Hello everyone,

As you would know from our assessment schedule, this time is heavily focused on gathering data and completing units of work. Our high attendance rate reflects your support of the children’s learning, and the importance of what they do. This time of year is a time when we all start dragging our feet, so our teachers will maintain classroom routines and explicit teaching, though homework will stop from the beginning of the week.

Please put aside Wednesday night the 10th December, for presentation night. Our evening is a night of celebration with students showing the efforts of their learning, and recognition of high achievements. It is a family focused night – grandparents, aunts and uncles are all welcome to attend! This year we have had to move to the Bob Wood Cultural Hall in Sarina. As the children need to be there by 6 for a 6:30 start, please bring a plate of finger food to share, while the children are being organized.

-- Mrs Roslyn Waldron (Principal)

Important Dates:
21 Nov – Prep Transition mornings.
20 Nov – 6/7 Transition days (bus available)
3 Dec – Year 6 Orientation Day to High School
4 Dec – Year 7 Orientation Day to High School
5 Dec – Swimming Carnival
5 Dec – Graduation Dinner for the year 6 and 7
10 Dec – Presentation Night @ 6:30pm
11 Dec – Rewards Day + Report Cards
12 Dec – Final day of term.

Our class of 6 and 7 are growing up so fast! We have just enjoyed our first High School Transition Day. This allowed our students to explore the High School, meet teachers and actually participate in classes! We began our day with a lesson on measuring and cutting aluminum in an Industrial Technology class, followed by some creative fun in Art. At lunch break there was some serious game time in the massive undercover area, as well as an opportunity to chat with High School students. Our middle session involved the completion of our Art projects and then a walk to the Agriculture Shed to view Aquaponic systems, seasonal (manmade) wetlands, vegie patches and of course to get up close and personal with a chook or two! We finished our first day at High School with a lesson on guitars and keyboards and can honestly say that over half of us can now play at least one “riff”! We are looking forwards to the other lessons planned for us on our next Transition Day (Thursday 20th)!

-- Mrs Roslyn Waldron (Principal)
Symbiosis and ceramics learn to tiles

Brought to you by the team at Symbiosis, Sarina Art Therapy Centre and the North Queensland Art School. tiles and ceramics learn to tiles

Summer Reading Club @ Your Local Public Library These School Holidays.

The Summer Reading Club encourages children, young people and their families to continue reading, thinking, learning and engaging during the summer break.

Participation in the Summer Reading Club is FREE! It runs from Monday 1 December 2014 to Friday 23 January 2015 at your local Mackay Regional Council Library branch and online.

Register in person at the library and receive a Summer Reading Club Pack of activities, a reading log and some fun goodies. Also register online at www.summerreadingclub.org.au to be eligible for great prizes and enjoy a range of online activities.

The Summer Reading Club activities (in the pack and online) are grouped into three levels: Preschool activities (0-5yrs with parental assistance); Primary level activities (5-12yrs) and Secondary level activities (12+ years).

Join the Summer Reading Club at your local library during the school holidays and discover great new authors and illustrators, enjoy a range of literary and creative online activities, be entertained and keep reading!
Use Echo Reading to Build Successful Engaged Reading of Books & Texts (Part One)

by Dr S. Galletly

“The aim of book reading is to enjoy reading the book, and to want to read another one!”

Use echo reading to maximize the five key aspects of successful book reading:

1. The percent of time spent reading words successfully.
2. The strength of text language supports for reading.
3. Skill using word decoding skills to read unfamiliar words.
4. Attention focused on the meaning of the text.
5. Confidence and skill in being an effective book reader.

Echo reading is a method that adults and peers can use to support children’s reading of meaningful text. It produces high levels of successful engaged reading and strong meaning supports for reading, and enables children to read much more complex texts than they could read unaided. The principal of Echo Reading are as follows:

- Adult and child read together, with the adult a fraction of a second behind the child, ‘echoing keeps the adult and child in sync with no pauses due to the adult be distracted away from the text.
- The child reads the words able to be read with relatively little effort, the adult says all other words. When a hard word is encountered, the adult says the word with the child either echoing, or moving on to the next word. This reduces time reading unsuccessfully to a minimum, and maximizes time spent reading successfully.
- No word is repeated, as this interrupts the flow of the text sentences. The smooth flow of words and sentences maximizes the language meaning supports of the text. This makes both understanding the meaning of the text and reading the words of the text easier.
- The language meaning supports of the text are maximized in two ways:
  - Keeping the flow of words and sentences flowing smoothly, without interruptions diverting attention.
  - The adult making comments building thinking on meaning at logical pause points, eg., “So that’s what the bag was for!” “This might be bad news for Bozo.” “I wonder what’s going to happen now.”
- The child reading all words which can be read without too much effort, the adult reads all the hard words.
  - For words the adult feels the child can read quite easily, the adult might say
    or the first sound of syllable of the word, prolonging it or pausing a moment, but saying the word, if it’s not soon read by the child.
  - Echoing is matched to individual children’s confidence and skill, ensuring the child is active, not passive, and leading the reading wherever possible.
- Word reading strategies are used as the child’s primary word reading strategy, supported by the strong meaning supports provided by the continuous flow of meaningful text.
  - Word reading development is encouraged, with focus on moving relatively new word reading skills through into reading of meaningful text.
  - When the child is becoming relatively skilled with a particular group of words, the adult pauses longer on those words, or waits till the child says the word…. (to be continued next week)

Awards

Jack Clarke—achieving a personal goal at swimming lessons.
**Yr 6/7.**

Georgia Beveridge & Claire Perna—always doing the right thing & following the 4B rules.
**Yr 4/5.**

Jesse O’Connor & Joshua Kocass—maths genius award.
**Yr 2/3**

Ali Hamblin—always giving a helping hand to classmates.
**Reeflen Clark**—showing initiative in completing his task.
**Yr 1/2.**

Bailey Perna & Jordannah Moren—showing great effort in their work.
**Prep.**

Koden Crawford—working hard in letter writing.

Darci-Jayne Shelley—displaying pool safety & great effort at swimming.

**200 Bee Stamps**—Reed Beveridge.

**Bee Stamps.**


**Queen Bee: 6/7**