FOR YOUR DIARY

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>5 June</td>
<td>UNSW Science test</td>
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<tr>
<td></td>
<td></td>
<td>Gilston Club Meeting 9.00am in the Library</td>
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<tr>
<td>Tuesday</td>
<td>11 June</td>
<td>Senior Sports Carnival</td>
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<tr>
<td>Wednesday</td>
<td>12 June</td>
<td>Junior Sports Carnival</td>
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<tr>
<td>Thursday</td>
<td>13 June</td>
<td>Prep Tabloid Carnival</td>
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<tr>
<td>Friday</td>
<td>14 June</td>
<td>Performing Arts Competition</td>
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PRINCIPAL’S COMMENT

Great teaching

I have previously spoken about our current process in developing a school ‘Pedagogical Framework’ to identify how we teach every day. I wish to share with you a process of teaching and learning that we are currently examining which seeks to direct our thinking in this area:

1. Engage: good teaching engages children in the learning process. We must create an exciting, challenging and personalised environment for students to learn in.
2. Identify: to really personalise learning, we must identify the learning styles, abilities, skills and interests of every child.
3. Teach: once we know about the ‘whole child’ we can target teaching strategies to individuals.
4. Assess: our assessment process can take into account where a child is in their learning journey as well as identifying progress.
5. Feedback: we can discuss this progress with each child, looking at a child’s capabilities and goals. This feedback process also reinforces a positive working relationship with each child thus improving engagement in learning.

This ‘great teaching model’ can be adapted to direct us in many situations involving working with people of all ages in teaching, coaching, mentoring and training.

Chicken Pox

Parents should be advised that we have a case of chicken pox that has been reported to us. People with chicken pox should be excluded from school for at least five days after the rash first appears or until scabs have replaced all blisters. Please contact www.health.qld.gov or your doctor if you require further information.

Staff Changes

Due to permanent employees returning from leave, there will be some changes to teacher staffing from term 3. Mrs Bernadette Rogers will return to Gilston and work with Ms Susan Simonini in year 4N. Also Gilston welcomes Mrs Shelly Batson and she will work with Ms Merrilyn Adam in year SS. In both classes, teachers will work in a three day/two day a week partnership. The specific teachers will provide further information to parents of students in those classes. Both teams have met together to ensure continuity.

Celebrate Origin!

To start this year’s State of Origin season, Gilston will have two events next Wednesday, 5 June. The first will be Maroon & Blue Day: students and staff can come to school wearing either maroon (yay!) or blue (if you must). There is not a ‘gold coin’ donation day. Students will be expected to still wear appropriate clothing for school (closed in shoes, shirts with sleeves, etc.) Dyed or coloured hair, or coloured zinc or face paint are not appropriate. Also, we will be having a teacher v students touch football game. The time of day for this event (and teams) is yet to be confirmed.

New Smart phone App for school information

Parents and carers can now instantly have access to news and events at their child’s school using the QSchools smartphone app.

Designed to integrate with the Websites for Schools platform, the app lets smartphone users receive newsletters and up-to-the-minute information to their handsets as soon as it is posted to their favourite school’s websites.

The QSchools app provides an additional, convenient way of engaging with parents and the community using a technology that most of us carry every day.

The QSchools app is also a vital tool in emergency situations, sending instant notifications of natural disasters like flood alerts or illness causing school closures. It will be particularly useful to parents who have students in different schools, as the app manages updates from multiple schools in a single view.

All state schools are searchable using the app which provides location and contact information. The QSchools app is available for free download from the iTunes store for Apple devices, and the Google Play store for Android-compatible devices.

