3rd May 2013

From the Principal's Desk
Deputy Principal- Leigh Josey
Deputy Principal- Amanda Fry
Head of Curriculum
BSM
Banking
Guidance Officer
Twitter
Chaplain's Chat
Resource Centre
Strings News
Community Cuppa

Sports Desk
Computer Lab
Second Hand Clothing
P & C
Family Fun Fair
Helping Hands
Dental Van
Theme Park Tickets
Parkwood Sharks
Labrador Dodgers
Fox's Real Estate

PRINCIPAL'S REPORT

Proud to Shine in Education Week

State schools across Queensland will celebrate State Education Week 2013 from Sunday 5 May to Saturday 11 May. The annual week-long celebration is an opportunity to recognise the talent and achievements of our students and teachers in state schools, and showcase their wonderful work to the wider community. We warmly invite our school community to our Proud to Shine performance in the school hall on Monday 6 May followed by visits to your child's classroom/s where you can join in with the activities. On Wednesday 8 May we once again welcome our grandparents and special friends to morning tea in the school hall which will be hosted by our P&C. This will be followed by entertainment from our Performing Arts department. Grandchildren will then meet their parents at the hall and escort them to their classrooms. We already have 180 acceptances to our invitation so this promises to be a very special day of the year.

Taking Pride in our Uniform

As the cooler months approach I ask for your support in ensuring that our students wear the correct school uniform including school jackets. Coloured jumpers and cardigans are not part of our approved uniform nor are...
jackets with hoods. If you have difficulty in providing the correct uniform for your child please contact our school office and we will endeavour to help you obtain the approved uniform items.

**Cross Country – Canadian Style**

Congratulations to Mr Ellis, our Canadian exchange P.E. teacher, for the very successful organisation of our 2013 Cross Country. It was a day of great fun and healthy competition with our competitors being cheered on by a large number of families who joined us on the day. Well done Mr Ellis and congratulations to all of our students who took on the challenge of the run!

**The Gradual Release of Responsibility**

Each fortnight I share with you aspects of our Pedagogical Framework (how we teach at Ashmore State School). This fortnight I am focussing on the proven teaching strategy of the *Gradual Release of Responsibility* which is a key component of teaching and learning in our classrooms. The *Gradual Release of Responsibility* is broadly recognized as a successful approach for moving classroom instruction from teacher-centred, whole group delivery to student-centred collaboration and independent practice. Sometimes the process is referred to as “I do it, we do it, you do it.” At the beginning of a lesson or when new material is being introduced, the teacher explicitly teaches the content to the whole class. This is the “I do” phase. As students acquire the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. This is the “We do” phase of learning where the teacher continues to model, question, prompt and cue students; then as students move into the “You do” phase, they rely more on themselves and less on the teacher to complete the learning task. The model is represented in the following graphic:

![Gradual Release of Responsibility Diagram](image)

Fisher & Frey 2007

This gradual release may occur over a day, a week, or a semester. The *Gradual Release of Responsibility* assists students to become capable thinkers and learners when they encounter new learning which requires new skills.

**Thought for the Fortnight:** *Tell me and I forget. Teach me and I remember. Involve me and I learn.* - Benjamin Franklin
Australia-wide Testing for Years 3, 5 & 7 (NAPLAN)

On Tuesday 14th, Wednesday 15th and Thursday 16th May, all students in state and non-state schools in Years 3, 5 and 7 will be participating in Australia-wide testing to assess their skills in the areas of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. NAPLAN assesses the skills that students develop over time through the school curriculum, and provides additional feedback for parents, carers and teachers on how students are progressing in the key curriculum areas.

An individual NAPLAN report will be sent home for every child in these year levels later this year.

Further information is available on the ACARA website: http://www.nap.edu.au/

Further Essential Information re NAPLAN

It is important that students are present by 8.50 a.m. on the above dates, ready for a punctual start. Please ensure children get a good night’s sleep and good nutrition for breakfast to maintain brain function and energy across the three days of testing.

Please also ensure students have the following materials at school on these days:-

- 2B or HB pencils – **do not** bring “Pacers” or mechanical pencils as they write too lightly
- Eraser
- Sharpener
- Calculator (Year 7 only)

**Note:** Students may be withdrawn from the NAPLAN testing program by their parents/carers. This is a matter for consideration by individual parents in consultation with the Principal or Deputy Principals. Withdrawals are intended to address individual concerns including religious beliefs, philosophical objections to testing, or other reasons (e.g. anxiety).

