Dear Parents and Carers,

Once again we have been very busy here at Osborne over the past fortnight. The children have been working hard to complete their first unit of work in English and have now moved onto Unit 2. In this unit, they will be learning about persuasive texts and how language is used to persuade. To help your child with this work, you could discuss any advertising or persuasive language you find during the course of your day. In Maths, the P-2s are working on addition and subtraction while the 3-4s are working on mental addition and fractions. In Science the 3-4s are continuing to explore the Solar System and the P-2s are investigating changes over time. In History, the P-2s are exploring their personal history while the 3-4s are looking at explorers.

As I have previously mentioned, on 14-15 March, Week 9 this term, our school is scheduled for a school review. It is likely that during the review process, the review team will contact you to ask your opinion about our school. Your feedback is important and will help us continue to deliver a quality education for students. I have attached an information sheet about the review process, however, if you would like more information about the review process, please contact the office.

Further information about the reviews is available from the department’s website at: www.education.qld.gov.au/schools/school-performance-assessment-framework

Following the review, we will undertake our Quadrennial School Review or QSR. During this process we will develop our School Strategic Plan for 2016-2019. This is a fantastic opportunity for us to forward plan and to dream big for our school. At our next P&C meeting we will begin Phase 1 of the process where we will look at our 2013-2016 plan, review our progress and begin exploring where we would like to go over the next 4 years. I would encourage all of you to come along and participate in this discussion as you are an integral part of our school’s journey.

Have a great week everyone!

Hayley Laidlow
Principal
P&C News
Thanks to everyone who came along to our P&C Meeting this week, it was great to have you all there. We have some exciting events planned for 2016, so please add these to your calendar:
- Trivia Under the Stars – 30 July
- Cent Sale – date TBA
- Rumball and Sugar-coated Peanut Drive – Term 4
Active P&C membership is vitally important to the success of our school so I would encourage you all to come along to our meetings and see how you can help. All parents, carers and friends of the school are welcome to attend. Our annual general meeting will be held on Tuesday 1 March 2016. Please note that this meeting will not be at our usual time but will be held at 7:00pm in the staffroom.

Student Resource Scheme 2016
If you have chosen to participate in the Resource Scheme, full payment is required by Week 5, Term 1, 2016. If you have not completed payment, please contact the school office as soon as possible to make arrangements for payment.

Payments to the Office
Our school office is open from 9:30am – 3:00pm on Thursday and Friday. Mrs Sartori is able to process payments during these times. There are still some families who have outstanding debts from 2015, can these please be settled as soon as possible.

When making a payment to school, we would appreciate if you could bring the correct change as we do not keep large amounts of change on hand. Thank you 😊

Your trash is our treasure!
We are in need of the following items for school: old newspapers, small clean cardboard boxes (e.g. toothpaste boxes), clean bottle caps and any other small items which could be used for construction activities. We would also appreciate old towels as they are great for art clean ups and old shirts which could be used as paint smocks. If you have any of these sorts of materials, please send them to school.

Reading Strategy of the Week
This week’s reading strategy is “Chunky Monkey”. Chunky Monkey says – break the word into chunks. When children come across an unknown word they can break the word into smaller parts or sounds, making it easier to decode the word. Remind them to look for sounds or groups of letters they know and take notice of the initial sound. This is a much better strategy than ‘sound it out’ because it encourages children to look for sound patterns rather than individual letter sounds. For example when using ‘Chunky Monkey’ photograph would be broken down like this: photograph – ph (f) – o – t- o- gr- a – ph (f) instead of p – h – o – t – o – g- r- a- p – h which does not make sense. So remember, when your child is stuck on a word, ‘break it down like Chunky Monkey.’

