## Vision
The Grand Avenue State School community strives to be a learning environment where students can achieve their potential and become valued members of society.

### Key Values
- These key values are the foundations that drive the Grand Avenue State School vision. They underpin the relationships between students, staff, parents and the community.

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### Dates to Remember

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<td>Fri 26 February</td>
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<td>Mon 7 March</td>
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<td>Fri 18 March</td>
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<tr>
<td>Fri 18 March</td>
<td>SCHOOL PHOTOS  Staff 8.15am - Yr 2 - 3C &amp; F – Yr 4B,C,D,E &amp; F</td>
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<td>Mon 21 March</td>
<td>SCHOOL PHOTOS  School Leaders 8.30am - Prep A,B,E,F,G</td>
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<td>Yr 1A,G &amp; H - Yr 5A,D,E,F,G &amp; 5/6J</td>
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<td>Wed 23 March</td>
<td>SCHOOL PHOTOS  Prep C,D &amp; H – Yr 1B,C,D,E &amp; F</td>
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<td>Prep – Year 1 Easter Hat Parade</td>
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<td>Year 2 – 3 Easter Sing-a-long</td>
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</table>
Dear Parents, Carers and Students,

Welcome to our second edition of the school newsletter for the year. This week I want to focus on the positive tone of a community and conflict. The tone of any environment rides on the positive and level-headed talk of the people inside it and how they interact with one another.

Conflict, to differing degrees is absolutely unavoidable in life. It occurs daily, between individuals or groups, at all age levels and in all kinds of situations. Conflict in and of itself is not necessarily good or bad. How we manage conflict determines whether it is productive or destructive. Collaborative approaches to conflict are more likely to protect relationships.

Our school strives to work within a positive climate where rules, policies and behaviour encourage win-win outcomes for everyone. Win-win solutions involve a high degree of cooperative behaviour.

Our students have the best chance of success when they work cooperatively with their classmates, their teachers and other members of school staff. Their chances of success are further enhanced when family members and other significant people in their lives model appropriate behaviour and actively support the work of the school. A win-win solution means that all parties feel good about a decision and feel committed to a plan.

Our school unfailingly uses natural justice when seeking resolutions around incidences, complaints or any forms of conflict. Natural justice involves informing the person of the case against them; affording them the right to be heard; being independent, and not having a personal interest in the outcome; and acting only on the basis of logically clear, reliable evidence.

Generally most people in our school community resolve conflicts in appropriate ways. They also consistently display the very important values of Cooperation, Creativity, Discipline, Enthusiasm, Perseverance and Resilience. Well done to those students and their families.

*Every day counts...* because children achieve better when they attend school all day, every day

*Every day counts...* because going to school means getting a better chance at life

*Every day counts...* because school helps children build social and emotional skills such as communication, teamwork and resilience

*Every day counts...* because going to school is a legal requirement

Remember our school target for attendance is 95%. It’s imperative that we as a community unite to monitor and promote attendance because research shows that if your child attends school every day, they are more likely to achieve high results in the future.

The current attendance rate is as follows:

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>ATTENDANCE RATE</th>
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<tbody>
<tr>
<td>Prep</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.4%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.5%</td>
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<tr>
<td>Year 4</td>
<td>95.2%</td>
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<tr>
<td>Year 5</td>
<td>94.9%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.6%</td>
</tr>
<tr>
<td>School Overall</td>
<td>94.6%</td>
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</tbody>
</table>
Attendance on a Friday is an issue. It currently is 93%

Our school will be acknowledging exceptional attendance in the following way:

- Certificates presented to students who have 100% attendance at the end of each term. All students with 100% attendance enter into a draw to win a $50 family pass to the movies (one family pass per sector). Our sectors are Prep – 1, Years 2 – 3 and Years 4 – 6.
- Students will also have the ability to gain points for their respective sport houses. This will commence in Term 2.

This week I will commence publishing a series of articles about the brain by John Joseph. John is a leading authority on education and how the brain works. Since 1997 he has presented keynote addresses, conferences and workshops sessions to more than 300,000 people representing more than 3,000 schools across 26 countries.

This enlightening, superbly written series of articles describes the functions of the human brain and explains how parents can use this information in the day-to-day parenting of their children.