Parents/carers wishing to withdraw students from the NAPLAN testing program must complete a Notice of Parent Withdrawal form (available at the office). These forms should then be returned to the office by Friday 10th May.

The text that appears on the individual report will read **“Your child was withdrawn from this test”**. For your information, withdrawal from NAPLAN will not impact on your child’s school report, entry into high school or OP score. If a parent chooses to withdraw their child from the test, information regarding their child’s progress is available through the school’s regular assessment program.

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Breakfast Provided on Tues. 14/05 for Students in NAPLAN Years (Years 3, 5 & 7)
We are pleased to advise you that once again the P & C are providing a cooked breakfast for students in NAPLAN years on the first morning of testing – Tuesday 14th May in the hall.

If you require further information please do not hesitate to contact the office.

Leigh Josey (Deputy Principal)

DEPUTY PRINCIPAL- AMANDA FRY

Our Family Fun Fair is just a few short weeks away and preparations are in full swing. How can you help I hear you ask????? Every class has a basket which they will be filling with themed items. These baskets, once full, will become prizes at the Cent Auction. Please ask your child’s teacher what is the theme for their class basket and you can donate goods to ‘team with the theme’. Some rooms already have over 30 items in their basket. How is your child’s room going?

Is your child Ashmore’s Next Top Model? We have received some entries for the Model Search. Children aged 2 to 13 years may enter and be in the running for a Modelling Course donated by Reeder Model Management. Trophies will also be awarded for Best Dressed, Best Catwalk and Most Photogenic as well as 1st, 2nd and 3rd in each age group. Entry forms and $5 entry fee can be handed in at the tuckshop prior to the Family Fun Fair or register on the day at 1:00 in the School Hall.

We haven’t forgotten the littlest members of our Ashmore Community. Our Baby Show will cater for all those cuties ages 0 to 5 years. Avoid the queues on Saturday 15 June and register now at the tuckshop. $5 entry fee sees your child judged in their age group with 1st, 2nd and 3rd place boy and girl winning great trophies. While they are with the judges, you can enter them in Biggest Smile, Brightest Eyes, Best Personality, Cutest and Best Hair Competitions for an extra $2 each. Other optional extra competitions cost $3 to #5 each and include Best Dressed Girl and Boy, Parent/Child Lookalike and Champion Boy and Girl.

Questions about any of these events can be directed to Amanda Fry.
According to the Education (General Provisions) Act 2006:

Chapter 9 Compulsory schooling

Part 1 Compulsory schooling requirement

Division 1 Parents' obligations

176 Obligation of each parent

(1) Each parent of a child who is of compulsory school age must-

(a) Ensure the child is enrolled at a State school or non-state school: and

(b) ensure the child attend the State school or non-state school, on every school day, for the educational program in which the child is enrolled; unless the parent has a reasonable excuse.

178 Notice to, and meeting with, parent

(1) This section applies if an authorised officer reasonable suspects –

(a) a child who is of compulsory school age –

(i) is not enrolled at a State school or non-state school; or

(ii) is not attending the State school or non-state school at which the child is enrolled, on every school day, for the educational program in which the child is enrolled: and

(c) Parts 2 and 4 do not apply to the child.

(2) The officer may give a parent of the child a notice in the approved form about the parent's obligations under section 176 (1)

(3) The officer may also meet with the parent to discuss the obligation.
(4) If, despite the officer taking reasonable steps to meet with the parent under subsection (3), no meeting is held, the officer may give the parent a warning notice in the approved form.

(5) For the Police Powers and Responsibilities Act 2000, section 14, an authorised officer acting under the section is a public official performing a function authorised by this Act.

(6) In this section-

Authorised officer means the chief executive or an officer of the department authorised by the chief executive for this section.

**Some facts about attendance at school.**

- strong links have been established between attendance in one year and student achievement in the same year and in the future

- every extra day attended increases a student’s likelihood of achieving at a higher level and reaching higher post schooling outcomes

- past attendance is the best predictor of future attendance particularly after the student enters secondary schooling

- early establishment of good attendance behaviour is likely to have lasting benefits for students on average.

