From the Principal

Term 3 has begun with great enthusiasm for learning and community. We admire all families that have ensured their children are attending school every day on time. When this occurs, learning is guaranteed and your child will receive an excellent education which will support their future.

As parents, we spend so much of our time talking to our kids – and then wonder why they don’t seem to hear us. In heated moments, we find ourselves stuck in power struggles, but can’t figure out what to say to stop the fighting. Sometimes we just don’t know how to answer a tough question.

Why can talking with kids be so hard? The basic challenge is that parents very often speak without understanding how their children receive the message. We often make an assumption that our kids understand. Then we wonder, ‘Why didn’t they do what I said?”

While many parent-child conversations can lead to misunderstandings, becoming an effective communicator is not only possible – it can even be fun!

All parents need practical ways to communicate effectively with kids of any age, using words they can hear and techniques that make sense. There is no script to memorise or order you have to follow. Here are some ideas as tools you can pull out when you need them to help you and your child understand each other.

Keep in mind that there are important times when not talking at all might be your best option.

Specific questions invite kids to open up

Whether you have a preshooler or a preteen, a well-meaning but general question often only produces a one-word answer. Instead, try asking a specific question. A specific question lets your child know you are really listening, acknowledges her feelings and encourages her to respond with a specific answer.

Children are more likely to open up if they feel you’re really listening to them.

- **Take a break and listen to your child.** Specific actions – like making eye contact, kneeling down to your child’s level and even tilting your head – show your child you are listening. They also help you stop and really listen. If you can’t talk at that moment, you might say, ‘Let’s talk soon. I’m in the middle of something’.

- **Repeat what you heard.** It’s often useful to restate what you heard and put your child’s feelings into words. You might say, ‘You wanted a turn on the swing just now, didn’t you?’ or ‘You seem sad about going to day care today’. These reflective statements acknowledge and give words to your child’s feelings. Do this carefully. If a child is in the middle of a tantrum, saying ‘You’re really cranky and out of control!’ might aggravate the situation rather than help it.

- **Ask specific questions to gather more information.** You might say, ‘Can you tell me exactly what happened?’ If it makes sense to talk more, you might ask, ‘What upset you the most?’ Follow-up questions both acknowledge your child’s feelings and get your child talking about them. They help you gather more information, so you can better understand what actually happened and how your child is thinking about it.

- **Before you say what you think, ask a question**

  If your child says, ‘That’s not fair’, instead of jumping in with an explanation you might ask, ‘What do you think would be fair?’ Then, wait for the answer – and ask a follow-up question. Hint: if you find yourself thinking of your response while your child is talking, then you’re not really listening.

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**Eagleby Express**

*Eagleby State School – Learning Together*  
**Term 3 Issue 1 – 23rd July 2015**

**Student Absence:** 3442 5360

**Learning Together**

- What are we saying to stop the fighting? Sometimes we just don’t know how to answer a tough question.
- Understood. Then we wonder, ‘Why didn’t they do what I said?’

**Eagleby State School**

**School Banking**

TO BE GIVEN TO CLASS TEACHER ON FRIDAYS

**Upcoming Dates:**

- 22nd July to 24th July: Yr 5 & 6 Camp
- 23rd July: P&C Meeting
- Wed 29th July: Parent/Teacher Interviews 4pm-7pm
- 3rd Aug to 7th Aug: NAIDOC Week
- Please note - new date ↓
- 11th Aug to 13th Aug: SCIENCE WEEK
- Thurs 13th Aug: P&C Meeting 6pm

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**Learn to Live, Live to Learn**
Children need to feel that you are taking their opinions seriously.

- **See the situation through your child’s eyes.** You know how you feel when your boss or partner says, ‘That’s ridiculous’, or insists you really like something you know you hate? Kids feel the same way when parents say, ‘You don’t really mean that’ or ‘I can’t believe you said that’!
- **Acknowledge your child’s feelings.** In response to your child’s statement, you might simply say, ‘I’m glad to know that’ or ‘I understand’. At times, this acknowledgement is all your child needs to hear.
- **Try not to contradict your child’s statement immediately**, even if you think your child is wrong. Hear your child out before saying no. If your child says, ‘I don’t want to go to school anymore’, instead of saying, ‘You have to go’, you might ask, ‘What’s the worst thing about it?’
- **Listen to your child’s request without judging or correcting it.** Good teachers give children a chance to explain themselves first, even if they’re wrong. The same technique works at home.
- **Acknowledge your child’s feelings with a question**. Like grown-ups, children want to feel that their opinions matter – and often get mad when they are told they are wrong. Instantly contradicting your child’s opinion often escalates to an immediate fight over who is right. A specific question about the situation might instead prompt a useful discussion.

