



Agnes Water News

4 May 2018

What's happening at AWSS

Mon 7 May	Labour Day Public Holiday
Tues 8 May	UNSW Digital Tech Competition
Wed 9 May	Year 5/6 LR Technology Excursion
Wed 9 May	District Cross Country Carnival
Fri 11 May	Mothers' Day Stall 12:00 - 2:30
Tues 15 May	NAPLAN Year 3 & 5
Wed 16 May	NAPLAN Year 3 & 5
Thurs 17 May	NAPLAN Year 3 & 5
Mon 21 May	P&C Meeting 3:00pm
Tues 22 May	Interschool Chess Comp
Tues 22 May	Secondary School Readiness Program - Day 2
Fri 25 May	Under 8's Day Activities
Fri 25 May	1770 Festival Re-enactment
Fri 25 May	Art Exhibition Visit - Year 5/6
Sat 26 May	1770 Festival Street Parade
Sat 27 May	1770 Festival Fun Run
Tues 29 May	UNSW Science Competition
Wed 30 May	AFLQ Schools Cup - Childers
Thurs 31 May	Bundaberg Show Holiday - School Closed
Fri 8 June	Pyjama Disco
Wed 13 June	UNSW Spelling Competition
Wed 27 June	Behaviour Celebration Day
Thurs 28 June	Athletics Carnival
Fri 29 June	Athletics Carnival

School Attendance

Our current attendance rate: 92.4%

Our 2018 target: 94%

SCHOOL BANKING IS EVERY TUESDAY

Lest We Forget

Thank you to the many families who marched with our school at ANZAC Day. Students represented our school with pride at both our school service and the community service.



Go Bush Turkey's! Go!

Congratulations to our girls for their sportsmanship, team spirit, resiliency and determination at the AFL Gala Day on Thursday 3 April. Through their determination they took out 1st and 3rd on the day.



Did you know? Research shows that in Queensland, higher student attendance at school is associated, on average, with higher student achievement.

Check out the resources for student attendance at;

<http://education.qld.gov.au/everydaycounts/>

From the Principal

Mr Trevor Buchanan

Learnings from Singapore and Japan

During the April vacation, I spent two weeks visiting public, private and international schools, early learning centres, universities, vocational education centres, teacher and principal academies and associations and ministry offices of education in Singapore and Japan. This visit challenged many of my assumptions about both the Singaporean and Japanese education systems. Both Singapore and



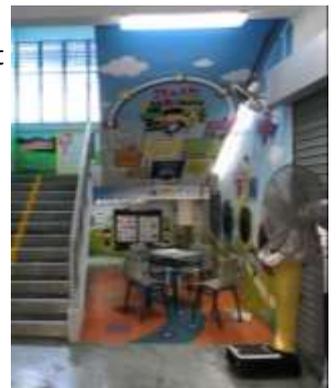
Japan are world leaders on international assessment and I was expecting to see high levels of inquiry and student engagement, significant use of digital technologies and facilities that were world class. What I did observe were cultures driven to high expectations no matter the learning environment. However, children are children no matter the culture. There were children who struggled with the work and children who demonstrated misbehaviours and in some sites a need for video monitoring of the entire school site.



Across most schools, students attended school from 7:30am to 1:30pm and then participated in after school individual tuition or community programs normally until 5:30pm. Most students were expected to get themselves to and from school each day and it was a shock to see 4 and 5 year old children navigating train systems completely unsupervised. We worry about the four buses our students have to get on in the afternoon, most of the schools in Singapore had 40 buses each morning and afternoon.

The classrooms themselves were simple rooms, with 30 to 40 students in each room with no individualised support, little to no technology, few colour displays or hands on learning materials. There also was few play spaces for children. However outside of the classroom, the schools were vibrant with every available space used for learning.