° primary schools: year 1 students who attended less than 85% of the time were more likely to repeat this attendance pattern at year 2 and year 3 and more likely to perform poorly on their year 3 NAPLAN tests

° a sample of over 36000 Queensland State secondary students: those who attended less than 80% of the time in Junior Secondary were more than twice as likely not to complete Year 12 and over 8 times more likely not to be OP eligible

- Mondays and Fridays and days adjacent to public holidays are more likely to be absented by students. Working with parents to help the student understand the value of continuous schooling and to minimise the impact of family events on learning is critically important for a student’s academic success

- students not present in school are more likely to miss critical learning building blocks and are, as a result, less likely to feel a sense of mastery over the curriculum and their own learning

- Over a 12 year period a student who attends 92% of the time will have lost almost 1 year of school contact.

**HEAD OF CURRICULUM- KAREN GRAVENDYK**

*Aspirational & Precision Learning*  
*at*  
*Ashmore State School*
**Spelling**

The traditional method of rote learning set list of words in spelling for the whole class is not a proven researched strategy. Personalisation of learning for students is not effectively provided through the traditional method. It also limits the student’s ability to thoroughly understand the particular pattern, rule or spelling feature and then transfer this knowledge to their everyday writing and reading experiences.

**Our Goal**

Provide our students with a personalised spelling program that addresses the particular spelling features a student requires in order to improve their overall literacy outcomes. Students will then transfer their spelling knowledge to their everyday reading & writing experiences.

**Our Assessment**

All students who have the ability to write from Prep-Year 7 are assessed using a standardised test. This assessment is conducted in Term 1 and Term 3. From this test an individual spelling inventory is completed for each student. The inventory identifies particular spelling features the student has mastered and those spelling features that require additional instruction. The inventory also identifies the ‘Stage’ of spelling in which the student is operating. Once the ‘Stage’ and spelling features are identified individualised spelling lists are developed for the student or the particular ‘Stage’ group.

**Stages**

Below is an example of the concepts or spelling features being developed in each of the ‘stages’.

<table>
<thead>
<tr>
<th>1. 1. <strong>Emergent</strong></th>
<th>1. 2. <strong>Letter Alphabetic Name</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concept development and vocabulary growth</td>
<td>• Each letter stands for a sound</td>
</tr>
<tr>
<td>• Phonemic awareness</td>
<td>• Includes a vowel in each word</td>
</tr>
<tr>
<td>• Concept of word</td>
<td>• Short vowels</td>
</tr>
<tr>
<td>• Knowledge of alphabet</td>
<td>• Basic blends and digraphs</td>
</tr>
<tr>
<td></td>
<td>• Word families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. 3. <strong>Within Word Pattern</strong></th>
<th>1. 4. <strong>Syllables &amp; Affixes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Notices long vowel markers</td>
<td>• Polysyllabic words</td>
</tr>
<tr>
<td>• R-influenced vowels</td>
<td>• Doubling of consonants</td>
</tr>
<tr>
<td>• Consonant patterns</td>
<td>• Base words and simple prefixes and suffixes</td>
</tr>
<tr>
<td>• Diphthongs</td>
<td></td>
</tr>
<tr>
<td>• Homographs and homophones</td>
<td></td>
</tr>
</tbody>
</table>

| 1. 5. **Derivational Relationships** | |
|-------------------------------------|
Our Classroom Practice

Students spelling word lists focus on a particular feature e.g. long e spelling features (ee, ea, *e*e) each week. Students are explicitly taught the particular patterns, rules or spelling features. Students also practise sorting these words according to the particular pattern, rule or spelling features. Words that are exceptions to the rule or pattern are also included.

Students apply their knowledge of the particular patterns, rules or spelling feature in proof reading, dictation, writing activities and ‘word hunts’. Students are given the opportunity to identify other words that follow the particular patterns, rules or spelling features, as well as identifying the exceptions.

A range of assessment practices are used including proof reading exercises, dictation and cloze activities. The student’s words may also be called out and students are expected to identify the particular patterns, rules or spelling features learned that week and record their spelling words in the appropriate grouping.

Students are given time to recall and write any other words they identified during the week that followed the particular rules, pattern or spelling feature. This is usually done in a different coloured pencil so these words are easily identified. An example is given below.