Positive communication is about accepting all kinds of feelings – the good, the bad and the ugly.

- **Allow your child’s negative feelings to come out**, even if they are hard to take. Simply being there, without saying much, might soothe and comfort your child. Sometimes you just need to wait it out until the feeling is expressed.
- **Avoid attacking your child’s character.** If your child plays up, instead of saying, ‘Bad girl, how dare you speak to me that way’, you might say, ‘That kind of language is not OK’. In this way, you are separating the behaviour from the child. You don’t want to imply that your child is intrinsically bad, or make your child ashamed of feeling a certain way.
- **Tell children how their behaviour makes you feel.** Don’t hide your feeling. In fact, your feelings may be the best form of discipline, as long as they are not used to attack your child. You might express the depth of your emotions with phrases such as, ‘I am very disappointed in what you did’ or ‘It makes me sad that you lied to me’.
- **Tell your child how you feel about yourself.** This way, children know you have feelings and learn how to express their own. You might say, ‘I had a bad day at work today, I’m in a cranky mood’ or ‘I’m sorry I made a mistake’. Be aware that if you spend too much time talking about how you feel, your child might feel overwhelmed (or bored) by your level of emotion. On the other hand, if you never articulate your feelings, your child might not feel permission to express feelings either.

By imagining solutions together, you can help children to approach problems in positive ways.

Use dialogue to find solutions. By first letting your child vent negative feelings, and then asking your child to imagine a different scenario, you are encouraging your child not only to discuss the problem, but to become part of the solution.

Listen to yourself talk – and think about what your tone is saying, as well as your words.

- **Listen to your tone instead of your words.** At times, it’s not what you say, but the way you say it that makes an impact. Kids sense what their parents are feeling. Often, they’re not listening to your words so much as looking at your face and reacting to the tone of your voice.
- **Talk to your child as though you’re composing a song.** Parent-child communication is composed of both music and lyrics. When someone listens to music, he may focus on either the melody or on the lyrics. Children are always listening to the melody (or tone) of a parent’s voice. Unfortunately, we, the parents, are often paying more attention to our lyrics.
- **Listen to yourself from your child’s perspective.** If you feel a conflict brewing, ask yourself, ‘Would I like to be spoken to this way?’ If you don’t like the way you sound, ask yourself, ‘Am I mad about something without realising it?’
- **You don’t have to discuss everything with your child.** Sometimes you just have to give a clear instruction.
- **Don’t turn a statement into a question.** Instead of saying, ‘It’s time to leave the playground in five minutes, OK?’ simply say, ‘We’re leaving in five minutes’. Don’t ask for your child’s permission. But you might want to briefly explain your logic, remembering that an explanation is not the same as a negotiation.
• **Offer choices only when there really is a choice.** Be clear about negotiable and non-negotiable situations. If your child refuses to go to school, you might say, ‘I know you don’t feel like going to school today. We still have to leave in ten minutes’.

• **Don't let discussions go on too long.** If there really is no choice about the outcome, too much talking just postpones what is going to happen anyway. If need be, walk away from your child or get involved in some other activity.

• **Be clear when there are no choices**
  Don’t negotiate or talk about everything. At times, a parent simply needs to make a decision, explain why she’s made it and then fulfil it. Discussing further might not help. But briefly explaining why will.
Deputy’s Column

Woolworths Earn & Learn 2015

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. Sticker sheets are available at Woolworths or at the school office.

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

Thank you for supporting our school to earn as many educational resources we can.

Congratulations- Eagle Rocks Choir

Last Friday the Eagle Rocks Choir performed next door for the residents of Palm Lake Resort. It was a great experience for the students to experience performing in front of a different audience. The students then shared morning tea and conversation with many of the volunteers who continually support our school community. Thank you to Ms Sheppard, the choir and Kath Tomlinson from Palm Lake for organising this event.

Then, on Monday the Eagle Rocks choir participated in the 2015 Beenleigh Eisteddfod. They performed two pieces and received a glowing report from the adjudicator. Students and staff were very excited to receive 1st place in the Primary School category. Congratulations, to students and to Ms Sheppard on this wonderful achievement.

