

12/10/15



Numinbah Valley State
School

Numinbah Valley State School NEWSLETTER

PRINCIPAL'S REPORT

Hello Folks

Welcome to term four and the beginning of a busy period for the school and the community. For the school we have swimming lessons commencing Friday next week for six weeks while the whole school and staff have already started preparing for our well patronised Christmas concert. In addition the year 5 and 6 students will be travelling to Parliament House during week 4 accompanied by Mrs Ash and students from Springbrook as guests of Ros Bates the local member for Mudgeeraba. This is a wonderful opportunity for our students to gain several insights into how the Queensland Parliament and aspects of our democratic system work. **Please be advised that Monday 19th is a pupil free day and students will not be required to attend school that day.**

Our school finished last term with the annual camp to Bornhoffen where we combined with Springbrook State School for the three days to experience and share both the beauty of the environment and a variety of new experiences. Our students conducted themselves in an exemplary manner and while rain impacted on some of the activities they maintained their big smiles throughout. Acknowledging that, I'm sure they were very pleased to get back into their own beds. We commence the term with a total enrolment of thirteen. Some of our students have only ten more weeks to go at Numinbah Valley State School before they complete their primary education journey and embark on a whole new phase of their lives.

Staffing

Mrs Simon returns every Tuesday to continue teaching science and art while Mrs Barrie will take over from Mr Delaney covering the technology, history and geography subject areas. Mr Delaney will be with us every second Thursday in a learning support role. Sadly we will not be seeing Mr Newman this term as he has taken long service leave and will more than likely be remaining permanent at Ashmore State School next year.

IN THIS EDITION

- Principal's Report
- Quote of the week
- Geography news
- Technology news
- Science news
- Michael Grose-How to raise a child to be a giver

UPCOMING EVENTS

October

- 16 Swimming Lesson
- 17 Raw Challenge
- 19 Pupil Free Day
- 23 Swimming Lesson
- 28 Yrs 5&6 Parliament House
- 30 Swimming Lesson

November

- 6 Swimming Lesson
- 13 Swimming Lesson
- 20 Swimming Lesson

December

- 4 Small Schools Swimming Carnival
- 5 Christmas Concert
- 11 Break Up Day

PRINCIPAL'S REPORT CONTINUED

Classroom

Most people agree that reasonable success across the subject English is critical for students to access a broad range of curriculum areas. More specifically reading success is vital for providing opportunities to build on existing knowledge as students learn and develop.



At present our juniors are finalising a power-point presentation after reading a variety of texts both narrative and informative texts to improve their ability to discern the difference between these text types. Three stories about a bat family, a penguin and a crow were paired with three information texts highlighting details about food, habitats, lifespan and related scientific facts. Students chose one creature on which to base their power-point.

This term they will be reading two similar texts (Cinderella & Cinderella Rox) providing a response as to which one they prefer and why. This assessment combines an element of persuasiveness to argue why they believe their choice is the most appropriate.

Our seniors are currently exploring a fantasy novel, its characters and how a particular individual develops throughout the story. We have looked at precise vocabulary that authors use to provide the reader with more descriptive language and have started to read our text 'The Forests of Silence' by Emily Rodda. To support this unit our daily writing presently comprises a variety of opportunities for students to explore new words especially synonyms to support the addition of new vocabulary but also to eliminate the use of some old commonly used words replacing them with new, more interesting and descriptive language. I am seeing some pleasing and encouraging outcomes.

Mathematics in a multi-age classroom as you are more than likely aware can be both a challenge and a blessing. Where applicable we are able to extend those who demonstrate age appropriate levels of understanding indicating a capacity to take on more complex or difficult concepts. Moreover we are also able to spend additional time on areas of concern with those individuals who may struggle with some concepts. It can be quite surprising to see how younger students are able to deal with concepts not yet part of their specific year level content. However there still exist those age old concepts that children over the years have always found somewhat difficult to grasp. Those that come to mind include analogue time, fractions / decimals / percentages and division has always been a tricky one to consolidate. Number sense for some children can also generate misconceptions especially if the basics of number and number patterns is neglected in the early years. This can in some instances result in students struggling with simple ideas when they hit year six, seven and eight where if the building blocks are not in place progress can be hindered.

It is important that we encourage our children to ask questions when they feel they're unable to come to terms with new content. Regularly however there is visible evidence in the classroom of how a student is coping with new knowledge and this is where we can in a small school setting intervene to support those misconceptions.

PRINCIPAL'S REPORT CONTINUED

Absenteeism / Early arrival

Just a reminder to ensure you inform the school with regard to your child / children's attendance. If you know in advance that your child will be unable to attend it would be appreciated if you could let us know. Simply a text to Danni or a call to the school to inform us so that your child / children's records remain current. In addition I need to remind parents that arrival at school prior to 0830 is not necessary. If you have cause to drop your child/children off at school earlier than that time please ensure you advise us to ensure there is someone here. Thank you in advance for your cooperation in this matter.

