From the Principal

Awards

Congratulations to the many award recipients who received commendations for their efforts. Attitude, consistent effort, helping others and always working to the best of their ability, were just some of this week 2’s award categories.

ANZAC Day

I would like to congratulate the children who attended the ANZAC Day service that was held in Greenvale and the staff who represented the school at the ANZAC day march. I would especially like to congratulate our School Captains Kyle and Jorden who did a fantastic job reading their poems. Greenvale State School had 19 students participating in the march this year, which was a real credit to our school community. Congratulations Greenvale SS for showing your respect to the ANZAC’s and for representing your school proudly. Thank you to parents who supported and encouraged their children to march.
Staff Changes

I wanted to share with you all the process for teacher aide appointment as there has been much discussion around this in the last few weeks.

Teacher aide hours can be appointed as a temporary or permanent position. Before a permanent teacher aide can be appointed existing teacher aides can be offered to have their hours maximized or casual hours can be offered. For permanency, Regional Office is firstly contacted to identify any candidates for relocation, before it can be advertised and an interview process is initiated. This is the same process for teachers that wish to have a position in the school.

The position that has been filled is a temporary, not a permanent appointment, and does not need to be advertised as such, however for casual/temporary positions it is at the school’s discretion how and who to employ. As principal I have decided that it’s in the best interest of the school for the current teacher aide position to remain as a temporary appointment for 2014. In 2015 a decision will be made after student enrolments are collected on Day Eight of the new school year.

Teacher Aides Roles and Responsibility

Testing is listed in the TA’s job description that they can undertake testing on behalf of the teacher, but that the teacher sets the test and will mark the test. All teacher aides are given an explicitly lesson plan each day outlining what they are required to do. I hope this has been useful information that will answer any of your queries.

Please feel free to come and see me if you have any more questions. Two-way communication is essential to providing the best possible education for our students.

NAPLAN

Parents are reminded that NAPLAN testing will be held from Tuesday 13th May through to Thursday 15th May, with Year 3, 5 and 7 students sitting the tests. Students in Prep, Year 1, 2, 4 & 6 will have normal school classes and will not be impacted by the NAPLAN testing. Miss List has been working hard to ensure the students are well prepared and ready to do their best. Attendance, leading up to and on the day of the tests, continues to be of vital importance. High levels of absenteeism have a huge effect on student achievement and student engagement. Please help us by encouraging your child to attend school every day. Every Day Counts! If you have concerns about NAPLAN testing, and in particular, how your child will cope with the testing, I’d encourage you to visit the school office and discuss your concerns with myself, or visit your child’s teachers.

Books in Homes

We have been successful in obtaining a school grant from Evolution Mines for Books in Homes to the value of $3,130.80. Each student gets 9 books per year (three books for each of Terms 1, 2, and 4) Book bags each term, preview books to keep for the library. A huge thank you to Evolution Mines
Our Strategies:
Improving student achievement in all key learning areas.
Demonstrate high quality teaching practises characterised by high expectations of all.

Reading—Every Night Every Day

Reading—Every Night, Every Day. It’s a very simple philosophy yet will result in substantial benefits to all children. This year our main goal at Greenvale is to improve the reading abilities of each child at our school and we are urging all parents to support our goal by reading to, or with, their children ‘every night, every day’. It is a proven fact that by reading to or with your child ‘every night, every day’ your child’s reading will improve and they will improve their results at school. All it takes is 10 to 15 minutes each night.

Regional Reading indicators to be achieved in Prep, Year 1 and Year 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>PM Benchmark</th>
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<tbody>
<tr>
<td>Prep</td>
<td>8</td>
</tr>
<tr>
<td>Year 1</td>
<td>16</td>
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<tr>
<td>Year 2</td>
<td>20</td>
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FoodWorks Cash for Schools!

Please keep in mind if you are shopping at the Foodworks store on Boundary Street Charters Towers and you spend over $50 they will give you a coupon to place into one of the boxes on the Cash for School stand! It’s that simple! Thanks to all of our families and community members who have already been supporting us in this super easy fundraising venture! Last Term Greenvale State School received a cheque for $253.00 from FoodWorks, Thankyou to all parents and community members for supporting our school and huge thankyou to FoodWorks Charters Towers.

P-2 News

We have had a great first few weeks in Term 2 getting back into learning. In Maths we have been focusing on collecting data to answer questions and represent data in picture graphs. We found out the most common eye colour in our classroom was blue.

Our focus in English has been looking at stories where a character has changed. Prep students have been retelling stories looking at the beginning, middle and end parts of a story. Grade one and grade two students have been “narrative detectives” by investigating the use of descriptive language in the construction of character.

Bucket Fillers:

In the P-2 classroom we aim to be bucket fillers. The idea of Bucket Fillers is based on the book "Have You Filled A Bucket Today? (A Guide to Daily Happiness For Kids)" by Carol McCloud. The premise of the book is this.... We all carry an invisible bucket that contains our feelings. When our bucket is full, we feel great. When our bucket is empty, we feel sad. A bucket filler is someone who says or does nice things for other people. By doing this, they are filling other people's buckets and filling their own bucket at the same time.

