Last week I wrote about the weight loss guarantee at the gym. One of the most obvious parts of the guarantee was the disclaimer about the number of times you had to go to the gym to lose the weight. I wrote about a similar reality for student learning – that in order for your child to be at benchmark in literacy and numeracy, they had to be in attendance at school. The Education Queensland Standard is 95% attendance – which gives a student 10 days absence – about the same most adults have in sick leave.

Guarantee is the word of the month in Education. The Minister released details last week of extra funding for Queensland schools under the "Great Results Guarantee". Under this funding, schools will work in consultation with their school community to prioritise a learning goal that can be achieved for all students. At Glenmore SS, our focus in 2014 is on Reading so we will be working towards a Reading Guarantee. We showed last year that by focussing our energy and resources in a planned way, the students at Glenmore SS can achieve high goals. Our Writing project proved that our kids can do it! The results we achieved on NAPLAN last year saw us move from the bottom of the pack in Writing to the top! This year, we want to see the same thing happen in Reading.

The P&C is the parent forum in each school. On Monday night our first meeting of the year will be held. At the meeting, we will discuss with parents what their view on a Guarantee for students at Glenmore might look like in 2014. If you want to do some reading about the Great Results Guarantee initiative go to: http://education.qld.gov.au/schools/grants/resources/great-results-guarantee.pdf. Copies of this are also available at the office.

If you cannot make Monday’s meeting, please feel free to drop us a line at: admin@glenmoress.eq.edu.au with your thoughts on what you think the Reading Guarantee should look like and ways in which we can add to the programs we have at Glenmore to improve our kids reading.

Each week we write about the two rules at Glenmore SS.

- Keep hands, feet and objects to yourself
- Do what your teacher says immediately.

Students who contravene these rules will be dealt with under our behaviour management policy. They may find that they are referred to the office. Parents may be contacted where the offence is serious. There is a difference between kids making contact over a ball in a game of touch football and the kicking of another student in anger. The reality is that we all want our kids to be safe and happy at school. Students are reminded of the 4R policy that the school has in place to deal with bullying. The first R is RESPOND. This is probably the most important one of all. Research shows that children who are able to deal with social incidents independently in the playground grow into confident adults. If the message that they cannot deal with issues is reinforced by adults, research shows that these children often move through school very unconfidently. By being able to use strategies that show strength of character and will, children can thrive in the classroom. There are a number of first response strategies – the High 5 or ‘walk away’ for example. The non negotiable at Glenmore is that physical retaliation is not acceptable. Teachers will be going through the 4R’s in classes.

Christine Hills
Principal

<table>
<thead>
<tr>
<th>Tuckshop Roster</th>
<th>Commencing 11 February 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 11</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>Tuesday 12</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>Wednesday 13</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>Thursday 14</td>
<td>HELP NEEDED</td>
</tr>
<tr>
<td>Friday 15</td>
<td>HELP NEEDED</td>
</tr>
</tbody>
</table>
Thought for the week:
	Coming together is a beginning; keeping together is progress; working together is success.
	Henry Ford

READING AT GLENMORE
Our reading program, which I outlined in last week’s newsletter, commenced this week. Mrs Hills and I have visited classrooms daily during Reading Hour. Our students have been engaged in highly structured and focussed reading lessons. Our teachers have embraced the program with professionalism and energy. As we proceed, teachers will further refine their lessons and teaching techniques. We have now set down a week-by-week schedule for Term 1, of particular skills on which we will focus. Teacher aides also play a key role in the delivery of reading on Tuesday, Wednesday and Thursday and should be recognised for their work with students this week. Last Monday, Miss Colless and I met with our aides to help upskill them for the activities they would be involved in during the week. As the program progresses, we will include information in newsletters to assist parents to support their children’s reading at home.

