As a school we put in place all necessary supports and interventions to address the needs of our students. A portion of these children have not needed ongoing support or interventions. 15% require moderate levels of support and adjustment. When the individual circumstances of all children are examined the needs and rights of the student against the needs and rights of school community, ensure that all procedures and processes have been adhered to, and ensure that the process of natural justice, and fair and equitable practice, has been followed.

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PRINCIPAL’S MESSAGE

Dear Parents and Carers

Welcome to Week 6 of the Term! In a few weeks’ time our school will undergo a Full School Review which is aimed at providing information and feedback on where the school can focus its improvement agenda over the next 4 years. Every state school, including independent public schools are reviewed at least every four years. This is done in order to help Queensland state schools continue to lift their performance and improve outcomes for students. The Reviews are tailored to the individual needs and context of schools. Our Review is to occur from 8 – 10 September. During this time a trio of Reviewers will look at the practices in the school and speak to randomly selected staff and community members. No doubt some of you may receive a call or invitation to speak to the Reviewers during this time.

STUDENT BEHAVIOUR

I, like many people, am concerned about the level of behaviour of a few children at our school. A small number of these children are engaging in unsafe, and at times dangerous, actions which can impact on others. Over the weekend I reviewed the school data from One School which revealed that 31 children at our school (3.7%) this year have received Student Disciplinary Absences (SDAs), of which a number of those children had received multiple SDAs. The widely accepted Behaviour Triangle for schools indicates that when 31 children at our school (3.7%) this year have received Student Disciplinary Absences (SDAs), of which a number of those children had received multiple SDAs. The widely accepted Behaviour Triangle for schools indicates that when 31 children at our school (3.7%) this year have received Student Disciplinary Absences (SDAs), of which a number of those children had received multiple SDAs.

A portion of these children have not needed ongoing support or intervention. When the individual circumstances of all children are examined the paramount consideration is there social and emotional wellbeing. As a school we put in place all necessary supports and interventions to allow children to access their right to education. It is important that we do this to demonstrate the fulfilling of our responsibilities and obligations imposed upon us by legislation and procedures. Our school’s procedures with behavioural incidents are to discuss the incident and consequences with the parents and carers of the child. Upon re-entry after an SDA support plans and interventions are put in place (as required by legislation and process). Sadly, in a small number of cases schools need to progress up the ladder of consequences to where consideration must be given to Exclusion. This is a serious decision that impacts on children and extreme care is necessary when administering this consequence. When making decisions about SDAs schools must balance the individual circumstances and actions of the student against the needs and rights of school community, ensure that all procedures and processes have been adhered to, and ensure that the process of natural justice, and fair and equitable practice, has been followed.

NAPLAN

Our school's 2015 NAPLAN results are currently being reviewed and analysed by the school’s Administration Team. A week or so ago, individual student reports were sent home to parents and carers. It is important to remember that NAPLAN tests are a point in time test, however they are very useful in directing future teaching and learning focuses for our school.

In summary there are positives and negatives from the analysis of this year’s data:

- Overall, our school’s performance in all domains is similar to Like Schools – our goal now is focussed on performing at a level higher than Like Schools and more comparative to State Average results.
- Our school made gains in our Writing performance particularly in Year 3 – Writing has been a focus for the school over the last 6 – 12 months.
- Our data when examined over a 3 year period indicates that we are capable of improvements and achieving higher results for our children in all domains.
- The focus of teaching practices we commenced implementing this year based on researched, high yield strategies mirror the strategies that have been implemented by schools that have enjoyed higher levels of success. These strategies include regular classroom walkthroughs, feedback and observation of teaching practices, explicit teaching embedded as the school’s pedagogical practice, coaching, mentoring and co-teaching. We shall be continuing these focuses into 2016 and beyond.

Bentley Park College - Junior Secondary Transition

On Wednesday 29 July, students and parents in year 6 were invited in an information evening at Bentley Park College. In addition to the discussion on subject offerings and class structures, information was provided on how to book an enrolment interview for students attending Bentley Park College in 2016. Mr Adam Catalano conducted enrolment interviews at Hambledon SS Library on Tuesday 4 August, however if you missed out on an interview, these can still be organised by ringing Miss Maha at Bentley Park College on 40408130 or booking online at https://bentleypc.sessionkeeper.com.au/. Interviews are only 20 minutes in length.