Swimming Lessons

As you are aware swimming lessons commence on Friday of week 2 and will run for 6 weeks. Parents are responsible for transporting their child / children to Nerang and picking them up at 3 o'clock. Our timetable changes slightly on the Friday for the duration of these lessons where lunch will be held earlier to allow us to depart promptly at 1:15. The lesson is conducted from 2-3 pm and students will change into their swimming attire prior to leaving school to ensure they are ready to go on arrival at the pool. Please assist us with regard to their swimming gear being prepared each Friday along with an additional plastic bag for the wet clothing afterwards. Swimming is part of the school curriculum and while it is also a cost effective way to provide water safety and build confidence around the water in your child it also helps to prepare our students for the annual swimming carnival to be held in early December.

Enrolments

We are continuing to seek enrolments for 2016. I have recently had new brochures printed and they are being transported to the distributors today with the goal of having them delivered next week. We have purposely timed these brochures to hopefully coincide with the period where parents start evaluating their child's school, exploring and considering options while commencing the decision making process with regard to whether a change is necessary.

Christmas Concert – Date Claimer

Just a heads-up on our annual Christmas Concert this year being held on Saturday the 5th of December. This will be held at the Numinbah Hall for our new parents and is generally set to commence at about 5:30 pm. We will keep you informed throughout the term.

Until Next Time

Kind Regards
Warren

Quote of the week



GEOGRAPHY NEWS

Junior Class

This term years Prep – 2 will be looking at what makes a place special and the features of special places. They will explore how they can look after the places they live in, and how people are connected to places.

Senior Class

Years 3 – 6 will investigate how people’s feelings and views about places influence their approaches to protection of places and sustainability. They will compare why places are similar and different and explore how people can use places and environments more sustainably.

- Marli

TECHNOLOGY NEWS

In Technology, students will continue to explore and apply the processes and production skills of designing and making items to satisfy a need. Years Prep - 2 will investigate Floating and Sinking. They will design and make a toy boat that can hold the maximum amount of 'passengers'. Years 3 - 6 will investigate the properties and suitability of materials for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item.

- Marli

SCIENCE NEWS

Senior Science—Term 4

Heat is important to us in many ways in our everyday lives. We use heat in practical ways, such as drying our hair, cooking our dinner and warming our water. We enjoy the feel of the Sun’s warmth on our skin on a spring day or the satisfying warmth of holding a cup of hot chocolate on a cold winter’s night. But we also know about the dangers of heat and react instinctively when we touch a hot stove or walk barefooted on hot sand. However, heat also preoccupies us. We worry about things being too hot or too cold—the daily temperature, our coffee, our food, the water in the shower, how we sleep.

The *Heating up* unit provides opportunities for students to investigate different heat sources and how heat moves from one object to another. Through hands-on activities, students investigate the difference in conductivity of materials.

Junior Science—Term 4

Forces are at work in everything we do—we push to open doors, and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. Scientists and engineers study forces to design better bridges and faster aeroplanes, and to reduce the forces that affect people in car accidents.

The Push-pull unit is an ideal way to link science with literacy in the classroom. The unit provides the opportunity for students to explore pushes and pulls. Through investigations, students observe and gather evidence about how these forces act in air and water, and on the ground. Students identify the effect of the pull of gravity and learn that both air and water can ‘push’.

- Heather

How to raise a child to be a giver

By Michael Grose

Young children are egocentric by nature. As any three-year old knows only too well the world revolves around them. “I want...” “Give me...” “It’s mine!” and other variations are the mantras for this age group. This self-centredness is developmental, which means it’s something they grow out of...or they’re supposed to.



Here are five practical ways to develop a sense of generosity in kids:

1. Expect kids to help

With families shrinking, kids get fewer opportunities to help at home than before. With this in mind expect your kids to help without being paid. Regular chores and activities that benefit others such as setting the meal table or helping a younger sibling get dressed teaches them that their contribution is valuable and very much required.

2. Think ‘gang’

It’s a quirk of modern life that parenting is an individual endeavour. “What’s in the best interest of my child?” has replaced “What’s in the best interest of the family?” as a key parenting principle. Encourage children to make allowances for each other which may mean everyone watches a sibling’s special concert rather than some children missing it because ‘it’s boring!’ ‘We put ourselves out for each other’ is a wonderful family strength that often needs to be reinforced by parents.

3. Don’t let them get away with meanness

Children wear L-Plates when it comes to behaving generously. They don’t always get it right, which means that parents as the wise adults need to remind children when their words and actions are intolerant or mean-spirited, or when they need to put their own needs behind the needs of others.

4. Develop a sense of other

Children and teenagers don’t live in a bubble. The socialisation process demands that kids be accountable for their poor behaviours. “What does this social situation reasonably require of my child at his or her age and stage of development?” is a great question to ask yourself to develop a sense of other, rather than entitlement in kids.

5. Encourage giving

During the Victorian bushfires a few years ago I heard the story of a nine-year old whose mum went into his bedroom to growl at him for being up too late. She found him busy emptying his moneybox into little plastic bags, ready to donate at the school bushfire appeal next day. There were plenty of stories like this showing the generosity of Australian kids, we just need to encourage them in everyday life, rather than wait for a tragedy, to give their generosity a kick start. You can begin by encouraging them to give toys, books and clothes away when they have finished with them, or doing a good deed by a neighbor or friend.