



# THE NEWS



Contact us:

- ◆ Miller Street, Uranang
- ◆ Phone: 41948333
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## Book Club



Welcome to **Book Club 2018**. Issue 1 catalogues were handed out to students last week. All students from Prep to Year 6 receive **ONE** catalogue which caters for all aged readers.

If you wish to place an order, place the completed form and cash in an envelope with your child's name and class clearly written on the front. Please hand orders to Mrs Fowler or Mrs McDougall in the LIBRARY.

If you wish to pay by credit card, our school has opted-in to the LOOP (Linked Online Ordering & Payment) system which allows you order and pay online. LOOP orders will be delivered to the school with all other orders.

Orders usually take a week to be delivered to school after the closing date. Students will be notified to collect their orders from the library at 3:00pm once we have unpacked the orders. If you have any questions regarding Book Club, please come and see us in the library.

The closing date for Issue 1 orders is this **TUESDAY 20 FEBRUARY**.

Cathy Fowler  
Teacher Librarian

## Issue 2

**15th February 2018**

- Principal's message
- News from Yr 1
- HOC News
- News from Master Teacher
- Message from the Guidance Officer
- Choir
- Student Council report
- Chappy's Corner
- Student Council Report

## INFORMATION IN THE OFFICE

- Paisley Park Early Learning Centre on Miller Street is taking new enrolments, Ph 1800 724 753
- New Hairdressing Salon Tapestry Boho Couture. 2/10 Fraser Street, Torquay. All kids cuts—\$1 per year of age up to 16 years. Please call to make an appointment or for more information.

## DATES TO REMEMBER IN FEBRUARY:

- **15th** - Meet & Greet and Presentation from Leadership Team
- **19th** - Breakfast Club
- - AFL Gala Day
- **20th** - Parade Yr 3-4 10.30am
- **21st** - Parade Prep—Yr 2 10.30am
- - Richard Watt eye testing Year 1 & 4
- **23rd** - Indigenous playgroup
- **26th** - Breakfast Club
- - Parade Yr 6,5 and 4/5T 10.30am
- **27th** - Parade Yr 3-4 10.30am
- **28th** - Parade Prep—Yr 2
- - Richard Watt eye testing Yr 1 & Yr 4

## March

- **1st** - Student Leader Induction Ceremony

## MESSAGE FROM THE PRINCIPAL

Hello Everyone,

My congratulations to the P&C who have secured a grant for the installation of air conditioners in our classrooms. This will make a huge difference to the teaching and learning in our school. Thanks for your dedication to making our school a better learning environment for everyone!

I'd also like to acknowledge the work our **Chappy** Brydie Brookes does in our school to support students and families. One of her initiatives is the provision of bakery items after school. Last week we moved this to the Tuck Shop and put a new distribution process in place which means that items are distributed equitably to all students and in an organised fashion.

Yesterday at the P&C meeting I was asked about how we respond to **inappropriate behaviour** at school. The UPSS Responsible Behaviour Plan outlines the current approach to managing behaviour and may be accessed at our website. Alternatively, please stop by the office and ask one of our administration staff for a paper copy. We will also be forming a Positive Behaviour for Learning committee shortly which will begin to look at how we can address inappropriate behaviour at school in a positive and proactive way. Parent input here will be welcome.

The school has a poster relating to bullying which is on display around the school. The Department of Education and Training website <https://bullyingnoway.gov.au/> is a fantastic resource where you will find tabs for both parents and carers as well as for children. The national week of action against bullying and violence takes place in March and UPSS will be displaying posters around the school and all classes will take part in lessons to help students understand what bullying is and how to deal with it. Our school poster below, helps both students and adults hold conversations around bullying and determine appropriate responses. Please discuss this with your children.



Unfortunately our school sign is in disrepair and will need to be removed to keep the school safe for everyone. The sign is a great way of communicating so in its absence, please ensure that you keep up to date with news on our face book page, in the newsletter and by checking your child's bag for letters.

Please note that our next pupil free day is Monday 16 April – the first Monday of term 2. The next, and last, PFD is October 22. We will remind you of both of these dates when they get closer.