INSTRUMENTAL MUSIC
Instrumental Music lessons have begun with Mrs Svendsen (Strings) and Mr McCabe (Woodwind, Brass, Percussion). We have many new students joining the program for 2014 and it is very pleasing to see the program strengthening. For example, Mrs Svendsen has around 15 new Strings students this year. The two key things that parents can do to enable students to succeed with their music are ensuring your child has their instrument at school on the day of their lesson and encouraging them to practise between lessons at home. In most cases, 10 to 15 minutes practice will allow them to consolidate the skills learned with their teacher at school.

2014 SCHOOL LEADERS
Mrs Hills and I have met with our Year 4, 5 and 6 students in the last week to outline the processes and expectations associated with our various leadership positions. Applications for House Captain, Music Captain, Student Forum and Library Monitor close tomorrow, Friday 7 February. Application forms were available to students early in the week. Various selection processes will take place once we have discussed applications with Mrs Hills and relevant staff.

INTERSCHOOL SPORT
It is encouraging to see the number of students who have shown an interest in Interschool Sport. Mr McArthur is collating lists of students for Cricket, Softball, Hockey and Basketball. Of course, representing Glenmore in sport, or by another capacity, requires students to display the highest standard of behaviour. Our expectations will be communicated clearly to students in our sporting teams. Students not taking part in Interschool Sport will also be involved in Friday afternoon sporting activities back at school.

UNIFORMS
Mrs Hills and I have been very pleased with the standard of uniform over the past 8 days. It is important that students wear their uniform proudly and that they feel part of Glenmore school. In most classes we have visited so far this year, 100% of students have been in uniform. Students are permitted to wear their sports house shirt during the week, but we expect that students in sporting teams will wear the green, grey and white uniform for Interschool Sport on Fridays.

Regards
Mark Dunlop
Deputy Principal

GLENMORE GREATS TERM 4 2014

POSITIVE REWARD SYSTEMS AT GLENMORE
Research shows that positive reinforcement must always outweigh a negative consequence. In fact it is recommended that there should be four times as many positive acknowledgements compared to a negative response. For this reason, positive reinforcement is an integral part of Glenmore’s behaviour management system.

Individual teachers have many ways to reward their students – comments, stickers, certificates, prize boxes – to name just a few examples. At Glenmore we also have school wide reward systems that teachers also use. These are listed as follows:

- **Gotchas** – to catch the student doing the right thing. This can be in or out of the classroom. If your child receives a Gotcha, he or she places it in the Gotcha box outside the tuckshop. On Friday parade, twelve Gotchas are randomly drawn and the winners receive an ice block.

- **Student of the Week** – class teachers select one student per week who has exhibited improvement and/or excellence in work habits or behaviour during the week. The class teacher presents the student with a special certificate in front of their class. Names of the each Student of the Week are published in this newsletter and go in for a draw on Friday parade. The lucky winner becomes “Glenmore Great” for the following week – a school trophy is given to the student to place on his or her desk for the week. Photos are taken – once a term these become our cover for the newsletter – and at the end of the term a special card is sent home to recognise their achievement.

- **Flying High and Rising Star awards** – these are new to the school this year and have replaced the “I am respectable, responsible, learner” awards. Two students in each class achieve one of the awards – the class teacher specifically indicates the reason for the award. These are then placed in boxes (P-2 and 3-6) and three prizes per box are drawn out on Friday parade.
• Gold, Silver and Bronze Awards – these are the ‘cream of the crop’ awards. For this reason, it is necessary to regularly review the behaviour awards we have each term at Glenmore. These awards are based on the behaviour of the child – in class, with other teachers, with other children and at play time. Every teacher is given a spreadsheet, and all classes are aware of the behaviours required to attain a Gold, Silver or Bronze award. This spreadsheet, together with the scoring checklist, has been included as a flyer with this newsletter. Please keep this and discuss with your child. Such awards reinforce the high expectations we have for every student, every day at Glenmore State School. These awards are announced during Friday parade on the second last week of each term. A special treat session is given to the Gold winners in the last week of each term.

