Inside this Issue:

- From the Principal
- From the Deputy Principal
- What are we learning?
- From the classroom…Purple S
- Student Awards
- Healthy Habits
- P&C Notices
- General Notices
- Term Calendar

From the Principal

The 7 Cs: The Essential Building Blocks of Resilience

Young people live up or down to expectations we set for them. They need adults who believe in them unconditionally and hold them to the high expectations of being compassionate, generous, and creative.

What we do to model healthy resilience strategies for our children is more important than anything we say about them. Considering the 7 Cs may be helpful to parents in the journey ahead called ‘Being a Parent’.

Competence

Competence is the ability or know-how to handle situations effectively. It's not a vague feeling or hunch that “I can do this.” Competence is acquired through actual experience. Children can’t become competent without first developing a set of skills that allow them to trust their judgments, make responsible choices, and face difficult situations.

In thinking about your child’s competence and how to fortify it, ask yourself:

- Do I help my child focus on her strengths and build on them?
- Do I communicate in a way that empowers my child to make her own decisions or do I undermine her sense of competence by telling her what to do?
- Do I let her make safe mistakes so she has the opportunity to right herself or do I try to protect her from every trip and fall?
- As I try to protect her, does my interference mistakenly send the message, “I don’t think you can handle this?” or “You can escape owning the truth about what you have done and the consequences”.
- If I have more than one child, do I recognize the competencies of each without comparison to siblings?

Confidence

True confidence, the solid belief in one’s own abilities, is rooted in competence. Children gain confidence by demonstrating their competence in real situations. Confidence is not warm-and-fuzzy self-esteem that supposedly results from telling kids they’re special or precious. When parents support children in finding their own islands of competence and building on them, they prepare kids to gain enough confidence to try new ventures and trust their abilities to make sound choices.

In thinking about your child’s degree of confidence, consider the following questions:

- Do I clearly express that I expect the best qualities (not achievements, but personal qualities such as fairness, integrity, persistence, and kindness) in him?
- Do I treat him as an incapable child or as a youngster who is learning to navigate his world and so allow his to learn by making mistakes?
- Do I catch him being good when he is generous, helpful, and kind or when he does something without being asked or cajoled?
- Do I encourage him to strive farther because I believe he can succeed?
- Do I hold realistically high expectations?
- Do I avoid instilling shame in my child?

Connection

Children with close ties to family, friends, school, and community are more likely to have a solid sense of security that produces strong values and prevents them from seeking destructive alternatives.

Some questions to ponder when considering how connected your child is to family and the broader world include:

- Do we build a sense of physical safety and emotional security within our home?
- Do I understand that the challenges my child will put me through on her path towards independence are normal developmental phases?
- Do I allow my child to have and express all types of emotions or do I suppress unpleasant feelings?
- Do we do everything to address conflict within our family and work to resolve problems rather than let them fester?
- Do I encourage my child to take pride in the various ethnic, religious, or cultural groups to which we belong?
- Do I jealously guard my child from developing close relationships with others or do I foster healthy relationships that I know will reinforce my positive messages?

Be Safe, Be Respectful, Be Responsible
Character

Children need a fundamental sense of right and wrong to ensure they are prepared to make wise choices, contribute to the world, and become stable adults. Children with character enjoy a strong sense of self-worth and confidence. They are more comfortable sticking to their own values and demonstrating a caring attitude toward others.

Some basic questions to ask yourself include:

• Do I help my child understand how his behaviors affect other people in good and bad ways?
• Am I helping my child recognize himself as a caring person?
• Do I allow him to consider right versus wrong and look beyond immediate satisfaction or selfish needs?
• Do I demonstrate the importance of community?
• Am I careful to avoid racist, ethnic, or hateful statements or stereotypes? Am I clear how I regard these thoughts and statements whenever and wherever my child is exposed to them?
• Do I express how I think of others’ needs when I make decisions or take actions?

Contribution

It is a powerful lesson when children realize that the world is a better place because they are in it. Children who understand the importance of personal contribution gain a sense of purpose that can motivate them. They will not only take actions and make choices that improve the world, but they will also enhance their own competence, character, and sense of connection.