Our **school improvement** priority for 2018 is to improve the

teaching and learning of reading. Reading is fundamental to learning in all subjects, therefore every teacher is a teacher of reading. Our focus across the course of the year will be to stimulate actions to improve reading practice across the school. Improving learning outcomes, with an emphasis on reading, is one of the targeted priorities for all students in the DETE Strategic Plan

Schools are complex, constantly evolving places and our shared goal is to ensure the best outcomes for our students. When we are confronted with challenging moments please remember that we can solve most problems by talking it through and being solution-focused.

Have a great week.

Carole Boatwright

Acting Principal

**“Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish.”**

— John Quincy Adams (1767-1848)

## NEWS FROM YEAR 1

It has been an exciting and busy start to the year for grade one as they settle into their new routines within their respective classrooms. There have been a lot of changes entering the broader school community including new playgrounds to explore, new learning environments, new rules and exciting lessons in new locations within the school. Transitioning from prep to grade one is a big step as children take on more responsibility for their learning and behaviour choices while learning expectations and curriculum demands increase. Developing greater independence and problem-solving skills are important in this year level to enable students to establish organisational skills, collaborative learning skills and to resolve conflict in a proactive way amongst their peers. Good Listening skills are vital in the grade one classroom to ensure instructions can be clearly heard and adhered to. Having a chat to your child about taking turns to talk and making sure their eyes are on the speaker while they are talking is very important so that everyone has the opportunity to achieve.

So far this term, we have been on a Schoolyard Safari locating and identifying a range of insects as we delve into another world of a bug's life. In maths number patterns, teen numbers and counting groups has been our focus. In English, students have been making connections to characters and main events in a range of stories including Dog Loves Books, Too Loud Lilly and Alexander's Horrible No Good Very Bad Day. Combined SSP and guided reading rotations have commenced across the cohort and we welcome parent helpers to assist.

There is a lot to accomplish in just one day of grade one and every day counts. We want every day to be a positive and happy one.

Miss Ward, Mrs Hirsch and Mrs Theofanes

## HOC NEWS

If your mobile number is registered with the school, each Monday night you will receive a prompting question designed to help stimulate conversations about reading at home. In the last newsletter article, I spoke briefly regarding the ENGAGE phase of reading. This week I'd like to take the time to talk about the READ phase, which naturally occurs following all the cognitive processes (what your brain thinks about) before you start the actual task of reading.

A common misconception is that a proficient reader simply recites (quickly) each of the words from the text in their mind until such time as they reach the end. This is very rarely the case, in fact many children do not realise that a proficient reader actually rereads 20% or more of the text on a page to help them understand what the author is trying to convey. This can sometimes happen without the reader being aware that they are doing so.

In the READ phase, the reader is constantly making connections, predicting, visualising, forming questions in their mind as well as, and perhaps most importantly, self monitoring their understanding. If they don't understand, they will often stop reading and then go back and reread.

If your child is reading along with you at home, it's often worthwhile to ask them variations of the following questions: "Does that make sense?", "What's happening", "Can you summarise that for me"

Just as we can forget portions of a drive we do regularly, you may be surprised at all the things our brain does when it reads. Next time you're reading something, pause for a moment and consider all the things you're doing to make sense of what's in front of you. It could be surprising!

Regards,  
Andrew Nye  
Head of Curriculum

## NEWS FROM OUR MASTER TEACHER

Teaching kids how to read is one of the most important jobs we have as educators. I have been a teacher for over 10 years but I am still learning and upskilling my knowledge around how to teach reading. Accessing current research and support from colleagues is imperative in refining and improving the way we teach reading here at Urangan Point.

To be a successful reader, you need to decode words automatically and make meaning of the text. Our job is to teach students how to decode words by the end of year 2. We do this through the SSP (Speech Sound Pics) program. From this point forward, decoding should be automatic however, some students still need to be taught the sound – letter relationship. The meaning part of reading is called comprehension. If a child can understand what they are reading then they can '*comprehend*' it. To have greater success in comprehending students automatically use their prior knowledge via their experiences and understanding of vocabulary. An example of this would be listening to a chef talking about how he cooks a particular dish, if I have no prior experience of cooking this or understanding of the vocabulary he is using I will not be able to comprehend/understand this.