Here are some bucket fillers moments from last week:
Isaiah: “Wes filled my bucket because he asked me if I wanted to play with him”
Adam: “Isaiah filled my bucket when he looked after me when I was hurt”
Daniel: “Sam fills my bucket by encouraging me when I’m working.”

Congratulations Sam! Sam is our bucket filler of the week. Sam is constantly filling people’s buckets by encouraging and supporting others. Keep up the great bucket filling Sam!
3—7 News

The purpose of persuasive writing is to persuade a reader to a point of view on an issue. In the senior classroom students have been creating persuasive texts that express their individual opinions in relation to selected topics.

Students take the time to plan their writing. They brainstorm strong arguments to persuade their audience then provide examples directly related to each argument. The introduction starts with a sizzle, states what the argument is and details why this point of view is being argued. This is done to engage the reader’s interest. The conclusion ends with impact so the reader is left with a final convening statement.

Throughout Term 1 & 2 students have written persuasive texts on the following topics; Books are Better than TV, Sisters are Better than Brothers, Donate to Drought Stricken Farmers, Stop Whaling Now, Country Living Vs City Living, Changing a Classroom Rule and Dogs or Cats, Which is the Better Pet? Suggestions for future topics are very welcome.

Each student has done a wonderful job at creating a persuasive text. Please visit the classroom to read some persuasive texts on display. Don’t forget to let the author know if they persuaded you.

Senior Class Modelled Writing

The students were given three words and had to construct a sentence using the words in context.

Bethany – It was Wednesday and I had the most fabulous idea, I was going to make my sisters do the most challenging challenge ever.

Douglas – There is a concern about the outcome of the irreversible damage to the book.

Anna – The fabulous challenge was rowing your boat on Wednesday.

Chelsea – I was the new substitute teacher and I had a private conversation about the difference between the year levels.

Hayley – The conversation Miss Maggie was talking about was that there will be a substitute teacher who will hopefully make a difference.

Wade – There was a fabulous motorbike challenge on Wednesday.

Jordyn – On Wednesday there was a fabulous challenge where we had to drink Milo, eat a cookie and canter around the arena on a horse.

Kelsey – The substitute teacher had a conversation about making a difference.

Kyle – On Wednesday, there will be a fabulous challenge.

Jorden – On Wednesday, we had a fabulous challenge on snow tigers.

Claire – The chicken had a dream about the person running to the bedroom, jumping up and down because they were excited about Easter.

Kiara – When I had a dream, I dreamed that a chicken was sitting on my face.

Meg – I am very disappointed that the rain did not come and it is a total disaster.

Ally – I am very disappointed that the rain was a disaster.

Zech - My friends were super excited when the teacher told them they had a success.

Jack - I’m excited for my friends to be a success winning the lottery.

Jasmine – I am very disappointed that rain has come and it is a disaster.
Our Strategies:
To provide a safe, supportive, inclusive and disciplined learning environment.

Art Amazing

Each week the students pick a craft activity that they can choose to go along to the club in their lunch break. This is run by the 3-7 girls and they are doing an amazing job., as you can see it is a real hit!

Sports shed Clean up!

It was great to see our students volunteering their playtime to get in and give the sports shed a tidy up. Our focus for that week was “respecting our property”, the students realised that the sports equipment was not being looked after. Great Job Guys!!!

New Lunch Table

Students enjoying eating their lunch at the new lunch table! Thank you P&C for purchasing a new table.....the junior students tell me this is the best table to sit at! Thank you Mr & Mrs Ford for putting the table together.

P & C News

Another busy term ahead of us! This term normally brings many fantastic fundraising opportunities with it. However, with the cancellation of the Greenvale Campdraft and also the first State of Origin on the big screen, we are lacking a few great events to take advantage of. So... if anyone has ideas for fundraising please don’t hesitate to contact us. We are hoping to have the ‘technical issues’ sorted out in time to host the second and third State of Origin matches.

On that note, please don’t forget the Mother’s Day Raffle (Tupperware,) ticket books are doing the rounds at the moment so don’t miss out!

Another issue that has been raised in recent meetings are individual P&C accounts and the limits/payment terms. To avoid large amounts owing at the end of term, as often happens without knowing, we will now send out monthly statements, payable in 14 days. If the account is not paid in 14 days it will be ‘put on hold’ or ‘cash only.’ That means you will have to pay cash for tuckshop etc. until the account is paid. This, we hope will avoid BIG surprises at the end of the term, we all know it adds up very quickly! Essentially, money that we are owed is not and cannot be utilised to benefit our kids.

It was great to see so many parents and members of the community at last weeks P&C meeting, we realise everyone is time poor nowadays so making the effort to come is certainly appreciated. Remember, everyone is welcome so please come along to the meetings and have your input.
Our Strategies:
Confidence and pride in the school’s performance is developed through collaboration and consultation with students, staff, parents and community.
Our Strategies:
To provide a safe, supportive, inclusive and disciplined learning environment.