Principal’s Comment

2016 has started at a hectic pace and our students have been absolutely amazing for the first week of school. It is so great to see the children come back to school year after year having grown physically over the long break and ready for the long stretch of learning that lays before them. Our teachers as usual have come back relaxed and have been working hard preparing for a number of weeks now.

Last night, we had an uninvited person enter the school grounds and was caught inside a building. This person was apprehended thanks to the swift following of procedure of some of our hard working staff and the Queensland Police Service. It is great to know that our community values Happy Valley so much and reports strange goings on immediately. Personally, I would like to thank Mrs Long, Mrs Smith and Mrs Walsh for their timely interference and phone call, and to the QPS for their swift action in the offender’s apprehension. If you see anything out of the ordinary, please do not hesitate to call School Watch on 131788 or Mount Isa Police on 4744 1111.

SAFETY IN SCHOOLS

This week around Australia there have been a number of threats made to schools in relation to possible devices being left at these facilities. Whilst these have all been found to be hoaxes, it is important that they are all taken extremely seriously. To this end, rest assured that Happy Valley has extremely efficient procedures for Lockdown and for Evacuation. We practice both of these with our students each term. We as a staff will do our level best to ensure your children’s safety and follow our procedures. Please also be aware that anyone caught making these calls to schools will be subject to the full extent of the law as it is illegal to do so.

PARENTS AND CITIZENS ASSOCIATION

I would like to call upon as many parents or community members as possible to join us at the Staff Room on Monday 15 February for the first P&C Meeting of the year. This is not the AGM, but a General Meeting. It is vital that we have a dedicated bunch of people who are interested in improving facilities and resources, as well as learning opportunities for our children as possible. The meeting starts at 6:30pm and parking is available in the Staff Car Park. Children are welcome if you have no babysitting options.
WELCOME

On behalf of our community, I would like to welcome the following people:

Mrs Anne Walsh – Deputy Principal
Miss Anne Barrenger – 6W
Miss Kelly Harris – 3G
Miss Ellen Gavin – 3W
Mr David Hunter – 3B
Miss Natalie Sun – 2G
Mr Ben Wickham - PE

We look forward to working with you all and hope you enjoy Mount Isa and its wonderful surrounds.

YEAR 3 SCOOTER UNIT

On behalf of Mr Wickham, I would like to thank the parents who have spoken to us about the Scooter Unit that will be run by him during Year 3 PE lessons. In the letter sent home, it was pointed out that helmets were not deemed necessary equipment. Under Queensland law helmets on push scooters are not required. After careful consideration of the type of riding children will be doing and the Risk Assessments carried out by DETE, it was decided that this was not compulsory. I would like to stress to parents that it is purely their choice if they wish their children to wear a helmet. I know if it was my children, I would insist they wear their helmets, whatever the activity is in relation to scooter riding. Safety is definitely a priority and Mr Wickham has spoken to me about the various topics covered in the unit, including safe riding techniques and maintenance of scooters. If you have any further queries, please do not hesitate to contact myself or Mr Wickham.

PARENT INFORMATION SESSIONS

Next week we will hold our Parent Information Sessions. With THRASS Parent Evening on Monday night, the following is the timetable for the sessions:

Tuesday 9 Feb: Year 5 @ 5:30pm (Old Library), Year 6 @ 6:30pm (Mod C)
Wednesday 10 Feb: Prep (Prep building) and Year 1 @ 5:30pm (Mod A), Year 2 @ 6:30pm (Mod B)
Thursday 11 Feb: Year 3 @ 5:30pm (Mod B), Year 4 @ 6:30pm (Mod C)

SOCIAL SKILLS AND SCHOOL RULES

Teachers have begun this year’s social skills program with some ‘back to school – follow the rules’ messages. The teachers have revised correct procedures for lunchtimes, appropriate times to enter classrooms and become aware of out-of-bounds areas. Catch phrases talked about so far are: ‘Sit On It’, ‘Manners Matter’ and ‘Look, Listen, Learn’. I thank you for reinforcing these messages at home also.