Teachers were masters of one or two curriculum areas only and this is all they taught. Schools ran a structure similar to what we see in Secondary Schools in Queensland, but operated this from their Prep equivalent. There is no doubt students could recall the content. However each of these systems identified that they wanted to see more from their children and recognised that there was a social cost to the academic pressure that had previously been their focus. There is now a deliberate push to view educational success not only from an academic viewpoint, but from a social emotional learning perspective and ensuring that students were truly 21st Century Citizens with skills to be adaptable, inquiring and resilient. It is for this type of learning that these systems have been looking towards the Australian Education system.



There were many amazing things that these systems were doing in their schools, but they are so underpinned by the culture and political landscape of their societies that the transference of these practices into our schools would be difficult and would not likely have the same type of impact. I strongly believe that our schools strike a nice balance between the academic focus, social emotional learning and opportunities for inquiry based learning.

Expectations, Rights and Responsibilities

This morning on parade I revisited our four expectations and I am Respectful, Responsible, Safe and a Learner. During the parade I focused on these about the rights that all of us have to be feel safe, respected and ability to learn, but with these also comes a responsibility that we enable this for others. This means that we are not bystanders and we make it clear to others what is expected and accepted in our school, that we report behaviours that are not appropriate and not tolerate behaviours that prevent a safe, respectful learning environment from being maintained. It also means that we accept our contributions to an issue and consider the ways we enhance the culture of our school.

Our school is a place of 220 unique individual students who come with their own stories, backgrounds and challenges, but we must always continue to work towards our goal that makes us a community by being respectful, being responsible, being safe and being a learner.

AEDC

During May, our school will be taking part in the Australian Early Development Census (AEDC) for **Prep Year students**, which is a nationwide census of early childhood development and helps our school and community understand how children are developing before they start school, what is being done well, and what can be improved. The AEDC is an Australian Government initiative run by the Department of Education and Training.

Children do not need to do anything to be included in the census and will attend class as usual. During the census, teachers record information (including children's names and dates of birth) based on their knowledge and observations of each child in their class. The questions to be used by the AEDC in the upcoming collection are available at www.aedc.gov.au/instrument.

Once all schools participating in the AEDC have provided their information, and the AEDC is completed, some of the data collected is compiled and made available publicly as de-identified data, i.e. data that does not include any children's names, ages, addresses or schools.

This data can be very useful for a wide variety of policy, analysis, and statistical and research purposes, so it is provided to a number of bodies, including government and non-government education departments and organisations, independent school systems and researchers. Some of these organisations may link AEDC data with information from other organisations (such as health departments) to improve programs and policies for young children. When the data is linked with other data, extreme care is taken to ensure individual children cannot be identified.

As so much can be learned about children's development through the AEDC, the privacy of children participating in it is of paramount importance. To ensure that all of the information collected is handled properly, the AEDC is managed in accordance with the Australian Privacy Principles (APPs). The APPs regulate the collection, use, disclosure and storage of personal information by Australian government agencies, and some private sector organisations, and is part of the Privacy Act 1998 (Cth). APPs also form part of applicable state and territory privacy legislation and policies.

The system used by the AEDC to collect and collate the information is a secure site and children's information is kept secure at all times. Your child's data will not be used for any other purpose than described in this letter and the Privacy Statement contained on the AEDC website at www.aedc.gov.au/privacy. You can see how data was collected and presented in 2009, 2012 and 2015 by visiting www.aedc.gov.au/data. Data from the 2018 collection will be presented in a similar way.

This year's AEDC is a great opportunity for everyone including parents, local communities, schools and other agencies to work together to bring long lasting benefits to children and their families. If you would like more information about the AEDC, please refer to frequently asked questions section on the AEDC website at www.aedc.gov.au, or phone 1800 092 548.

The AEDC is voluntary and is not a school test, so should you wish for your child/children's information to be excluded from the census, please contact Helen Young or Trevor Buchanan on 4902 1333.

Thank you for supporting the AEDC.

Tuckshop Volunteers

Thank you greatly to the parents who have been able to assist with our tuckshop over the last few weeks. We are still seeking volunteers to assist, particularly on a Friday which is our busiest order day. If you are able to assist, please email pandc@agnewatess.eq.edu.au or come in and see Deb in the tuckshop.

