Dear parents and caregivers,

Over the last weeks, teachers have been holding parent information sessions in each classroom. I would like to thank those parents and carers that attended, and made themselves available to learn about their child’s classroom. It is very important that children see a connection between home and school and realise that we work together as a team to provide them with the best possible educational opportunities. When children see that you communicate regularly with, appreciate and support their teacher, they realise that you value education and are interested in their learning.

As I walk around the school every day, and looking at students on Assembly, it is good to see all the students in uniform. This builds pride in our school and promotes a strong attitude to learning as well. If you care about your appearance you tend to care about your work and make a stronger effort. I have seen many students these past weeks putting in a wonderful effort and I hope this trend continues. We know that this great start to the New Year has been a result of the time and attention that our teachers have dedicated to ensuring they are setting up strong routines and transitions within and outside of the classroom and explicitly teaching our students. A HUGE thanks to our teachers and staff who have put an enormous effort in to ensure that they have set up the school year in a way that supports the successful learning of our students.

We value the partnership that exists between home and school and aim to work together with families to provide an education that not only prepares students for the future they will create, but provides the skills and processes to access ongoing learning and information for life. Our staff are committed and caring, and work to ensure our students continue to improve academically, socially and emotionally.

One of the important aspects in our success as a school is our constant work to always do better. Our improvement agenda and learning focus area for 2016 is improving student achievement in reading. Reading improvement / the ability to read, and read well - is a major determining factor in further learning, employment and life success! It is critical and is our number one agenda!

This will be addressed by:
1. Continuing to embed a balanced reading program;
2. Engaging all students by catering for individual needs;
3. Analysing data, including attendance trends, to inform decision making and align resources.

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**UPCOMING EVENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 24 Feb</td>
<td>Leadership Ceremony</td>
</tr>
<tr>
<td>Wed 24 Feb</td>
<td>Kambu Health Checks</td>
</tr>
<tr>
<td>Mon 29 Feb</td>
<td>Prep School Performance Show “My Friends and I”</td>
</tr>
<tr>
<td>Fri 4 Mar</td>
<td>Clean up Australia Day 2pm at Goodna SS</td>
</tr>
<tr>
<td>Tue 22 Mar</td>
<td>School Cross Country</td>
</tr>
<tr>
<td>Fri 24 Mar</td>
<td>Easter Parade</td>
</tr>
<tr>
<td>Thu 24 Mar</td>
<td>Last day of Term 1</td>
</tr>
<tr>
<td>Mon 11 Apr</td>
<td>First day of Term 2</td>
</tr>
</tbody>
</table>

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**SAVE TIME PAY ONLINE**

BPOINT is the preferred method of payment of Education Queensland. The BPOINT payment method symbol will be displayed with a website link for you to visit and process your online payment.

Please see the school office for details.
Our focus on improvement will occur through consistent commitment to these core priorities. All decisions, programs and professional development for staff, will align with these priorities. Student goals will be monitored, and progress shared with parents through regular updates. All of our staff are familiar with these priorities and we make them our core business every day.

Attendance patterns at school have a major bearing on academic success. The overall attendance pattern for our school could improve. We do have a sizable number of students who are having more than 30 days per year off school - this represents 6 weeks of learning time missed. In 2016 we will be following up on significant absences and working with parents to ensure that students come to school every day. A reminder for parents that attendance at school every day is compulsory under Queensland Law. Where students are away an explanation must be provided to the school.

Yours in quality education,

Robyn Conlin
Principal

APPROACHING STUDENTS ON SCHOOL GROUNDS

Teachers are the first port of call to resolve any issues relating to students’ behaviour, conflict management or an incident. It is important that parents refer any issues relating to students directly to a teacher or leadership team member to resolve. It is not appropriate for parents to approach a student directly, as this is extremely intimidating for a student and is a breach of their right to feel safe at school. I thank you for your understanding and sensitivity regarding this issue.

BEHAVIOUR AND BULLYING

We have been talking to all our students about the behaviour expectations at Goodna State School. We follow the Peace Code and all students know the code and we promote this throughout the school. All students have the right to feel safe and happy at school and have the right to learn. At Goodna we believe it is important to acknowledge all our students who do make good choices with their behaviour and consistently follow our rules and there are positives in place for these students. We also believe that consistency is important, particularly with students who may be having difficulties making appropriate behaviour choices. Our teachers follow a process when students are not following our rules and all students know the steps of this process.

Bullying has no place in our schools, homes or workplaces. Bullying is about power- where the bully makes him/herself feel bigger and stronger by making another person feel smaller and less powerful. It is never OK!