Principal

David Cramb

DEPUTY PRINCIPAL’S DEPOSITION

THE ROLE OF SOCIAL NETWORKING SERVICES IN THE LIVES OF CHILDREN AND YOUNG PEOPLE

The internet is a regular part of everyday lives of children and young people aged eight to 17 years, as it is used regularly within both school and home environments. Children and young people in this age group use the internet to find information, for academic purposes and social networking. Exposure to the internet and social networking services increases with age, starting predominantly with game-related websites at younger ages, leading into regular and proficient use of social networking services from high school age upwards (12+ years). At a young age, the internet is regarded primarily as a source of entertainment, and websites used are often closed game websites such as MiniClip (games for one player). From the age of about 10, interaction occurs on open game websites (multiplayer games) like Club Penguin, and, particularly for boys, role playing games such as Runescape.
and World of Warcraft. A number of our students are in this position. Youth spend an average of 7+ hours/day using media, and the vast majority of them have access to a bedroom television, computer, the Internet, a video-game console, and a cell phone. Studies have shown that media can provide information about safe health practices and can foster social connectedness. However, recent evidence raises concerns about media’s effects on aggression, sexual behavior, substance use, disordered eating, and academic difficulties.

True, media violence is not likely to turn an otherwise fine child into a violent criminal. But, just as every cigarette one smokes increases a little bit the likelihood of a lung tumor someday, every violent show one watches increases just a little bit the likelihood of behaving more aggressively in some situation.

This week popular media sites have run programs about the increase of aggressive acts acted out in school settings with the government giving greater powers to schools to curb this type of behaviour. However even at Gilston we sometimes see students acting out aggressively to very minor situations and high levels of anxiety when faced with a low level stress situation. Please have a look at the link below to perhaps give a context to this argument - http://www.personalizemedia.com/garys-social-media-count/

HOW DO MEDIA AFFECT CHILDREN AND ADOLESCENTS?

Media affect youth not only by displacing time they spend doing homework or sleeping but also by influencing beliefs and behaviors. According to social learning theory, children and adolescents learn by observing and imitating what they see on the screen, particularly when these behaviors seem realistic or are rewarded. Cognitive development theory asserts that children’s cognitive capacities at different stages determine if and how they understand media content. For example, children younger than 8 years who are not yet able to comprehend persuasive intent will be more vulnerable to advertising. In addition, media present youth with common “scripts” for how to behave in unfamiliar situations such as romantic relationships. Finally, super-peer theory states that the media are like powerful best friends in sometimes making risky behaviours seem like normative behaviour.

With the variety of theories suggesting a potentially powerful effect of the media and the growing empirical evidence for negative impact, one might hypothesize that parents would take care to limit exposure to detrimental media content. However, the “third-person effect” (a well-documented phenomenon in the communications literature), shows that teenagers and adults think that the media influence everyone except themselves or their children.

Violence and Aggression

By the age of 18, the average adolescent will have seen an estimated 200 000 acts of violence on television alone. Much of the violence on television and in movies is presented in a sanitized and glamorized fashion, and in children’s programming it often is presented as humorous. More than 10% of 10- to 14-year-olds saw 40 of the most violent movies in 2003. Both music videos and rap music have become increasingly violent. Interactive media can encourage antisocial beliefs and behaviour in children and adolescents, particularly because violence in new media has been found to be prevalent as well. A recent analysis of video games revealed that more than half of all games contain violence, including >90% rated as appropriate for children aged 10 years and older. Health professionals worry most about first-person shooter video games. In the aftermath of an incident in America (the West Paducah, KY school shooting), it was discovered that the shooter had never fired a real gun in his life before that day, yet his marksmanship was both accurate and lethal. Researchers believe that repeated exposure to mediated violence can lead to anxiety and fear, acceptance of violence as an appropriate means of solving conflict, and desensitization, with resulting increases in aggression and decreases in altruism. In particular, the portrayal of justifiable violence that is common in the media—“good guys versus bad guys”—places children at risk because it is so powerfully reinforcing. The relationship between media violence and real-life aggression is nearly as strong as the impact of cigarette smoking on lung cancer: not everyone who smokes will get lung cancer, and not everyone who views media violence will become aggressive themselves. However, the connection is significant. The most problematic forms of media violence include attractive and unpunished perpetrators, no harm to victims, realism, and humor.