Before we can foster this sense of contribution, here are some things to consider:

• Do I communicate to my child (at appropriate age levels, of course) that many people in the world do not have as much human contact, money, freedom, and security as they need?
• Do I teach the important value of serving others?
• Do I model generosity with my time?
• Do I make clear to my child that I believe she can improve the world?
• Do I create opportunities for each child to contribute in some specific way?

Coping

Children who learn to cope effectively with stress are better prepared to overcome life’s challenges. The best protection against unsafe, worrisome behaviours may be a wide repertoire of positive, adaptive coping strategies.

Before we begin teaching children this repertoire of coping and stress-reduction skills, here are some basic questions to ask ourselves:

• Do I help her understand the difference between a real crisis and something that just feels like an emergency?
• Do I model positive coping strategies on a consistent basis?
• Do I allow my child enough time to use imaginative play? Do I recognize that fantasy and play are childhood’s tools to solve problems?
• Do I guide my child to develop positive, effective coping strategies?
• Do I believe that telling her to “just stop” the negative behaviours will do any good?
• As I struggle to compose myself so I can make fair, wise decisions under pressure, do I model how I take control rather than respond impulsively or rashly to stressful situations?
• Do I create a family environment in which talking, listening, and sharing is safe, comfortable, and productive?

Control

When children realize that they can control the outcomes of their decisions and actions, they’re more likely to know that they have the ability to do what it takes to bounce back. On the other hand, if parents make all the decisions, children are denied opportunities to learn control. A child who feels “everything always happens to me” tends to become passive, pessimistic, or even depressed. He sees control as external—whatever he does really doesn’t matter because he has no control of the outcome. But a resilient child knows that he has internal control. By his choices and actions, he determines the results. He knows that he can make a difference, which further promotes his competence and confidence.

Some questions about control:

• Do I help my child understand that life’s events are not purely random and most things happen as a direct result of someone’s actions and choices?
• Do I help him recognize even his small successes so he can experience the knowledge that he can succeed?
• Do I help him understand that no one can control all circumstances, but everyone can shift the odds by choosing positive behaviours?
• Do I understand that discipline is about teaching, not punishing or controlling? Do I use discipline as a means to help my child understand that his actions produce certain consequences?
• Do I reward demonstrated responsibility with increased privileges?

Libby Jordan
Principal
Literacy Week
Last week we celebrated Literacy Week at Eagleby State School. Literacy week highlights and celebrates the importance of literacy skills for all children and young people, with a specific focus on school-aged children. The week gives schools the opportunity to get involved in a range of literacy activities and to recognise the achievements of students and the work of teachers, parents and members of the community who support young people to develop stronger literacy skills. All students across Prep to Year 6 were given the opportunity to participate in many activities across the week, such as; Sound Treasure Hunts, Reader’s Theatre, Oral Stories and, The Mystery Teacher Book Quiz. A very big thank you to Ms Pyke, Mr Masci, Ms Berger, Ms Ridgeway, Ms Arne, Ms Austin and Ms Ayling for organising such a great week of celebration.

Safety of our Children
Parents have been flexible and considerate in understanding the need for us to close the school car park gates in the mornings and afternoons. This has provided a much safer environment for students when walking through the school grounds at the start and end of the day.

Our next challenge is assisting students to always cross the road at the nominated crossings. Over the last couple of weeks, some students have been crossing the road dangerously. I am sure all community members will assist in talking with students, before they leave home every day, about how to cross the road safely. We are also talking about this at school.

Lara Smith—Deputy Principal

ALL ABSENCES FROM SCHOOL MUST BE EXPLAINED
ABSENTEE PHONE LINE - (07) 3442 5360 please use this number instead of the office number.
Please leave child’s name, date and reason for absence
What are we learning at school?