Parenting is without doubt the world’s most complex form of work. Ironically, this important endeavour requires no formal training or skill development. Neither does it pay wages. Yet, to oversee the development of another person – a person driven by the incredible complexity of the brain is surely the most important role one could ever play during their lifetime. It is the purpose of this series of articles to examine the role of parenting in detail and to suggest some ways of increasing the knowledge and skills parents and caregivers already have for building successful lives with their children.

Commencing this week is Part 1 of 6 articles that provide an overview of how the concepts children hold affect their lives at home and at school. In this article, John will examine the links between concepts, emotions, and behaviour and the links between motivation and confidence. Particularly as they relate to learning.

Keep smiling and be happy.

Tony Maksoud
Principal

SCHOOL SECURITY

If you suspect trespassers or persons are deliberately attempting to damage school property, please phone either:

- School Watch Program...... .....13 1788
- Crime Stoppers ................ .....1800 333 000
- Forest Lake Police Beat.......3372 5834
- State Govt Security Service...3224 6666
- Forest Lake Rangers.............1300 731 735

PLEASE NOTE

It is school policy that any person on school grounds during the school day MUST first report to the school administration office and be issued with a school badge for security and safety purposes.

PLAYGROUND SUPERVISION - OUTSIDE SCHOOL HOURS

Before School: Supervision in Junior Court, Monday to Friday from 8.00am – 8.15am
After School: NO Supervision Provided

Parents/guardians/caregivers are responsible for supervising their children at all times except between Monday to Friday from 8.00am – 8.15am in Junior Court. The school cannot accept responsibility for students during unsupervised times before and/or after school.

NB. The collection of students at the end of the school day by parents/guardians/caregivers will result in those parents/guardians/caregivers assuming responsibility for those students while on school premises. The playground equipment is out of bounds outside of school hours.
The importance of the concepts kids hold to their engagement in learning

What’s this about?
Welcome to Part 1 of 6 articles that provide an overview of how the concepts children hold affect their lives at home and at school. In this article, we examine the links between concepts, emotions, and behaviour and the links between motivation and confidence. Particularly as they relate to learning.

“Research has shown there is a 90% correlation between the concepts students hold and their perceived ability to learn within the school system.”
Dr Tony Townsend, Professor of Education.

“Far more than a century, one in six young people (and adults reflecting on their childhood) have reported that they ‘hated school’; a similar proportion have failed to master the elements of literacy and numeracy successively enough to be securely employable; a similar proportion have played truant from school, disrupted classes or quietly withdrawn their attention from lessons.” (OECD Report, 2002).

What emotions and words about school do your children report? What are your own personal experiences associated with school?

Definitions

What are concepts?
I define ‘concept’ as an opinion grown from personal experience(s).

What are emotions?
I define ‘emotion’ as the moment-by-moment physiological expression of what happens inside us.

What are Emotionally Powerful Concepts?
I define ‘Emotionally Powerful Concepts’ (EPCs) as significant changes in the state of the body, including the brain structures that map the body and influence thinking. After: Damasio.

What makes an idea, object or event Emotionally Powerful? The distinction is graded. Some ideas, objects and events evoke weak, barely perceptible emotions while others evoke powerful emotional reactions, and there is every grade in between. Emotions, and feelings occur on a continuum.

For kids, engagement or avoidance with learning links strongly with the Emotionally Powerful Concepts (EPCs) they hold. For example, a child who holds an EPC that she cannot learn mathematics constructs an associated emotion such as boredom or frustration with maths, leading to an habitual avoidance pattern of behaviour. Emotionally Powerful Concepts (EPCs) become strong motivators of future behavior. Imagine the person who holds a poor concept of himself as a public speaker. He is unlikely to jump for joy at the prospect of being MC at his sister’s wedding! In fact, the emotional experience associated with just the thought of doing the speech is likely to initiate a cascade of emotions that may be felt for days on end. Kids, and adults for that matter, feel most comfortable when the EPCs they hold and their personal environment match. Hence the discomfort our friend felt when faced with the public speaking situation – there was a mismatch.

Experience strongly influences learning — and the memory associated with each experience helps to build concepts. Healthy concepts about learning develop when children feel enjoyment (doing things they want to do) fulfillment (completing learning tasks) and satisfaction (the pleasure associated with achievement). Any of those emotions can be the driver of children’s engagement in learning but in the absence of all three, engagement in avoidance of the learning task is highly likely.

