**Weekly Events**

**Parade - Monday 2.15pm in the Hall**

**Banking - Every Wednesday**

**15/7 First P&C Meeting of Term 3.**
5.30pm in the library. All parents are invited to come along. This is a great opportunity to hear first hand what is happening in our school and how your child is effected by the decisions that are made.

**22/7 Year 5 Camp to the Caves**

**24/7 Bangarra Dance Group Performance** in the hall from 1.40pm. We would like to invite parents to also enjoy this performance with us.

**25/7 Open Garden, 9am – 12Noon**
Parents who would like to become more involved in the Kitchen Garden are invited to come along for a morning of activities.

**29/7 Year 4 Camp to Action Challenge**

A Big Thankyou to Mackay Basketball for bringing down the Mackay Meteor and Meteoette Superstars for a fun afternoon to compete against the awesome Vic Park basketball team in the “So you think you can play” basketball challenge. It was an exciting game with the score up and down and with 9 Seconds to go Vic Park was up by one and the cheer squad encouraged the whole school to get loud. The atmosphere was electric, Vic Park Wins the challenge for 2015. Then it was the teacher’s turn to challenge the stars in a game of netball. The basketball players were definitely out of their comfort zone with the Vic Park Netball team winning convincingly.
Welcome back to Victoria Park SS for Term 3. Last term concluded with the school buzzing with the excitement of the impending holidays. I trust that everyone was able to take advantage of the great weather and enjoy some great time with your family members. This term begins with the excitement of our Year 6 students preparing to go on their excursion to Sydney and Canberra. This term will be 10 weeks in duration with a number of significant events being held throughout the term. The main events include the Year 4, 5 and 6 camps, Mackay District Athletics, National Literacy and Numeracy Week, The Big Sing Choral Day, our school Bush Dance and the second of our scheduled Parent, Teacher and Student interviews. You can check what is happening at Victoria Park School by logging onto our website www.victparkss@eq.edu.au and navigating to the Calendar and Events tag or downloading the Skoolbag app to your Smartphone.

**Staffing**
This term we welcome back Mrs Gemma Dinsdale to Victoria Park. Mrs Dinsdale will be teaching the Year 4A class.

**Report Cards & Attendance**
Report Cards were distributed to families on the final day of last term. Families who were away on the day and who have not made arrangements to have the reports forwarded by mail or email are able to contact the school office and make arrangements for the collection of the children’s report card. The report cards provide a wonderful opportunity for parents and children to sit and talk about what children have learnt, the successes children have had and the opportunity to set goals for the upcoming term.

One of our school goals for this year is to have at least 80% of students achieve a “C level or higher” for the subjects of English, Maths and Science across all year levels. The table below illustrates our progress toward achieving for this goal for semester one this year. Class teachers are now putting in place strategies to support more students to raise their achievement level to a “C level or higher.” Student’s English result is a combination of the strands of Reading, Writing (including spelling, punctuation & grammar) and Speaking. Student’s Mathematics result is a combination of the strands of Number & Algebra, Measurement & Geometry and Statistics & Probability.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English (Reading, Writing, Speaking)</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>60%</td>
<td>70%</td>
<td>88%</td>
</tr>
<tr>
<td>Year 2</td>
<td>75%</td>
<td>74%</td>
<td>91%</td>
</tr>
<tr>
<td>Year 3</td>
<td>64%</td>
<td>74%</td>
<td>85%</td>
</tr>
<tr>
<td>Year 4</td>
<td>70%</td>
<td>63%</td>
<td>74%</td>
</tr>
<tr>
<td>Year 5</td>
<td>68%</td>
<td>68%</td>
<td>43%</td>
</tr>
<tr>
<td>Year 6</td>
<td>85%</td>
<td>78%</td>
<td>94%</td>
</tr>
<tr>
<td>Prep</td>
<td>58%</td>
<td>70%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Also included on the report card is a record of each student’s attendance for the semester. This is displayed as the total number of days absent and the number of Unexplained Absences. Every Day Counts and the days students miss school are days of learning that the students cannot make up. It is time lost. We all have a right to an education to set ourselves up for life after school. The responsibility to ensure children attend school lies with parents and carers and to ensure that children engage with the opportunities the education system provides.

**PRINCIPAL’S NEWS**
"Success is the sum of small efforts, repeated day in and day out."
~Robert Collier

We would like to thank the parents and teachers enormously for their support of our annual cent sale fundraiser. It was a huge day on Sunday. 100% of the money raised from the Cent Sale goes back into the school for improvements to our children’s learning environment. If you are interested how much money was raised and would like to have a say in how it is used by the P&C you are welcome to attend the P&C meeting on Wednesday night at 5.30pm in the library.

