



GILSTON STATE SCHOOL

NEWSLETTER



Principal: Bruce Langes
Deputy Principal: Kelly Clark

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<http://www.gilstonss.eq.edu.au>

PHONE : 5501 2333

ABSENCE LINE : 5501 2360

FAX : 5501 2300

admin@gilstonss.eq.edu.au

PRINCIPAL'S REPORT

Gilston's brightest performing artists will be on show tomorrow in the annual Gilston Performing Arts Competition (GPAC). I invite you to be part of this event to marvel in the talents of our young people.

*Next week students from Gilston will join their counterparts from schools across the South East Region at the annual **Regional Music Camp**. Some will be involved in the choir elements while others will be participating in the band arena. This opportunity to learn amongst their peers with specialist coaches from outside schools is highly valued. I am confident that our students will represent Gilston with confidence.*

*Not only was it wet yesterday, it was "slimy" in Year 3. As I discussed the **science activities** with the students yesterday afternoon, I was impressed by the **students' explanations** of the science lessons that were part of the science rotations in their year level. For those who do the laundry in your households, there are a few shirts that wear the "battle scars" of the experiments too.*

*As a farmer's son I find it difficult to curse the rain. I would however had preferred to delay the precipitation so that we could have proceeded with the **working bee**. I will be conferring with the P & C to find another suitable date. I **thank** those of you who were keen to be part of the projects and look forward to your input when we **reschedule**.*

***Terrorism** and the media coverage that comes with it can have an impact on your children. As I have written in the past, it is important to talk to your children about the topic. This [web link](#) is a short piece containing some hints from Dr Michael Grose that will help parents **talking to children about the topic**.*

***Me or I?** Were you one of those children whose "Aunty Bethel" continually 'corrected' you when you spoke, telling you to use "Billy/Jilly and I" in all circumstances? This caused many of us to be confused about what was correct and consequently we now have journalists and other people in public office modelling incorrect grammar usage in our media. At Gilston you are aware that we focus substantial energy in teaching the elements of English. We want all students to have the basics of our language so that their spoken and written language is correct. This week I offer some common examples of the use of "I" and "me" and a simple strategy to know which is correct.*

*It is common to find examples in writing and a person's speech where **I** and **me** are used incorrectly. These mistakes tend to occur when using a conjunction with two or more pronouns. To*

FOR YOUR DIARY

Thursday	15 June	GPAC competition in the hall 11.50am
Friday	16 June	Year 4S Bicycle Safety School Disco 5.30-8.30pm
Monday	19 June	Year 5 and 6 Gala Day
Friday	23 June	Last Day Term 2
Monday	10 July	First Day Term 3

Our website has access to all consent letters for any of the excursions listed above <https://gilstonss.eq.edu.au>

2017 Explicit Improvement Agenda

Response to intervention (RTI):

Target driven intervention through:

- Data Analysis
- Consistent Core Instruction
- Progress Monitoring
- Supplementary and Intensive Intervention

Gilston Expectations

- Be a Learner
- Be Responsible
- Be Respectful
- Be Safe

Current Attendance Levels

P	1	2	3	4	5	6
95.96	94.52	94.91	95.17	93.93	94.83	93.62

ascertain which is correct, leave out the "other person". e.g.

✓ *Anne has invited you and me to a picnic.*

x *Anne has invited you and I to a picnic.*

✓ *For more information see Kelly or me.*

x *For more information see Kelly or I.*

✓ *Jeff and I completed it.*

x *Me and Jeff completed it.*

Strategy: Read only the **red text** to verify which is correct.

Another common mistake that has emerged and is appearing more commonly in speech and subsequently in writing is the use of "of" in place of "have" x **could of**, x **should of** and x **would of**. These usually occur because the learner has heard the contraction in another person's speech repeatedly e.g. could've. The correct use is **could have**, **should have** and **would have**.

Among many other features, **QParents app** provides parents access to their child's reports on their smart device. If you want to join the 245 parents already accessing this convenience, visit the office and the ladies will help you begin the access process.

Gilston's commitment to employing **high-yield instruction strategies** has led to a Direct Instruction method (CMC) being utilised for the delivery of core elements of mathematics. To further support our teachers to deliver this program with fidelity, we will be employing the services of Toni Hatten-Roberts, an expert in the field. Consequently, your children may come home next term telling you about Mrs Hatten-Roberts working in their room. Based on this strategy I am confident of further refinement of our practices and subsequently in student results.

In our quest to improve **attendance** rates and **on-time arrival**, letters will be sent to families whose students have been repeatedly late this year. If you receive a letter and believe there are circumstances, beyond that which you have shared, about which we should be aware, please make an appointment with me.

Finally, we welcome back our **Year 5** students from **camp** this afternoon. Despite the challenge of the weather our teachers and the camp coordinators provided a high quality program. On behalf of our school community, I **thank our dedicated teachers for their commitment** to providing this learning experience.

Stay safe and keep smiling.
Bruce

DEPUTY PRINCIPAL'S REPORT

Marking guides

Marking guides, or guides to making judgments, accompany summative assessment tasks. They support teachers to make standards-based decisions about student work.

Marking guides identify the valued knowledge, understanding and skills to be assessed - the assessable elements/dimensions. Each assessable element/dimension is accompanied by a set of task-specific descriptors. These assist teachers to judge the quality of the student response to the assessment task against a five-point scale.

