Principal’s Message:

School Leaders Badge Presentation

It was with great pleasure and an enormous sense of pride, that I presented badges to our 2015 Collingwood Park State School leaders. I am sure that parents, family and friends attending the badge presentation were also impressed with the high quality of leadership evident in our 2015 leaders. A very special thanks to Mrs Glenys Harrington, who co-ordinates and trains our school leaders. Next week on Thursday March 5, the four school captains will be attending, the Sleeman Centre at Chandler for the GRIP Student Leadership conference, with Mrs Harrington.

Student Welfare Officer

Last year, we were successful in our application to receive further funding for a Student Welfare Officer. There had been a lot of uncertainty around the funding of this fantastic initiative due to a High Court challenge. Unfortunately, our Student Welfare Office, Mrs Melissa Patea accepted another offer of employment before we received information on our successful application. Mrs Patea worked with our students, families and staff for the past two years. We wish her well in her future endeavours and thank her whole-heartedly for her valuable contribution to our school community.

I would like to announce the appointment of our new Student Welfare Officer – Ms Louise Armstrong. You probably recognize that name, as Louise is the parent of one of our past students, Nikita Armstrong. Louise will be working at our school on a Monday and a Friday. I am sure you will join me in welcoming her back to our school community. She has provided more information at the back of this newsletter.
Reading to Learn

Last Thursday, Ms Mulcahy, Mrs Everton, Mrs Appleton and I attended a workshop called Reading to Learn. The aim of Reading to Learn is to support every student in a class to read and write challenging texts at their grade level. Through carefully designed guidance, all students are continually engaged and successful at each step of the R2L teaching strategies. The program includes three levels of support that can be integrated at various points in a teaching program. On Friday, we visited Ipswich East State School to observe the program in action. The results of this program are very, very impressive – improving achievement in reading and writing between twice and four times the expected rate of development. The program also ties in perfectly with our work around explicit instruction.

Assistant Regional Director Visit

On Tuesday this week, Ms Helen Kenworthy, our school’s Assistant Regional Director, visited the school. She met with school staff to discuss our school’s explicit improvement agenda, our methods of collecting data and how we use that information in planning and implementing learning programs. Ms Kenworthy also visited classrooms, taking the opportunity to begin to get to know our teachers and students, and the great work we are undertaking in our classrooms every day.

Annual Implementation Plan and Great Results Guarantee

Over the past few weeks, we have been busy completing the 2015 Annual Implementation Plan (AIP) and Great Results Guarantee (GRG). Our school has been allocated an additional $256,377 to ensure that our students achieve great outcomes. The GRG has been submitted for approval to the Director General of Education, Mr Jim Watterston. Once approved, it will be uploaded on to our school website.

Parking around the school

Please be aware that both the Police and Ipswich City Council constantly patrol around our school. Please avoid parking across driveways and on footpaths. Parking is also available on Collingwood Park Drive, with just a short walk to the school’s front gate.

Please remember that a bus zone has been designated outside Collingwood Park Dental Clinic on Burrel Street. This means parents/carers cannot park in that area between 2 and 4pm.

I appeal to all parents to be careful when driving around our schools, please obey road rules and demonstrate patience. There have been a number of incidents reported to the office regarding driver behaviour on Burrel Street in the afternoon.

Please do not exit your vehicle or stay longer than two (2) minutes in the drop off zone. Staff on duty are concerned for the safety and well-being of students. Please do not abuse staff who ask you to move on or obey road rules. It would be disastrous if any of our children were to be hit by your car.

Please see the attached map which clearly identifies the Loading and Bus Zones.

Meridee Cuthill
Principal
Deputy Principal’s Message

At school we have all been working hard to establish the routines and procedures that enable us to maximise learning time. With these routines and procedures established, it’s wonderful to see students move around the school grounds so respectfully and to visit classrooms and see students organised for learning and engaged in challenging work. By now, homework routines for the new school year should also be established and reading, in particular, should be happening regularly. Remember that educational research tells us that children who read more, do better at school.

Last week, I wrote about ways to encourage your child to read. This week, I’ve included some tips about how to help your child while they are reading.

Reading Tips
Decoding is an important skill – the ability to look at and articulate the printed word. It’s a simple way of measuring how good our children are at reading – which level reading book are they on? How many sight words do they know? However, decoding is only one part of reading. Comprehension – understanding what is being read – is equally important. Reading a book which offers less of a decoding challenge provides the perfect opportunity to practise comprehension strategies. Good readers use lots of comprehension strategies without even realising. Over the coming weeks, I shall describe some of these strategies and suggest ways that you can help your child with them.