Just by reading to your children or discussing the meaning of particular words that come up in daily life, you are helping your child in the journey of becoming a fluent reader. As previously quoted by the principal, '*It takes a village to raise a child*', this extends to reading. Your support in the reading journey for your child is truly valued and cannot be underestimated.

Have a great week.  
Angela Hubbert  
Master Teacher

## MESSAGE FROM THE GUIDANCE OFFICER

Dear Parents

**This week we are looking at how strengths-based parenting helps young people to thrive?**

**BY PROFESSOR LEA WATERS MAPS PRESIDENT ELECT OF THE INTERNATIONAL POSITIVE PSYCHOLOGY ASSOCIATION**  
Amplifying strengths helps children reach their full potential and improves wellbeing.

Parenting can be a difficult business and what often draws parents' attention is children's weaknesses – their faults, flaws and the tasks at which they struggle. Perhaps your child isn't good at being patient or they find it difficult to make new friends and keep up in maths class.

While there's no doubt that parents can help children improve in these areas, an emerging field of research reveals that focusing on children's strengths means they're more likely to reach their full potential and enjoy high levels of life satisfaction and wellbeing.

Here's what you need to know about strength-based parenting.  
**What is strength-based parenting?**

Strength-based parenting is an approach to parenting that prioritises children's strengths above their shortcomings. It's about connecting children with their inner resources – character strengths like generosity, kindness and empathy as well as talents such as musical ability and writing – to help boost life satisfaction. We often assume we don't need to do much about kids' strengths precisely because they are the things children do well. However, research shows that instead of taking strengths and positive qualities for granted, deliberately amplifying and building up these strengths helps children to reach their full potential and enjoy high levels of wellbeing.

Children whose parents use strength-based parenting techniques cope better with conflict, use their strengths to meet homework deadlines and have lower levels of stress. Unsurprisingly, they also have a better understanding of their own strengths.

During the vulnerable teenage years, strength-based parenting is associated with higher levels of life satisfaction, positive emotions and confidence in the ability to cope with stress, which is especially relevant given one in four young Australians is affected by a mental health condition.

**Look out for the next newsletter where we will explore how strength-based parenting differs from other parenting styles.**

Published in: Family & relationships, Learning & development  
Tags: Behaviour, Behaviour change, Childhood, Parenting Performance, Positive psychology, Wellbeing

**Have a Great Week .**  
**Julie Jackson**  
Guidance Officer

## STUDENT COUNCIL REPORT

The student leaders went to the GRIP program on Wednesday this week. They learnt about being great leaders and are to be commended on demonstrating our behaviour expectations of being respectful, responsible, safe and caring during the conference.

Don't forget icy cups are for sale every Friday after school near the prep area for 50cents.



## CHAPPY'S CORNER

Hi everybody- Just a reminder that I am available for any children, parents or staff who might be needing emotional or spiritual support. I have been at Urangan Point as school chaplain for 7 years and am so privileged to have walked alongside so many wonderful people. A reminder that my Breakfast Club has now merged with the Student Council and we are offering free breakfast on Mondays from the tuckshop.

The free bakery is also offered on most Mondays and Wednesday afternoons from the tuckshop, thanks to Pialba Place Coles.

It's been interesting to see the changes that have occurred in our school over the last 6 months. Whilst there have been some unexpected and sad changes, I have been encouraged as we have seen the fresh ideas that new leadership can bring. These changes have prompted me to think about being open to new growth in our personal lives. Change is rarely easy for anyone despite the saying "a change is as good as a holiday". It can challenge unhealthy areas of familiarity and stretch our comfort zones.

New year 7 students I am seeing at the high school are struggling as they try to find their place in the larger school and as old friendships that weren't healthy erode. They say to me "I don't want to come, I just want to stay home", to which I respond "This is a time where you can give up or push through and find friends who are going to be

great for you".