**Curriculum**

**Year 3**

**English:**
This term, students in year 3 explored Australian Landscape poetry to build rich descriptive vocabulary and interpreting author’s purpose skills. They also viewed, read and listened to short chapter books to explore the use of descriptive language in the construction of a character. Students examined and analysed how language features, images and vocabulary are used by authors to engage and entertain. They students participated in a variety of activities that examined characters, settings, problems and solutions. They compared the language used to build images of characters in the audiences’ mind. Students also expressed their preferences for a specific text type and justified their choices by linking to their own experiences.

**Science:**
Students used their knowledge of heat and how we use it in our everyday lives to participate in investigations. They participated in activities such as classifying sources into groups according to the type of energy used to produce the heat, exploring the cause and effect of heat transfer from one object to another and exploring how materials can slow down heat flow (insulating properties). Students also explored the observable properties of heat sources in the classroom and at home and applied their scientific skills to observe that the temperature of objects can change if they are touching a heat source and identify objects which lose heat until they are the same temperature as the other object.

**History:**
This term, students investigated celebrations, commemorations, community diversity and how these have changed over time. They investigated the following questions:
- How and why do people choose to remember significant events of the past?
- What is the nature of contributions made by different groups and individuals in the community?
Students developed an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They examined the historical origins of celebrations and commemorations and explored a range of perspectives on the historical events that we remember when we celebrate or commemorate. Students explored the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.

**Year 5**

**English:**
Students listened to, read and viewed a variety of persuasive media texts including newspaper articles and news reports. They investigated degrees of formality and built awareness of how authors manipulate a point of view for their audience. Students developed strategies for choosing reliable information to support a point of view. They evaluated sources of evidence and reflect on assessing the reliability of sources. This term, students:
- Investigated how media texts influence an audience and present a point of view.
- Identified how the formality of language in different texts and its influences on an audience.
- Explored the metalanguage of online and print news.
- Built awareness of how authors manipulate point of view
- Investigated the structure of a newspaper report
- Developed strategies for choosing reliable information to support a point of view
- Analysed a range of news reports to explore stylistic choices journalists make to position the audience.

**Science:**
This term, students explored a variety of sources of light, the way light travels and how it reflects. They participated in experiments where they developed questions, made observations and identified variables. Students demonstrate their knowledge and understanding by creating shadow puppets and performing a short play sequence. Students also identified several sources of light and their uses, explained that light travels in straight lines, explained that when we see an object, light reflects off the object into our eyes, compared the ability of transparent, translucent and opaque materials to transmit light and drew a diagram to explain how light is reflected.

**History and Civics and Citizenship:**
Students explore the development of British colonies in Australia through investigative questions of:
- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
They explored key events relating to the development of British colonies in Australia, the economic, political and social motivations behind settlements focussing on the Moreton Bay colony and aspects of daily life in the 1800s.

Felicity Pyke
Head of Curriculum
We have been learning about narratives, identifying characters and how to retell a story. This is a copy of each of our favourite books.
Students of the Week -
5-3-15

+ AKW - Steven - Always participating well in group tasks across all curriculum areas.
+ AKW - Tyrin - A consistent effort in planning, writing & editing his biography.
+ AD - Emily - Working well in group work time, no matter who is in her group.
+ BB - Samantha - Setting a great example by always following instructions.
+ BB - Caleb - Writing a sensational tension scene.
+ BP - Hannah - Always ready to start work on time.
+ BP - Alex - Great efforts in Mathematics.

12-3-15

+ SF - Airlie - For always listening beautifully during story time.
+ AKW - Aila - For an outstanding effort in completing a measurement task independently.
+ AD - Ryan - Always being ready to help & putting in an excellent effort across all subject areas.
+ BP - Jasmin - Always working to the best of her ability.
+ GG - Tanya - Amazing progress in literacy & numeracy.
+ RA - Lasara - For always following directions & being on task.

Recipients of Diamond Awards are


Congratulations & well done!!!!!

Healthy Habits

Healthy Tips...

Put Fruit and Vegies in Every Meal

It’s a good idea to eat a wide variety of fruit and vegetables and to include some in every meal. There are lots of interesting and tasty ways to do this – fruit and vegetables can be served raw, baked, grated or diced. They can also be added to other ingredients.

