QUEEN'S BIRTHDAY HOLIDAY

This coming Monday (8 June) will be the Queen's Birthday Public Holiday. There will be no school on this day. School will recommence on Tuesday 9 June 2015.

QUEENSLAND DAY

Our state celebrates Queensland Day this coming Saturday 6 June. Since 1981, Queensland Day has been celebrated as the official birthday. Celebrations provide an opportunity to acknowledge the outstanding achievements of Queenslanders with "Queenslander of the Year", "Young Queenslander of the Year" and "Community Spirit" awards. The "Community Spirit" award is given to one of the finalists from the "Queenslander of the Year" or the "Young Queenslander of the Year" awards. Moves towards statehood began with a public meeting in 1851 to consider separation of Queensland from New South Wales. As the push for separation gained momentum, Queen Victoria was approached to consider establishing a separate colony based at Moreton Bay. The Queen gave her approval and signed the Letters Patent on 6 June 1859. On the same day an Order-in-Council gave Queensland its own Constitution. Queensland became a self-governing colony with its own Governor, a nominated Legislative Council and an elected Legislative Assembly. Now 6 June is celebrated by Queenslanders as the day when the new colony of Queensland was established. With the word ‘Separation’ painted on its hull, the ship Clarence sailed into Brisbane on 10 July to be greeted by a jubilant crowd.

UPCOMING EVENTS

Wednesday 3rd June
Sports Day Field Events and 800m for Yr 4- Yr6 ICAS Science

Thursday 4th June
P-2 Sprints
P-3 Field Events

Friday 5th June
3-6 Sports Day

Monday 8th June
Queen’s Birthday Holiday

Monday 15th June
Cohort Parades
2/3 in the Hall at 1.30 pm
P/1 in the Hall at 2.15 pm
4/5/6 in the UCA at 2.15 pm

Monday 15th June
ICAS Writing

Tuesday 16th June
P&C Meeting at 6pm

Tuesday 16th June
ICAS Spelling

Friday 19th June
School Disco Glowing in the Dark

Monday 22nd June
Whole School Parade at 2.15

Friday 26th June
Excursion - Year 3 - 26 Storey Tree-House
YEAR 3 EXCURSION – 26-STOREY TREEHOUSE
Our Year 3 students are currently reading some of the books in this series in anticipation of attending the performance on 26 June. A reminder to Year 3 families that payment, permission forms and medical forms are due by Wednesday 10 June. No late payments can be taken as numbers must be confirmed with the Entertainment Centre.

SICK CHILDREN
Schools are not equipped to care for ill children and it is requested that any child who is ill before departing for school, be kept at home. Should a child become ill during the day, parents will be contacted to collect the child.

ATTENDANCE
Children are required to attend School regularly (it is a legal requirement - and is one of the benchmarks for the intervention of Family Services on issues of neglect - and is essential that they do so in order to succeed.). As each and every day is important, children should not be absent without a valid excuse.

In the event of the absence, a note, signed by the parent or guardian, giving the date of absence and the reason for absence is required for the class teacher upon the child's return to school. An acceptable alternative - for short absences is to email the school.

Education Queensland requires that all unexplained absences must be entered on the state-wide Education Queensland system and that “please explain” letters be sent to parents.

Clinton State School Absences Email Hotline (as listed at the top of the newsletter each week):
absences@clintonss.eq.edu.au

EMERGENCIES
Accidents and other emergency situations do unfortunately occur at school. All parents are requested to advise the office of any changes to the Emergency Information Form, especially in regard to emergency contacts. In the event of an emergency, it is essential that there are no delays, due to out-dated information, in implementing procedures.

Minor accidents are treated at school. Where professional treatment is required, parents are contacted where possible. Where contact cannot be made, or if the first aid officer deems it necessary, the ambulance will be called and the child will be transported to the hospital.

FREE DRESS DAY
Thanks to the Student Council who staged a ‘Free Dress Day’ last Friday. Thank you for your support as the Council were able to raise over $600 which will go towards purchasing Ipads for student learning in classrooms. Top job!

QUEENSLAND SYMPHONY ORCHESTRA VISIT
Clinton students enjoyed the performance of five of Queensland Symphony Orchestra strings section at the hall last Thursday. It was an amazing opportunity for our students to experience world class performers.

P&C MEETING
Our next P&C Meeting will be held, Tuesday 16th June at 6.00pm in the library. All parents are very welcome to attend (even if you have never been before).

REPORT CARDS
Report Cards will be issued at the end of the first week back after the Winter Holidays.

SPORTS DAYS
The children are welcome to wear their House Colours on the upcoming Sports Days this week. Wednesday 3rd June is Sports Day Field Events and 800m for Yr 4- Yr 6. Thursday 4th June is P-2 Sprints and P-3 Field Events. Friday 5th June is the 3-6 Sports Day.

Regards
Reid Thompson
Principal
CLINTON HAPPENINGS

KID’S CAFÉ
Wednesday 3 June: Carol Power, Lehr Pollock, Tracy Brown, Kristy Robertson.
Thursday 4 June: Pam Wode, Elizabeth Hall, Vicky Fawkes, Tanya Prentis
Friday 5 June: Ruth Williams, Shirley Wright, Abiola Alabi, Nicole Hughes.
Pikelets: Connie Fredericks.

Tuckshop now has gluten free bread from sandwiches on offer.

If you have some extra time we are looking for some volunteers for the tuckshop on Wednesday and Fridays please see Gail at the tuckshop or call on 49782512 if you are able to help.

