



# THE NEWS



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## Issue 3

1st March 2018

- Principal's message
- News from Yr 2
- HOC News
- News from Master Teacher
- Author Visit—Cameron Stelzer
- Message from the Guidance Officer
- Student Council report
- Book Club
- Chappy's Corner

### 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.

### Resource Scheme Payments

A reminder that a minimum of \$47.50 must be paid by the end of term 1. Payments can be Made at the school office by cash or EFTPOS or online using Bpoint.

If you wish to pay using centrepay, forms are available from the office.

### DATES TO REMEMBER IN MARCH:

- 1st - Student Leader Induction Ceremony
- 2nd - Breakfast Club
- - Indigenous Playgroup
- 5th - Breakfast Club
- - Parade Yrs 6-3
- 6th - Volunteers Induction (Staffroom)
- 7th - Parade Prep—Yr 2
- 9th - Breakfast Club
- - Indigenous Playgroup
- 12th - Breakfast Club
- - Parade Year 6-3
- 14th - Parade Prep—Yr 2
- 16th - Author Visit—Cameron Stelzer
- - National Day Against Bullying
- - Breakfast Club
- - Indigenous Playgroup



## MESSAGE FROM THE PRINCIPAL

Dear Parents and Caregivers,

### **Access by external providers to students during school hours**

It is my understanding after discussions with our Regional Director that The Department of Education and Training will be releasing a policy in response to the introduction of the NDIS which will clarify its position on external providers accessing schools to provide support services for students.

DET employs a range of specialists to whom schools refer students including speech, physiotherapy and occupational therapy, along with Advisory Visiting Teachers for ASD, Inclusion, Hearing and Vision, among others.

Whilst there are some existing arrangements from previous years, until such time as DET releases its position on this situation, we will not be accepting any additional external services other than the ones which are currently in place. When we have a policy to guide our decision-making, we will then review the provision of external support in our school. Decisions made by each school may vary and take into account a number risk factors including minimising disruption and time away from learning, equity, WH&S, cost, facilities and child protection, among others.

Our final position as a school will reflect our commitment to our core purpose – providing education for all students. In summary, we will continue the current arrangements but no new agreements will be entered into and current arrangements may be subject to change once we have the DET policy to work from.

### **School Uniform**

Students are expected to be in full school uniform every day including shoes. We understand that there are special circumstances from time -to-time, please just let us know when this occurs.

Uniforms may be purchased from school through the P&C. If you are unfamiliar with our uniform expectations, please read our uniform policy on the school website.

### **Parking**

The two parking spaces in front of the Prep Block are for disabled parking and emergency vehicles only. Please do not park there.

### **Breakfast**

It's important that students are ready for every day of learning starting with a good breakfast. Chappy Brydie and the Student Council are now running a free breakfast of toast and cereal on Monday and Friday mornings for all students starting at 8 am.

### **Parades**

Parades are now Years 3-6 on Monday at 10:30 am and Years P-2 on Wednesdays at 10:30 am. One student from each class will be awarded a certificate for behaviour and another for curriculum achievement each week. Our office staff will contact parents to let them know so they can join us on parade to celebrate student success. All parents are welcome on parade any time.

### **Volunteer Induction Program**

We will be holding an induction program on Tuesday 06 March from 9 -10 am for anyone who wishes to volunteer at the school. ALL volunteers must have completed this training to attend the school. A reminder also, that all visitors to the school must sign in and out of the office.

Have a great week,  
Carole Boatwright  
Acting Principal

## NEWS FROM YEAR 2

Where did those last 5 weeks go? 2AC have been writing some outstanding sentences about characters. To create interesting writing, 2AC students used emotive words and language from a text. Here are some examples:

Fox was full of rage and acted meanly. Kaylee S.  
Dog ran so fast, it was as if he was flying. Jacob  
Dog found Magpie in the charred forest. Tyler  
Magpie was terrified of Fox because he was staring at her. Rosie  
Magpie was scared of Fox because he was looking at her with his haunted eyes. Jack  
Dog is gentle and loyal because he wants Magpie to live for a very long time. Riley  
Magpie was anxious when Fox looked at her. Mason  
Fox was envious of Dog and Magpie. Blayde  
We have also been developing strategies to assist in solving mathematical problems. One strategy we focussed on was Bridging 10. To help develop this skill, students enjoyed playing games like 'Race to 10' in pairs or small groups.



Year 2R have been "forced" into our **Push and Pull** Science Unit. All the students have been contributing to our investigations on Fridays, which appear to be our favourite lessons.

One boy was heard to have said, "I was having so much fun, I almost forgot to gather the Information that was needed to complete our investigations." I don't think the students could believe that Mrs Rutledge could have so many cars, trucks, trains and other wheeled vehicles for us to make a fair test for the amount of force that needed to be applied to each object. We can now experiment with: in water, in the sky.

I can't wait for the reactions from the students when we read Mr Archimede's Bathtub and discuss displacement of water. How much water will splash out when this character with the square bottom gets in his bath-tub. Watch out as we'll all be trying at home in our bathrooms. We have been measuring, calculating, and estimating using what we are learning in Maths and Science units.

2R are planning to enter a "Be a scientist" video contest by the end of term. Also just a reminder that all students from both classes in Year 2 should now be collecting a variety of things to use to construct their own toy, which has moveable parts and is propelled with a push or pull. We can't wait to see how these wonderful inventions will be created by each student!!

Tuesday night we have a science observation to be filled in and returned to Mrs Rutledge for this Thursday 1<sup>st</sup> March, 2018 for our lesson. Doing little studies at home shows us how well students participate and this is one of the indicators for our report cards.