Not all aggressive or harmful behaviour between people is bullying. While conflicts and aggressive behaviour need to be addressed, it is important to be clear when these behaviours are not actually bullying. Bullying and conflict are two different things. Conflict occurs regularly in our lives and needs to be resolved through dialogue - never violently. Most adults learn this in time but many of our younger students in particular struggle with this. As a school and community we need to teach them how best to deal with conflict but this takes time. Being excellent role models as adults is a great start!

All individuals have the potential to bully others or to be bullied. Bullying can be done through a number of different actions and behaviours, it can be overt or covert, and can occur in both individual and group situations. Some bullying can be quite subtle or involve words known only by the students, making it difficult for adults to recognise. These complexities can make it difficult to identify if a person or group is being bullied.

Stopping bullying starts with you:

<table>
<thead>
<tr>
<th>If someone tries to bully you</th>
<th>If you have been bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ignore them, turn and leave</td>
<td>• talk to an adult (parent, teacher) you trust who can help stop the bullying</td>
</tr>
<tr>
<td>• if you can, look them in the eye, tell them to ‘stop’ and then walk away</td>
<td>• seek support from your friends</td>
</tr>
<tr>
<td>• pretend you don’t care</td>
<td>• keep on asking for support until the bullying stops.</td>
</tr>
<tr>
<td>• go to places where you feel safe</td>
<td></td>
</tr>
</tbody>
</table>

If you see someone being bullied

<table>
<thead>
<tr>
<th>for more information or support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• if safe, do something to stop it</td>
</tr>
<tr>
<td>• report it to a teacher</td>
</tr>
<tr>
<td>• support the person being bullied</td>
</tr>
</tbody>
</table>

For more information or support
Kids Help Line www.kidshelp.com.au
1800 55 1800
Cyber bullying
www.cybersmart.gov.au
1800 880 176
Congratulations to our 2016 School Leaders. I would like to thank all students who nominated to be a school leader this year. All nominees were of a high quality and I am sure that those who were unsuccessful will excel in another role. The Leadership Ceremony for the presentation of badges to our Year 6 leaders will take place on **Wednesday February 24**, commencing **1:45pm** in the Hall. A letter will be sent home closer to the event with further details.

**SCHOOL CAPTAINS (centre)**  
**SCHOOL VICE CAPTAINS**
Dear Parents/Caregivers,

It is my pleasure to introduce myself as Deputy Principal at Goodna State School. I come to Goodna having worked in schools as a teacher and school leader both in Australia and overseas in England. Having originally taught in Kilcoy and Mount Mee, I also spent several years as an educator in London and more recently for more than 5 years at Graceville State School. I am very excited to be part of the Goodna State School community and look forward to meeting many of you as the year progresses.

Attendance – EVERY DAY COUNTS!

Remember, successful students are at school, on time, every day! To help encourage students to maintain an excellent level of attendance and punctuality, this year there will be three levels of awards for attendance:

Attendance ‘raffle ticket’ days – EVERY MONDAY

All students who are in class by 8:30am on MONDAYS will receive a raffle ticket which will be collected by student leaders. Raffle tickets will be drawn each fortnight on assembly for a free tuck shop voucher!

Class attendance award

The class with the best attendance percentage in both the upper and lower school will receive the class attendance award, which will be presented at fortnightly junior and senior assemblies. Classes will receive a certificate and each student in the class will get a prize!

Year level attendance award

The year level with the best attendance percentage at the end of term will receive the year level attendance award, which will be presented at the final whole school assembly. Each year level class will receive a certificate and all students in the year level will participate in a special year level event.

1 or 2 days a week doesn’t seem much but… every minute of every day counts!

<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 achieve….</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 hour a day (arriving late / leaving early)</td>
<td>20 days per year</td>
<td>Up to 4 weeks per year</td>
<td>Over 1 year of School</td>
<td>Equal to finishing Year 11</td>
</tr>
<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 Year 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 Year 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 Year 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 Year 4</td>
</tr>
</tbody>
</table>

Uniforms

At Goodna State School, we look great!

- We wear our school uniform with pride – our school shirt, black shorts and our school hat.
- We are neat and tidy at all times and our hair is well groomed and in a style suitable for school.
- We remember not to have tracks, Mohawks, rat’s tails or hair colour in our hair.
- We wear our school bucket hat for all out of class activities to keep us safe from the sun.
- We always wear safe, closed in shoes to school.
- We only wear simple jewellery to school – up to 2 plain sleepers or studs, wristwatch, plain signet ring and medical identification if needed.
- We leave our faces clear of makeup.
WHO AM I?

Rebecca Storey - The Guidance Officer.

What is a Guidance Officer?
Guidance Officers are teachers with specialist professional training in counselling and psycho-educational assessment.

Guidance Officer Availability
I work 5 days a week at Goodna State School.

Guidance Officer Contact
I am contactable via phone, appointment or via email on rstor6@eq.edu.au.