SCHOOL LEADER’S INDUCTION PARADE

Our elected Student Leader’s will have their badges presented to them at a special parade on Friday 19 February at 8:30am. Our special guest will be the Honourable Mayor of Mount Isa, Mr Tony McGrady.

ASSISTANT REGIONAL DIRECTOR

This week we hosted our Assistant Regional Director Dr Graham Foster and his State Schools Assistants Chris Wicks Amanda Lester who are here to support out staff in the quality teaching and learning of the students at Happy Valley. All were very impressed with the overall work happening early in our school year and will be working closely with the Admin team to re-enforce the great things that we know are going on.

PLAYGROUND USE BEFORE SCHOOL

For those families new to our school and for others that may need a reminder, we do not encourage children to be at school before 8am. Students are then expected to follow the ‘Sit on it’ social skill outside their classrooms. This includes Prep students playing on the playgrounds. There are no teachers rostered on duties at these times and children are not permitted on any play equipment, even if you are supervising them. Please help us with these safety issues.

CAR PARKING

Please be aware that the 23rd Avenue pick up zone is a 2 minute zone. Please show consideration to all other users of this facility and make a swift pick up. QPS are patrolling school zones at present. We are currently beginning talks about changing this area to a carpark. If you have any input, please contact myself or Mrs Walsh in the office.

A reminder also that the Brilliant Street Car Park is NOT a parent drop off area. This area is a designated staff car park but also serves as a delivery area and Taxi Drop Off zone. It would be appreciated that parents do not use this car park and also, people do not use the car park as a short cut to classrooms. This is a high traffic area at the beginning and end of school. As well, a number of parents think it is not against the law to park on the footpath next to the
yellow lines sprayed as ‘No Standing’ zones. This is incorrect and police have assured me that they will book people illegally parked. It is not safe to park opposite our school and have your children cross the road to you. This is where I receive most of my reports. Please think of the safety of your children and others and use correct car park and entry gates. The police have been notified of several dangerous acts already and will be increasing patrols to ensure safety of our students and that traffic flows smoothly through this zone.

SNAKES

There have been a number of snakes reported near the crossing on Duchess Road already this year. Please advise your children to be vigilant and aware and if they do see a snake, carefully move away and report to an adult.

Hi from Anne

My name is Anne Walsh and I am the new Acting Deputy Principal at Happy Valley State School. I have moved here from Ingham where I lived for the last twelve years. In Ingham, I worked as a teaching principal in small schools and last year I was a Literacy Coach at Ingham State School.

I am looking forward to working with all the staff and students here at Happy Valley.
WEEK 1
TERM 1 AWARDS

STUDENTS OF THE WEEK

<table>
<thead>
<tr>
<th>Prep Blue</th>
<th>Clinton M</th>
<th>3 Blue</th>
<th>Hailey L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charli M</td>
<td>4 Blue</td>
<td>Iziah F</td>
<td></td>
</tr>
<tr>
<td>Prep White</td>
<td>Kaidyn D</td>
<td>4 Gold</td>
<td>Triani H</td>
</tr>
<tr>
<td>Bronson L</td>
<td>5 White</td>
<td>Malachi M</td>
<td></td>
</tr>
<tr>
<td>1 White</td>
<td>Luka E</td>
<td>6 Blue</td>
<td>Willow S</td>
</tr>
<tr>
<td>2 White</td>
<td>Joshua W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENTS OF THE WEEK

ATTENDANCE TROPHY

Congratulations

3B – 98%

On having the best attendance in week 1 at Happy Valley State School

UNIFORM SHOP OPENING TIMES

Tuesdays: 8.30am – 9:00am
Fridays: 8.30am – 9.00am

NB Can do orders & payments (credit card) over phone for collection at office.

Orders can also be placed at the Tuckshop between 8.30am – 1.30pm (Mon/Wed/Thurs) for collection at a later date.

Larger sizes available (up to XXL)

EFTPOS NOW AVAILABLE IN UNIFORM SHOP

ANYONE WITH SECOND HAND UNIFORMS AT HOME IS ENCOURAGED TO DONATE THEM TO THE SCHOOL. DROP THEM INTO THE FRONT OFFICE.

