Principal:
Ross Kubler
Email: the.principal@hambledoss.eq.edu.au

Deputy Principals:
Tanya Sutton
Email: tsutt35@eq.edu.au
Peter Begemann
Email: pbege1@eq.edu.au
Michelle Bussell
Email: mbuss12@eq.edu.au

Head Of Special Education
Tania Loneragan
Email: tlon4@eq.edu.au

Business Services Manager
Teresa Callaghan
Email: tcall26@eq.edu.au

P&C President:
Jo Beckman Ph 0409577241
Email: pandsc@hambledoss.eq.edu.au

School Fees 2015

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<table>
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<tr>
<td>Prep.</td>
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<td>Year 1</td>
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<td>Year 3</td>
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<td>SEP Based</td>
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<tr>
<td>P &amp; C Family Contribution per family (tax deduct.)</td>
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</tbody>
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Instrumental Music

| (own instrument) | $25 |
| Instrumental Music | $65 |

REMINDERS IN BRIEF

♦ ICAS– Digital Technologies, Science, Writing, Spelling—Closing Date Wed 1 April
♦ ICAS– English, Mathematics—Closing Date Wed 11 June
♦ March 25th (Junior Cross Country) Years P-3
♦ March 27th (Senior Cross Country) Years 4-6
If you want your newsletter emailed please send to EditParentNews@hambledoss.eq.edu.au

FROM THE PRINCIPAL

School Fees 2015

Prep. $160, Year 1 $60, Year 2 $60, Year 3 $60, Year 4 – 6 $60, SEP Based $60, P & C Family Contribution per family (tax deduct.) $50

Instrumental Music (own instrument) $25, Instrumental Music $65

REMINDERS IN BRIEF

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P&C Newsletter

77—83 Stokes Street, Edmonton Qld 4869
PO Box 849, Edmonton Qld 4869
Phone: 40408666 - Fax: 40408600
School email address: admin@hambledoss.eq.edu.au

After School Care Phone: 40453495 / 0419718569 - Open from 6:30 am to 8:30 am and 2:30 pm to 6:30 pm Mon—Fri

Our annual Year 1 Easter Raffle is underway!

This week tickets will be sent out to all families at the school. Students who are the oldest in the family and all Year One children have received a book of tickets. Please support the year one fundraiser by selling the tickets as soon as possible and return to the year one teachers. If you are able to donate Easter eggs to support the fundraiser that would be greatly appreciated. The more eggs donated, the more baskets we will have as prizes! Please send donations to the year one teachers.

Year One Team
Reading continued
This week continues on reading with your child. It is important to listen to your
child read every day. Here are a few ideas to help during your daily reading:
before reading, talk about the cover, the title, the pictures, the author and
discuss what the book may be about. During reading discuss what has been
read up to that point, and predict what will happen next. After reading is fin-
ished, talk and ask questions about the story and the pictures. Reading with
your child at home will help your child in all learning areas of school.
Michelle Bussell-Support Administrator Prep Year

NCCD – Nationally Consistent Collection of Data
Over the next few weeks I will be sharing information about the NCCD. This
national collection of data will occur later this year across all state, catholic,
independent and private schools across Australia. The aim of this data collec-
tion is for teachers, principals and education authorities to have more con-
sistent information to support students with disability. Collecting information
about students with disability is not a new process. Actually, by law, schools
have been required to collect information for some time. However, the type
and method of collection currently varies between each state and territory.
The NCCD will ensure that every school in Australia will use the same meth-
ods to collect information. The information collected will enable all Australian
governments to better target support and resources to ensure students with
disability have the same opportunities for a high quality education as students
without disability.
Further information can be found at
http://www.schoolsdisabilitydataqld.edu.au
Tanya Sutton-Support Administrator Years 1-2

PB4L
This week’s PB4L topic is ‘Playing Safely’. This topic affects all of our stu-
dents and if carried out properly will help us to maintain smooth transitions
back to work and enjoy productive days in class. As you are all already
aware the basics, such as no running on the concrete, hands off rule and
looking out for each other can never be stressed too much.