SWPBS FROM MRS GEHLE
This week, our SWPBS focus lesson is
the students will discuss

This week our SWPBS focus lesson is
PLAYING IN DESIGNATED AREAS &
LINING UP AFTER EVERY
BREAK. Children will be reminded that they are to

• Play in the areas that are allocated to their year level.
• Children will sit in the undercover area until the play bell rings at 8:15am
• Children will walk to their own designated play area or stay in the undercover area
• Children will wear hats if they are going to their play area
• No hat, NO OVAL PLAY

They will also be reviewing where their own class lines up at the end of each break and what this looks like.

• Line up in designated areas
• Line up quietly and quickly

ATTENDANCE

- Whole School – 93.62%
- Prep – 93.12%
- Yr 1 – 94.76%
- Yr 2 – 93.10%
- Yr 3 – 93.10%
- Yr 4 – 91.72%
- Yr 5 – 91.66%
- Yr 6 – 97.60% - met the school goal – great going Yr 6s! - Congratulations on topping the school attendance figures!

GREEN CARDS

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maddison Baker</td>
<td>PB</td>
</tr>
<tr>
<td>Tahlia Bauer</td>
<td>PB</td>
</tr>
<tr>
<td>Lincoln Combridge</td>
<td>PB</td>
</tr>
<tr>
<td>Zac Downes</td>
<td>PB</td>
</tr>
<tr>
<td>Elijah Evans</td>
<td>PC</td>
</tr>
<tr>
<td>Bryson Hempseed</td>
<td>PC</td>
</tr>
<tr>
<td>Maria Skakun</td>
<td>PC</td>
</tr>
<tr>
<td>Raka Wakefield</td>
<td>PC</td>
</tr>
<tr>
<td>Jacob-Daniel Amoa</td>
<td>1C</td>
</tr>
<tr>
<td>Daphne Williams</td>
<td>1E</td>
</tr>
<tr>
<td>Brody Pratt</td>
<td>P/1</td>
</tr>
<tr>
<td>Levi Jauncey</td>
<td>2/3</td>
</tr>
<tr>
<td>Lachlan Jones</td>
<td>2/3</td>
</tr>
<tr>
<td>Bailey McNaught</td>
<td>2/3</td>
</tr>
<tr>
<td>Fergus Lawson</td>
<td>5B</td>
</tr>
</tbody>
</table>

NUMERACY STRATEGY
This week’s mental computation strategy is using an open number line.

Open number line □ using an open number line to show addition or subtraction allows students to make their thinking visible. When used in combination with the strategies presented in this pack number lines have the potential to allow students to see many ways of tackling the same addition or subtraction and to discuss the ease, effectiveness, efficiency and transportability (in which situations would this strategy be useful) of each approach. This is not something we were able to make visible with traditional pencil and paper methods.
QUALITY IMPROVEMENT PLAN AND THE NATIONAL QUALITY STANDARDS

The AEDC provides publicly available data on the state of children’s development that early childhood education services can use to meet mandatory reporting requirements as part of the National Quality Framework such as the Quality Improvement Plan.

AEDC data can be used as a guide for early childhood education services to reflect on their practice in working towards optimal outcomes for children using the five AEDC domains. The AEDC can support services to identify areas of strength and areas for improvement in planning their service provision approach.

AEDC data can support early childhood education services to complete National Quality Standard, Quality Area 1, element 1.1.1 (curriculum decision-making contributes to each child’s learning and developmental outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators).

For example when considering areas for improvement, early childhood educators may want to address the community-wide vulnerabilities demonstrated by the AEDC results. Conversely, low levels of vulnerability may be used to illustrate an area of strength.

The AEDC also paints a powerful picture of the developmental gains that can be made when early childhood education services work in collaborative partnerships with families and communities (Quality Area 6).

Collaborative partnerships that are effective in improving outcomes for local children can work towards shifting the AEDC results for their community. This is reflected in standard 6.1 (developing respectful supportive relationships with families), standard 6.2 (supporting families in their parenting role and respecting parents’ values and beliefs on child rearing) and standard 6.3 (linking with other organisations and service providers).

In planning to improve Quality Area 6, early childhood educators can use the AEDC results for their community as a platform to start a conversation and form respectful collaborative partnerships. Early childhood education services can also use community-level AEDC data to support their perceived practice strength or area for improvement.

For these reasons, the AEDC can provide a starting point for locally driven action and community partnerships to work towards improving children’s outcomes.

USING THE AEDC TO WORK WITHIN THE EARLY YEARS LEARNING FRAMEWORK

The AEDC can help assist early childhood educators consolidate their understanding of children’s developmental milestones, reflect on the developmental progress of individual children, and plan to achieve optimal outcomes for each child.

ABOUT THE EARLY YEARS LEARNING FRAMEWORK

The Early Years Learning Framework (the Framework) is Australia’s first early childhood education curriculum framework. It ensures a nationally consistent approach to education for children from birth to age five years. The Framework has a specific emphasis on play based learning, recognises the importance of communication, language, social and emotional development and is designed to be used in partnership with families – children’s first and most influential educators.

PRINCIPLES OF THE EARLY YEARS LEARNING FRAMEWORK

The Framework underpins the National Quality Standard and defines principles and practice for improving quality in early childhood education. The Framework describes five learning outcomes to ensure young children received the best start to life-long learning. These include that children should:

• have a strong sense of identity
• be connected with, and contribute to, their world
• have a strong sense of wellbeing
• be confident and involved learners
• be effective communicators.

Using the AEDC domains to support Early Years Learning Framework and National Quality Standards developmental milestones

The AEDC measures whether children are developmentally ‘on track’, ‘at risk’ or ‘vulnerable’ with respect to meeting age-appropriate developmental milestones as they begin school. A sound understanding of these developmental milestones will support early childhood educators to effectively assess children’s play and learning and plan for each child with their strengths/needs and the outcomes of the Framework in mind.