Why do schools conduct their enrolments so early? This allows us to ensure that our class groupings are ready to go for Transition Day at Bentley Park College which for current Year 6 students will be on Wednesday 2 December. More importantly to ensure classes are organised for the first day back at school in January 2016. It also ensures that we receive the correct staffing ratio and funding from the government to provide resources for those student enrolled which are coordinated at the end of 2015. Tanya Findlay—Deputy Principal Student Services 7-12
Camp

As you are no doubt aware, the year 6 camps to Tinaroo Environmental Education Centre begin from next week. The students are very much looking forward to it. This is a fantastic opportunity for our students to build upon and also form new relationships with both their school peers and with their teachers. Tinaroo is an extremely well run venue and staffed by fully qualified teachers. We look forward to hearing the stories and seeing the pictures from camp when they return.

Types of Bullying

You may remember some months ago, we placed this article in our newsletter. This issue is always relevant at Hambledon or any other school so we feel it worth revisiting. Bullying is an issue that affects all aspects of our society and not just school. Our work in tackling bullying will be ongoing.

Below is an extract from the Parenting Ideas website:

Bullying takes many forms and guises including physical and emotional abuse, intimidation, harassment and exclusion.

Bullying should not be confused with teasing, rejection, random acts of violence or physicality and conflict. While children will often tease or fight, this bickering should not be confused with bullying.

Bullying is about lack of power as one person is powerless to stop the teasing or physical abuse. Bullying is the selective, uninvited, repetitive oppression of one person by another person or group. It should not be tolerated or practised by the adults who inhabit their world.


Peter Begemann
Year 4-6 Support Administrator

Learning about length and measurement

From an early age, your child is taught about length and measurement in the classroom. You can share experiences in your home to help improve their numeracy skills. Explain to your child that the length of something is the distance between two points.

You and your child can measure the length of objects using different items as measuring units e.g. hands, fingers, feet, straws, paperclips, ice cream sticks or even pencils. Here are a few ways you can explore length with your child:

- During daily activities, take the opportunity to ask your child to compare lengths of different objects, or line up objects, such as shoes, from longest to shortest.
- Remember to keep asking questions using language such as ‘which object is shorter, longer, lower, wider or thicker?’
- Encourage your child to compare the heights of people in your family or objects in your home. You and your child could create a height chart and record the height of visitors and friends and discuss your findings.
- Provide experiences and opportunities for your child to estimate length and get them to verify their estimations.

As your child learns about metres and other standard units of measuring such as centimetres, you can encourage discussion on estimating the lengths of various objects.

If you would like more information to assist your child in understanding length and measurement as well as improving his/her literacy and numeracy skills, see the class teacher.

Michelle Bussell
Prep Support Administrator

What’s this ‘Differentiation’ thing?

Every day in every classroom children learning within a safe, supportive, inclusive and disciplined environment is our school’s focus. In the past education has been based on a 'one-size fits all approach'. I remember back to my own education in the 80s where all students learned the exact same content, in the exact same way at the exact same time. The 'one-size fits all approach' didn’t acknowledge that barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify all approach' didn’t acknowledge that barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning. Schools today are morally and legally obliged to identify barriers to learning could prevent a child learning.

Carol Ann Tomlinson (2001) describes Differentiation as ‘ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she learns is a match for the student’s readiness level, interests, and preferred mode of learning’.

Tanya Sutton
Year 1 & 2 Support Administrator

NAIDOC

Island Dreaming Performance

Phil Geia (Aboriginal Dancer)

“Isl Land Dreaming” is a storytelling program that incorporates traditional stories through song, dance and musical instruments—didgeridoo, clap sticks, kulaps.

DATE: Friday 28th August
VENUE: Hambledon State School Hall
TIMES: P-2 9:10-10:00am
3-6 10:10-11:00am

This is a school funded initiative to begin the commencement of our NAIDOC 2015 Celebration
**Student of the Week**

- Prep: Bianca, Jai
- Amber, Jamie
- Jessica
- Year 1: Nicolas
- Year 2: Skylia, Khenyan
- Keslie Cameron
- Rachel
- Year 3: Taylor, Ebonyrose
- Year 4: Katie, Priya, Dominic
- Larnie, Ebony
- Shanicqua
- Year 5: Abby, Tyrone
- Year 6: Aiden

**HAPPY GRAMMS**

- Prep: Dene, Indiana, Tiah
- Zarah, Jai
- Year 2: Malea, Ellie, Abbi
- Mercedes, Ashlee
- Tupac
- Year 3: Jaylen, Jnara, Dylan
- Ella, Aaron
- Austin, Keira
- Le Shai
- Year 4: Liam, Daniel, Emily
- Maylifa, Travis
- Spencer, Zac
- Isabella
- Year 5: Kaleb, Bodie
- Year 6: Aasa, Hayden

