Welcome

2016 School Improvement Focus:
Reading Comprehension & Numeracy skills

A special welcome is extended to all students, parents and staff to the 2016 school year! Great to see all our students back safe and sound and happy and smiling! I hope you enjoyed the extra time with your children to create some special memories. I trust that everyone has had a safe and enjoyable break and have taken the chance to revitalize for another busy, productive and exciting year of education at McIlwraith.

As you would expect, it has been a very hectic first week at school, hence the newsletter coming out this week. The children were extremely excited to see their friends again and have quickly settled back into the routine of class. It was a particularly special day for our new Prep students; Hannah, Lukas, Oakley, Raj and Misty, (not to mention their parents) who started school for the first time.

This year we start with 16 enrolments. We welcome to our community the Kevill family, the Rogers family and the Milburn family. We hope that your association with our school is a rewarding, happy and productive one. We look forward to working with all parents throughout the year to make 2016 a great year of learning for your child. Your support and involvement makes our school a great place to work and learn. By working together we can examine the best possible outcome for all students.

Staffing
Our official staffing allocation will be determined on Day 8, which is this Friday. Extra information will be provided in the next newsletter about any changes, should they occur. At this stage there is a very strong possibility that due to our enrolment numbers we will drop teacher aid and admin hours. Miss Hillyard’s hours will also drop from three days per week to one. At present, McIlwraith staff for 2016 is as follows:

Teachers: Mrs Wallace and Miss Hillyard
Teacher Aides: Miss Carseldine, Mrs Barnes, Mrs McCotter.
Learning Support: Mrs Lathourus
HPE: Mrs Dywer
Music: Mr Arnold
Cleaner: Mrs Reeve
Ground Care: Mr Carseldine
Guidance Officer: Mrs Pappalardo

Absence from School
A reminder that all student absences should be phoned in on the school number: (07) 4157 2371 or via text message to the school mobile: 0455 052 940.
Our school office is only attended on Wednesdays and Thursdays. If you are calling to notify a student absence please leave a message if the call is not taken.

Remember to keep these important dates on your calendar!!

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<tr>
<th>February</th>
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<tr>
<td>Thurs 11th</td>
<td>Voluntary Levy Agreement Due</td>
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<td>Thurs 11th</td>
<td>Prep News-Mail Permission Form Due</td>
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<td>Fri 12th</td>
<td>Student Leader Voting</td>
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<td>Sun 14th</td>
<td>Valentine’s Day 🎁</td>
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<td>Wed 17th</td>
<td>Harmony Day Celebrations – Wear Orange</td>
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<td>Thurs 18th</td>
<td>Prep News-Mail Photographs Taken</td>
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<td>Fri 19th</td>
<td>Student Leader Induction Ceremony</td>
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<td>Sat 21st</td>
<td>Harmony Day</td>
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<th>March</th>
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<td>Tues 01st</td>
<td>GRIP Leadership Conference</td>
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<td>Thurs 03th</td>
<td>Japanese Girls’ Day</td>
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<td>Thurs 24th</td>
<td>Easter Bonnet Parade</td>
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<td>Thurs 24th</td>
<td>Last Day of Term 1</td>
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<td>Fri 25th</td>
<td>Good Friday Public Holiday 🎉</td>
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322 McIlwraith Road, Gin Gin Qld 4671
Ph: 07 4157 2371 Fax: 07 4157 2558 email: the.principal@mcilwraith.eq.edu.au
Parent Pick Ups
All students who are being picked up by anyone other than their parents will need to ensure that the school is notified by note, face to face, phone call or text message.

Every Day Counts
Over the vacation period I once again had the opportunity of receiving our attendance data across the school. I am extremely proud to say that our 2015 school attendance data was 96.3% This is above Education Queensland’s target of 95%. Thank you parents for supporting the school and your child’s education by ensuring that your child has regular attendance at school. As expressed by Jonathon Thurston in the latest ad on attendance…

If you miss training you will be on the bench for a game. If you miss school you will be on the bench for life.
These comments reiterate the importance of school and the integral part attendance at school plays in overall success.

Every day counts for your child’s education and their future!

Voluntary School Levy
Attached is information about the Voluntary School Levy Scheme. Students were allocated their stationary on the first day of school and will be supplied with items as they need them throughout the year. Parents are asked to sign the agreement form and return to school by next Thursday 11th February 2016. Payment is $70.00 per child which is due by the end of Term 2, Friday 24th June 2016. Payment may be made in instalments. Please note that the school does not have EFTPOS facilities but payments can be made via cash, BPay or Electronic Fund Transfers.