REVERSIBLE SPORTS HOUSE HATS AVAILABLE

SOCIAL SKILL

N.E.W.T

No Entry Without Teacher

Focus:

Children are not to enter the classroom area without a teacher present to avoid injury or being blamed for something before during or after school.

Looks Like

- Students waiting outside for their teacher
- Playing outside
- Students taking responsibility for gathering their belongings before going outside—( hat/money)

Sounds Like

Teacher on duty giving permission to enter the classroom in case of emergency—e.g tissues for bleeding nose

Feels Like

- Being safe
- Knowing your equipment is safe

On Friday 22nd January, the Happy Valley State School Facebook page went live. Keep up to date with the latest news and join us at:

www.facebook.com/HappyValleySS

Find us on facebook
Welcome to another year of exciting learning at Happy Valley. This year our focus continues to be reading and writing to ensure every student can have success across the curriculum. We will also be placing greater focus on Mathematics, and in particular problem solving to ensure our students are applying their knowledge and explaining their Mathematical thinking. Further, we are rolling out the Australian Curriculum subject of Digital Technologies from Prep to Year 6 to ensure our students are actively engaged in the process of defining problems, and designing, implementing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. This is a very exciting venture for both staff and students and over the coming weeks the work that year levels are currently working on will be outlined in the newsletter so you can discuss your child’s new learning with you.

LOTE
At Happy Valley we recognise the importance of learning a second language and in 2016 students in Years 5 and 6 will receive LOTE instruction (Japanese) from Charters Towers School of Distance Education (CTSDE). This will commence in week 2 with students participating in a weekly 45 minute online lesson with a qualified Japanese teacher by logging onto an individual computer and communicating with their teacher through a headset with microphone. Students will be supervised in the computer lab by classroom teachers who will also conduct a short follow-up lesson each week. Work completed will be sent to CTSDE for marking before marked work with feedback is returned to students. CTSDE will assess and report on LOTE. This program delivery was successfully implemented to Happy Valley students in 2015 and was well-received as students not only continue to develop their acquisition of the Japanese language and appreciation of the Japanese culture but also develop skills in Information Technology by participating in online learning.

THRASS Teaching Tool and Parent Information Night at Happy Valley
Reading and writing are two of the priorities for 2016 at Happy Valley. Spelling is central to these. If a learner cannot successfully spell words then they are less likely to succeed at formal learning. Skills and strategies for learning ‘how to spell’ are a very important part of the spelling process. Even if a learner is able to ‘spell a word’, if they do not understand the process they cannot use this knowledge to spell unfamiliar words. Scientific research has shown phonics is a crucial strategy in the understanding of ‘how to spell’. Knowing the 44 sounds of English and the various spelling choices that represent these sounds enables the learner to understand orthography (the spelling system of our language) and not be confused by restricted phonic patterns.

Our school is committed to explicit, hands on phonics teaching. We look at phonics patterns within a whole-word approach. Research has shown that students with a more comprehensive vocabulary and a greater understanding of the meanings of words, will more successfully apply words to memory for spelling and are more competent in comprehension and writing. Spelling must be practised. Writing words in context to show meaning is a vital part of your child’s spelling program. The spelling lists that your children will be working on this year will be compiled by the Year Level Teaching Teams and will contain words from the curriculum areas being studied and texts they are reading, focusing on relevant themes. The words will therefore be relevant to their everyday Learning. The classroom teachers will be focusing on word meaning, its phonetic structure, links to other words with similar structure and the grammatical use of the word including plurals and tenses. In turn, building vocabulary for future learning.

Your role as a parent and carer is important in your student’s learning. Talking about the meaning of words, using dictionaries and looking at the grammatical changes in words is far more important than ‘rote’ learning a word for testing at the end of the week. The more the student can see the word in context, understand the meaning, make phonic links and practise writing words in a fun and meaningful way, the more competent and adventurous speller they will become.