<table>
<thead>
<tr>
<th>Soft c</th>
<th>Hard c</th>
<th>Oddballs / Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>camel</td>
<td>cyclone</td>
</tr>
<tr>
<td>cinder</td>
<td>calendar</td>
<td>circus</td>
</tr>
<tr>
<td>civil</td>
<td>cape</td>
<td>circle</td>
</tr>
<tr>
<td><em>citrus citizen</em></td>
<td><em>cavity cattle</em></td>
<td><em>cicada</em></td>
</tr>
<tr>
<td>cylinder</td>
<td>complain</td>
<td></td>
</tr>
<tr>
<td>cynic</td>
<td>coat</td>
<td>circuit</td>
</tr>
<tr>
<td><em>cymbal cygnet</em></td>
<td>collar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>costume cottage</td>
</tr>
</tbody>
</table>
BUSINESS SERVICE MANAGER- MRS PETA DONOGHUE

Facilities

Over the Easter break we had external painting happen on G, E & the Hall along with internal painting of the first modular on the hill. I think you will all agree that the school is starting to look more appealing with our new colour scheme.

You will notice that there are 4 ‘Wordles’ placed on the Carmichael Centre, Admin (2) and D Block. They are inspirational words that Ashmore State School aspire to. We also have new direction signs, 1 outside admin giving directions of the different buildings/areas of the school and 1 in the bush tucker garden giving the direction and distance for overseas countries.

The boomgates are finally operational!!! Please ensure that you DO NOT walk your children through either carpark for safety reasons. If everyone could get into the habit of entering the school through the pathway gates it would be greatly appreciated.

The entry near the electronic sign down to the oval is NOT a carpark. Please do not enter that section of the school. There have been some parents parking there to wait for their child to come out of school. Again, it is NOT a carpark area. There will be bollards placed there in the near future which will only be removed when access is needed for emergency services.

If there are any parents/grandparents who can assist Garry in doing some clearing of grass, debris etc around the boundary of the school could you please let me know. It’s been neglected over the last couple of years and we would like to try and clear it all up so that Garry is able to maintain it.

Excursion Payments

Just a reminder that every excursion or school event that requires a payment to be made will have a set ‘DUE DATE’ that must be adhered to. If you have difficulties prior to the ‘DUE DATE’ making a payment, please do not hesitate to come and see me or someone in Admin to make other arrangements. We will NOT be accepting any
late payments after ‘DUE DATES’ in 2013. If you pay over the internet please ensure that you make the payment 3 days prior to the due date to ensure that it clears in the schools bank account. Thank you for your cooperating in this matter.

**Messages for your children**

As stated in previous newsletters. It can be extremely difficult to give students personal messages from parents during the school day, so to alleviate this issue we will be implementing a cut off time of 2pm each day. If you require a message to be given to your child you will need to ensure that you phone the office prior to this time. Could you please advise your child of after school pick up times and locations prior to dropping them off at school as this seems to be the most common messages. If you contact the office after this time we will not be able to assist unless it is an emergency.

**BANKING DETAILS**

You may wish to print these details for easy reference throughout 2013.

[PLEASE CLICK HERE TO VIEW]

**RESOURCE CENTRE**
GUIDANCE OFFICER

Resilience through Problem Solving.

Children with good social and problem-solving skills are more equipped for life. In fact intelligence alone is not enough and it is these skills that lead people to be successful in life. Children who have learnt these skills are comfortable in new situations. They are friendly to others and join in activities. They cooperate and compromise. They trust others and others develop trust in them. They handle conflicts well and respect differences of others. They apologize when they are wrong, but will assert themselves when they believe they are right. They are clear in their thinking and non-threatened nor threatening. They are liked.

For children with poor resilience and/or at risk of depression, often these skills are lacking.
When children are young they depend on parents to help them solve problems, but as they grow they will need to learn skills to handle the problems they face. Seligman in his book ‘The Optimistic Child’ provides 5 steps your child needs to follow, in order to solve problems effectively.

1. **Slowing Down** – STOP before acting impulsively, then start thinking. How we handle a problem depends on what we are thinking. Replace hot thoughts with cool thoughts. Hot thoughts often lead to loss of control. Cool thoughts result in solutions that are non threatening. **How we think affects how we feel and what we do.**

2. **Stand in another’s shoes** – understand what the other person was thinking or why they acted the way they did. This is easy to do by meeting with the person, looking at their face, and asking non-threatening questions to get answers (use of technology won’t achieve true understanding). Stay calm.