Show Holiday

An early reminder that Agnes Water State School closes for the Bundaberg Show Holiday, Thursday 31 May 2018 along with the other state schools in our cluster of Wartburg, Lowmead and Rosedale and Agnes Water Childcare. Our school will be open during the Gladstone Show Holiday.

NAPLAN

On Tuesday 15, Wednesday 16 and Thursday 17 May our Year 3 and Year 5 students will participate in NAPLAN. This annual assessment of Literacy and Numeracy skills will be held in the morning sessions of each of these days. It is important that students arrive on time on each day.

While NAPLAN is a high stakes assessment process and does provide some valuable insights into general school trends, it is only one small part of the picture on how children are progressing and who they are as learners. It doesn't assess student scientific skills or their artistic abilities, nor does it celebrate the social emotional skills of students. As such, it is important to remember that children are more than their NAPLAN results and high pressure, does not mean high results. Therefore the best preparation that you can do for your child in readiness for NAPLAN is;

1. Make sure they get a good sleep each night before the assessments.
2. Have a great breakfast and bring a little something extra to eat for each of the days.

On the morning of each day, we will be putting on pancakes for the Year 3 & 5 students as a special treat prior to the assessment.

The assessments for all Year 3 will be held in the Music and LOTE room, while all Year 5 students will be in the 5/6BT room. If you have concerns about your child's participation in the 2018 NAPLAN, please see your child's class teacher prior to Monday 14 May.

Uniforms

As we move into the cooler months, it is a reminder that the only winter clothing to be worn are items on our Code of Dress. Jumpers and tracksuit bottoms must be navy blue. Stockings can be white, black or navy. Denim jeans are not part of our uniform and are not to be worn. Please ensure that names are on all items of clothing as we already have many unnamed jumpers that have been left around the school.

Attendance

We have been plagued with a few illness travelling through the school at the moment, including nausea, headaches, head colds and sore throats. This is having a significant impact upon student attendance, however we have significant other absences occurring across the school, with some unexplained absences. Please note that student absences from school must be accompanied by a reasonable excuse for non-attendance and unfortunately as much as it would be nice, it was my birthday is not a suitable reason for a day off.

From the Head of Curriculum

Mrs Leigh Tankey

Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning. Over the past month our teachers have been busy collaborating and brainstorming different ideas for how they can plan from the Australian Curriculum to create rigorous and meaningful learning experiences for your child. Every lesson builds towards an assessment piece. Over the course of the term your child's teacher will send home various assessment tasks that will outline the context of the learning, what they will be doing and how they will be doing it. At the bottom of every task sheet will be the relevant part of the Achievement Standards that your child will need to demonstrate. This is another way of ensuring we align the teaching and learning with the Australian curriculum.

At Agnes Water State School we are proud of the way our team is implementing the Australian curriculum to fit the context of our school and community. If you have any questions please do not hesitate to ask.

Chess Tournament

Another of the many areas of pride in our school is our Chess Club. This is the fourth year that Chess Club has been operating in our school and this year it is exciting to see the dedication of our students. Thanks to our super chess coach Jerry, the students have access to a class sized chess board so they can play in teams and discuss strategy as a whole group. They are learning so much from each other and the discussion about forward thinking and decision making is fantastic. Later this term we will be taking students to compete in the first of our interschool Chess Tournaments for the year.

From the Gardiner Chess Website... 'Chess is one of the mostly widely available games or sports in the world. As International Chess Master and journalist Malcolm Pein says "There is no other activity that costs so little to organise and that cuts across so many barriers. Age, sex, race, religion ... they mean nothing in chess. Anyone can enjoy it. Around 500 million people in 167 countries play the game and only football can rival that".



Even from the above quote, we can see one of the biggest benefits of chess...It's accessible! Aside from being highly accessible (and cheap!), the benefits of chess can broadly be broken down into two categories; educational and social.