I have thoroughly enjoyed attending the new assemblies at Urangan Point and enjoy seeing our new principal modelling values, expectation and pride in our school song. Whilst it has been a trying time of unexpected change of late, I can't help but acknowledge that perhaps there is some good that might come from these changes. I wonder if these possibilities might be stolen if we are expecting negativity.

Recognition of this power that change brings has led me to reconsider areas in my own life where I might need to "stretch" more and grow. I encourage you to speak to your children about this also. Although it might take courage, hope and determination I don't doubt change can be our friend.

Brydie Brookes

## CHOIR

Both the Junior and Senior choirs have started. If there are any students still interested in joining, the Junior Choir(1-3) has their rehearsal every Monday at first break. The Senior Choir(4-6) is every Thursday at first break. If there are any questions, please contact Mrs Hatch via the office.

Mrs Hatch

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## Information on Anaphylaxis

Dear Parent and Caregivers,

Urangan Point State School is concerned about the safety and well-being of all our students. Many of you will know someone who is affected by anaphylaxis, a life threatening allergic reaction. Our school does its best to be an allergy aware school. Staff have had training in severe allergy management and we have implemented lots of strategies to help keep students at desk of anaphylaxis as safe as we can. We now have 4 students who live with the risk of anaphylaxis to foods and insect stings. Whilst these children are being taught to care for themselves at an age appropriate level, we ask that you help us educate your child on the importance of not sharing food with others, washing hands after eating and calling out to an adult if they think their friend with allergies is sick. With increased awareness and understanding of anaphylaxis, you will be able to help protect those around you.

A food allergy is an immune system response to a normal harmless food protein that the body believes is harmful. When the individual eats food containing that protein, the immune system releases massive amounts of chemicals, triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin and/or heart. Anaphylaxis is the most severe form of allergic reaction and is potentially life-threatening. It must be treated as a medical emergency, requiring immediate treatment and urgent medical attention.

It is estimated that up to 400,000 (2%) Australians, including 1 in 20 children suffer from food allergies and some of them will experience a life-threatening (anaphylactic) reaction.

Symptoms of food allergy can include:

Mild to moderate allergic reaction

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain (note these are signs of a severe allergic reaction if the person has insect allergy)

Severe allergic reaction- ANAPHYLAXIS

- Difficult/noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young Children)

9 foods cause 90% of food allergies. These foods are:

- |   |  |
|---|--|
| • Egg                                       | • Sesame                                 |
| • Milk                                      | • Soy                                    |
| • Peanut                                    | • Fish                                   |
| • Tree nuts (cashew, almond, pistachio etc) | • Curstacea (prawns, lobster, crabs etc) |
| • Wheat                                     |  |



# Urangan Point State School



Peanuts are the leading cause of severe allergic reactions, followed by tree nuts, shellfish, fish and milk.

Adrenaline/epinephrine is the first line treatment for severe allergic reactions and can be administered via auto-injector, called the EpiPen.

To learn more about anaphylaxis and food allergies, go to [www.allergyfacts.org.au](http://www.allergyfacts.org.au) and [www.allergy.org.au](http://www.allergy.org.au)

As the only way to manage a food allergy is avoidance, the school has implemented several strategies to help prevent a severe allergic reaction. We can never totally eliminate the risk of an anaphylaxis but we can all do things that will help lessen the risk. Please consider the child with food allergy when packing your child's lunch or when sending in food for any occasion, including school excursions. The school canteen has removed \*peanut butter and \*egg sandwiches as a safety measure. Foods that 'May contain traces of ??? or ??' are fine for the non-allergic students to consume at school as long as they do not share food.

Students will be learning about allergies, including severe food and insect sting allergies during their PDHE classes.

(Note: See Allergy & Anaphylaxis Australia's Be a MATE kit for ideas on class lesson plans)

Class groups that have food allergic students such as \*peanut or egg\* allergy, may/will receive a class note asking parents to not send in \*peanut butter sandwiches or \*egg sandwiches as young children can be sassy eaters and not contain their food. Children will be asked to wash their hands after eating and desk surfaces need to be wiped down if children eat at their desks.

\*example only