3. **Set Goals** – If you have a problem how would you like things to end eg. You have a fight with your friend, is your goal to restore friendship or have a stand-off.

As your child sets a goal, they should list as many ways as possible to reach it.

4. **Choose a Path** – which is the best solution. Look at the pros (any good outcomes that might happen) and the cons (any bad consequences) eg. speaking nicely to someone versus yelling at them.

5. How did it go? Did it work – if not then don’t give up. **Pick another solution** and give that a shot.

Notice that all these steps are about you, the parent, training your child in the art of problem solving. It is not about you finding their solutions nor is it about you rescuing them. Our aim as parents, carers and teachers is to have well adjusted, social, and happy children who are equipped to handle life in all its forms.

Adapted from Seligman, M – The Optimistic Child

Carla Loughnane

Guidance Officer

**FOLLOW US ON TWITTER**
CHAPLAIN'S CHAT

With Mother's Day just around the corner, I would like to wish all our mothers a very special Mother's Day blessing. On this special day, it's good to reflect on the great privilege it is to be a mum, and what a wonderful blessing our children are. However, for some in our Ashmore community, Mother's Day will be a very sad day, having lost their mums in the past year. To those people, we send you a very special hug and assure you that you are not alone.

Marg Potter (Chaplain)
BEGINNER STRINGS

What an awesome day we had at the beginner workshop last Tuesday. Our string students played in an orchestra with 120 musicians and sounded amazing. We learnt 7 new songs in one day and put on a concert for friends and family. Well done to all who participated – I am very proud of you.

I am hoping to form a Beginner Orchestra soon which will rehearse in the lunchtime. I will send home more information about this when finalised.

ENSEMBLE NAMES

The students have chosen some names for their String groups. The Intermediate Orchestra will now be known as the “Vivace” String Orchestra (Vivace is an Italian music term which means fast and exciting and is pronounced viv-arch-ay).

The Senior Ensemble will now be known as “Sonata” Strings (the term Sonata means “to sound together” in Italian).

EISTEDDFOD

All three groups have been entered into the Gold Coast Eisteddfod and will be performing in late August. We are working on repertoire for this now so it is imperative that attendance at rehearsals is good so we can do our best.

NEWS FROM THE SPORTS DESK... MAY

INTERSCHOOL SPORT – Ashmore State School has one Gala Day left on 6th May. Please ensure your child has proper sporting attire, hat, water, and sunscreen.

ASHMORE CROSS COUNTRY CARNIVAL – Thank you to all the students, parents, and staff members for making this an amazing day for all. Special thanks to the P & C for providing the students with a treat after their race. Students placed in the top 4 and born in 2000-2003 are eligible for the Gold Coast North District Championships on 24th May. Those students should see Mr. Ellis immediately for important information. The school champions are listed below:

<table>
<thead>
<tr>
<th>Year/Grade</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Ariana R.</td>
<td>Oscar H.</td>
</tr>
</tbody>
</table>
### Gold Coast North District Trials

Students who wish to be selected to Gold Coast North representative sporting teams must be nominated by our school. Students must display a high level of skill and game play for their chosen sport. Gold Coast North Trial Dates are listed on the window between the Year 7 class rooms (G Block) and information will also be given via student announcements each morning. School trials take place one week before the regional trial dates listed below. Contact Mr. Ellis if you have any questions regarding the trials.
• District Golf – Bring official handicap card to Mr. Ellis
• District Touch Football – See daily announcements and sport window for updated information

**Fitter, Faster, Stronger** – AKA Running Club goes from 8:00am to 8:30am. Students from all grades and parents are welcome to attend. New participants are always welcome. Bring a change of clothes for the wetter days. Thank you to all parent and teacher volunteers. Your help is greatly appreciated.

**Mon** – Fitter, **Tues** – Faster, **Wed** – Stronger, **Thurs** – Fitter, **Friday** – Faster.

Please contact Mr Ellis (PE/Sport Teacher) if you have any questions.

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**COMPUTER LAB OPEN FROM 8.15AM**

Just a reminder that the computer room is open for Mathletics and and “The Workshop” every day of the week, before school from 8:15am and after eating in the second break.

If anyone has any old timber skateboards for “The Workshop” they would like to donate to the school for the children to repair and restore, I will gladly take them off their hands.