Thank you to QUOTA International Beenleigh for their ongoing support of schools and young people within our community.

Parent Teacher Interviews

We will be conducting Parent-teacher interviews on Wednesday 29th July from 4.00pm – 7.00pm, in the hall. We strongly recommend you take this opportunity to discuss your child’s progress. As a school we acknowledge that communication between parents and teachers is vital to a child’s education, and will endeavour to find a mutually acceptable time. A letter went home last week outlining how to book your interview time. If you did not receive this letter please contact your child’s teacher.

Lara Smith – Deputy Principal
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Events:
- **3 Last Day of Term**
- **Disco**
- **Father's Day**
- **End of Term**

Activities:
- Newsletter
- P-6 Assembly
- Homework Club
- Morning Tea
- Volunteers Breakfast Club
- Public Holiday
- EXA Public Holiday
- NADOC Week
- Monkey Business
- Palm Lake Resort
- Choir Performance
What are we learning at school?

**Prep**

**English:**
This term, students in Prep are learning about the concept of rhyme. Through listening to, reading and viewing range of Nursery Rhymes and stories, students will explore rhyme. Students have been developing their Phonological Awareness which is vital to both reading and writing all year. Rhyme is a valuable skill of Phonological Awareness. Students will participate in many different activities to help them build their understanding of rhyme and practice using this skill when reading and writing.

**Science:**
Students are exploring the unit *Weather in My World*. Through a variety of learning experiences, students will explore different weather concepts such as sunny, windy, rainy, stormy, cloudy and foggy. Students will describe these weather events and create generalisations. They will also investigate the impact weather events have on people’s choices of clothing they wear and activities they participate in. Students will consider the impact seasonal changes have on animals and plants in different environments.

**Geography:**
This term, students will explore features of our school and other familiar places through the inquiry question of: *What are places like?* Students will develop an understanding of ‘place’ and how places have boundaries and different features. They will use maps and stories to identify the places which they live and belong to, such as their home and neighbourhood and record the features of each place using simple maps. They will continue to develop directional vocabulary such as forward, backward, left and right.

**Year 4**

**English:**
This term, students are listening to, reading and viewing a range of texts to develop a variety of reading strategies and skills. They are focusing on the text: *The 13 Storey Treehouse* by Andy Griffiths. Using this story as a stimulus, students will participate in a variety of speaking, listening, reading and writing activities. They are investigating ‘Does it really matter where you live?’ and *What makes a home?*. Students are discussing the author’s purpose when writing this book and using evidence from the text. They will examine the author’s writing technique and compare and contrast this to another familiar author. Students will also examine the attitudes and beliefs of different characters and will locate and select key information to support their opinion.

**Science:**
This term, students will investigate the *Earth Beneath our Feet*. Through different learning and hands-on activities, students will explore natural processes and human activities which can cause weathering and erosion of the Earth’s surface. Students will investigate and classify rocks according to type and composition, explore different types of natural disasters and their effect on erosion. They will pose questions to investigate and make predictions during hands-on experiments. Students will also record their observations and create annotated diagrams that incorporate scientific language. Students will reflect upon their understanding of erosion to develop solutions and test the effectiveness of those solutions.

**Geography:**
Students will investigate the question: *How does the environment support the lives of people and other living things?* Students will continue to build their mental map of the world as they explore environments here in Australia as well as Africa and South America. They will participate in mapping activities where they will represent locations and features of places such as mountains, lakes and rivers using mapping conventions. Students will explore scale and grid referencing when using maps. They will examine the interconnections between people and environments and how environments are important to the survival of humans and animals. They will use a variety of sources to support their understanding and will evaluate sources for their usefulness.

Felicity Pyke

Head of Curriculum
Healthy Habits

Why Kids Need to Drink Water

Just because they have smaller bodies does not mean children need less water. Water is in fact one of the most important nutrients for children. Often times when we read tips for nutrition for our children, they leave out important information about the intake of healthy fluids.

Water not only keeps children healthy, but also will help them perform better in school. Lack of water leads to dehydration, which leads to a reduction in both mental and physical performance. These results can be seen in the classroom and student learning. Long-term chronic dehydration may cause health problems and illnesses.

How can you encourage your child to drink water?