Guidance Officer Referrals
Due to the limited available time, access to the Guidance Officer is determined through the Student Support committee referral process and the Principal and Deputuy Principals. Students may be referred to the GO should they require specialist intervention and support. In some instances, parents consult private agencies independent of the school and provide relevant information to the school.

The Guidance Officer Role involves:

<table>
<thead>
<tr>
<th>Educational Matters</th>
<th>Student Personal Issues</th>
<th>Career Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educational assessment</td>
<td>• Family concerns</td>
<td>• Decision making</td>
</tr>
<tr>
<td>• Motivation and goals</td>
<td>• Peer pressures</td>
<td>• Interests and abilities</td>
</tr>
<tr>
<td>• Learning styles</td>
<td>• Bullying and conflicts</td>
<td>• Career goals</td>
</tr>
<tr>
<td>• Work habits</td>
<td>• Grief and loss</td>
<td>• Action plans</td>
</tr>
<tr>
<td>• Time management</td>
<td>• Self-esteem</td>
<td>• Education and training options</td>
</tr>
<tr>
<td>• Behaviour management</td>
<td>• Confidence</td>
<td>• Motivation to attend school</td>
</tr>
<tr>
<td>• Anger management</td>
<td>• Relationships</td>
<td>• Valuing learning and education</td>
</tr>
<tr>
<td>• Social skilling</td>
<td>• Coping Strategies</td>
<td>• Occupational and career options</td>
</tr>
<tr>
<td>• Early Childhood</td>
<td>• Resilience</td>
<td></td>
</tr>
<tr>
<td>• Intervention</td>
<td>• Stress Management</td>
<td></td>
</tr>
<tr>
<td>• Parenting skills</td>
<td>• Outside agency links</td>
<td></td>
</tr>
</tbody>
</table>

• Liaising with other agencies and making appropriate referrals.
• Assisting with identification, diagnosis and enrolment of students with low incidence special needs.
• Working collaboratively with teachers and other specialist support staff within education.
• Collaborating with students, their parents, teachers, specialist staff and community agencies to promote improved learning outcomes and wellbeing for students.
• Identification of factors that can be barriers to learning and development, planning/assisting with planning interventions or support programs to assist students to achieve improved learning outcomes.
• Assessment of a student’s developmental levels and abilities.

CENTRAL DISTRICTS ANNUAL SWIMMING CARNIVAL
Congratulations must go to our swimming team for competing to the best of their ability. We had no qualifiers for the regionals, however It was a great experience swimming against club, regional and state swimmers.

GOODNA SS SWIMMING SQUAD TRAINING
The first training session will be this Wednesday from 2.30 to 3.30pm and will continue until the end of term one. A big thank you to Mr. Lenny Sank and Ms. Jamie Manson for offering their assistance . Those students from Yrs.5 and 6 who would like to join and did not get a permission form, please see Mr. Dunlop.
The Goodna School Dental Clinic is open on a Monday, Tuesday and Thursday by appointment. If your child has not had a Dental Check up please phone 3818 2176 and we will arrange an appointment time. We are very keen to see the new preps this year. Child Dental Benefit vouchers can be processed through the Dental Clinic.

Our organisation operates a Thrift store in Goodna which contributes to the significant costs of providing over 7500 riding lessons each year for children with disabilities. We are currently desperately short of volunteers. Please contact us on phone: (07) 3202 6300 if you are interested.

Like our facebook page and keep up to date on what is happening at Goodna State School.
PEACE CENTRE

The PC may have moved but our focus hasn’t. You can find us in K Block next to the Dental Clinic.

For those who don’t know us, the Peace Centre is a place where refuge and respite can be found for those who need it.

Miss Kylie, our student Welfare Officer, is based here. Her role is to ensure every child has a voice and is listened to. Miss Kylie encourages our students to reflect on their actions and learn about doing the right thing and owning their behaviour.

Our Special Education Teachers, Miss Nat, Mrs Noble and Mrs McNamara, are also based in this area. They provide specialised programs for children who require additional support and guidance. The PC also provides a focal point for liaison with services and agencies, including Speech Pathology and Occupational Therapy.

EMERGENCY PROCEDURES

Unfortunately we live in a time when fools think it is funny to disrupt schools by calling and claiming bombs have been planted on their grounds.

As you know, there has been a rash of these over the past few weeks. These particular calls are pre-recorded messages that are played across the phone to the poor school who receives it. It is not actually a person speaking live into the telephone. We all know that they are hoaxes, but we have to treat these threats as if they are real as children’s safety is at stake.

On Tuesday, we practised our evacuation procedure and it took exactly three minutes from when we sounded the alarm, to when every child was on the oval and accounted for. The drill went off brilliantly as the teachers knew what to do and the children responded in a very calm and organised manner.