Newsletter
Printed newsletters are issued to the oldest sibling of each family every Wednesday. Please note that newsletter day has changed due to staff timetabling. If for some reason a family does not receive a Newsletter, spare copies are available from the office. Alternatively, electronic copies can be viewed each Friday by visiting our website at www.mcilwraiss.equ.edu.au or via email. Newsletters will be emailed out to all parents who have provided an email address.

School Banking
The school has a school banking program through the Commonwealth Bank. School banking provides an opportunity to encourage children to develop good saving habits. Children are able to make a deposit through school banking every Wednesday during the school term and are rewarded with deposit prizes.

Reading
Improvement in Reading with a particular focus on comprehension is our top priority for 2016. Below is an outline of what we will be doing at McIlwraith to ensure that every child experiences success and improvement in reading.

- 15 minute reading every day one on one
- Explicit teaching of letters, sounds and decoding skills
- Sight word program for students in Prep/1/2/3 and other grades if needed.
- Setting 5 week targets for reading improvement
- Have students understand their own learning targets and goals and how to achieve them
- Make parents aware of their child’s 5 week goal
- Monitor our tracking tools to make sure we are on track
- Explicit teaching of reading comprehension strategies.
- Explicit teaching of modelled, Guided and independent reading.
- Regular opportunities for reading for enjoyment at school
- Library borrowing every Friday
**Home Reading Program**
Students in grades 1-6 all have home reading books which they are expected to read every night and have the reading log signed by a parent. Students in the older grades are encouraged to continue to read out loud so that they can hear any errors in and improve their fluency. We do understand that some nights may be incredibly busy with sports trainings or you may have an unexpected change to your routine. If reading is not able to be completed students are encouraged to let staff know on arrival at school, and then complete their reading before going and playing before school. *Please note that Prep students do not have home readers or sight words yet. These will be sent home once students have a greater recognition and recall of letters and their sounds.* Please continue to read for enjoyment with your child to increase vocabulary and provide opportunities for your child to retell the story and relate their own experiences to the text.

**Parent Reading Helpers**
Any parents who are available to volunteer an hour of their morning or afternoon to read with our students would provide our school with much needed extra support. If you are available please see me with an appropriate day and time. Thank you in advance.

**Homework**
Homework is due on Fridays. Students are welcome to complete homework during the lunch hour if they wish to and are encouraged to manage their time to ensure that it is completed. Homework is outlined below:

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<tr>
<th>Grade 1</th>
<th>Grade 2 - 6</th>
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<tr>
<td>Spelling words every night</td>
<td>Learning Spelling and tables every night</td>
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<td>Spelling sheet</td>
<td>Reading Comprehension activity</td>
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<td>Sight words</td>
<td>Sight words( if required)</td>
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<td>Home reader</td>
<td>Choose 5 spelling words and write these neatly into sentences. (10 sentences for Year 2)</td>
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<td></td>
<td>Home reading every night</td>
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<td>Soundwaves(if not completed during allocated class time)</td>
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**Library Borrowing**
All library borrowing will commence **this Friday 05th February 2016.** Students are able to borrow two books to read throughout the week. Books are only to be taken home in a library bag or the students reading folder. If the two borrowed books are not returned each week students will lose their borrowing rights.

**Correct Pencil Grip**
Please ensure you are encouraging children to use the correct pencil grip. This can be seen in the below illustration. If students are having trouble holding their pencil this way a pencil grip can be used. A correct grip of the pencil will help aid neater handwriting.

**Hats**
Our school hats have arrived. If you wish to purchase a hat please come in and try them on for size. Hats are $12.00 each.

**Chair Bags**
Student chair bags are also still available for purchase. Most of our students have these already but any new enrolments are welcome to purchase a chair bag for $12.00

**News-Mail Prep Photos**
A photographer from the Bundaberg News-Mail will visit our school to take photos of our prep class on **Thursday 18th February 2016.**

*These photos make a wonderful keepsake and we therefore kindly ask parents to help make the occasion a success by ensuring their child attends school in full school uniform!*

These photos will appear in a special News-Mail feature shortly after photo day. Parents should contact the school prior to photo day if they do not wish for their child to be part of the feature or have any other concerns about the publication. Please complete the attached permission form and have this returned to school by next **Thursday 11th February 2016.**

**Reading Eggs Passwords**
Students in Prep – Year 2 access Reading Eggs during allocated class time. Attached is an information sheet which also includes your child’s Login Name and Password. This program can be accessed from home using [www.readingeggs.com.au](http://www.readingeggs.com.au) We strongly encourage parents to practice logging in with their children.