The EPCs we build in our minds form the mind’s reference points to the outside world. When the EPCs children hold differ markedly to the world outside of them, they will often modify their behaviour in such a way as to change the world outside until it matches the concept they hold. For example, Sam holds an EPC that ‘reading sucks!’ When you, as a parent, ask Sam to read, this stimulus instantly links to the emotional experience Sam has already associated with reading and he modifies his behaviour until you threaten him or eventually give in. Sam has once again successfully avoided the reading task by using behaviour to modify his world. I call this ‘Adult Behavior Management.’ Kids are good at this!

The good news is that concepts are emotionally based and therefore changing the dominant emotion results in changing concepts. For Sam to engage in reading he needs to perceive reading differently — to find ways to make reading more enjoyable. More about how to do that, later.
The importance of the concepts kids hold to their engagement in learning

Children's learning behaviour is determined by their perception of their environment, not the actual environment. That happens because each child has a unique set of experiences associated with learning. When a parent says, 'Let's get started on your homework,' the same stimulus that leads Sam into avoidance behaviour may lead, say, Sally into enjoyment. While Sam throws a tantrum to alleviate his frustration, Sally has her head buried in a homework assignment. Behaviour is often the result of the mismatch between our concepts and our environment. The greater the mismatch, the greater the stress.

Definitions

**What is behaviour?**

I define behaviour as adaptive or habitual responses to release our emotions.

Here's an example of differences between concepts that lead to an escalation of behaviour. My daughter has a very untidy bedroom and I hold an emotionally powerful concept that a child's bedroom should be tidy. Lisa is emotionally neutral about bedroom tidiness. When I see her room, I insist that she cleans it until it matches my concept of what it should look like. But, Lisa ignores my instruction because she's not worried about how it looks. So I escalate the situation, making statements such as: 'What would your grandma think if she saw this mess?' Or, 'I'll count to 3! 1, 2, 3...!' Eventually, after lots of threats, Lisa cleans up the room. But, it will return to its untidy state because all I have done is to manage her behaviour, I have not changed her concept.

What are the key factors that contribute to building concepts for kids at school?

- **Appetite**: a state of seeking something
- **Motivation**: conscious desire to satisfy the appetite
- **Confidence**: perceived ability to satisfy the appetite
- **Strategies**: ways or methods to learn or do something
- **Time**: how long it takes to learn

Every child is born with an appetite for learning. Motivation varies, depending on what one wants to learn and what one has to learn. Children may be highly confident that they can learn something, for example, how to multiply fractions. But they may be low on motivation to learn how to multiply fractions. There is still an appetite for learning but in the fractions example, learning is unlikely because the main driver of learning is the degree of motivation. Children will only seek learning strategies if their levels of motivation are strong enough to engage them in learning rather than avoidance of learning. Kids who complain of boredom are not seeking better teaching strategies – they are seeking higher levels of motivation. Even with high levels of motivation for learning, high confidence and great strategies for learning, some children will take longer than their siblings or peers to construct memory networks in their brains so they can actually use what they learn.

**Time** required to master learning differs significantly between children. Educator and writer, Eric Jensen says there is a spread of developmental differences in young children's brains of two and occasionally even three years and this falls within the 'normal' range. However, if children have equal inputs (same teaching strategies and the same time to learn) but they master the learning at different rates, what effect might this have on motivation and confidence?

Use the following graph to plot your child's motivation and confidence. Speak with your child about his or her general levels at school and then use the graph on a subject-by-subject basis.

![Graph showing motivation and confidence levels]

1. high motivation, low confidence
   - The Anxious learner
2. high motivation, high confidence
   - The High Flier learner
3. average motivation, average confidence
   - The Competent learner
4. low motivation, low confidence
   - The learner who Struggles
5. low motivation, high confidence
   - The Underachiever learner

Confidence grows when doubt is removed.

School is but one aspect of learning. Sometimes an overrated aspect too. It was Mark Twain who said, 'I never let my schooling get in the way of my education.' Well, we're not suggesting abandoning school but we are suggesting there are so many learning opportunities that happen beyond the walls of classrooms, and that parents who take up these opportunities build healthier, happier kids.

Summary

The least I need to know

When the EPCs that parents and children hold differ, emotion escalates and behaviour changes from both parties until conflict creates a solution. Healthy concepts depend on high levels of motivation and confidence to feed the appetite for learning. Parents influence, for better or for worse, their kids' motivation and confidence for learning. What sort of influence do you make?

