Principal’s News
Age Appropriate Pedagogies
This year, Miss Rynne is on an Age Appropriate Pedagogy journey. This is all about Miss Rynne demonstrating a range and balance of qualities that a great teacher considers when working with children.
In our newsletter today, we’d like to share with parents some of the wonderful things that have been happening in literacy in the P-2 classroom.
The students have been actively using the physical environment of the classroom to allow them to activate their full potential as learners.
In this photo, the students are performing the actions of what the animals do in the text, ‘If You’re Happy and You Know It’.
In English, students have been playfully engaging in the comprehension of narratives while Miss Rynne has been scaffolding their learning and understanding of the differences between fiction and nonfiction.

Students have been collaboratively using Inquiry Learning to investigate the structure of narratives. They’ve been working together to identify the components of a narrative.
Now, they can discuss the good and bad parts of a story and use this knowledge to write their own stories about dolphins.
Every student has a Literacy Goal, these goals are referred to on a daily basis. Hopefully, all parents are aware of their child’s Literacy Goal – if not, please drop in for a chat about your child’s progress.
P-2 Science
The Earth and us
We are just beginning our science unit of work for this term. The unit is called The Earth and us.
The main focus for Prep students is learning about the weather and how the weather affects what people wear and do.
The main focus for Year 1 students is learning about features in the landscape, including the sky, and changes that occur in the landscape and sky from day to night.
The main focus for Year 2 students is learning about Earth’s resources (water and soil): how they are used and conserved, and the importance of conserving them.
Discussion at home about what they are learning in class will greatly enhance students’ learning.
Particularly important for learning in this unit is observation of the landscape and sky at night, weather and the Earth’s resources.
Please take your child outside some evenings to observe the differences that appear in the landscape, e.g. darkness, lack of colour, nocturnal animals, artificial lighting, moon, stars. Also point out the changing shape of the moon over time.
Discussion about changes in the weather and its effect on the clothes you wear and your daily activities will also be beneficial, as will listening to and viewing radio and television weather reports and viewing weather maps and information in newspapers and on the internet.
Year 2 students will be particularly interested in knowing where your household water is sourced from, and how soil is cared for.
I trust that you will enjoy these discussions and activities as much as your child will.
If you have knowledge or experiences about any of these areas to share with the students, please let me know.

3/4 Science
We have had a jammed packed science lesson this week! Students have been very busy with their investigations!
The main focus for Year 3 students is learning about the sun, the Earth and them! Over the next couple of weeks, Year 3 students will learn about the movement of Earth and the changes that occur such as night and day, sunrise and sunset and shadows. This week’s science lesson had them creating a model of the Sun and Earth. They learnt many interesting facts about how the Sun and Earth work together in undertaking some very important roles! If you have any queries as to how day and night occur, or the difference between a sunrise and sunset, the Year 3 girls are the ones to see!
The main focus for Year 4 students is learning about how natural and human processes cause changes to the Earth’s surface. This week’s investigation had the Year 4’s in the sandpit (but I assure you it wasn’t all fun and games!). Students had to investigate water erosion and investigate the cause and effect relationships of water erosion. Students found themselves having to understand how to conduct an investigation which explores the effects of water erosion through the use of physical representation, before predicting an outcome of the investigation. After predictions were made, students had to follow instructions to complete the investigation and accurately record observations using annotated diagrams and tables. Next week, students will explain what happened in the investigation providing possible reasons for the result.
I am loving the enthusiasm and work ethic of all Year 3 and 4 students during science! It is great to see!

Elaine Pelling and Jessica Rynne

We acknowledge the traditional owners of the land on which Banana State School is built, the Gangulu people.
Mrs Butler’s News

Thank you
The students and I would like to thank the Tuckshop ladies for supplying us with delicious food every Thursday. The ladies work very hard ensuring that our food is fresh and healthy and we would like to acknowledge their hard work and dedication to our school. We would also like to say a big thank you to Blondie who always makes our classrooms spick and span for the beginning of another day of learning. It is important that the students realise the importance of thanking people and not falling into the habit of taking for granted the help that we receive. The children are our future and what they learn today will prepare them to become responsible citizens in the future. Therefore we all need to take responsibility for being the best role models we can be for them.

Congratulations
Well done to all the students who participated in sports in Moura last Friday. I have heard great things about participation and sportsmanship. Congratulations to all those students who have made it on to the next level.

Behaviour Goals
Students in the 4-6 class have been given their behaviour goals for the term. Those students who achieve their goal will participate in T20 in Biloela on Friday of Week 9.

Professional Development
Last Tuesday I attended a Literacy Workshop in Rockhampton. Once again the message regarding reading and its benefits to students learning was loud and clear. A student who reads for 30-40 minutes a day will read approximately 2-35 million words a year. Someone who reads on average 18-20 minutes a day will read 750 000 words a year and someone who only reads for 1 to 5 minutes a day will read a low 50 000 words a year. It can be compared to the Matthew effect. The rich get richer and the poor get poorer. In light of this, the answer to the question, “What can I do for my child?” is very obvious. Get them to read!!

Student Council
Students have decided that they will be running a Father’s Day stall this year. More information will be published closer to the event.

Spelling
Congratulations to the following students who got 100% in their spelling test last week: Abigail Cutting, Paige Hobson, Matthew Donohoe, Alex Ranford, Heath Bayles, Narmi Lowther, Sophie Cutting, Nykeetah Lobley, Dale Lewis, Zaine Maslen, Quinton Dayles, Clayton Lang, Alice Stevens and Callum Ranford.