- Put sliced banana or strawberries on cereal.
- Add chopped fruit to yoghurt.
- Make a smoothie using fresh or frozen fruit.
- Pack vegetable sticks in your lunch box.
- Try vegetable kebabs with your dinner.

Top your pizza with sliced mushrooms and capsicum.

Quick Health Fact ???

Did you know? Like a fingerprint, every person has a unique tongue print.
Cross Country

PARENTS/CARERS PLEASE NOTE:

THE FINISH LINE FOR ALL AGE GROUPS IS ON THE BOTTOM OVAL
Awesome Attendance =
Academic Achievement

1 or 2 days a week doesn’t seem much but........

<table>
<thead>
<tr>
<th>If your child misses....</th>
<th>That equals....</th>
<th>Which is.....</th>
<th>and over 13 years of schooling that’s...</th>
<th>Which means the best your child might perform is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day per fortnight</td>
<td>20 Days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1.5 years</td>
<td>Equal to finishing in grade 11</td>
</tr>
<tr>
<td>1 day per week</td>
<td>40 Days per year</td>
<td>8 weeks per year</td>
<td>Over 2.5 years</td>
<td>Equal to finishing in grade 10</td>
</tr>
<tr>
<td>2 days per week</td>
<td>80 Days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years</td>
<td>Equal to finishing in grade 7</td>
</tr>
<tr>
<td>3 days per week</td>
<td>120 Days per year</td>
<td>24 weeks per year</td>
<td>Nearly 8 years</td>
<td>Equal to finishing at grade 4</td>
</tr>
</tbody>
</table>

Eagleby State School
Strong Minds, Healthy Bodies,
Successful Futures

Ask us about help with getting your children to school everyday!!!
What Sort of Start is Your Child Getting?

Just a little bit late doesn’t seem much but…….

<table>
<thead>
<tr>
<th>He/ She is only missing just....</th>
<th>That equals....</th>
<th>Which is.....</th>
<th>and over 13 years of schooling that’s...</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes per day</td>
<td>50 minutes per week</td>
<td>Nearly 1.5 weeks per year</td>
<td>Nearly <strong>Half a year</strong></td>
</tr>
<tr>
<td>20 minutes per day</td>
<td>1 hour 40 mins per week</td>
<td>Over 2.5 Weeks per year</td>
<td>Nearly <strong>1 year</strong></td>
</tr>
<tr>
<td>Half an hour per day</td>
<td>Half a day per week</td>
<td>4 Weeks per Year</td>
<td>Nearly <strong>1 and a Half years</strong></td>
</tr>
<tr>
<td>1 hour per day</td>
<td>1 day per week</td>
<td>8 Weeks per year</td>
<td>Over <strong>2 and a Half years</strong></td>
</tr>
</tbody>
</table>

Did you know your child’s best learning time at the start of the school day?

That’s when every minute counts the most!!

School Starts at 8.50am!!

**Eagleby State School**

**Strong Minds, Healthy Bodies, Successful Futures**

Ask us about help with getting your children to school everyday!!!
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td><strong>February</strong></td>
<td><strong>March</strong></td>
<td><strong>April</strong></td>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
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<td><strong>Friday</strong></td>
<td><strong>Saturday</strong></td>
<td><strong>Sunday</strong></td>
<td><strong>Monday</strong></td>
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</table>

**January:**
- **26:** AUSTRALIA DAY
  - PUBLIC HOLIDAY

**February:**
- **2:** AUSTRALIA DAY
  - PUBLIC HOLIDAY

**March:**
- **23:** Life Education Van
- **24:** Life Education Van
- **25:** Life Education Van

**April:**
- **29:** Grandparent's Day

**Notes:**
- Homework Club
- Newsletter
- Parent Teacher Interviews
- Gala Day
- Cross Country
- Student Leader Induction Ceremony
- Gala Day
- Disco
- Gala Day
- Gala Day
- Gala Day
- Gala Day
Easter Raffle:

Happy smiling faces and well manners from the students at Eagleby State School, for all the behind the scenes things that they help with whenever we need help.