Thank you

Mr Dart
SECOND HAND CLOTHING DRIVE

PRE-LOVED CLOTHING DRIVE

WE URGENTLY NEED YOUR HELP TO MAKE THIS STALL

A RESOUNDING SUCCESS

AT THE

SCHOOL CARNIVAL IN JUNE

Thank You to all of those wonderful parents and children who have so far dropped off their Pre-Loved Clothing for the upcoming Carnival in June.

All of the Pre-Loved Clothing collected so far has been sorted as follows:

- **BOYS:**
  - 0 - 4 years: 2 large boxes
  - 5 - 10 YEARS: 1 large box
  - 11 - 14 YEARS: 1/2 large box

- **GIRLS:**
  - 0 - 4 YEARS: 1 large box
  - 5 - 10 YEARS: 1 large box
  - 11 - 14 YEARS: 1 large box

- **LADIES - all sizes:** 4 LARGE BOXES SO FAR
- **MEN - all sizes:** 1/2 LARGE BOX SO FAR
- **SHOES:** 1 large box so far
- **SCHOOL UNIFORMS** Ashmore State School and Trinity College: 1 LARGE BOX XO FAR
- **SOCKS, HATS & HANDBAGS:** 1 large box

As you can see, this is a great result but I know we can do a lot better. In order for this Pre-Loved Clothing Stall to be a great success we desperately need your help, so I am asking all parents to kindly:
1. Sort through all of the household's **pre-loved clothing** as I am sure your donations will become someone's "treasures"; ALSO

2. Could you please donate your **unwanted plastic shopping bags** that will be used at the stall on the day of the Carnival

**DROP OFF ZONE**: 3 DARLING CRESCENT, MOLENDINAR (The back house on the property).

When dropping off your wonderful donations please include a note with your child/children's name/s and their classes so they can appear in the following Newsletter. Kids always love to see their names immortalised, and what a thrill. Their names will appear in each Newsletter up until the Carnival.

The following children's families have kindly donated 2nd hand clothing:-

- EMMA - 4B
- TAYLOR - 7C
- TAHLLA - 7D
- SUMMER - 1D
- MAX PREP - D
- JACOB PRE-PD
- KYRA - 1D
- JORDAN - 5A
- COREY - 1A
- DYLAN - 7A
- BROOKE - 4D
- JOSHUA - 2B
- AVA - PREP E
- MADISON - 3D
- SAMARA - PREP D

Signing Off "The Baby Boomers"

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**P & C REPORT**

**TERM 2 DATE CLAIMERS**: We have a busy term ahead and look forward to your assistance as the P&C supports our school community:

ASHMORE COMMUNITY GARDEN WORKSHOP – Saturday **MAY 4** –

'How to build a Lasagne Garden'

BABY BOOMERS MORNING TEA – **MAY 8**
MOTHER’S DAY STALL – MAY 8-10

NAPLAN BREAKAST – MAY 14

P&C GENERAL MEETING – Monday MAY 20, 3.15pm

P&C’s QLD REGIONAL MEETING – MAY 23, 6.30pm in the Carmichael Centre

ASHMORE STATE SCHOOL FAIR: JUNE 15 – not to be missed!!

SAUSAGE SIZZLE: We had another fun and successful End of Term Sausage Sizzle, and were able to include our visiting Japanese students who also enjoyed the BBQ.

Many thanks to: Ron Odle, Ivan Russell, Gavin Hill, Alana George, Karen Ross, Marisa Willingale, Jayde Featherstone, Kate Rollason, Melanie Rodda, Christine Brown, Ana Meuli, Claudia Gibney, Krystin Rapley, Kelly Foley, Louise Ware, Sheridan Brember, Suzanne Falzon, Karen Berryman, Karen Bulmer, Lee Bain and Debbie Downham. Many hands made light work!

WINTER MENU: is now available in the tuckshop and online. Please note: Delicious Chicken & Gravy Rolls are also available – only $4.00.

pandc@ashmoress.eq.edu.au

FAMILY FUN FAIR NEWS

Just lately we have had the food stalls confirm their participation in our day.

There will be a great selection of food available on the oval ranging from pizzas, twisted potatoes, dumplings, Thai food, dagwood dogs, churros, fresh juices, shaved ice, fairy floss, Mr Whippy, Dutch pancakes and our traditional sausage sizzle and hamburgers. Also Devonshire teas and a selection of snacks will be available out of the tuck shop.