Easter Bonnet Parade
Easter is fast approaching and with it our annual Easter Bonnet Parade. This year, we would like to invite parents and carers to be part of our bonnet making activities. We will hold a bonnet-making afternoon on Tuesday 22 March (Week 9 – last week of school) from 2-3pm. Please start collecting items which your child (or other children) may like to use on their bonnets. Our Easter Bonnet parade will be held on Thursday 24 March from 2-3pm in the school hall. The parade will be followed by afternoon tea and an opportunity to view the children’s work from the term. We would ask that each family bring a plate of food to share.
A Minion and one reasons to celebrate

We would like to extend a sincere thank you to Miss Keeley Laidlow for her fabulous work in creating the mega-Minions for our classroom doors. Our yellow minion has been installed and the purple minion is on its way. These are a fabulous addition to our classroom and are helping to build our Minions theme in our school. We would also like to say a huge thank you to Mr Jamie Koia for making the fantastic pot-rack for our Minion flower pots. The lovely pot-rack has been installed on our library veranda and will soon house our Minion pots filled with beautiful plants. Thank you both very much for your time and effort in helping out our school!

We would also like to say a very big thank you to the Home Hill Harvest Festival who generously donated $250 to our P&C this past fortnight. This money will go a long way towards achieving our goals for 2016. We really do have ‘A Minion and One’ reasons to celebrate here at Osborne State School!

Adopt-a-Cop

We were lucky to have our Adopt-a-Cop Snr Constable Greg Langford visit our school this week. Mr Langford talked with us about his role at our school. Mr Langford will be visiting our school throughout the year. He will also be helping us to learn how to bowl in Term 2! We will be visiting the bowling alley and Mr Langford and his son will be teaching us all about bowling. More details about this program will be sent home soon.

Green Key – Resilience

At Osborne, we run a well-being program called Program Achieve – You Can Do It! This program is made up of 5 keys to success – Confidence, Persistence, Organisation, Getting Along and Resilience. As part of our HPE – Health Unit, we are currently focussing on the Green Key – Resilience. The following are some tips on how you can help your children to be more resilient.

How to raise resilient kids

Next time your child is furrowing their brow and staring off into space, ask them if they’re thinking dolphin or shark thoughts. That’s the advice from psychologist and resilience specialist Andrew Fuller on helping your child to recognise the positive (dolphin) or negative (shark) approaches they may be taking on life issues. "Dolphin thinking can help you out and shark thinking can eat you up. It doesn’t matter how old your kids are, they can still understand it," Andrew says. Dolphin thinking and shark thinking is just one in a series of simple tools you can use to help your child develop good resilience skills. Other tools include playing games and puzzles with your child to develop their problem-solving and concentration skills, teaching your child to read people's emotions to understand objective situations, and helping them to learn how to cheer themselves up after a hard day.

Learning to become successful is one of the most important aspects of building resilience. "The things that are most important are teaching children what a good life is, how to live life well, how to extract pleasure out of things and how to turn things around when they’re tough," Andrew says.

Top tips on building resilience

1. Teach your child to experience success by supporting them in something they like doing whether it’s a sporting, academic or artistic endeavour.
2. Help them develop skills to be successful at school such as having a good concentration and memory by playing card games and puzzles.
3. Being able to read people's emotions is powerfully predictive of how well children can get on with people at school. Play games with your child by predicting what sort of day a person walking down the street may have had.
4. Be aware of the ‘yuk and yum’ factor – some things will make your child feel good and other things will make them feel bad. The idea is for them to gather things around them that cheer them up if they've had a bad day.

5. Keep things in perspective – explain to a grumpy child their circumstances are not the worst possible, and that others have been through similar situations. Walk beside them as they handle the situation. This helps them to build hope and the belief they can handle problems when they come up.


Wonderful Work from Osborne this week...

Solar Astronomy Afternoon

As part of our Science program, we had Mr Rob Black from the Charlie Bates Solar Astronomy Program (CBSAP) visit us earlier this week. Mr Black brought his solar telescopes to our school so that we could safely view the Sun. This was a great follow up to our senior science lesson where we learnt about the different layers of the Sun and what the Sun is made of. We also made 3D models of the Sun using salt dough. We would like to thank Mr Black for donating his time to come and visit our school.
# What Sort of Start is Your Child Getting?

Just a little bit late doesn’t seem much but........