Thanks for your continued support,

Karen Allen, Kylie Chamberlain & Anne Rutledge

## HOC NEWS

All parents want their child to do well in school. One way to help your child is to help them build their vocabulary. Beginning readers use knowledge about words to help them make sense of what they're reading. The more words a reader knows, the more they are able to comprehend what they're reading or listening to.

Talking to and reading with your child are two terrific ways to help them hear and read new words. Conversations and questions about interesting words ("the book says, 'the boy **tumbled** down the hill' and look at the picture! How do you think he went down the hill?") are easy non-threatening ways to get new words into everyday talk.

Sharing a new word with your child doesn't have to take a long time: just a few minutes to talk about the word and then focus back on the book or conversation. Choose which words to talk about carefully – choosing every new word might make reading seem like a chore. The best words to explore with your child are ones that are common among adult speakers but are less common to see in the books your child might read.

## NEWS FROM OUR MASTER TEACHER

Last week the prep teachers held an information session for parents. This session was to model and discuss how prep students are learning the foundation of reading. Every day the students complete the monster routine which teaches them how to hear sounds in words, break these sounds up and then map them with the correlating speech sound. This speech sound is learnt through a monster initially and when students are ready, the monster is replaced with the matching letter. The majority of preps are up to learning the letter choice for the sound which means they can segment and blend sounds for words that use the sounds s,a,t,p,i,n. We had a fantastic turn out and some very enthusiastic parents who completed the monster reading routine. Working with our community is very important and we hope to run some reading information sessions for parents with children in other year levels in the near future.



Master Teacher  
Angela Hubbert

## CAMERON STELZER AUTHOR VISIT

Award winning Australian author and illustrator, Cameron Stelzer, will be visiting our school on Friday 16 March to conduct NAPLAN Writing Strategies workshops focussed on the narrative genre, with our Year 3 and 5 students. During the workshops, Cameron will explore practical ways to enhance students' writing and planning.

This will be a wonderful opportunity for our students to gain an insight to an author's craft and be inspired to find their voice in their own narrative writing.

Our Year 2 students will enjoy a Big Screen Book Reading session of one of Cameron's *Stroogle* adventures and will gain a closer look at some of the characters and illustrations created in these stories.

There will be no cost for students as our school is funding these valuable workshops.

## MESSAGE FROM THE GUIDANCE OFFICER

Dear Parents

**This week we are going to have a look at how does strength based parenting differ from other parenting styles?**

**BY PROFESSOR LEA WATERS MAPS PRESIDENT ELECT OF THE INTERNATIONAL POSITIVE PSYCHOLOGY ASSOCIATION**

Let it be said that strength-based parenting is not a branch of positive parenting or much-maligned helicopter parenting.

Positive parenting focuses on praising children and helping them to always feel good about themselves. The problem with this approach is that it can lead to a child having an over-inflated ego and sense of self, and always expecting things to be positive in their life.

Strength-based parenting is different because it helps parents get to know children for who they are – what they're good at and what they're not good at – and teach them how to navigate the world through their strengths. Unlike the false praise often associated with positive parenting, strength-based parenting focuses on real praise.

Strength-based parenting is helpful during challenging times such as friendship troubles or the loss of a pet because children can draw on their strengths to work through problems. In these sorts of situations, positive parenting isn't much more than a band-aid solution.

Likewise, strength-based parenting differs from helicopter parenting because it isn't focused on clearing the pathway for children. Rather, it's about helping children develop inner resources and strengths that allow them to clear their own pathways.

The more parents engage in strength-based parenting, the more aware they become of their children's strengths and the less anxious they feel about children not being able to cope. Ergo, they're less likely to engage in helicopter parenting.

Published in: Family & relationships, Learning & development

Have a Great Week  
Julie Jackson  
Guidance Officer

## STUDENT COUNCIL REPORT

Student leaders have been busy placing flyers around the school advertising a Free Dress Day which will be held on Friday 9th March. Please send along a gold coin donation with your child to support our Student Council. Notes were handed out this week to all classes outlining all of the details.

Thankyou for your support!  
Urangan Point Student Leadership Team.

## BOOK CLUB NEWS

**Issue 2** catalogues were distributed to students this week. If you wish to order from this issue, cash orders can be handed in at the Library. If you prefer, you can order online and pay by credit card using the Scholastic LOOP system. Details are on the back of the catalogue.

The closing date for **Issue 2** orders is **FRIDAY 16 MARCH**.

Cathy Fowler  
Teacher-Librarian

**CHAPPY'S CORNER**

So many students have been through the Drumbeat program that we run, however we realise not everybody may be familiar with the program.

Mrs Hatch, our music teacher, and I have been running Drumbeat at Urangan Point for almost five years. We chose this program because we see it interests the children by allowing them to participate in an unusual activity and simultaneously gives us room to discuss teamwork and relationships. Some of the elements we focus on are the development of personal identity based on values; harmony in relationships; community; listening; and withstanding peer pressure. The aim is if for students to understand that we need to respect the common rules that underpin our society and general relationships in order to work together to build a better life/community.

Drumming has been known to have soothing benefits for children with autism or trauma as the rhythmic patterns soothe neurological pathways supporting emotional regulation.

If your child has completed drumbeat and you'd like to know more about the program so you can build on these lessons at home, feel free to approach me at school to discuss further. If you are interested in your child attending Drumbeat in future, please let the school admin know and we will endeavour to add them to a course as vacancies become available.

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