Mathletics passwords will be issued shortly. Past students may access Mathletics using their Login and Password from last year. [www.mathletics.com.au](http://www.mathletics.com.au)
**Class Requirements**
Students in grades 1-7 will require a blue or black biro for marking, a highlighter and a pencil case. We generally use these items every day. Please send these items in with your child to keep in their desk.

**Phonic Focus**
The sound that have been consolidating this week is ‘aA’ as in apple.

![A is for Apple](image)

**Book Covering**
We have a large volume of library books that require covering. If you are free to volunteer your time we would love the help. Alternatively we can send some contact and books home with you. Any help would be appreciated.

**School Website**
The school website can be accessed at [http://www.mcilwraiss.eq.edu.au](http://www.mcilwraiss.eq.edu.au) For parents who have smart phones, the free QSchools app is available to download, which will alert any new updates, calendar events and messages from our website straight to your phone. It is a good idea to browse our website regularly for upcoming events and new photographs.

**Student Council Update**

**Icy Poles:** Student Council is selling Zooper Dooper Icy Poles at lunch from Monday – Thursday for $0.50c each.

**Easter Bonnet Parade:** The Easter Bonnet Parade is on again this year. Students are asked to make a gold coin donation if they participate in this event. Prizes will be awarded. This event will take place on the **last day of Term 1, Thursday 24th March 2016**. We will provide different ideas on each week’s newsletter. With plenty of notice we anticipate most students will take part in this event.

![Easter Bonnet Parade](image)

**Junior Gold Competition**
John Bolt from the Gin Gin Golf Club is currently seeking interested in Sunday morning junior golf nine hole competitions. If you are interested in sending your child/ren please contact John Bolt on *(07) 4157 6373* This is a free entry competition.

**Yours in Education**

*Felicity Wallace*
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<th>Subject</th>
<th>Term 1</th>
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| **English**  | Enjoying our new world  
In this unit, students listen to and read texts to explore predictable text structures and common visual patterns in a range of fiction and non-fiction books. They engage in multiple opportunities to learn about language, literature and literacy.  
**Assessment:** Sts will select a favourite story and create a short spoken response to elements of the story. |
| **Maths**    | Concepts will be outlined in greater detail each week in the newsletter.  
Wk 1 Using units of measurement  
Wk 2 Number and place value  
Wk 3 Patterns and algebra  
Wk 4 Number and place value  
Wk 5 Location and transformation  
Wk 6 Patterns and algebra  
Wk 7 Number and place value  
Wk 8 Using units of measurement |
| **Science**  | Prep/1: Our living world  
In this unit, students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.  
**Assessment:** Sts will represent and share observations about the needs of living things and how an environment can affect them. |
| **History**  | Prep/1 Exploring yesterday and today - my grandparents, my parents and me  
In this unit, students will investigate how has family life changed or remained the same over time, and how can we show that the present is different from or similar to the past? Students will also explore the differences between family structures and roles today when compared to the recent past. Students will consider how family structures and roles have changed over time, and they will identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and special older people.  
**Assessment:** Pose three questions to gather information about daily life in the past. Think about how daily life has changed and stayed the same. Write and illustrate a story using their ideas. |
| **Health**   | Prep/1: A little independence  
In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements, and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.  
**Assessment:** Personal interview, identify collection |
| **Visual Arts** | Prep/1 In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.  
**Assessment:** Create and display narrative artworks to represent experiences, observations and imagination. |
| **Geography** | Prep/1 What are places like? In this unit, students will investigate the inquiry question — What are places like? They will develop understandings about place, space and scale by observing the visible elements or features of familiar and local places. They will represent location and direction on maps and models and describe why people live in a place.  
**Assessment:** is ongoing and consists of a collection of work gathered from the various learning experiences during the unit. Students will demonstrate their knowledge, understanding and skill by representing observable features of places, using maps and models, and using everyday language to describe features, directions and locations. |
| **English:** Yr 1/2/3 Analysing and creating persuasive texts | **Maths:** Yr 1/2/3 Concepts will be outlined in greater detail each week in the newsletter.  
Wk 1 Using units of measurement  
Wk 2 Number and place value  
Wk 3 Patterns and algebra  
Wk 4 Number and place value  
Wk 5 Location and transformation  
Wk 6 Patterns and algebra  
Wk 7 Number and place value  
Wk 8 Using units of measurement |
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<td>In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts. <strong>Assessment:</strong> Read and comprehend a letter to the editor; Plan, write and edit a persuasive paragraph.</td>
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| **Science:** Year 2/3/4: Good to Grow. | **History:** Year 2/3/4 In this unit students will investigate the following questions:  
• What was life like for Aboriginal peoples and Torres Strait Islander peoples before the arrival of Europeans? What was the nature and consequence of contact between Aboriginal peoples and Torres Strait Islander peoples and early traders, explorers and settlers?  
• investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassans traders and Europeans. **Assessment:** To describe the experiences of the Eora peoples, identifying aspects of the past that remained the same over time |
| In this unit, students examine how living things, including plants and animals, change as they grow, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They observe a class animal and plant and conduct other investigations. **Assessment:** Create a storyboard to represent the life stages of a living thing and describe the similarities and differences between the life stages of the living thing described and the life stages of the class animal or plant. | |
| **Health:** Yr 2/3/4: Good friends | **Visual Arts:** Yr 2/3/4: Students look at the physical attributes (colour, surface texture, line and shape) of insects and spiders. They draw insects and spiders experimenting with various drawing media to show qualities of line and surface texture. Students make sculptures of insects and spiders using natural materials gathered from the local environment or materials that can be found around the home. Students refer to themselves as artists and represent their ideas and perceptions through surfaces and textures of animals in sculptures. |
| In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. **Assessment:** recognise strategies for managing change and examine influences that strengthen identity. To investigate how emotional responses vary and understand how to interact positively with others in different situations. | |
| **Geography:** Year 2/3/4: What is the story of my place? | **Assessment:** a collection of work gathered from various learning experiences during the unit. |
| Students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people. **Assessment:** a collection of work gathered from various learning experiences during the unit. |
**English: Yr 4/5/6** Examining literary texts (fantasy novel) In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. **Assessment:** To analyse how a character is represented by the author in a fantasy novel.