Our school will be using THRASS (Teaching Handwriting Reading And Spelling Skills), as the basis for phonics teaching and the MASUTA Spelling Sequence to develop your child’s spelling skills and strategies. It is important that your child learns the THRASSCHART, so that they are able to use the phonic information to decode (read) and encode (spell) words. Having this knowledge will allow your child to develop skills in reading, spelling, writing and reading comprehension enabling them to reach their full potential in literacy learning.
Mount Isa Hockey Association

Would like to invite you to play hockey in 2016!!

We are holding a mixed competition for Boys & Girls in these age groups:

Ages: Under 8 (turning 5-7 this year)
       Under 11 (turning 8-10 this year)
       Under 15 (turning 11-15 this year)

Players 15 years or over are very welcome to join a Men's/ Ladies Team

Season Fees:
   Under 8 & Under 11 are ONLY $50
   Under 15 are ONLY $70
   Under 15 playing in Senior comp are Only $130
   Seniors are Only $330

This fee includes registration with Hockey Queensland, payment options available at sign-on.
Loan Hockey Sticks are available.

SIGN ON: Saturday 13th February 2016 10.30am till 12.30pm – Includes Sausage Sizzle

WHERE: Mount Isa Hockey Fields Sports Parade

For further information please contact Mt Isa Hockey Association Secretary
mihasecretary@hotmail.com

Come join one of our 4 clubs and Hook into Hockey.

Notice to Parents

Need a sport for your child to play this year?
Why not join softball and play
TBall (5 – 7 years old),
3 Pitch (8 – 9 years old) or
Under 12’s (10 – 11 years old)?
Each child gets to have a go each and every week.
They will play in a mixed team and also learn catching skills, running, batting and most of all, team spirit.

Contact Leanne Munns Hm 4743 8509 for further information.
Wanderers Softball Club – keeping softball alive in the Isa!
Instilling confidence takes more than heaping praise on kids. Here are 10 practical confidence-building strategies for parents and teachers of children and young people.

Here are ten practical strategies that you can use to build real self-confidence in kids of all ages:

1. **Model confident thinking**
   Kids soak up the language, thinking and behaviour of those closest to them in their environment. Parents and teachers play a part in modelling confident thinking and behaviour particularly when it comes to tackling new activities. In particular, let kids hear positive self-talk when you tackle something new. They should hear something like, “I’ll have a go at this. If I don’t do so well then I can try again tomorrow.” This is far more effective than “I’m no good at this. I’ll probably stuff it up.”

2. **Focus on effort & improvement**
   Current thinking shows that people who believe they can increase their intelligence through effort and challenge actually get smarter and do better in school, work, and life over time. One way to develop a growth mindset is to focus your language on effort and improvement rather than on the results of what they do. By linking success with effort you are teaching them success comes from something other than purely their ability, talents or smarts.

3. **Praise strategy**
   While effort is key for achievement, it’s not the only thing. Kids need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches – not just sheer effort – to learn and improve. It helps too to focus language on better and smarter ways on improving. Comments such as “That was a smart idea to tackle the hardest task while you were fresh” (strategy) and “You recognised the first few steps were the most important but then after that you were right” are descriptive statements that have significant instructional value for kids.

4. **Develop self-help skills from an early age**
   A child’s self-esteem comes as a result of his or her successes and accomplishments. The most important competencies to build confidence are basic self-help skills. These form the building blocks upon which other competencies such as organisational skills and many social skills are formed.

5. **Give them real responsibility**
   From a young age start giving children responsibility for some aspects of their lives. By giving kids responsibility we are sending a powerful message that we think they are capable. Also they are learning the skills necessary to care for themselves.

6. **Practise unconditional acceptance**
   Your ability to accept children and young people’s best efforts in any area of endeavour, irrespective of the results, will go a long way toward determining their self-esteem and confidence.

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Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You’ll be so glad you did.
... 10 confidence-building strategies every parent and teacher should know...

if a child makes their bed to the very best of their ability, resist fixing it, even though it may fail short of your adult standards. Instead remind them next time of how to do it well.