Ipswich Poetry Competition
The Ipswich Poetry Feast is an exciting initiative of Ipswich City Council, supported and driven by the local community. Their aim is to establish a respected and prestigious national poetry competition to encourage young and aspiring poets as well as raising awareness of the creativity and skills in poetry writing. Our Year 6 students have participated in two workshops and are encouraged to enter their work in this competition. Entries can be submitted online.

Entry Forms for the 2017 competition can be found at:

Civics and Citizenship
This week Year 3/4 students will be investigating the role of our local council while the upper grade students will learn about Bills in parliament and the roles of each institute in the government.

Sun Safety
A number of students are forgetting to bring their hats to school. While we do have some spare hats kept in the classroom for emergencies, these are not meant to be handed out on a regular basis to the same student. Please ensure that your child has their own hat.  

Kay Butler
P& C and Community News

Congratulations to all our students that represented our little school for athletics in Moura last Friday. Good luck to the students that will go on to Rockhampton.

Lasagna order forms will be sent out today. Please put phone number of collector as we will have staggered delivery dates. Return all orders by Friday 4th August. Anyone that would like to help with the making of the lasagnas, please see or contact Rachel Haley or Karen Donohoe.

Thank you to Leanne, Belinda and Alli for organising the tasting day on Monday for our new menu. The children and staff loved the food.

Our volunteers form for tuckshop is attached to the newsletter. This week is Belinda and Fiona.

Don't forget we have our stationary cupboard and we our new lunch bags for sale.

Dollarmites banking every Friday see Alli Struber.

We have received advice from Ergon Energy that we will have no power on Thursday, August 3 from 10am until 12noon. Due to this there will be NO normal tuckshop however we will have a sausage sizzle for morning tea and lunch. Cost will be $2 per sausage. Thank you for your understanding.

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<td>01/08</td>
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<td>North Rockhampton State High School</td>
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<td>03/08</td>
<td>No power @ school 10am – 12noon Sausage Sizzle for morning tea and lunch instead of tuckshop.</td>
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<td>Lasagna Drive Due</td>
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Chappy Chatter

From Chappy….

It's great to be back at school this term, hanging out with our wonderful ‘bananarites’ and hearing all about their holiday activities!

We are learning about emotions with the P-3 class, beginning with understanding that we are all different and we all experience a whole range of different feelings at different times – and that’s OK. We will be looking at how to recognise these feelings in ourselves and others, which is not something that necessarily comes naturally, and how to talk about them.

I am excited to be running the SHINE programme with the Year 4 girls. SHINE focuses on the strengths and skills of the participants and encourages them to tap into their own potential and worth, from their own perspective. The programme uses an informal environment and practical, interactive sessions, drawing upon the talents of a variety of facilitators and professionals. We were very fortunate to welcome Jenny Hobson to our first session last Friday, where the main focus was on the intrinsic worth and value of every person. Jenni taught the girls how to massage each other’s hands and care for their fingernails, while we reflected on the amazing versatility of hands and what they are good for. Thankyou Jenni – you certainly helped these young ladies feel special!

Chappy Selma
SEP Snapshot

Hi Everyone,

Welcome back! Hard to believe it is Term 3. Hope all students are refreshed and ready to learn. I am continuing with my articles on disabilities. This week I am highlighting Intellectual Disability (ID). Below is information on effects of the disability and strategies for teachers and parents.

ADCET defines Intellectual Disability as

“The term 'intellectual disability' refers to a group of conditions caused by various genetic disorders and infections. Intellectual disability can be defined as a significantly reduced ability to understand new or complex information, learn new skills and to cope independently including social functioning.”


**Impact**

A student with an intellectual disability may be affected in the following ways

- Difficulty to learn at same pace as their peers – may take years to learn one year’s curriculum
  - Struggle to learn new concepts
  - Needing lots of repetition to encourage retention
  - Difficulty with abstract concepts
- Short term memory issues
- Awkward and/or unable to understand social situations
  - Potential to be easily influenced by peers which may lead to inappropriate behaviours
- Personal hygiene and safety issues

**Strategies for Parents**

Playing and being around other children is important for several reasons.

**Friendships**

- **Social-Emotional wellbeing**
  - It helps with self-esteem – being accepted and included by other children has a positive impact on the child
  - They learn valuable lessons like sharing, cooperating, concern for others
  - Being able to rely on friends for support
  - Other children learn to become more accepting of someone “different” and helps them to be empathetic and understanding which leads to inclusivity

- **Communication**
  - Being around other children will expose your child to a wider vocabulary and context of language.
  - Your child will be able to practise their language skills
  - Gain confidence to communicate with others

- **Physical Development**
  - Friendship groups usually includes physical activities like running, jumping, skipping, ball games. Your child’s fitness levels will increase
  - Coordination and gross motor skills will be enhanced
  - Team skills will develop
  - Practising winning and losing responses
  - If your child has a physical disability a physio or OT would be able to connect you to sporting groups that cater for disabilities


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Strategies for Teachers
Most importantly, teachers need to know their students. They need to build a rapport with their students by knowing
✓ how they learn
✓ what are their triggers
✓ what motivates them
✓ what are their likes and dislikes
Below are some examples of adjustments to use to support the students.
Adjustments
Writing
○ provide text and have student highlight main ideas rather than asking student to write
○ use technology rather than writing
○ have a scribe
○ reduce the amount of writing
Orals
○ use recording devices
○ give time to practise
○ reduce the length of time
Setting/Environment
○ overcome distractions – seating plan
○ overcome sensory issues – ear phones, stress ball, fidget toys
○ enable explicit individual scaffolding to be provided
○ reduce anxiety and frustration – rest breaks, time out
○ small group work
Content/Concepts/Skills
○ Over teach concepts
○ repetition
○ chunk the work
○ pre-teach concepts
○ relate to real world experiences wherever possible