We acknowledge the Yuin people, the traditional owners of the land in which our school is located.
Rule of the Week: Week 1
Be a Learner - in the classroom
• Be alert
• Be organised and ready for each school session.

Social Skill of the Week: Week 1
Staying on Task
• Look at your task or assignment
• Think about the steps needed to complete the task.
• Focus all of your attention on the task.
• Stop working on your task only with permission from the nearby adult who gave you the task.
• Ignore distractions and interruptions by others.

The weekly rules and social skills are presented by students on parade each week. Please take the time to discuss them with your children.

‘Booster Writing’ Project
Last semester, fourteen Year 5 students took part in the Booster Writing Project. This project was delivered online by Victoria Park State School in partnership with Brisbane School of Distance Education’s IMPACT Projects Team. Each week for 12 weeks, students participated in a 60 minute web conference session. The project included an in-depth look at the mechanics of writing and how language features, patterns, text structure and organisation can influence an audience.

The students involved were: Noah C, Sarah E, Jenelli G, Emily K, Olivia K, Hamish M, Gemma M, Gracie M, Kimberley M, Sam S, Rhiannon S, Eve T, Vishaka V, and Jerry Y.

UNIFY ‘Critical Thinking’ Project
Fourteen Year 6 students were involved in the Critical Thinking project. This project was also delivered online. Throughout the 12 weeks students were encouraged to construct arguments with reasoning, they learnt to ask deeper questions and appraise the arguments of other students. It provided great opportunity for the students to extend their thinking skills and also to experience online learning.


A big congratulations to all students for their hard work and dedication throughout the 12 weeks. This semester some of our Year 4 and 5 students are involved in the ‘Solve It’ Maths booster projects and UNIFY ‘Writing’ projects.

What teachers want parents to know about Reading Levels
From http://creatingalearningenvironment.com/what-infant-teachers-want-parents-to-know-reading-levels/

1. Do not look at the back of the book. It is interesting to teach Prep/Year 1/Year 2 in the first term. Not for all the obvious reasons but rather to observe the way parents use reading levels as a way of competing against each other. At the beginning of the year, children are given reading books and are happy to read them with the teacher during a guided reading session. They take them home at the end of this session to practise reading with their family. In Term 2 it all starts to change. When children are given their new reading books, they flip their books to the back to see what level they are on. The children say comments like, “Yes, I am on Level 3” or “My mum said I should be on a higher level than this” or “Level 3 again!” It is these comments that change the idea of what reading is about. It moves from reading for enjoyment and a chance to practise reading skills to a tool for parents to compare their child against other children. As a parent, it is important not to show your child your interest in the number, colour or letter but focus on the reading skills that your child is developing.

2. The book should be easy. The book that comes home should be easy for your child. Reading at home should be an opportunity for your child to practise a smooth clear reading voice. Reading for them at home needs to be enjoyable and not a time for struggling and arguing. Parents can ask lots of questions while their child is reading to check that they are understanding the story line or facts of the text.

3. Read the book many times. Many parents are concerned that their child has had the same book for a few nights or a week. They inform the teacher that they can read it easily and require a harder book. Teachers want the children to feel that reading is easy at home. Harder texts are given in the classroom under the guidance of the teacher. They do not want a child to believe that it is so difficult. Praise the child for how they read. Emphasise how smooth their voice is or congratulate them on working out an unknown word. Reading a book each time, can be a different experience. Have a different focus for each time you read it with them. You could focus on the use of punctuation one time, working out unknown words one time, the story line one time and what’s in each picture another time.

4. Staying on one level for a long time. Parents voice concerns about their child staying on a level for a long time. Teachers need a child to be secure (very competent) at a level before moving on. Being secure means that their reading voice is smooth and fluent, they can read a variety of texts at that level, have a variety of reading strategies they use to work out unknown words independently and they have great comprehension of the text. Children need to be exposed to both fiction and non-fiction books at each level. Non-fiction books tend to be harder for children as the vocabulary is more demanding. Lots of exposure to nonfiction texts will help your child increase their vocabulary.

5. Reading strategies. A child needs to develop a variety of reading strategies to work out unknown words in texts. While listening to your young child read, try to encourage them to work out the word independently. Informing your child of the word straight away will not develop their reading skills. Many children cannot move to a new level as their undeveloped reading strategies will not support them at a new level.