Health and Well-Being
Happy, healthy and confident young people are vital in securing a strong
future for Queensland. Students themselves identify schooling as a key influ-
ence on their wellbeing. Whether it is the positive impact of a great teacher,
an inspirational and engaging classroom lesson or that bit of extra support
provided at just the right time – there is no doubt that a student’s experience
at school has a significant impact on their wellbeing. In turn, schools are only
too aware that students with high levels of wellbeing make better learners —
they demonstrate more effective academic, personal and social functioning
and generally engage in more appropriate behaviour at school
Peter Begemann-Support Administrator Years 4-6

SPORTS INFORMATION
Mulgrave District Sport
Congratulations to the following students who have been selected in Mulgrave
District teams.
Netball-Teija
AFL- Jacob and Dylan

Rugby League
Well done to the school Rugby League team who had a big win over Holy
Cross 26-0.
Everyone contributed in what was a great team effort.

SEP
To continue on with our ‘Whole School Approach to support for student
learning’ we look at Intensive Teaching.

Intensive teaching for a small number of students
Schools provide support for a small number of students who require intensive
teaching, following focused teaching, as they continue to perform substantially
below, or above, year-level expectations in a learning area/subject or across
the whole curriculum. A small number of students may require frequent individ-
ual behaviour support.
Intensive teaching involves frequent and explicit instruction, with individuals or
in small groups, to develop sequential mastery of basic concepts, skills and
knowledge.
Some students may require intensive teaching for a short period of time, for
particular aspects of the curriculum or behaviour skills. Other students may
require intensive teaching for a more prolonged period of time.
A small number of students may be provided with a lower or higher year-level
curriculum in one or more learning areas. This is always done in consultation
with parent(s) and requires an Individual Curriculum Plan.
For a small number of students who continue to display behaviours that are
deemed complex and challenging, individualised, function-based behaviour
assessment and support plans and multi-agency collaboration may be provided
to support the student.
Students with a severe disability may require intensive teaching that is highly
individualised, comprehensive and ongoing for the period of their entire school-
teaching. Teachers base this highly-individualised curriculum on the (Prep) to Year
12 curriculum with significant adjustments and use the Australian Curriculum
General Capabilities to adjust the learning focus of the learning area content.
For these students, intensive teaching addresses the individual nature and
acute impact of barriers to learning and participation; and may require a multi-
disciplinary team approach.
Tania Loneragan– Head of Special Education

World Read Aloud Day (WRAD)
Congratulations to the Year 2 students who took up the invitation to read a
poem (with a microphone) to an audience in the library on WRAD last Wednes-
day. Jermaine brought a poem titled ‘Path’ while Charlotte, Jorja, Mia and Ash-
tee read one of my favourites, the poem ‘Books’. It was great to see the perform-
ers entertain the audience with great expression and actions. Thanks to our
audience for coming along too. They all enjoyed and did a wonderful job with
choral reading of the poem, ‘Hands Can’.
Liz Jorgensen Teacher-librarian

Books to the Ceiling
Books to the sky,
My pile of books is a mile high.
How I love them! How I need them!
I’ll have a long beard by the time I
read them!
Arnold Lobel
**STUDENT OF THE WEEK**
Prep  
Grace, Mirra, Briana, Kimberley, Douan  
Year 1  
Hannah, Tyler, Connor, Kayla  
Year 2  
Archie, Annabelle, Leon, Jahkai, Katelyn  
Year 3  
Isaiah Graham, Harlee Fisher  
Year 4  
Maylita, Ryan  
Year 5  
Kyle  
Year 6  
Marie, Junior

**HAPPY GRAMS**
Prep  
Alton, Annika, Alton  
Year 2  
Shannon, Sara, Aaron, Ava, Skyia, Jayden, Willis, Lath, Taliyah, Cayleb  
Year 3  
Heath, Lachlan  
Year 4  
Jessie, Keyra, Liam, AJ  
Year 5  
Kaleb, Hannah, Noah  
Year 6  
Ryan, Blaik

