Principals Address

Reinforcing School Behaviour Expectations
As a school we are cracking down on student behaviour that is not acceptable as per our responsible behaviour plan for students. Talking back, rudeness to other students or adults, physically touching other students and being disruptive in the classroom are the behaviours being targeted. Parents can reinforce this by speaking to children about the South Smart 5 areas. These areas are being Safe, Trustworthy, Respectful, Motivated and having an A+ Attitude.

End of Term Fun Day
On the final day of this term, Thursday 2nd April, we will be having a fun day for students who have been behaving appropriately all term and modelling the 5 areas of South SMART, Safe, Motivated, A+ Attitude, Responsible and Trustworthy. Ideally all students would participate in the fun day activities. However those students who have been receiving red slips for inappropriate behaviour or those with attendance at a poor level will be required to continue with their learning on this day.

As with all terms a student’s behaviour and attendance will be the base line for participation. If a student is not invited to the fun day parents need to be talking with their child about following school rules and attending school every day. Please contact the school principal if you have concerns about your child’s participation.

Stop, Drop and Go Areas
Last week the police spent the afternoon moving vehicles that were parking dangerously and illegally in Little Street for afternoon pick up. With the high number of vehicles using this street in the afternoons it is important that parents are parking correctly. The biggest concern for the police is parents parking around the bottom corner of Little and Toolooa Street. If an accident were to occur both parents and children could be badly injured.

Let the Consequences Do the Teaching
Behavioural consequences are a parent’s best friends. When consistently applied consequences will improve kids’ behaviour and increase personal responsibility.
Too often parents will over talk or repeat themselves to get cooperation from their kids. Too much talk and most modern kids tune out. Alternatively, parents who protect their kids from the consequences of poor or selfish behaviour aren’t doing them any favours as they are robbing them of terrific learning opportunities.

I love the notion of behavioural consequences as they teach kids to take responsibility for their lives and to make smarter choices. Parents can use two types of consequences – logical and natural consequences. A logical consequence is used more frequently in family situations. They require adult intervention and are used when their behaviour disturbs other people. A child who makes a noise in the family room is asked to leave; children who refuse to clean their toys lose them for a period of time; and teenagers who come home late from a party lose the right to go out next time.

Kurt Goodwin
Principal
Gladstone South School

Curriculum Happenings
2015 NAPLAN Dates: 12th, 13th and 14th May
Who is participating: Year 3 and Year 5 students.
What is tested: Reading, Writing, Language Conventions (spelling / grammar / punctuation) and Numeracy.

The NAPLAN writing task requires students to write in response to a stimulus or prompt. The text of the prompt is read to all students. Student will be required to write either a narrative or persuasive text – students will not have a choice of genre. The genre will be revealed on the day of assessment. The time allocated for the writing tasks for both Year 3 and Year 5 is 40mins.

Here is an example stimulus for a narrative writing task from the National Assessment Program website (www.nap.edu.au):

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The Box

Today you are going to write a narrative story.

The idea for your story is "The Box".

What is inside the box? How did it get there? Is it valuable? Perhaps it is a clue.

The box might reveal a message or something that was hidden.

What happens in your story if the box is opened?

Think about:

• the characters and where they are
• the complication or problem to be solved
• how the story will end.

Remember to:

• plan your story before you start
• write in sentences
• pay attention to the words you choose, your spelling and punctuation, and paragraphs
• check and edit your writing when you have finished.
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Narrative writing tasks are marked on 10 criteria. The following table shows the range of score points for each criterion.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Text</th>
<th>Ideas</th>
<th>Character</th>
<th>Vocabular</th>
<th>Cohesion</th>
<th>Para-</th>
<th>Sentence</th>
<th>Punctuation</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>0-4</td>
<td>0-5</td>
<td>0-4</td>
<td>0-5</td>
<td>0-4</td>
<td>0-2</td>
<td>0-6</td>
<td>0-5</td>
<td>0-6</td>
</tr>
</tbody>
</table>
### Classroom Capers

**4/5G** - As the term comes to an end 4/5G are preparing for their assessments. Students have begun planning the first chapter, for their very own fantasy novel. The first chapter introduces us to the characters (good and evil) and sets the stage for a series of complications to entice the reader to want more. Students have to carefully select words and use a range of language features such as similes and metaphors to enhance their writing. In science, students are very excited to be creating their own creature to live in a desert and a newly discovered environment. We have spent many weeks learning about behavioural and structural features of animals that help them survive in certain environments. I can’t wait to see the results!!