- Children prefer cold or chilled water.
- Use favourite cups, drinks bottles or silly straws
- Funny shape ice cubes
- Always offer water first when a child says they are thirsty

Sarah Brown

Head of Special Education Services
Students of the Week
25-6-15

* PA - Cody - Great work in literacy groups.
* AKW - Amba - For an impressive effort in all areas of learning this term.
* AD - Beyza - Settling in well & putting in a fantastic effort in to all activities.

16-7-15

* SF - Joshua - Making a big effort to come to school everyday with a positive attitude.
* PB - Tyarah - Showing her great ability at writing.
* AKW - Chloe - For always being a considerate team member in all group tasks.
* GG - Zenen - Amazing effort to do extra reading.

Recipients of Diamond Awards are


Congratulations & well done!!!!!!
Nationally Collection of Data on School Students with Disability

From 2015, all Australian schools will participate in the National Collection of Data on School Students with Disabilities (NCCD). This comprehensive annual collection of data will occur in August and is an Australian Government agreement.

Collecting data on school students with disability helps teachers, principals and education authorities support the participation of students with disability in schooling on the same basis as students without disability. The data provided to the Australian Government is aggregated data only. Please be reassured that the Department will not provide on to another organisation any data that can identify an individual student. The only data being collected at the school level to be reported nationally is the:

- number of students in the school who are provided with an adjustment to address a disability;
- level of adjustments we provide for those students; and broad category of disability.

Consultation with parents is important not only for the data collection but also to ensure you are aware of the adjustments being provided to support your child. We will therefore continue to consult with you. While only data that cannot identify your child will be submitted outside of the Department, if you do not wish for your child’s details to be included, please let me know.

Information and fact sheets are available to help you make a decision from the:


Alternatively, if you have any queries about the collection or use of this data I encourage you to contact the school and speak to either myself or the Principal.

Sarah Brown

Head of Special Education Services
P & C

**Uniform Shop Opening Hours**

**NEW OPENING HOURS**
MONDAY MORNINGS 8.30am - 9.00am
WEDNESDAY MORNINGS 8.30am - 9.00am
FRIDAY AFTERNOONS 2.30pm - 3.00pm

Other days by prior arrangement

Please use Australian currency only as we are unable to bank foreign currency in the Uniform Shop and Tuck Shop.

School Bucket Hats: These can be purchased at the Tuckshop when the Uniform shop is not open.

**Lay-by welcome Cash Only - no eftpos**

**P&C Meeting tonight at 6pm in the teachers staff room.**

**School Breakfast Club**

Breakfast Club is on each school morning at the Tuckshop area, at the Hall.

**School Banking**

School banking is each Friday morning. Please give your bank books to the class teacher.

**Tuckshop**

Tuckshop is open **Wednesday, Thursday and Friday** for 1st and 2nd breaks.

Please use Australian currency only as we are unable to bank foreign currency.

**NO HOT FOOD WILL BE SOLD DURING 2ND BREAK**

All **2nd break lunch** orders **MUST** be collected from the Tuckshop. There is no class basket this break.

Please remember that lunches are to be ordered at the Tuckshop before class time.

Volunteers needed for Tuckshop. If you could spare some time to help in the Tuckshop, please see Sandy our Tuckshop Convenor, or leave your name and contact details at the office.

Tuck shop news:

Prep students are welcome to order their lunch from the Tuckshop, but they cannot go to the Tuckshop at break times.

**Community & General Notices**

The Beenleigh Hawks Baseball Club - Come & Try Days & Sign On Days

The Beenleigh Hawks Baseball Club will be holding our "FREE" Come & Try Days, for anyone interested in finding out what Baseball is all about and want to try it out, before you decide that you want to play Baseball.

The day is a "FREE" day with a whole lot of different modified Baseball related games to keep the kids running around. It is open to kids aged 5-14yrs old, with a yummy Sausage Sizzle afterwards for all participants.

When: Sunday 26th July & Sunday 9th August

Where: The Beenleigh Hawks Baseball Club, Hammel St, Beenleigh

Ages: 5 – 14 yrs old

Time: Starts 9:00am - concludes 12:00pm

What to wearbring: Hat, T-shirt, Shorts, Joggers & Drink Bottle

Bring a friend and enjoy a "FREE" morning at the Baseball field

Next Subway Monday is the 3rd August, order forms will be sent home next week to be returned on Friday 31st July