PRAISE – Positive Reinforcement and Intensive Social Education – is the committee working with all staff to ensure that our expectations are consistent and of a high standard. We can supply the ice blocks for Goolas and prizes for our Flying High and Rising Star Awards through a generous donation we receive from the Glenmore P&C each year. We truly appreciate this support from our P&C.

STUDENTS OF THE WEEK

Congratulations to the following students for the great effort this week:

Prep: Blake James, Harmony Hayes
Year 1: Catherine Beutel, Jemima James
Year 2: Jemima James, Deborah Costa Silva, Eliza Jones
Year 3: Ebony Lye, Verna Mae Catubig, Dimity Richardson
Year 4: Jacob Howell, Jennifer Pearce
Year 5: Mary Gooda, Fleur Reeves, Hailie Riordan
Year 6: Calen James

UPD ATE D CONTACT DETAILS

If your details change (e.g., home address, phone number, custody details or workplace) keep us informed. In emergency situations we need to be able to contact you. Your assistance with keeping our records current is essential.

BIRTHDAY WISHES

Happy birthday to the following students who are celebrating their birthdays this week:


TUCKSHOP NEWS

Can you spare a couple of hours in the morning? We are in urgent need of help in the Tuckshop. If you are able to help, please see Julie in the Tuckshop.

Please note: Sojuicy Apple and Orange juice bottles are $2.00 not $1.50 as listed on the Tuckshop Menu. We apologise for any inconvenience.

SPARE UNIFORM REQUEST

There are many occasions in the course of a week when our supply of spare uniforms is called upon to assist students. At present, our stock of pre-owned uniforms is limited. If you have serviceable uniforms at home which are no longer required and you would like to donate these to the school, please contact our office staff. Your kind assistance will be very much appreciated by students who find themselves in need of this resource.

READ EVERY NIGHT

Reading every night is an important part of your child’s homework. The diagram below shows the impact that nightly reading can have on students. The information is from a research study on independent reading and young students by Nagy and Herman in 1987. In the library we can help students select a range of fiction and non-fiction books that can cater to their interests and ability.

If you would like any help, please come and see us.

Why Can’t I Skip My 20 Minutes of Reading Tonight?

Student “A” reads 20 minutes each day
3600 minutes in a school year
1800,000 words

Student “B” reads 5 minutes each day
900 minutes in a school year
282,000 words

Student “C” reads 1 minute each day
180 minutes in a school year
8,000 words

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

SPORTS FEE UPDATE

A letter has been sent home this week regarding Term 1 Sports. Please note that this year we are invoicing Sports fees each term. Term 1 fees are due by the Friday of the 3rd week of competition (28 February). Fees may also be paid off weekly/fortnightly, if this is more suitable for parents/guardians. If you would like to pay fees in this way, please contact Sharon Bradley, the school’s Business Services Manager, on 4923 0666.

CQ SCHOOL GOLF CHALLENGE

The CQ School Golf Challenge is to be held on Monday 24 February at Rockhampton Golf Club. Your own clubs, buggy, water bottle, hat and sunscreen are required as well as an adult walker.

Costs are $16 for 18 holes and $14 for 9 holes. Nomination forms are available from Mr McArthur and are due in to Pam Drillis by 3pm Monday 17 February.

PARENTING COURSE

1-2-3 Magic and Emotion Coaching Parenting Course

A three week course with sessions taking approx. 2 hours covering:
How to discipline without arguing, yelling or smacking, how to sort behaviour, how to handle challenging and testing behaviours, choosing your strategy, the “three choices” and using emotion coaching to encourage good behaviour

Location: Rockhampton Centacare 10 Bolsover Street, Rockhampton
Course dates: Wednesday 12, 19 & 26 February
Session times: 9.30am-12.00pm
Cost of workbook: $15.00
Bookings: registrations@centacare.net or Phone 1300 523 985