References

- Items marked * are available from Mind Webs.
- Log on to www.mindwebs.com.au or call Cathy Joseph for a catalogue (08) 8358 6993.
- OECD, The New Science of Learning
- Brainy Parents, Brainy Kids, John Joseph*
- Looking for Spinoza, Antonio Damasio*
- Brain Based Learning, Eric Jensen*
- Radical Intervention, Working with Those who Struggle to Learn, Tony Townsend.

Next Issue - part two: Identifying concepts
NEWS FROM PREP AND YEAR 1

It has been wonderful to see the Prep and Year 1 students settle so well into the school routines. Welcome to our new Prep families. You have made an excellent choice sending your child to such a wonderful school. We look forward to working in partnership with you in the best interest of your child as they learn and develop this year.

Throughout the year we have several events that we organise to include families and foster a positive relationship between parents and the school. This year we will be celebrating the Easter Hat Parade, Harmony Day, Under 8’s Day, Athletics Carnival and Cross Country and Assemblies. We welcome you in to the school to enjoy learning experiences with your child.

The most important message I can give you is to ensure that you develop a relationship with your classroom teacher. Please ensure that you speak or contact them frequently to discuss any concerns. They are always your first point of call on any matters pertaining to your child.

It is vital in the early years of development that students attend school each and every day. If a child isn’t at school, then they miss out on the important learning opportunities that sets the foundation for reading, writing and numeracy. Please ensure that you give your child the best chance of gaining the most out of their education by bringing them to school on time, each day. Ensuring that you book holidays in the school holidays and please discuss with your classroom teachers any concerns around attendance. We are here to assist you to ensure your child receives a quality education.

I look forward to working with you this year, please come and introduce yourself to me if you see me around the school as I look forward to meeting all of the Prep and Year 1 families.

Kind Regards,
Mrs Sharyn Brown
Deputy Principal

NEWS FROM PREP H

In Prep H we have been learning about the ‘You Can Do It’ Program and what it means to be a successful student. We all wrote something that we have learnt or been successful at in Prep on a balloon. Our class then celebrated what a successful start to school we have had! Amiah and Max are very proud of our success poster.
NEWS FROM 1C

In 1C we have been busy learning our phonograms, skip counting and measuring the length of things. We have started reading groups and are practising our reading strategies. We have also been learning about the features of living things. At home we have spent time collecting special things for our History Memory Bags. But best of all we have been doing some great writing!

After reading the story of the “Wonky Donkey” by Craig Smith we thought that we could create a new page to go in the book. Just look at some of our great ideas and artwork:

I was walking down the road when I saw a donkey...“Hee Haw!”
He ate a brick because he thought it was food. He lost his teeth. Now he was a holey, wonky donkey!

By Minh 10.2.16

I was walking down the road when I saw a donkey...“Hee Haw!”
The wonky donkey was swishing his tail and his tail got stuck in the tree. Now he was a tailess, wonky donkey!

By Amber 10.2.16

I was walking down the road when I saw a donkey...“Hee Haw!”
He lost his eyeball on a pointy rock. Now he was a blind, wonky donkey!

By Jorja 10.2.16

I was walking down the road when I saw a donkey...“Hee Haw!”
The wonky, donkey burped because he ate a huge apple. Now he was a stinky, wonky donkey!

By Petra 10.2.16
Music and Wellbeing - Did you know?

- Music-making – and listening choices! - are powerful forms of positive expression for adolescents.
- Learning a musical instrument impacts positively across most aspects of a child’s development
- It can also be particularly helpful in remedial learning for dyslexic children and in the case of wind instruments, in breath control for children with asthma.

CHORAL MUSIC PROGRAM

CONGRATULATIONS!! Our Grand Avenue SS Choir Captain, Zoe Lindsay, has been chosen to attend a Regional Choral Honours Program. Zoe will spend three days next month singing with selected students from other primary school choirs being taught by two outstanding and experienced childrens choral conductors. The program will culminate with an evening concert at the Old Museum Building.

CLASSROOM MUSIC PROGRAM

The Classroom Music Room has just taken delivery of some exciting new instruments. Year 6 students’ assisted unpacking six genuine Djembe’s (see picture on left) and other untuned percussion which will be widely used in Years 2 – 6.

There was also a delivery of 5 Xylophones including an exceptional Bass Xylophone (see picture on right) which will add a depth and warmth to class ensemble work.

Mrs Sawyer and Mrs Gordon are very excited to include these new additions into their Classroom Music programs.