Lastly I have a special thanks to the Office staff and maintenance staff at Eagleby State School, for all the behind the scenes things that they help with whenever we need help.

Please hand banking to class teacher and please make sure you have completed a deposit slip so your banking can be processed.

Thank you message

With the P&C AGM happening next Thursday 26th March 2015, I would like to say a special thanks to all members of the 2014 Eagleby State School P&C, for their hard work during the year. Many of these members have now left the school community to new and exciting adventures as their children start the next adventure of their education. The 2014 P & C held many fundraisers during the year including the Mother’s and Father’s Day Stalls, Sports Day, School Discos, Subway Lunch, Sunday BBQs for Eagleby Giants Football, Christmas / Rock Ed, Easter Raffle, the Pie Drive and the list goes on. We also had members doing the Book Club, School Banking and the Thursday Garden to Table Lunch. The P&C also runs the Tuckshop and Uniform Shop. All of these activities are done by volunteers who give up their time for the school community. From our fundraising in 2014, the P&C were able to help purchase the air conditioner in the Seminar Room. What a great effort!

I would also like to say thanks to the P&C Executives of 2014, Shirlene, Cassie and Amanda without your help and support; I would not have been able to lead a successful year of fundraising.

I would like to say THANK YOU to all the school community, including staff, students, parents and community volunteers for all your support without your support we would not be able to do the things we do.

Lastly I have a special thanks to the Office staff and maintenance staff at Eagleby State School, for all the behind the scenes things that they help the P&C with whenever we need help.

To the new P&C Executive of 2015 that will be elected at the AGM next Thursday 26th March 2015 at 6pm in the Seminar room, may I say enjoy your time on the committee, have fun, make lots of friends and happy fundraising.

Special Note: Volunteers are NOT paid in money, BUT are paid with the happy smiling faces and well manners from the students at Eagleby State School.

Sandra
P&C President

Easter Raffle:
Easter raffle tickets have been sent home, please check your child’s bag. Tickets will cost $1.00 each. Raffle will be drawn at the Prep-Yr6 assembly on Thursday 2nd April 2015.

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

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.

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.

Other days by prior arrangement

Lay-by welcome
Cash Only - no eftpos

P&C Meeting & AGM

Our next P&C meeting and AGM will be held on Thursday 26th March 2015, at 6pm in the Seminar Room. All welcome.

(Please note: we have only changed the day for this meeting as the school parent/teacher interviews will be held on Wednesday 25th March).

School Disco:
Our first disco for the year will be held, Friday 27th March 2015. Entry price and luck shop menu sent home in a separate note.

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

The Commonwealth School Banking did an assembly presentation today, at our P-3 assembly. For any student that wishes to open a School Bank Account, you are welcome to go to the prep undercover area tomorrow, Friday 20/3/15 between 8.30am – 9.00am and open an account. Parents, please remember to bring your Drivers Licence as proof of your ID. If you are wishing to open up a bank account for a child that isn’t school age, please bring their birth certificate.

Please note: If you are opening a new bank account, the student is unable to bank this week due to processing the account details.

Volunteers Wanted:
If you have some spare time and would like to help at your child’s school, please leave your name and contact details at the office. The P&C help in the tuckshop, uniform shop, school banking and book club, subway lunch days, school discos and different fundraisers held throughout the year, just to name a few.

Thank you for your continued support.

P&C President

Happy Easter

Volunteers Needed

Take your students one giant leap forward with School Banking in 2015.

A gallery of pizzas for your students are on offer including a trip to Disneyland

Volunteers Needed
The Eagleby Giants JRLFC is looking for under 6 - under 10 rugby league players for the 2015 season.

Practice is on at the Eagleby South State School oval Tuesday & Thursday afternoons from 4pm-5pm, you can sign on during these times.

Cost: $160 and receive - Socks, shorts, boots, water bottle and jersey

Please visit our website for more information on our club: www.eaglebygiants.com