**GOOD PLAYGROUND GOTCHA AWARDS**

(Presented last week on parade)
- Zanny, Ewan, Jarrah
- Kaleisha, Kimberleigh
- Annikka
- Brodie, Mikayla

**HONESTY ACKNOWLEDGEMENT**

- Harper, Abraham
- Maddison, Loren
- Yves, Ezekiel, Mitchell
- Skye, Dylan, Nathan
- Isaiah, Emily
- Genevieve, Scarlett
- Kimberleigh, Xzavia

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**Father’s Day Stall**

**Tuesday 1st September**

**Gifts from $2 — $9**

**Multi draw raffle 50 cents**

Students will visit the stall during class time. Please bring a plastic bag to carry home your gift.

Parent helpers needed on the day.

Charmaine  Ph 0407 362721

**♥ U DAD**

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**Asthma**

As part of our school review on updating student medical information, please read the following information regarding Asthma procedures at school.

Parents/Carers who have children who require/may require Asthma medication (including puffers) during school hours, need to ensure they have notified the front office.

Parent/Carer of any child who may require Asthma medication while at school must provide the school:

1. Request to Administer Medication form (completed by a GP)

Current Asthma Plan form (completed by a GP)

Further information concerning your child’s Asthma Puffer

- Must contain the original pharmacy label – including name, dosage, expiry date
- Must not be out of date

**Forms and further information can be found at the front office or please talk to your child’s teacher.**

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**Book Fair**

The Scholastic Book Fair is coming to Hambledon State School Library Learning Centre.

**When:** Monday, 17 August 2015 to Friday, 21 August 2015.

**Time:** 8:15am-3:15pm each day

This is a wonderful opportunity to be able to build home libraries as well as helping the school obtain additional learning and literacy resources through the Scholastic Rewards system.

Each student will receive a brochure to take home this week.

We hope to see you at the Book Fair!
Parents/Community Corner

Woolworths Earn & Learn 2015

Dear Parents,

This year we will be participating in the Woolworths Earn & Learn program. Through this program we will be able to get new educational resources for our school/early learning centre – and all we need you to do is shop for your groceries at Woolworths.

From Wednesday 15th July to Tuesday 8th September, we are collecting Woolworths Earn & Learn Stickers. You will get one Woolworths Earn & Learn Sticker for every $10 spent (excluding liquor, tobacco and gift cards). Place the Woolworths Earn & Learn Sticker onto a Woolworths Earn & Learn Sticker Sheet and when it’s complete, the Sticker Sheet can be dropped into the Collection Box here at the school or at your local Woolworths.

At the end of the promotion, we’ll be able to get some great new equipment. The range is extensive and offers lots of items ideal for our students – including resources for Maths, English, Science and some fantastic fun supplies for Arts & Craft, Sport and for our library. If you’d like to know more visit woolworths.com.au/earnandlearn

Payments into the school bank account.
Just a reminder when depositing funds into the school’s bank account to please enter child’s full name as the reference so we can easily track which child the payment belongs to.

Thank you.

Father’s Day Stall

2 Weeks to go!
Donations needed!!

Soaps, deodorants, hankies, lollies or chips.

Please drop donations to the Office ASAP so we can wrap and prepare them for sale.

Many thanks!

P&C Information

Next P&C Meeting
18th August
6:30pm in Staffroom

SECOND HAND UNIFORMS

We are hoping to offer second hand uniforms for sale.

We are appealing for donations of any good quality uniforms you may no longer require. Thankyou for your support.

TUCKSHOP TERM SPECIAL

Tortilla Boat (taco mince, salsa, lettuce, tomato and cheese)
$4.50

TUCKSHOP ROSTER

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Staff Car Park closed between

8:30am – 3:30pm

Our primary responsibility is to ensure your child’s safety at all times whilst at school. Therefore, the staff car park (located in front of prep/aside hall) is to be used only by staff between the hours of 8:30am and 3:30pm. During peak hours in the morning and afternoon, there are a high number of students and pedestrians in this area and it is essential that car congestion is minimised.

Alternate parking can be found at Jubilee Street, Marr Street and the front of the school.

Staff, are under instruction to relock the carpark during these times.

Safety is everyone’s responsibility and your support and understanding is greatly appreciated.

UPDATING INFORMATION

Just a reminder that it is very important to update all information as it changes e.g. new mobile, phone, work contacts and new postal and residential addresses.
Get Ahead! Stay Ahead! Professional Tutoring.

- Reading, Spelling, Writing and English
- Mathematics all year levels
- Study Skills
- Chemistry, Physics

Free Assessment. Professional Tutors. Established 16 Years.