Hello Everyone,

It was great to see a good roll up to the information session re supporting students with additional learning needs and their families. Helen McLennan, Autism Coach with the department, lead the session. Conversation flowed freely and a great deal of information was shared. The roll out of the NDIS was also a topic of interest, as this is now rolling out in our area.

I do trust that you have seen the letter sent home with some urgency, yesterday. It is regarding the viability of After School Care in our school. Swayneville is at the very cusp of losing this hard fought for service, due to lack of numbers – and its loss will be devastating. PCYC has been running at a loss for the last two years while the service has been establishing, and they cannot afford to continue to do so. This service was established on the back of the data from our community, and while the numbers have grown, we now need your commitment for 2017. All families are asked to return the response form – even if you are not planning on using PCYC, as we need to be able to show cause why PCYC should continue. They will no longer run at a loss. Remember, any school age child (high school included, different schools) is eligible.

The prep transition mornings commence on 1 November. Enrolment packs have been distributed to incoming students who have registered interest in attending prep next year. Naturally, more packs are available! And that then pre-empts planning and staffing arrangements for 2017. If your family is not expecting to be at the school next year, would you please let the office, or class teacher know as soon as possible.

Great to see parents requesting interviews regarding their child’s progress. Remember – parent teacher interviews can be done at any time of the year – just make an appointment.

≈ Roslyn Waldron (Principal)

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Our Learning Objectives: 1. Reading and writing must make sense! 2. Student know what they know, and know what they need to know next!

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Swayneville State School

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Just dance, Dance, DANCE.

The year 5/6 class have been getting their groove on this term with their dance unit. They have learnt some old classics such as The Chicken Dance, The Macarena and The Nut Bush. They have been very enthusiastic about learning their dance for the presentation night. We started the dance today and WOW what an amazing effort they all put in. We even had Chappie Di grooving along. We all can’t wait to perform our dance for you at the end of the year!
Congratulations Hannah (Y6), Cheyenne (Y6), Jacaranda (Y5), Bodhi(Y4), Lawson (Y3), Evandah and Ella (Y2) on your performance at the Eisteddfod. A very formal affair, our students walked away with an amazing result of 80% on their adjudication! Thanks Mrs Burkett for the opportunity, and Sarina Bendigo Bank for the marimbas!

**Sarina State High School runs an iPad program for students in Year 7.** This will continue into 2017. All potential 2017 year 7 Parents are invited to attend an information session to hear more about our program and to find out the required specifications for the iPad.

When : Wednesday October 26
Time : 5.30 - 6.30pm
Venue: Sarina State High School Library.

If you can't attend, the required information can be found on the school website. Alternatively you could call Kirschty Birt (Head of Department IT and Business) at the high school.

Kirschty Birt | Head of Department (IT/Business)

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**Food For Thought**

Being a single parent – simple ideas to make it a little easier

Single parents often think it’s tougher to discipline a child without a partner’s support. But your approach should be the same as if you were parenting with someone else.

It’s vital to have a game plan and be consistent. Kids quickly get used to routines – at bedtime, at mealtimes, or when it’s time to get out of the house in the morning. Put positive and predictable routines in place, and life won’t have to be full of big battles over little issues!

Many single parents also worry about the lack of other males or females in the household. Mothers may feel this more strongly when they’re raising a son alone. Fathers may feel the same when they’re raising a daughter.

Single parents may want to look for ways for their children to get to know other men or women. It could be a grandparent, an aunt or uncle, a trusted family friend or a sports coach. A mentor can support a child throughout their life – and set a great example, too.

-- Chappie Di

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**Marimba Madness Group Perform At Eisteddfod**
The Quadrennial School Review process has now been completed. It’s aim was to find out what we are doing well or otherwise, and to forward plan for the next four years. Your input was sort through the survey data completed as part of homework. This report is available on the home page of the school website, in the quick links section down the bottom. It is easy to read. For the next few week, I will put some data sets into the newsletter. This week … the ARD findings and recommendations.

From the Assistant Regional Director:

A very thorough process and report, with multiple layers of consultation sort at all levels – parents, staff, students & community. The report really highlighted how far the school has progressed in terms of the positive culture for learning, academic improvement and quality teaching & learning. The school should take great pride in progressing this transformation. Well done.

Recommendations for the focus and direction for the next quadrennial:

Maintain the unrelenting focus on our core business by:

- Maintaining the Learning and Wellbeing Framework, that captures the way ‘Swayneville does business’ with students, staff, families and community, as well as the valued role of the Chaplain.
- Continuing the work around inclusive practices in the small school context that support and engage the diverse range of students at the school – those with disabilities, learning delays or significant talent.
- Continuing the investment in staff capability to support the challenge of teaching and learning in the small school context.
- Continue the ongoing work in areas such as: students with disability, effective pedagogical and curriculum implementation, and refined data literacy for feedback.

Support teaching and learning by:

- Planning for, and exposing our students to the devices that will be our future tools and ways of working and linking this with the STEM (Science, Technology, English, Mathematics) focus.
- Continuing the focus on improving the school facilities, by maintaining and upgrading school classrooms and other assets in a scheduled process within budget and funding allocations.

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