



### GEMS 25/8/2015

PRIZE	NAME	CLASS	EXPECTATION
Highlighter Pens	Ann	1B	We Care
Scented Markers	Lorenzo	2A	We Care
Bubbles	Kelvin	2A	We Learn
Green Hand	Jason	3/4A	We Care
Magic Writer	Brie	Prep 2	We Are Team Players
Sports Erasers	Kevin	Prep 1	We Learn
Year 5&6 Prize	Chloe	5/6D	We Learn
Year 5&6 Prize	William	5/6A	We Learn



### GEMS 1/9/2015

PRIZE	NAME	CLASS	EXPECTATION
Scented Markers	Hailey	3/4D	We Care
Coloured Pencils	Marie	1A	We Learn
Hot Wheel Cars	Said	1A	We Care
Giant Pen	Jordy	1B	We Learn
Sports Erasers	Zion	Prep 1	We Learn
Bubbles	Farhia	Prep 2	We Learn
Year 5&6 Prize	Magdalen	5/6D	We Care
Year 5&6 Prize	Brianna	5/6D	We Learn

**Attendance Award Winners For The Week :** Junior Award - 1B with 85.1%  
Senior Award - 3/4D and 5/6D with 96.5%



We learn; we care; we are team players ....  
We are Serviceton South Sapphires!

## Newsletter

Website: <http://servsoutss.eq.edu.au>  
Email: [admin@servsoutss.eq.edu.au](mailto:admin@servsoutss.eq.edu.au)  
59 Lorikeet Street, Inala 4077  
PO Box 4019, Forest Lake 4078  
Ph: (07) 3714 0222 Fax: (07) 3714 0200

03 September 2015  
PRINCIPAL – Ms Marni Morrison  
DEPUTY PRINCIPAL – Mrs Wendy Wessling



### Science Street - Philip 5/6A

On Friday the 28<sup>th</sup> of August we went to a science incursion called the Science Factory. We had the best time EVER! It was like a fairy-tale science land. Peter gave the students lots of great activities to do. The students looked at a lot of interesting things such as hypnotic wheels, robots, drones, balancing puzzles, animal x-rays and we even got to meet R2-D2. Everyone had loads of fun participating in the activities.



Our second team, made up of Vincent, Lin, Ram and Alex, competed in the A Grade completion. This team was relatively young and inexperienced for A Grade, so the students did very well to come fifth out of twenty teams.

For the remainder of the year, chess training will be held on Mondays and Tuesdays at first break in the library. All students are welcome to come along and learn to play chess, or to improve their chess skills.

A useful website for developing chess skills is Ideachess, which can be found at <http://www.ideachess.com/>. It is not necessary for children to register at this site in order to use the menus at the top of the page. Recommended activities are found under the following menu items: Checkmate, Tactics and Endgame. Children can also play chess games against the computer at Spark Chess: <http://www.sparkchess.com/>. Beginners should start by playing against Cody (the easy level for playing against the computer). Again, it is not necessary to set up an account to use this site.



### Chess News

On Thursday 27 August eight students represented our school at the South Brisbane Regional Chess tournament run by Gardiner Chess. Our first team, made up of Johnny, Kien, Lachlan and Anthony, was promoted from A Grade to the Premier League, which is made up of the top 8 teams from South Brisbane. It is an honour to compete in this competition, and our students did well to come sixth.

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Dear Parents, Carers and Community Members,

Last week our school was reviewed by an external review team who spent three days speaking with staff, parents and students. The Key Findings and Improvement Strategies are outlined below with the full report being available on the school website.

**Key Findings**

**The school has developed a respectful and inclusive environment.**

All students know the school rules and behavioural expectations. Classrooms are calm and orderly and display consistent behaviour procedures. Respectful relationships have been developed between parents, students and staff.

**An explicit improvement agenda exists in reading, writing and numeracy.**

This agenda is known by staff however lacks some clarity in regards to the highest identified priority of reading. The school has been accepted into the regional Curiosity and Powerful Learning Project which will guide future school improvement priorities.

**A range of data is used to inform planning, teaching and monitor student learning and well-being.**

The school collects and analyses a wide range of test data. Regular data conversations occur with class teachers and specialist teachers. Class performance trackers have been introduced to assist curriculum planning linked to data. The school has developed achievement targets for reading and numeracy and progress is monitored. Few opportunities appear to be provided for teachers to collaboratively review the data collected to ensure it informs teaching.

**Some students identify that they would enjoy more challenging work.**

Students report that they would like to be presented with more challenging learning tasks and receive constructive feedback to improve. Teacher feedback to students is evident in some classrooms but is ad hoc. There is little opportunity for students to self-reflect on their learning due to the limited use of individual student learning goals.

**The school has developed a clear, well-sequenced whole-school curriculum plan.**

The curriculum team has developed a clear and sequenced whole-school curriculum plan to identify what and when teachers should teach and students should learn. This plan is based on the Curriculum into the Classroom (C2C) resource and there is a unit planning guide that teachers are using to plan for teaching. 5

**Referral, verification and support processes for**

**identified students are currently unclear.**

Key school staff members have reviewed and documented the student support team processes to streamline individual student referral processes, verification for students with disability and additional support for students with significant additional learning needs.