Making Connections

“When children understand how to connect the text they read to their lives, they begin to make connections between what they read and the larger world. This nudges them into thinking about bigger, more expansive issues beyond their universe of home, school and neighbourhood.“

- Harvey & Goudvis, Strategies That Work (2000)

Making Connections is something we teach at school and it’s easy for parents to reinforce this strategy at home by thinking aloud.

Why not try...
When you read a story to your child (or listen to them read), make connections together about the book. Try talking to them about their reading and help them make connections as you chat.

Help your child to make connections between:
- the text and their own personal experiences
- the text and other texts they have read
- the text and the wider world

Here are some examples of “think alouds” for a book about a boy who rides a horse to Sydney to see the opening of the Harbour Bridge. These “think alouds” demonstrate how, as adults, we can encourage children to make these sorts of connections for themselves.

Text and personal experience:

“That reminds me of when we went horse-riding on holiday. I was very stiff after riding for three hours. I can’t imagine how it must feel to ride all day every day for a week.”

Text and other texts:

“Stories about children having adventures without any adults to keep them safe are exciting aren’t they? Have you read any other books like this? ….It reminds me a bit of that book we read about the boys who stole a horse to ride away from the cruel farmer they’d been sent to live with.”

Text and the wider world:

“People don’t ride horses as a means of transport much anymore. How would he get to the middle of Sydney today?”

Happy Reading!

Jill Rutland
Congratulations to 1C who received the Junior Music Award for Week 5. Congratulations must also be given to 6B who used their creativity to choreograph dance routines and were presented with the Senior Music Award for Week 4.

No Passionato Choir Rehearsal Wednesday 4th March
There will be no Passionato Choir (Years 4, 5 and 6) rehearsal on Wednesday 4th March as Miss Polomski will be attending professional development on that day.

Year 5 – Soundscapes
Year 5 students have been making the most of their creativity to produce a soundscape to tell a sound story about a particular event or environment. Students are playing a range of percussion instruments, using everyday items and their voices to create their soundscape. As part of the process, students are exploring the use of dynamics, graphic notation and musical structure. The most sensational soundscape groups will be chosen to perform in the Hall each morning during Week 9.

Anna Polomski
Music Teacher

Scott Bignell
Instrumental Music Teacher

It has been great returning to Collingwood Park this year. Last July, I was seconded to work with the Behaviour Services Team in Ipswich. While undertaking this role, I worked as an Advisory Visiting Teacher – Behaviour. This role involved visiting local schools and supporting teachers with developing and implementing behaviour support plans for their students.

Before taking on this new role, I worked at Collingwood Park as a classroom teacher for almost 10 years. This year, I have returned to the classroom for two days a week as a Year 5 Teacher. I have also taken on a new role as Key Teacher - Engagement for three days a week.

As a Key Teacher, my new role includes working collaboratively with teachers to develop and implement strategies in the classroom to support and encourage students to engage in their learning. I believe all children can learn in a positive, safe and supportive learning environment. This year, I look forward to working again with the parents, students and staff at Collingwood Park State School.
You Can Do It!

Have you noticed the coloured keys painted around the school ground? These keys are to act as reminders of our school’s social and emotional development program. Collingwood Park State School is a “You Can Do It” school.

Every couple of weeks, your child will be learning about a new key and how these keys help us become successful in the future.

In Weeks 4 and 5, your child has been learning about ... GETTING ALONG.

In the classroom, your children will learn how cooperating with others will create a positive, safe and supportive learning environment for everyone. Getting Along is the ability to mix well with others, to be tolerant and non-judgmental and able to think through problems independently and the ability to work within accepted rules of the school and in the classroom. Ask your child about how they can earn DOJO points for displaying Getting Along behaviours in the classroom.

The “YOU CAN DO IT” focus for Weeks 6 and 7 ... CONFIDENCE

Online Ordering

If you are ordering tuckshop online please make sure your student/s class are correct.

If you can assist at tuckshop, please give us a call as we would really appreciate your help.

Should you have a problem or cannot make your rostered day, please give the tuckshop a call with as much notice as possible.

Dianne: (07) 3818 0687
Mobile: 0403 945 014
Tuckshop: (07) 3381 4335

PLEASE NOTE:
Prep students are NOT able to order tuckshop until Term 2.

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Hi, my name is Louise Armstrong and I am the new Student Welfare Officer (SWO) for Collingwood Park State School. My role as SWO is to assist school staff, parents, carers and the community to support and nurture our children’s health, happiness and well-being, ensuring they feel comfortable, safe, accepted, respected and empowered.

I will be working at the school Mondays and Fridays and although I work primarily with students, I also encourage the engagement of parents, carers and members of the school community. I am passionate about the welfare of children and am therefore very excited about taking up the position of Student Welfare Officer.

I look forward to working with your children and developing positive relationships and outcomes.