For those students in Years 3, 4 & 5 who have yet to purchase a Recorder, ‘Yamaha’ brand Recorders are the most melodious (and correctly tuned) and are available at any Music shop or sometimes larger Newsagents. Please be aware that ‘Sovereign’ brand Recorders are unfortunately not aligned in their tuning and are therefore not suitable for use in class, but can be used at home for personal performances. Students are not required to complete home practice at this stage to attain successful results.
INSTRUMENTAL MUSIC PROGRAM
(WOODWIND, PERCUSSION, BRASS, STRINGS)

Instrumental Music lessons for all students who have been offered a position in the 2016 Instrumental Music Program are underway. Please check that your child has returned their Enrolment Contract and Instrument Hire Agreement (if applicable)

ALL Students/Parents/Carers are asked to check the requirements list for their instrument as on their Offer Letter to ensure that they have all items and bring them to every lesson. The Instrumental Handbook also contains this vital list and can be found on the school website under the Extra-curricular tab.

Westcent Intermediate and Honours Camp details have been sent home with selected students. Any student wanting to audition for either camp must submit their application to their Instrumental Teacher this week. Nominations close on Thursday 3 March.

The Instrumental Music Program is designed to be a 3 – 4 year program with all students committing to lessons and an ensemble for the duration of their time at Grand Ave SS.

If you have any questions regarding your child’s involvement in the Instrumental Music Program please contact the relevant teacher. Please also remember that these specialists are only at Grand Avenue SS on set days.
Ms Katrina Mothershaw (Brass & Percussion Specialist) kjmot0@eq.edu.au
Mr Richard Thompson (String Specialist) rthom425@eq.edu.au
Mrs Della Martin (Woodwind Specialist) dmart125@eq.edu.au

There are no vacancies in the String, Woodwind, Brass and Percussion Instrumental Music Programs. Thank you for all the interested enquiries.
Please see the table below for the days allocated for each teacher and ensemble.

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Concert Band</strong></td>
<td><strong>Senior String Ensemble</strong></td>
<td></td>
<td><strong>Junior Concert Band (Term 2)</strong></td>
<td><strong>Junior String Ensemble (Term 2)</strong></td>
</tr>
<tr>
<td>Brass &amp; Percussion Lessons</td>
<td>String Lessons</td>
<td></td>
<td>Woodwind Lessons</td>
<td>String Lessons</td>
</tr>
<tr>
<td><strong>Ms Katrina Mothershaw</strong></td>
<td><strong>Mr Richard Thompson</strong></td>
<td></td>
<td><strong>Mrs Della Martin</strong></td>
<td><strong>Mr Richard Thompson</strong></td>
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**Concert Bands & String Ensembles**

**Concert Band**
- Ms Katrina Mothershaw
  - Monday: 7.30am – 8.30am Auditorium

**Senior String Ensemble**
- Mr Richard Thompson
  - Tuesday: 7.30am – 8.30am Auditorium

**PLEASE ensure that your child is on time and comes prepared for their weekly Ensemble Rehearsal and Instrumental Lesson. If you child is unable to attend a rehearsal please contact the relevant conductor as soon as possible.**

**Junior Concert Band**
- Mrs Della Martin
  - (Commencing in Term 2)
  - Thursday: 7.30am – 8.30am Auditorium

**Junior String Ensemble**
- Mr Richard Thompson
  - (Commencing in Term 2)
  - Friday: 7.30am – 8.30am Auditorium

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**P & C NEWS**

**FROM THE P&C PRESIDENT....**

Hi everyone,

Our first P&C meeting for the year was held last Tuesday. There was a great turnout, thanks to everyone who attended.

The P&C has committed itself to funding the first stage of the school iPad program for Year 2. An amount of $60,000 will be donated to the school to cover the costs of the iPads and the recharge tables. More information will be coming home soon to those involved. This is a great addition to the school!

We have also committed to a donation of $25,000 to help the school buy resources for all our children.

We are currently looking at our end of year project of a Year 3 playground. This project will be run by the school and paid for by the P&C. We currently have a budget of $100,000 for this.

Great news! Once again the popular EKKA Fun Day we will be back again this year. Stay tuned for updates on this.

Our next P&C meeting will be held on 15th March, along with the Annual General Meeting. We hope to see you there.