**GOOD PLAYGROUND**

**GOTCHA AWARDS**
(Presented last week on parade)  
Chloe, Mikayla, Amber, Ella, Maggie, Xavier, Charlyze, Precious, Olivia, Paige, Taraleah, Angus, Matilda, Zen, Ethan, Kheandra, Makayla, Emily

**HONESTY ACKNOWLEDGEMENT**
Zedneiyar, Ocean, Amy, Kaylee, Jaylin, Dylan, Hannah, Mark, Dylan, Isaiah, Ally

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**KID’S CORNER**

**Henry Parkes**  
*Why The Good Marks*

Henry Parkes was a good man; he stood up in front of everyone at the Tenterfield Oration and said “We need to be a Federation!” People started to call him the Father of Federation, he lived from 1815 to 1896 we needed to become a Federation and he successfully made Australia a Federation.  
Henry Parkes was born in Canley 1815 (now a suburb of Coventry), in Warwickshire, England, and christened in village of Stoneleigh. He came to Australia on the 25th of July 1839 in Sydney. At an early age he worked on a ropewalk for 8 cents a day, he next worked at a brickyard, described as “breaking stones on the Queen's highway with hardly enough clothing to protect me from the cold”. He then worked as an apprentice of John Holding, a bone and ivory tuner at Birmingham, and around 1832 joined the Birmingham political union.  
Henry Parkes most significant speech was to unite Australia as a Federation, at the Tenterfield Oration in 1890. He stated that we needed to become a Federation: “People need to be a Federation!” People started to call him the Father of Federation and said “We need to be a Federation and be a Federation to stop tariffs; we also need National Defence Force protection and uniform rail gage to aid the movement of the National Defence Force around the country.  
Henry Parkes was known as the Father of Federation because he united the colonies as a Federation in 1901. Sadly he did not live to see us become a Federation. He died in 1896.

By Elijah 6A

**X-Country**

X-Country carnivals will be held on the following dates. Junior (P-3) Wednesday March 25th Senior (4-6) Friday March 27th. Children in Prep-3 will run a short obstacle course on the back oval whilst the senior students will run around the school grounds.  
Children are encouraged to wear house sports shirts. Shirts can be purchased from the tuckshop.

**Necessary details are as follows**

- What to wear: Hats, House shirts, Shoes
- What to bring: Drink bottle, Asthma puffers- must be carried whilst running. (if required)
- If your child is unsure which house team they are in, please ring by 8:00am if you can’t make it!

**Timetable of events (Junior X-Country)**

- **9.10am** - Prep Boys/Girls
- **9.40am** - Year 1 Boys/Girls
- **10.10am** - Year 2 Boys/Girls
- **10.40am** - Year 3 Boys/Girls

The Prep and year 1 class groups will be split into 2 races. Children in years P-3 run with their year level group.

**Timetable of events (Senior X-Country)**

- **9.10am** - Boys/Girls born 2006 (1.6km)
- **9.35am** - Boys/Girls born 2005 (1.6km)
- **10.00am** - Boys/Girls born 2004 (2.4km)
- **10.25am** - Boy/Girls born 2003 (2.4km)

Children in years 4-6 run with children who are born in the same year.

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**TUCKSHOP NEWS**

**TUCKSHOP ROSTER**

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<th>Date</th>
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</tr>
<tr>
<td>Wed</td>
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</tr>
<tr>
<td>Thurs</td>
<td>Carly Jamieson</td>
</tr>
<tr>
<td>Fri</td>
<td>Rae Peegers</td>
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<tr>
<td>Mon</td>
<td>Christian Thurston</td>
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<td></td>
<td>Linda Linneman</td>
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**CHAPPY NEWS**

**Sausage Sizzle at Masters**
My Local Chaplaincy Committee ran a sausage sizzle fundraiser on Saturday the 24th of January at Masters. The money raised will enable me to purchase resources for programs that I will run throughout the year to support our students both emotionally and socially. A big thank you to the community members who helped and Sugar-world Coles who donated $50 worth of goods.

**Activities at 2nd Break**
My room is open 2nd break on a Tuesday for younger students on a Tuesday. This helps our younger students know who their school leaders are as well as interacting with great role models.

**Take care, Chappy Steve**