<table>
<thead>
<tr>
<th>He/She is only missing just</th>
<th>That equals</th>
<th>Which is.....</th>
<th>and over 13 years of schooling that’s...</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes per day</td>
<td>50 minutes per week</td>
<td>Nearly 1.5 weeks per year</td>
<td>Nearly <strong>Half a year</strong></td>
</tr>
<tr>
<td>20 minutes per day</td>
<td>1 hour 40 mins per week</td>
<td>Over 2.5 Weeks per year</td>
<td>Nearly <strong>1 year</strong></td>
</tr>
<tr>
<td>Half an hour per day</td>
<td>Half a day per week</td>
<td>4 Weeks Per Year</td>
<td>Nearly <strong>1 and a Half years</strong></td>
</tr>
<tr>
<td>1 hour per day</td>
<td>1 day per week</td>
<td>8 Weeks per year</td>
<td>Over <strong>2 and a Half years</strong></td>
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</tbody>
</table>

**Did you know your child’s best learning time is the start of the school day?**

**That’s when every minute counts the most!!**

**School Starts at 8:30am!!**

**Osborne State School**

*For all students to have opportunities to obtain a quality education and develop life-long learning skills*

*Quality Behaviour.....
Quality Teaching & learning.....
Quality Relationships.....
Quality Outcomes*

**At Osborne State School**

*Every Child Matters, Everyday*

**Ask us about help with getting your children to school everyday!!**
School reviews: What a review looks like

The School Improvement Unit (SIU) reviews are designed to support a school’s ongoing improvement agenda.

The reviews do not rank a school’s performance, or that of the principal or school staff, but are an opportunity for all school community members — from staff to parents and students — to provide feedback on how the school is helping students achieve quality outcomes.

Review teams
School reviews are conducted in a professional manner by review teams trained and appointed by the SIU. Generally, each team consist of one or two internal reviewers from the SIU, an external reviewer from outside the department, and a principal peer reviewer for full school reviews. Reviews are chaired by an internal reviewer. The reviewer contacts the principal well before the review starts to discuss details of the review, including a proposed schedule of interviews and classroom visits.

Pre-review
Before visiting a school, the review team reviews the school’s data profile, headline indicators and other school information, including the school’s website. The review chair also makes contact with the school’s assistant regional director (ARD) or principal supervisor to discuss the school’s context and review in more detail.

During the review
Review teams spend time looking at a school’s performance data and other school information to gain a deeper understanding of the school, its performance and context. This may include annual implementation plans, pedagogical frameworks and curriculum plans, school budgets, OneSchool data and Great Results Guarantee information.

The review team will also conduct interviews with staff, students, parents and other school community members. The principal is kept informed by the review chair of any preliminary findings as the review progresses.

Interviews and classroom visits
Interviews and classroom visits are an important part of the review process and provide a general information-gathering opportunity for reviewers.

Interviews are conducted in an open and friendly manner, and provide an opportunity for teachers and the school community to give feedback on the school. Interviews are not mandatory and teachers and other school community members can decline to be interviewed if they wish.

Post review
At the completion of the review, the review team present its findings to the school’s principal and leadership team. At the principal’s discretion, the review team may also brief staff. The ARD or principal supervisor is invited by the principal to attend these exit interviews. This is a mandatory requirement for priority support reviews. Following the completion of the review, the review team prepares a report which details key findings and improvement strategies. This is quality assured by the SIU before it is sent to the school, their ARD or principal supervisor and regional director (RD).

Follow-up support
The ARD or principal supervisor is expected to work closely with the school to respond to the review’s findings. For full school reviews, this includes incorporating any improvement strategies into the school’s four-year plan. For priority support reviews, the ARD or principal supervisor helps the school develop and implement a detailed action plan in response to review findings. An action plan template is available from OnePortal. The SIU continues to monitor a school after a review. For priority support reviews, the SIU checks back in with the school and region at 3, 6, 9 (if necessary) and 12 months to monitor progress.

More information
For more information please email the SIU or visit OnePortal.