Parents and Carers, please note that library is now on Tuesday’s and Music and Swimming are on Thursday Mornings. Thank you for a wonderful first term, I cannot wait to see what term 2 brings us in 4/5G.

**Swimming Carnival** - South’s annual Swimming Carnival will be held on Wednesday April 1. This is the last Wednesday of term. The carnival will commence with Prep-Year 2 swimming between 9am-11am. After Second break the upper school will start their events. If you are able to assist on the day please see Mrs Crosswell before the day to speak about possible tasks to allow the day to run as smoothly as possible.

**Do not forget Cross Country this Thursday starting with the Prep to year 3 at 9am, following by years 4 - 6 at 10am!**

Here is a guide to the skill focus for the spelling criteria.

<table>
<thead>
<tr>
<th>0 marks</th>
<th>1 mark</th>
<th>2 marks</th>
<th>3 marks</th>
<th>4 marks</th>
<th>5 marks</th>
<th>6 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter-like symbols, no conventional spelling.</td>
<td>Few examples. Less than 20 words written.</td>
<td>Correct spelling of 80% simple words, at least 2 common</td>
<td>Correct spelling of 80% simple words and (at least 20) common words</td>
<td>Correct spelling of all simple words, 80% common words</td>
<td>Correct spelling of all simple, 80% common and at least 10</td>
<td>Correct spelling of at least 10 difficult and some challenging</td>
</tr>
</tbody>
</table>

#### Examples of the word categories:

**Simple words**
- Short vowel single-syllable words (bad, fit, not) with:
  - consonant digraphs (shop, thin, much, chips)
  - consonant blends (drop, clap, grass, bring)
  - double final consonants (will, less)
- High frequency long vowel single-syllable words (name, park, good, school, feet, food)

**Difficult words**
- Uneven stress patterns in multisyllabic words (chocolate, mineral)
- Uncommon vowel patterns (drought, hygiene)
- Difficult subject-specific content words (obese)
- Difficult homophones (practice/practise)
- Suffixes where base word changes (generate/generation)
- Consonant alternation patterns (confident/confidence)
- Many three and four syllable words (invisible, organise, community)
- Multisyllabic words ending in tion, sion, ture, ible/able, ent/ant, ful

**Common words**
- Single-syllable words with:
  - harder two consonant blends (crack, square)
  - three consonant blends (stretch, catch, strung)
  - common long vowels (face, sail, eight, mean, nice, fly, coke, use, close, again)
- Multisyllabic words with even stress patterns (middle, litter, plastic, between, hospital)
- Compound words (downstairs)
- Common homophones (there/their, write/right, hear/here, brake/break)
- Suffixes that don’t change the base word (jumped, sadly, adults, happening)
- Common words with silent letters (know, wrong, comb)
- Single-syllable words ending in ould, ey, ough
- Most rule-driven words: drop e, double letter, change y to i
- Examples (having, spitting, heavier)

**Challenging words**
- Unusual consonant patterns (guarantee)
- Longer words with unstressed syllables (responsibility)
- Vowel alteration patterns (brief to brevity, propose to proposition)
- Foreign words
- Suffixes to words ending in e, c or l (physically, changeable, mathematician)
**Community Notice Board**

**Kookaburra Creek Kindergarten’s Easter Raffle!**  
Drawn Friday 27th March 2015

- 1st Prize - Easter Hamper of Goodies
- 2nd Prize - Easter Prize Pack
- 3rd Prize - Easter Basket

Proudly sponsored by the Parents of Kookaburra Creek Kindergarten and Jan's Flower Shoppe.

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**Tuckshop Meal Deal**

**Week 9 Only**

*Chicken Burger plus chocolate milk or juice*  
$7.00

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**FROM THE P&C**

**Bunning’s Cake Stall – this Saturday -8am – 1pm**

Donation & Delivery of home baked items:-  
Drop items at Tuckshop on Friday, or at Bunning’s Foyer Saturday between 8.3 – 11am.

Donated items must be individually wrapped and labelled with listed ingredients.

South School and the P&C look forward to your support by donating, and especially by visiting our stall on the day.