7 Expand their horizons
Some kids are confident and capable at home but are fearful and nervous when it comes to new social situations and unfamiliar environments. Children today have less opportunity than those in the past to negotiate and explore unpredictable situations. Whenever possible look for opportunities to expand children’s horizons to include unfamiliar places and unfamiliar locations including catching public transport and walking to friends’ places unattended when capable.

8 Recognise improvement
Focus your comments on children’s effort and improvement rather than on winning the game or getting top marks. Help kids set realistic goals in line with their capabilities and interests. Learning five new spelling words a week maybe more realistic than 20 words that school may require.

9 Put the training wheels on to support learning
Putting training wheels on a bike is a great way to teach a young child to ride. They keep them upright and mobile while they are getting the knack of balancing. We can use the same principle to support kids learning while they develop independence in many areas of life. For instance, we can accompany anxious kids to birthday parties and stay for a short time so they become comfortable before leaving.

Build teaching and training into your day
Teaching and training needs to be part of the every day repertoire of a parent. This means we need to add a little extra time to many of our interactions so we can help children acquire many of the basic skills of living, whether it is a young child learning to do up his or her shoelaces or a teenager learning how to fill out his or her tax form for a part-time job. When adults are busy it is often easier to do things ourselves.

Ask children for help
Doing things together is a great way to build competency and build the confidence that mastery brings. A simple way to initiate joint activity is to ask your child or young person to give you a hand with something. Better still, get them to teach you or show you how to do something you are unfamiliar with. Being a teacher rather than the learner is a great confidence-builder particularly for those kids who struggle with activities that others find easy.

Most importantly, great parents and teachers have a knack of communicating confidence in kids. They find ways to let kids know that they believe in them – that they know their kids will perform and succeed, that they have faith that they can deal with life’s challenges and know that they can become more independent.
Back to School and Positive Separations

From the Guidance Officer – Charmaine Gubbins, at Happy Valley School on Tuesdays, Wednesdays and every second Thursday.

Whether returning to school after a long break or going to school for the first day, getting into the school routine can be a challenge and separating from parents and carers after a long period of time can sometimes be difficult. There are many ideas and tips for children who find separation difficult. Here are some ideas that may be useful for starting the school year.

For children who are just beginning school, the link below will give you some practical ideas and strategies to help your child make a successful start to school. There is a series of Kids Matter videos, links to information sheets and other resources. To get the most out of the videos it can be helpful to watch them in sequence (1-6) or, if you prefer, choose the one’s most relevant to you. The information sheets are also able to be downloaded as one document.


The following link to the Kids Matter website starts with a basic article in which you can click on 2 other areas - Understanding and Managing Separation Distress and Helping Children to Cope with Separation Distress. There are also more links that you can go to within these areas. While the article is aimed more towards children in day care / early childhood settings, many of the strategies are relevant for school aged children.


Some basic tips to facilitate a positive separation are:

- Talk positively about school and the things your child will get to do. Give plenty of time for your child to become accustomed to the reality that they will be going to school. Allow time for your child to adjust to the new routine. Separation issues can subside over time as the child adjusts to the new routine and forms relationships with the new people around them.
- Ensure a good night’s sleep.
- Have a consistent pattern / routine for the day and discuss any changes well ahead of time.
- Working with your child’s teacher to put in place strategies to support your child with separation eg. have a game / activity / responsibility that your child enjoys ready when they arrive at school, organise to have a friend or another student ready to do an activity with your child when they arrive. Offer your child choices upon arrival in the school environment.
- Try to remain calm, relaxed and reassuring.
- Set boundaries – don’t allow your child to miss school, bring them regardless of how long it may take or how intense the reaction. If they are absent due to illness try to have them return to school as soon as they are able.
- Once you say good bye to your child and turn to leave, don’t look back, continue to walk out and know that your child’s teacher will look after them. Many children settle quickly after their parent / carer leave.
- Organise a friend’s parent to drop your child to school if they find it difficult to separate from you.
- Praise your child’s efforts to build their confidence – any small accomplishment whether it be going to bed on their own, having separated well that morning, having made a good choice about something.

If your child continues to have difficulty separating from you, is anxious about school or if you have any other concerns, speak to your teacher (if you haven’t already done so) or the Guidance Officer.