Regards,

Gavin Rook
P&C President
A school chaplain is a safe person for children to connect with at school, providing a listening ear, caring presence and a message of hope. They care for students struggling with a wide range of issues, including: family problems, loneliness, friendship issues, peer pressure, self-esteem issues, bullying and depression.

The partnership between the school, the chaplain and the wider community is important for the work of the chaplain to be effective.

Mentoring

**Partnering with Purpose - making time for kids** is a mentoring program at Grand Avenue State School. There a number of children who could benefit from someone taking a special interest in them, in order to help them to feel more valued and supported, and to encourage them to be active participants in the classroom situation. A caring adult who gives a child one hour a week of their undivided attention can make a real difference in that child’s life.

How Can I Help?

**By taking on the role of mentor with a selected child in Partnering with Purpose - making time for kids at Grand Avenue State School.**

‘One on one’ mentoring has been happening at Grand Avenue State School for a number of years now. We have seen many positive changes in students who have had mentors in this program. This is especially true of children who are partnered with a mentor in their early school years. The best ages to change behaviour are between 4 and 12 years.

A mentor who can give one hour a week for the length of the school year may have a life-long positive effect on a child.

**What happens in the Mentoring Hour?**

The most important job of the mentor is to **build a relationship** with the child. Generally, the student and mentor will spend a few minutes catching up on the week, and planning the session ahead. There will be half an hour of academic support (work provided by the classroom teacher) and 20-25 minutes of games or craft time.

If you, a neighbour, or a member of your family, might be able to help, please contact Chappy Erin for more details.

Westside Chaplaincy Dinner – Wednesday 18 May

Save the date!!! There will be a fundraising dinner held during May at Lions Richlands, to raise money for school chaplaincy services in our area. There will be entertainment, a silent auction, and a chance to hear more about what chaplains do every day.

To book a seat, please see Chappy Erin. Book a table and bring your friends! More details in the next newsletter.

**SU camps at Easter**

There are heaps of camps running over the Easter break, for primary and high school students. Check out sucamps.org.au for what’s on offer, or see Chappy Erin for a brochure.

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**Erin Mawhinney**  
Chaplain  
Grand Avenue State School  
Monday – Thursday  
07 3372 0555  
chaplain@grandavenuess.eq.edu.au
COMMUNITY NEWS

WEST BRISBANE FALCONS BASKETBALL CLUB
SIGN ON DAY
Saturday 30th January 2016
Centenary State High School Sports Centre, Moolanda St, Jindalee.
8.00am - 9.00am U7, U9 & U11 Boys & Girls;
9.00am - 10.00am U13 Boys & Girls;
10.00am - 11.00am U15 Boys & Girls;
11.00am - 12.00pm U17 Boys & Girls, U19 Boys
(U19 Girls Sign Up for our Senior Women’s Program)
Please arrive prior to the designated time for your age group and be dressed ready to train.
Further details: 0450 105 252 westbrisbanebasketball@hotmail.com or www.westbrisbane.basketball.net.au

EASTER HOLIDAY CLUB!
SUPER HERO

GRADINGS: 3, 4, 5 & 6
WHERE: WILLAWONG
COST: $50 PER CHILD
HOURS: 8.30A.M - 3 P.M.
- MORNING TEA & LUNCH PROVIDED -
WHEN: 30TH MARCH
31ST MARCH
1ST APRIL, 2016

CONTACT: 0421 322 238
REBECCA BISHOP & JESSICA MUNROE
TO REGISTER, VISIT: www.sucamps2.org.au/super-hero-club

NEW KIDS!
GRAB YOUR CAPES & TIGHTS
FOR A THREE-DAY SUPER-FU
ROCKER'S ADVENTURE!
YOU CAN WEAR YOUR OWN COSTUME,
PARTICIPATE IN AWESOME ACTIVITIES,
AND DISCOVER THE GREATEST
SUPERHERO OF THEM ALL:
JESUS.
OPEN DAY
SATURDAY
27th FEB
9.30am - 11.30am

Joseph Banks
Education and Childcare

Farm Animals
Sausage Sizzle + Face Painting
Fun Activities

Family owned & operated | Open 6.15am to 6.15pm | Lunch provided
91 Joseph Banks Avenue, Forest Lake QLD 4078
W: childcareforestlake.com.au
P: (07) 3279 9200 E: forestlake@earlybirdschildcare.com.au

EARLY BIRDS
education & childcare

Grand Avenue
Grow ~ Achieve ~ Succeed