Principal's Address

Classroom Changes
Starting next week, the 2nd of March, the school will have an additional classroom. Gladstone South would like to welcome Miss Rhiannon Gane to our teaching staff. Miss Gane will be teaching a Year 2 class. With the introduction of this new classroom we have needed to move students across their year level to accommodate. Letters have been sent home to families explaining these changes.

We appreciate that these changes can cause some anxiety but this will be a one off and will allow all classrooms to reduce in size. I encourage you to make contact with your new classroom teacher within the first few weeks of this change.

Office car park

In the interest of safety for students the office car park is not a drop off or pick up point for students. This area is within school grounds and is to be used only for school staff and deliveries. Parents are asked to park outside of the school grounds and walk into the office area.

Arriving late to school

If you have to drop off your child after the school day has begun it is important that parents come to the office with the student to give a reason. The school cannot take a student’s reason for being late and this will mean that the event is entered as unexplained on our system.

Kurt Goodwin
Principal

Draw a Poster - WIN a iPad mini!

Our school has been chosen by TOTAL EDEN for a competition on WATER!

Students must draw a poster about water, it can be anything from saving water, playing in water, drinking, gardening etc.

The competition is open to all South students from Prep through to Year 6 and a panel of judges will deem the best poster to win an iPad mini. So get thinking and drawing!
**Lunch Time Activities**

Students are welcome to participate in quiet activities in either the Billabong Room or the Library daily. Each day various activities are set up in the rooms to encourage social, communicate and problem solving skills as well as the development of fine motor skills. All activities are supervised closely by specialist staff.

**Individual Curriculum Plans**

Individual Curriculum Plans for eligible students were sent home last week. If your child has received a Support Plan, please sign and return to the school as soon as possible. If you have any questions regarding Individual Curriculum Plans please discuss this with your child’s classroom teacher.

**Individual Support Plans**

Students participating in Life skills Programs will be contacted by Special Education Teachers over the next couple of weeks to discuss Individual Support Plans and Programs.

**Hearing Screeners**

Hearing Screeners for Indigenous Students will happen in early March. Consent forms went home last week. Please return them as soon as possible to the office. Spare copies can also be collected from the office.

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**Curriculum News**

**Supporting your child in Prep –Year 3**

Here are some simple yet effective activities you can do with your child to help them apply the literacy skills they learn at school.

- **Play word games** and do crosswords to help develop spelling and vocabulary.
- **Make a scrap book** – this could be about a holiday or special event and have your child write captions for the photos and pictures.
- **Make a collage** using junk mail, old magazines or your child’s drawings with a particular focus — this could include pictures of things beginning with an “n” sound or all pictures showing a particular colour.
- **Have your child collect and sort the mail** – who are the letters for and who are they from?
- **Make the writing of letters, notes, cards or emails** a daily family activity – you can write notes to your child and encourage them to write notes back to you.
- **Keep a dictionary** in an easily accessible place – show your child how it can be used for a variety of purposes and accessed while word processing on a computer.
- **Read with and to your child everyday.**
- **Keep blank paper and pencils handy at home for writing activities.**
Classroom Capers

Supporting your child in Years 4 to 9

- read some of the same books as your child and talk about characters, storylines and themes
- when assembling a newly purchased item, ask your child to assist with the reading of the instructions and interpreting diagrams
- read the newspaper with your child each morning — choose an article to discuss and ask questions such as “What is the report telling you?” and “What does this word mean?”
- use language that encourages thinking and reflection such as “Do you agree with what was written in that newspaper article or story?” — have your child locate sources within the story or text to support their point of view
- talk about movies you have seen — discuss why a filmmaker may have created a movie in a certain way, the purpose of the film, the intended audience and what points of view or values are conveyed. Talk about language choices and why characters are represented in certain ways.

Health Lessons for 1/2N, 2K and 2/3P
This term in our Health unit we are looking at the ways in which the children have grown and changed as they have got older. A form was sent home last week asking parents to complete details about the children. Please return these forms ASAP to your classroom teacher. If you require another form, please see Mrs Roy.