Fun activities are also lined up for you to enjoy such as rotation creation (squirting paint onto a spinning canvas), candle making, face painting and cupcake decorating. There will also be the stalls that need volunteer help to run like the chocolate toss game, making sand candy straws, creating sand art, as well as side show alley games.

For people who are considering helping us on the day, there won’t be any cash to handle as we are operating a ticket tent where you can buy your tickets for the P & C run activities.

For more information about volunteering, please visit the school website at ashmoress.eq.edu.au, click onto the Family Fun Fair newsletter, then onto “How can I assist” to download the form to register to help us help our children.
Many thanks,

The P & C Family Fun Fair Working Group

HELPING HANDS

Helping Hands
Ashmore

0400 708 773
ashmore@helpinghandsnetwork.com.au

Greetings parents/carers and families of Ashmore State School.

I hope everyone has had a great start to Term 2. The center has started up a new student committee for the new term. There is a lively bunch of committee members this time round and they are more than ready to tackle any issues or tasks that are set to go their way. The committee meeting is between the committee members and the coordinator (Lisa). This is the time where any issues and interests are discussed and to work on strategies on how to improve the service and make the children’s time there as enjoyable as it can be. At the first committee meeting they addressed new ideas to go onto the program tree which then get to be done in the service daily. The committee members did some surveys with the other children of the center to find out what new things they would like to do or have at the service this includes games, afternoon tea ideas, resources, theme days etc.

Kind Regards,
Lisa Reid

Active After School Care:

Term 2 Active After School Community sports:
- Arakan Martial Arts - held on Tuesday’s from 3.45-4.45pm
- Soccer - held on Wednesdays from 3.45-4.45pm

Both sports run for seven consecutive weeks. Please note that this is a FREE sports service for children attending Helping Hands.

Reminders
- Next committee meeting Monday 6th May
- Mother’s Day photos
- Hat for outside play
- Phone service when child will be absent

Absences:
Please ensure if your child/ren are booked into BSC or ASC and are going to be away that you advise Lisa on 0400-708-773 otherwise there is a $5 No Show Fee added to your account. As I am spending up to 30 minutes every afternoon checking that people have been picked up safely. This impacts heavily on my time spent with the children who are attending the service. Thank you for your cooperation.

DENTAL VAN
Students in grades (7, 6, 5, 4, 3, 2, 1) have been provided with an offer of oral health care pack to take home.

The pack includes:
- Child & Adolescent Oral Health Service Brochure
- Examination Card

If your child is enrolled in one of the grades listed above and did not receive an offer of care pack and you would like to arrange for your child to receive oral health care please contact the Oral Health Call Centre 1300 300 850. Monday to Friday 8.00 am – 4.30 pm Excluding Public Holidays.

If your child requires disability access please identify this requirement with the Call Centre Operator.

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Gold Coast Health
Building a healthier community

Queensland Government

THEME PARK TICKET SALE
PARKWOOD SHARKS RUGBY LEAGUE

Parkwood Sharks Junior Rugby League club are desperately looking for Players of all shapes, sizes and skill levels to come and join their Under 9's squad. No previous experience necessary! Rugby League is a great way to keep fit, make new friends and most of all Rugby League is a great way to HAVE FUN.

The team train on a Tuesday and Thursday’s 4.30pm – 5.20pm at the Parkwood Sharks home ground, 180 Musgrave Avenue, Parkwood.

For further information please contact Justin Paulsen, Under 9’s coach and Club President, on 0413534288.
LABRADOR DODGERS JUNIOR TOUCH COMPETITION

Sign-on Night: - THURSDAY 25th APRIL 2013 @ 5.30PM – 7PM

Ages: - Boys and Girls 8 years – 16 years

Cost: $85 Per child(Includes playing Shirt & Trophy)

Where: Behind Hungry Jacks - Cr- Olsen & Jacob Drive Labrador

Team nominations or Individual Nominations Welcome - Referees Needed as well

Come down and have some fun with your friends & PLAY TOUCH!!!!!

If you have any questions please contact me on

Kerrie Hennessey: 0420 883 080 - Alex Collins: 0409 062 184

Email: labdodgers@y7mail.com    Information:-  www.labradorjuniortouch.com

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