Never let the future disturb you. You will meet it; you have to, with the same weapons of reason which today arm you against the present. The future only scares or worries because of the unknown. To prosper we need to take the time to realize the true nature of the problem and confront it. Not be scared or worried about what we need to do to overcome the problem.

Our children will experience situations in their lives that may confront or create anxiety. We, as adults, can prepare them by building resilience, change management and quality personal interaction skills.

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P & C NEWS
Crossing supervision
Work commitments see us lose our Thursday lollipop crossing supervisor. This team of volunteers have all been performing the role for many years and we are very grateful for the vital safety they play in the lives of all our children. Thank you. Unfortunately the collection of “They should” people has dwindled, if you can be one of the “They” I know “We” would really appreciate it.

Spell-a-thon
This week our children completed their class Spell-a-thon and we have heard of a lot of great results. Well done to the children for their learning efforts. If you could send in your child’s sponsorship forms with the funds raised or a donation, that would be great. The P&C is hoping to purchase additional iPads for the children as well as continuing with the tuckshop renovation.

Have a great week and as always please feel welcome to contact me with any questions or queries.
Kind regards, Narelle Reed P&C President Tel: 0403046920.

GILSTON CLUB
Hi Everyone,

Entertainment Books – the 2012/13 books expire this Friday!! Check the new one out in the Office, fill in a form with payment details and the book will be delivered to your child’s classroom. You can also order online – just follow the directions on the forms or at www.entertainmentbook.com.au. Here are some more ways your family could utilise this book.

Local Eateries for Families or Just the Growns-ups:
Capri Pizzas, Town & Country, The Wine Barrel, Mudgee Bah Espresso Café, Emerald Lakes Golf Club, Wallaby Hotel, Foodie Indiya (valid for dine-in and take-away), Michies Mexican Restaurant and Café (valid for dine-in and take-away), Anand Sagar Indian Restaurant (valid for dine-in and take-away), The Tandoori Place, Capri Italian Restaurant, Squires Loft - and many, many more.

Going for a day trip to Tamborine Mountain? Use vouchers at Albert River Wines, DeliVino on Tamborine, Rainforest Restaurant and Lounge Bar at Thunderbird Park, Hilltop on Tamborine Café, The Terrace Kiosk, Eagle Heights Mountain Resort, Tamborine Mountain Trail Rides, Thunderegg Mine and Mini Golf (at Thunderbird Park), Mount Tamborine Adventure Parc.

Next Gilston Club Meeting is next Wednesday 5 June at 9.00am in the Library. We would LOVE to see some new faces – come for a coffee and a chat. All pre-schoolers welcome.

Remember, for all things Gilston Club related, call or text me on 0414912217.
Have a great week..... Lisa

WHO’S CHATTING TO YOUR KIDS?
The internet today contains many sites that are designed to encourage children and teenagers to communicate by messaging each other in real time. Many of these sites contain areas where children can post personal information about themselves including their name, age, location, photographs, and contact details. Please take some time to discuss these on-line safety tips with your children:

- Never give out personal information on the net, like your full name, address, phone number or school, even sporting events attended, or locations of extra-curricular activities
- Ensure your screen name does not reveal personal information about you.
- Review your online profile. Predators can use this personal information to find you.
- Only allow your friends to view your personal blog and profile.
- Never send your picture to someone you don’t know.

- Don’t accept invitations to view webcams from unknown internet users.
- Never arrange for face-2-face meetings with people met online.
- Understand predators ask personal questions and attempt to become friends quickly.
- Time chatting online to a person does not equal trust or knowing the person.

TEACH CHILDREN THE 5 RS:
REALISE – people you chat with may not be who they say they are, nor what age / sex they give.
REFUSE – requests for personal information and ensure your internet profile is private.
REVIEW – your contacts. It’s not “kool” to have contacts you don’t know.
RESPOND – quickly if you ever feel uncomfortable while online. Close the program. Tell your parents or a trusted friend.
REPORT – any suspicious or dangerous on-line contact to the police.
(Adapted from Information provided by Queensland Police Service)

CHAPPY SPACE
Thank you to the whole school community for helping make Chappy week a special week indeed. We hope everyone enjoyed the games and sausages, lunch disco and thank you for making our commissioning special too. You all looked very smart and colourful on Friday! Congratulations to the winning classes who raised the most money. They are 4N and 2C. We will be speaking with your teachers to organise a time to be a student in your classroom!