**School leaders and teaching staff are involved in observation and feedback in regards to teaching performance.**

School leaders and teaching colleagues are undertaking instructional rounds visits to classrooms and provide the class teacher with constructive feedback to improve their teaching. Teachers report that although this process is new to the school, they are enjoying feedback to assist them with their teaching. 6

**Key Improvement Strategies**

- Utilise the Curiosity and Powerful Learning approach as the key driver for strategic planning and pedagogical change in the school.
- Narrow the focus of the school academic improvement agenda to improve learning outcomes and teaching practices in reading.
- Review and refine the selection of assessment tools to ensure that data collected accurately informs student learning outcomes in relation to the Australian Curriculum. Provide opportunities for teachers to collaboratively review the data collected to ensure it informs teaching.
- Build a culture of high expectations that all students can learn successfully.
- Implement the revised student support flowchart and minutes protocols to track student referrals and establish timely verifications and support programs.
- Utilise the curriculum team to incorporate the Australian Curriculum as the key driver for whole-school curriculum design and develop opportunities for year level teams to engage with and implement the Australian Curriculum.

Thank you to all who spoke with the Review Team. They were impressed with the positive environment of the school and with the work being done to improve student learning. This report will form part of the Quadrennial School Review, together with a process to gain understanding of the vision we have for our school over the next 4 years, which will inform the Strategic Plan for 2016-2019.

By the end of this term we will have spent 8 weeks focusing on the issue of bullying during our Positive

*(Continued on page 3)*

*(Continued from page 2)*

Behaviour for Learning lessons. Students have been surveyed and have learnt about topics such as gossip, cyber-bullying and how to deal with inappropriate remarks. We have also taught students the social responsibility skill of Stop, Walk, Talk. Often, problem behaviours continue because of peer attention or bystander support. Teaching students to tell someone to 'Stop' or to walk away from a situation will, in many cases, remove the peer attention the bully is looking for and prevent further issues. Being assertive, and able to tell someone to stop doing something that makes the student uncomfortable is a lifelong protective behaviour that our students will be able to apply well into adulthood. Students are taught to say 'Stop' and to use the physical, hand out, stop signal when they experience problem behaviour or when they see another student experiencing problem behaviour. Sometimes, even when they have been asked to stop, the problem behaviour will continue so students are taught to 'Walk' and remove themselves from the situation. The third step, 'Talk' occurs when the behaviour continues and the student needs to ask an adult for help. This is different to 'dobbing', where the goal is often to get the other person into trouble. It has been stressed to students that they do not use the 'Stop, Walk, Talk' strategy if they feel that they are at risk of being physically hurt or if the behaviour is continuous. In such cases, students should report the problem behaviour immediately. If you would like to find out more about 'Stop, Walk, Talk' you will find many resources used in schools by doing a Google search on the Internet. Here is one of the sites that has a good explanation of the strategy as well as links to some of the research behind it — <http://www.pbisworld.com/tier-1/stop-walk-talk-strategy/>

Warm regards,  
Ms Marni Morrison  
Principal

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Ms Marni Morrison  
Principal

**Typing Skills**

There is a possibility that in a couple of years NAPLAN testing may be conducted online. If this extends to the writing test, children may need keyboarding skills in year three. In any case, keyboarding skills are useful at all levels of schooling. Parents wishing to encourage their children to develop typing skills can access free online programs. One good online program is Dance Mat Typing, which can be accessed at <http://www.dancemattypingguide.com/>



**Band**

Our first performance for 2015 will be on Friday the 18th of September at 11:30.

We are performing for the whole school and parents are welcome to attend. It is definitely time for our Instrumental Music students to be practising at home.



Regards  
Della Martin  
Instrumental Music Teacher

**Hear And Say Forms**

Hear and Say forms have been sent home with selected students. If you would like your child to participate please sign and return to consent form to the office tomorrow. Please tick the first box on the form to allow the school to receive a copy of your child's results.

**P&C News**

Our next P&C meeting will be on Monday 14 September in the parent room. We would love to see some new faces.

Thank you to everyone who supported our Fathers' Day Raffle. First prize was won by James Morris and second prize by Isabella from 5/6A. Student prizes went to John John 1B, Isabella 5/6A, Cooper 3/4C, Cleveland Prep2, Tamyka 3/4B, Bridget Prep2 and Winnie 1B.

**School Banking**

Our banking coordinators Maryanne Penman and Michael Saavedra will be finishing up at the end of this year. We are now looking for volunteers to take over this position in 2016. Please contact Maryanne or Belinda if you are interested. The last term would be a great opportunity to work with Maryanne and Michael and learn how school banking is run.

**Canteen News**

Thank you to everyone for their patience during the implementation of our new procedures. Things seem to be working well and the canteen is running smoothly of a morning.



***We respectfully acknowledge the Jagera people, the Traditional Owners of the land on which this school stands.***

IMPORTANT DATES	
9&10 Sept	Parent Teacher Interviews
10 September	Free Dress Day - gold coin donation
14 September	P&C Meeting - 9am
17&18 Sept	Positive Behaviour Days - Technology Day - BYO devices
5 October	Labour Day Holiday
6 October	Term 4 begins
19 October	P&C Meeting - 9am