The task-specific descriptors within the marking guide are statements that reflect discernible differences in student performance. These statements are derived from the achievement standard and content descriptions. They state how well the student has demonstrated their:

- knowledge and understanding (of facts, concepts and procedures)
- application of skills.

Ensure consistency of teacher judgment

Consistency of teacher judgment relies upon consistent interpretation of the assessment task and an understanding of how the achievement standard is demonstrated in student responses. At Gilston State School, teachers:

- Implement moderation processes to support consistency of teacher judgments and comparability of reported results each term.
- Ensure that there is a common understanding among all teachers about the process for developing or adapting assessments, making judgments and determining overall levels of achievement.

Teachers across the cluster of schools in the Gilston area are involved in across-cluster moderation. This valuable learning process provides teachers with the opportunity to collaborate on a professional level to ensure consistency of judgements are being made.

Information extracted from:

<http://education.qld.gov.au/curriculum/framework/p-12/>

Year 3 Science Day

Yesterday, students from Year 3 participated in hands-on learning activities relating to Science. Students, in the role of Scientists, were investigating solids and liquids, developing their understanding of changing states and observing the effect of heat on solids and liquids.

Students were involved in experiments that provided them opportunities to identify questions and make predictions about scientific phenomenon. They follow procedures to collect and record observations and suggest possible reasons for their findings.

I was impressed with the knowledge and understanding students retained relating to solids and liquids. They were able to describe why 'slime' behaved in the way it did and the process undertaken to produce 'milk rocks'.

Disco

Please support the P & C Disco this Friday, 16 June from 5:30pm–8:30pm. Tickets are on sale at the Tuckshop. If you are able to assist on the night, please inform Nicole in the Tuckshop. The theme for the night is a Pyjama Disco, however wearing pyjamas is not compulsory. Come along and enjoy the fun!

SPORT NEWS

Congratulations to Bianca Davis who ran 46th in the 10 year girls race at the Regional Cross Country Carnival. Congratulations also to Carter Wilson who played in the Oceanic District U12 boys Rugby Union team at Regionals. Well done.

A reminder that the Year 5 and 6 Gala Day at Firth Park is on Monday 19 June. Students require full school uniform, sunscreen, lunch and water bottle. Thank you.

Scott Stavar / HPE

GILSTON GOURMET

Tuckshop Roster

Thursday 15 June – Brenda Flemming

Friday 16 June – Amelia Edwards

Monday 19 June – Help needed

Tuesday 20 June – Melanie Harrison

Wednesday 21 June - Help needed

Thursday 22 June – Rachel Delany/Brenda Flemming

Friday 23 June – Amelia Edwards

Have you got your disco tickets yet? Come to the disco in your pyjamas and have a dance; everyone is welcome. Tickets are available for purchase from the tuckshop, and are \$6 pre purchased or \$8 on the night. Each ticket includes hot food (cheese burger, Popcorn chicken or hot dog) and a drink of your choice. Bring your family and have dinner as there will be plenty of food and drink for everyone.

A couple of dates to remember:

The tuckshop will be holding a Sausage Sizzle on **Tuesday 20 June at 1st break for \$1.00 each**. Bring in your money and buy a sausage for lunch.

Also next Monday afternoon from 2.30-3.30pm we will be having our second-hand uniform sale from the tuckshop. All our second-hand uniforms will be \$3 each. There are lots of school jumpers, jackets, pants and shirts. Come in and get a bargain.

Next Wednesday 21 June is State of Origin 2 and we are doing special "Footy Lunches". These lunches are available for purchase over the counter and on flexischools.com.au.

- Hot dog (with or without sauce) and drink of your choice \$5.00
- 2 party pies, drink of your choice and cookie \$5.00
- Footy fever box- Chicken snack wrap, drink and cookie \$5.00

Have a great week,
Nicole Meesen / Tuckshop Convenor

COMMUNITY NOTICES

FUEL 2 FLY GOLD COAST CLINIC - HINTERLAND & DISTRICTS

NETBALL ASSOCIATION – Monday 26 June – 10.00am-1.30pm - \$70

– 9-14 year olds. For more information and to register:

www.laurageitz.com.au/clinics/

NERANG STATE HIGH SCHOOL

Thank you for the fantastic turn out for our first Parent Information Evening of the year. It was a great success and the enrolments have already started flowing in. The second of our Parent Information Evenings is scheduled for **1 November**.

Enrolment Packs are available from the Office of each of our Primary Schools and are also available from our website at nerangshs.eq.edu.au/Enrolments. Please submit your Enrolment Form and accompanying documentation to the Nerang High Parent Reception.

For families wishing to apply for a position in the **2018 Comets Academic Excellence Program**, please remember to drop off your Application Form and accompanying documentation to your child's Primary School Administration building by **Wednesday 21 June**. You may hand them in to Nerang State High School's Parent Reception if you wish, but to make the process as easy as we can for you, we can also collect Comets Application Forms from the primary school. Successful applicants will be notified during Week 1 of Term 3.

We must also add that our Performing Arts team were wowed by the quality and courage of the students who auditioned for positions in the **Quality Arts Signature Programs**. Congratulations to all who auditioned and students will be notified of results prior to the end of this term.

If you require further information, or have any questions at all, please don't hesitate to email me at awool42@eq.edu.au.

Sincerely,
Aaron Woolnough
Junior Secondary Head of Department
Nerang State High School