Kids Matter
Building better family relationships
Families come in all shapes and sizes but each one has an important role to play in children’s development and mental health. Through positive communication and clear boundaries, you can help your children build strong connections with all members of your family.

Encouraging dads to connect
Kids who have a solid relationship with Dad get along better with siblings, have better social skills and experience less emotional distress.

Getting involved, even in small ways, helps dads develop a healthy father-child relationship.

School Holiday camps - please email Chappy Sami chappystuff@y7mail.com for more info.

HAVE A GREAT WEEK FROM THE CHAPPIES.

TUCKSHOP ROSTER
Thursday 30 May – Irene Nicholson, Mandy
Ice Blocks – Mandy
Friday 31 May – Mandy, Kellie, Tanya Lind
Ice Blocks – Mandy
Monday 3 June – Mandy
Ice Blocks – Mandy
Tuesday 4 June - Mandy
Ice Blocks – Mandy
Wednesday 5 June - Mandy
Ice Blocks – Stacie Gardner
Thursday 6 June - Mandy
Ice Blocks – Mandy
Frday 7 June – Trish/Kelie
Ice Blocks – Elektra

Flexischools - Online ordering is our preferred method of ordering tuckshop and uniforms. If you have not registered for online ordering with www.flexischools.com.au please do so ASAP. It is convenient, easy and there is no need to send your child to school with money.
Have a good week everyone.  Suzelle & Mandy
### Tuesday Sushi Order Form
To be handed in at the Tuckshop by Monday 9.30am

<table>
<thead>
<tr>
<th>SUSHI ROLLS $3.00</th>
<th>QTY</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Chicken Teriyaki</td>
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<td></td>
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<tr>
<td>Beef Teriyaki</td>
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<td></td>
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<tr>
<td>Chicken Tandoori</td>
<td></td>
<td></td>
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<tr>
<td>Chicken Lettuce Mayo</td>
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<tr>
<td>Chicken Sweet Chilli</td>
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<tr>
<td>Chicken Honey Soy</td>
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<tr>
<td>Chicken Avocado</td>
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<tr>
<td>Salmon Avocado</td>
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<td></td>
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<tr>
<td>Salmon Cream Cheese</td>
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<td></td>
</tr>
<tr>
<td>Prawn Lettuce Mayo</td>
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<tr>
<td>Tuna Avocado</td>
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<tr>
<td>Tuna Sweet Chilli</td>
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<tr>
<td>Tuna Mayo</td>
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<tr>
<td>Egg Salad</td>
<td></td>
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<tr>
<td>Vegetarian carrot</td>
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<tr>
<td>Vegetarian green</td>
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<tr>
<td>Vegetarian special</td>
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<tr>
<td>Avocado</td>
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</tr>
<tr>
<td>California</td>
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<tr>
<td>Inari</td>
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<table>
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<tr>
<th>VIETNAMESE ROLLS $3.00</th>
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<tr>
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</tr>
<tr>
<td>Chicken Tandoori</td>
<td></td>
<td></td>
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<tr>
<td>Chicken Honey Soy</td>
<td></td>
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<tr>
<td>Beef Teriyaki</td>
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<tr>
<td>BBQ Pork</td>
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<tr>
<td>Salmon Avocado</td>
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<tr>
<td>Vegetarian Green</td>
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<tr>
<td>Vegetarian Carrot</td>
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**Totals**

<table>
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<tr>
<th>QTY</th>
<th>TOTAL</th>
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Student Name: _______________________________ Class: ___________

While every care is taken to provide your child with the sushi pre-ordered, occasionally the supplier may be out of stock. In these instances similar ingredient sushi will be substituted.