**Maths: Yr 4/5/6** Concepts will be outlined in greater detail each week in the newsletter.
- Wk 1 Number and place value
- Wk 2 Number and place value
- Wk 3: Fractions and decimals
- Wk 4 Patterns and algebra
- Wk 5 Number and place value
- Wk 6 Location and transformation
- Wk 7 Number, place value/units of measurement
- Wk 8: Fractions and decimals/Data representation and interpretation

**Science: Yr 5/6** Students investigate electrical circuits as means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electrical production. They identify where scientific understanding and discoveries related to production and use of electricity has affected people’s lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

**History: Year 5/6** Investigating the development of Australia as a diverse society. In this unit students will investigate the following questions:
- Who were the people who came to Australia? Why did they come?
- What contributions have significant individuals and groups made to the development of Australian society? Students locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated. They investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society. **Assessment:** Conduct an historical inquiry to investigate the experiences of a migrant and contributions of the migrant and their group to the development of Australia.

**Health:** Yr 5/6 Emotional interactions
In this unit students will review the information they know about establishing and keeping friendships and relationships. They will identify the skills need to establish and maintain relationships. Students will use prior knowledge to discuss the differences between friendships and relationships and also interpret the differences between friendships and their peers. Students will discuss the factors that influence theirs and others’ behaviours through discussion and brainstorming activities. They will investigate how feelings, emotions and mood can affect their own and others’ behaviours and responses. Students will develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They will develop an understanding of bullying and harassment, and who to go to for help if they are a victim or witness such behaviours. Finally students will discuss their overall emotional health, safety and wellbeing. **Assessment:** To recognise the influence of emotions on behaviours and describe factors that influence how people interact. To describe their own and others’ contributions to health, safety and wellbeing, and to demonstrate skills to work collaboratively.

**Visual Arts:** Yr 5/6 In this unit, students focus on representation of animals as companion, metaphor, and predator. Sts will explore and explain the representation of values, beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, three-dimensional form, mixed media) in research and development of individual artworks which express a personal view; compare visual art conventions and the representation of animals in three-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. **Assessment:** Plan and design: investigate an animal and its environment and plan an artwork inspired by researched ideas; Create: make a sculptural artwork using animal representations to explore a personal view.

**Geography:** Yr 5/6 this unit students will investigate the inquiry question/s how do people influence the human characteristics of places and the management of spaces within them, and how can the impact of bushfires or floods on people and places be reduced? **Assessment:** Research task/collection of work investigating how extreme natural events affect people and places and how these effects can be reduced.