Educational:

Improved reading and comprehension scores
Improved problem solving ability
Improvement in memory
Improvement in critical thinking
Improvement in analysis of situations

Improved IQ scores
Improvement in concentration and focus
Improvement in creativity
Improvement in logical and sequential thinking
Improved decision making abilities

Social:

Learn about consequences with our action (moves)
Improved social interaction skills in a safe environment
Develop team spirit and camaraderie when at tournaments

Learn to win and lose with good sportsmanship
Develop many new friendships

"Celebrate what you want to see more of." Tom Peters

What wonderful things can you see happening in our school? Once we start looking for the positives in a place it is amazing what we can find. How wonderful to walk past Mrs Heenan's 3/4 classroom last week to be meet with enthusiastic and excited children wanting to share their amazing enviro bags. The classroom was buzzing – there were parents busy at the sewing machines, children screen printing and others sharing their insight behind the choice of their images. Mrs Heenan has fostered such a love of learning and provided deep connections to something important to everyone – the way we use plastic. These are lessons they won't forget. Thanks Mrs Heenan, we appreciate you! Please share what you see...email me at ltank1@eq.edu.au so we can all benefit from the dedication of our educators. I look forward to continuing to be a part of this very professional, caring and inspiring team.

General News

Bush Turkeys

On Thursday 3 May, our Year 5 & Year 6 Girls competed in the district AFL Gala Day. Our Girls represented our school with pride, sportsmanship and teamwork to take out 1st and 3rd place. On the 30 May, a selected team of Boys and Girls will also be representing our school at Childers for the AFLQ Cup. Unfortunately we can only run one team for the AFLQ Cup for Boys and Girls and selection in the team will be based on **behaviour, completion of in class work** and participation in all training sessions.

Cross Country

We have 12 students from Year 4, 5 & 6 representing our school on Wednesday 9 May at the District Cross Country. Good luck to each of our students and hope the flat course serves them well.

1770 Festival - early bird tickets.

Tickets are now available for sale on the Festival website www.visitagnes1770.com.au/captain-cook-1770-festival/tickets/

This year the Captain Cook 1770 Festival will be BIGGER and BETTER than EVER! There will be workshops, demonstrations, a fun run, new free kids activities as well as the usual Street Parade, kids rides and entertainment!

- Save 10% on ticket sales when purchased online.

3 hour personal ride pass (pay 2h, get 3h)	\$28.00 (AUD)
10 ride tickets (incl. free fairy floss)	\$40.00

Fun Run: Sunday, 27th May, 2018, starting at 8.00am from the SES grounds, 1770.

The fun run is part of the annual 1770 Captain Cook Festival.

The event features a very scenic out and back course. The 5.7 km course takes participants along Captain Cook Drive to Cook's monument and return. And a shorter 3 km course has its turnaround near the public toilets at the Air Sea Rescue Park.

The fun run will be professionally managed. Captain Cook Drive will be closed to traffic during the event. An electronic timing system will record participants' times and placings.

This is a whole of community event. Participants can try for a fast time, but they are just as welcome to walk and treat this as a social outing. We want this to become an annual event to encourage locals to enjoy a healthy, active lifestyle.

We hope to get 300+ participants for the 2018 fun run, and believe the key to reaching this target is to maximise participation from local schools.

To encourage school participation, \$500 will be awarded to the P & C Association of the school which fields the highest number of participants (students and staff will count toward participation numbers). In addition, a boy and girl from each of the main schools will win a \$50 voucher from Shoes, Feet, Gear (Gladstone) plus a pair of quality sport socks (this will be via a random draw, open to anyone who participates).

FAQ's

- Participants don't have to run. Walkers are welcome.
- People can participate in the shorter or longer event. But we ask that children under 10, take part in the 3 km event.
- Entry fees are \$20 for adults, and \$10 for participants under 18.
- Food, drinks and a range of 1770 festival activities, will be available after the finish. It will be a fun morning for the whole family.
- For further information, and to enter, visit <https://www.visitagnes1770.com.au/captain-cook-1770-festival/fun-run/>