2K classroom capers
2K has been very busy exploring life stages in Science. We have even been observing our Alpha seed’s life stages.

P&C News

POOL DISCO: Thursday 26th February
Time: 3.15pm – 5pm
Entry Fee: $2 per student
Sausage Sizzle/Drinks: $2 each
SOUTH STUDENTS ONLY - DETAILED INVITES/PERMISSIONS TO BE DISTRIBUTED ASAP

SCHOOL WORKING BEE: next Saturday 28th February
Time: 8am – 12 noon
Possible Jobs: Garden maintenance, lawn mowing, rubbish removal, handyman-odd jobs, ANYTHING YOU ARE HAPPY TO HELP WITH!
FREE SAUSAGE SIZZLE FOR VOLUNTEERS

CONTACT US: Tracy Rios (P&C President) Kurt Goodwin (Principal)
49 721955 pandc@gladsoutss.eq.edu.au

Next P&C Meeting will be the AGM
11th March
5:30pm
School Library
ALL PARENTS AND CONCERNED CITIZENS ARE INVITED TO ATTEND
What bullying isn’t, and what to do when it happens. By Michael Grose

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.

Bullying is a word that’s wrapped in emotion. For many people bullying is associated with bad childhood memories. It’s been estimated that around 40% of people have experienced some type of bullying in the past. Bullying is an insidious behaviour that transgresses children’s natural right to feel safe and secure. It can adversely affect their learning, emotional well-being, further peer relations and their sense of self.

Bullying takes many forms and guises including, physical and emotional abuse, intimidation, harassment and exclusion. It now has a well-publicised cyber-dimension which has moved the goalposts for many kids. In the past children could escape bullying behaviours they may have experienced by being at home.

Girls bully just as much as boys but they do it in less physical ways. While boys use physical intimidation or verbal abuse to wield power, girls are more likely to use exclusion or verbal sarcasm to assert themselves. Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.

If your child is being bullied:
1. Listen to their story: Children who are bullied need someone to believe their story. Take them seriously and avoid dismissing complaints as tell-tale. Use common sense to differentiate between bullying and more random, non-selective antisocial acts. Kids can be nasty to each other, yet this doesn’t constitute bullying.
2. Deal with their feelings: A child who is bullied probably feels scared, angry and sad. Boys are more likely to display anger and girls claim they feel sad. The degree of emotional intensity is an indicator of the amount of bullying. Recognise and validate their emotions. Let them talk about how they think (remember boys respond better to ‘think’ language) and feel. It’s normal to feel sad, scared or just plain confused.
3. Get the facts: Get a clear picture of what happens, including who is involved, the frequency and what happens prior to any bullying. Get your child to be as specific as possible by asking good questions. An accurate picture will help you determine your next course of action.
4. Give them coping skills: With a clear picture you can start giving your child some help about how he or she may deal with bullying including using avoidance strategies, being more assertive and changing poor body language.
5. Get the school involved: Bullying is best handled when parents and teachers are involved. Approach your school through the appropriate channels, make yourself aware of your schools’ anti-bullying procedures and programs, and be willing to work within these guidelines.
6. Help build your child’s support networks: Kids need a group of friends to support them when they experience bullying so look for practical ways to broaden friendship groups.
7. Build their self-confidence: Provide children with systematic encouragement. Let them know through your words and treatment of them that they will get through this period. It’s worth remembering that children who experience some form of bullying often come out stronger and more resourceful because they have experienced difficulties and they know they can defeat them.

Community Notice Board

Please help Gladstone South win a Classroom Makeover valued at $5000.00 by collecting tokens out of the Gladstone Observer.
These can be dropped at the front office for tallying.
Competition closes 5pm 23rd March 2015

Get into Gladstone Junior Golf. Sign on now. 3, 6, 9, 13 and 18 hole divisions for ages 4-17. Everyone welcome. Weekly competitions Sundays from 7.15am at Gladstone Golf Course.
Phone 49782 003 for details.