The children had listened to the signals several times in the past week and teachers had talked through the process with all students. We do practise the evacuation to make sure they are well prepared in the event of a real emergency. A fantastic effort by all involved.

Parking Around the School: We know that the parking situation in the streets around the school is limited and can be at times frustrating when you cannot find a close park.

We do have a couple of families that do need to use the 2 disabled car parks on the Albert Street side, and ask all other parents to be mindful that they do not park here.

Thank you for your co-operation.

MOBILE PHONES

Students are not to bring mobile phones to school.

If they are needed for travel reasons, students need to hand their mobile phones in to the office when they arrive at school, and collect them at 2:30pm when they are leaving school.

If students have mobile phones out during school time they will be confiscated and parents will need to collect the phones from the office.

They will not be returned to the students.

HEALTHY LUNCH BOXES HELP WITH LEARNING

A reminder that what is packed in school lunch boxes makes a HUGE difference to the day your child has. Rollups are NOT real fruit flat out, LCMs are NOT health bars.

While I’m not suggesting that these foods should not be eaten at school, I am requesting that you ensure they have a variety of foods in their lunch boxes.

Your help with this is greatly appreciated and makes a huge difference to their ability to concentrate during the day.
EVERY DAY LANGUAGE TIPS

Gill Lovie and Heidi Yau are the Speech-Language Pathologists (SLPs) at Goodna State School this year. SLPs work within schools to support the communication of students in order to help them reach their potential in learning.

What is communication? Communication is the meaningful exchange of information between two people. Communication is essential for learning at school, in all aspects of the curriculum including literacy, numeracy, social skills, class participation and positive self-esteem.

SLPs work with students to develop their communication skills in areas such as: language (listening, vocabulary, grammar), speech (pronunciation), narrative (story telling skills), social skills, and literacy-related skills.

During the year, your child may bring home a form requesting your permission for the SLP to work with your child in their speech or language. You can help us by signing and returning the form as soon as possible.

For further information about the Speech Language Pathology service at Goodna State School, please contact your class teacher.

Gill Lovie & Heidi Yau

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Do you let your kids amaze you?

By Michael Grose

“I’m amazed at what children CAN do when given the opportunity and encouragement. I love the pride, confidence and sense of purpose/pleasure in contributing, each new skill achieved brings. The smiles are awesome too.”

A mother left this comment on our Facebook page recently in response to our post: “What would be the impact if you did less, not more for your children?”

Lovely answer!

It got me thinking that the joy that this mother took from watching her children develop independence was no accident. Her parenting style played a large role in her children’s independence. All power to her and her parenting style!

I’ve long believed that adults are the gatekeepers for children’s independence.

We open the gate to independence when we give children opportunities to develop self-help skills (carry their own schoolbags, get themselves up in the morning, tidy their own rooms); provide them with real responsibility (feeding pets, setting the meal table and preparing meals) and give them autonomy to make some of their own decisions (choosing clothes within limits, following own interests, making choices about pocket-money spending).

We close the independence gate when we do too much for children (tidy their toys away, pack their schoolbags, make simple snacks); rescue them from learning opportunities (take forgotten lunches to school, sort out their friendship problems, pay their library fines) and neglect to build scaffolds to independence (such as help them make their bed, walk half way to school, teach them to ride public transport).

It’s a quirk of parenting that many children think they are older than they are, and parents think their children are younger than they are. We underestimate children’s abilities to the detriment of their development.

Are you an opener or closer of the gate to children’s independence?

Think of independence as a continuum with opening the gate and closing the gate at either end. If your parenting is more at the closing end then look for ways to move down the continuum towards independence building. My advice is to make small adaptations to your parenting. For instance, start with a child making their own snacks before moving to helping you to prepare a meal. But first you need to develop a mindset for independence building. That means, be on the lookout for opportunities for children to do things for themselves.

As many readers will know I firmly believe that the job of parents is to make ourselves redundant from the earliest possible age of a child’s life. That means, that our interactions with kids have an endgame in mind – we want our kids to be able to stand on their own two feet physically (Don’t we get a kick out of them walking for the first time!), emotionally (with support, of course) and to navigate their world without being reliant on others.

There is no better feeling as a parent than watching your child beam with joy and pride when they’ve mastered a new skill, overcome a challenge or conquered a fear. It’s those times that make parenting so worthwhile. Those awesome smiles won’t happen by accident. They require a parenting style that gives kids a chance to be independent; that encourages them to be brave and offers them the safety net of emotional support when life throws them curve balls. Why not try it? Give your kids a chance to amaze you.

If the idea of promoting real independence in kids enthuses you then join me at ParentingIdeas Club where week in and week out I’ll show you how to raise kids that will amaze you.