Welcome to this edition of Hamilton Island State School’s eNewsletter. What an exciting and learning-focused Term 3 it has been for all our students, and it’s not over yet! You will discover a range of highlights and learning achievements from across our classrooms in the newsletter items that follow.

I’d like to express my sincere appreciation to our wonderful students, staff, parents, carers and extended Island community for the very warm and heartfelt welcome I have received since arriving at Hamilton Island State School. I feel very fortunate to be appointed as your Acting Principal and I look forward to working closely with you all in the coming months.

Teaching and learning at our school is my key priority. Our school has set very high expectations in all areas of student learning and teacher professional learning and I am committed to continue building on these successes of the school. Melissa Jackson, our school’s Assistant Regional Director, visited our school in Week 8 and we discussed and set some key goals for the school in Term 4 around quality teaching and learning practices.

To work towards these goals, this week (Week 10) the school is making an important investment in building our teachers’ professional capacity by providing each classroom teacher with a full day of planning time to prepare their English units of work for Term 4. This is an important support for our teachers to develop their Unit Clarity Processes to plan, differentiate, teach, monitor and assess student learning with a particular focus around writing. I look forward to working ‘shoulder to shoulder’ with each teacher during their planning days this week.

From Monday, 12th September we welcome back to our school Ms. Tashi Campbell who will be sharing the teaching in our P/1 classroom with Ms. Kate Chapman. If you have any clarifying questions about this change please feel welcome to contact Tashi, Kate or myself.

Next term we celebrate our school’s 30th Anniversary. A significant event in those celebrations is our school’s Anniversary Ball planned for Friday, 18th November at the Outrigger Function Centre commencing at 6:00pm. Tickets are limited so please contact our school office or our P&C Committee members for more information about this milestone event and to purchase your group’s tickets.

Also looking towards next term, please note that Monday, 17th October (start of Week 3) is a Student Free Day. On this day our teachers will be involved in professional development activities focusing on the moderation of our students’ written assessment pieces in English and History.

This Friday, 16th September, our students have been invited to participate in a morning visit to the Wild Life Park to join their charity ‘Merlin’s Magic Wand’ event. After the visit our students will travel to the ‘Oval’ for an Athletics Carnival. An information letter and permission slip will be sent home early this week once details for these events are finalised. What an action-packed and fun way to finish the term and celebrate our students’ hard work and commitment to their learning.

Have a terrific, well-earned holiday break and we look forward to seeing all our students and families back at school healthy and ready for a big Term 4 of learning and achievement from Tuesday, 4th October.

Thanks again for your continued support of our students and school.

Mr. Paul Thorpe, Acting Principal
As always, the Prep/1 class is a busy place to be! As we near the end of Term 3, students are finishing off their most recent units of work and doing plenty of assessments in English and Mathematics. We’ve had fun creating poems about the Earthquake and making our first mini movie as a class! Most students have now had their Goal Setting meeting with their parents and Ms Chapman. Student goals are set around Behaviour, Magic Word Reading PM Benchmark levels. It is terrific to see our students already working towards achieving their individualised goals for Semester 2.

Thank you to our wonderful Parent Helpers!
We would like to give a huge ‘shout-out’ to our fantastic parent helpers this term who have tirelessly continued to support our class. We had a record number of parent (and grandparent) helpers in our reading groups these past few weeks. We are also extremely grateful to Agnes Murphy and Sarah Stielow for their additional support on Mondays and Tuesdays with homework testing and preparation. You have been amazing!

Excursion to the Island’s Water Treatment Plant
In Science we were lucky enough to venture across the airstrip to visit the Hamilton Island Waste Water Treatment Plant. Students considered how we conserve and reuse resources as part of their exploration of the Earth around us. Despite some unpleasant smells students were fascinated by the process and were treated to a first class tour and learning experience by Graeme Lockett.

Welcome to our school, Zeli!
The Prep/1 Class would like to extend a very warm welcome to our newest student, Zeli. We hope you are enjoying your new surrounds and we all look forward to getting to know you!

First Aid awareness session
The Island’s paramedic, Chris Turner, visited our class this term and gave some much appreciated first aid advice to our class. The students revisited the story Freya the First Aider and practised some emergency medical drills. We really appreciate Chris for taking the time to pass on his expert knowledge to our students in the area of first aid.

Olympic Sailing Team Tickertape Parade
Some very excited Preps and Ones took joined our school in welcoming the Olympic Sailing Team home to Hamilton Island. What a thrill it was to meet and celebrate our most recent medallists and competitors in the world’s greatest sporting event.

Ms. Kate Chapman - Prep/1 Teacher
Term 3 is nearly over and we are looking forward to the school holidays after a very busy term of learning!

In our **English** lessons the **Year 2s** created and presented a poster displaying their creative procedures based on Roald Dahl’s delightful story, **Georges Marvellous Medicine**. We have had interesting and ‘mouth-watering’ creations such as: **Insect Pies; Earwax & Worm Toothpaste; Stinky Slug Pancakes; Bad Piggy Soup; Horrible Caterpillar Donuts; Caterpillar Pasta; Smashed Wasp Juice;** and Horrible Sandwiches just to name a few of our students’ delightful recipes! They have done an excellent job of displaying their recipes and parents are most welcome to come in and take a copy of the recipes home to try — or maybe just take a look.

The **Year 3s in English** have created and presented a speech from the Once-ler’s perspective in Dr Seuss’s, **The Lorax**. I am very pleased to say that they did an excellent job in this assessment task!

During our whole-class **Mathematics** lessons this term we have built a shop and practised our money counting skills. We have also been practising our basic addition and subtraction facts and we are getting much faster, and we have learnt all about symmetry of shapes and where we can see symmetry in our natural and built environment.

In our whole-class **Science** lessons we visited the Water Treatment Plant and learnt about the process of recycling water on Hamilton Island. We ‘survived’ the mini-Earthquake and we have also been learning about the rotation of the Earth and how this creates day and night, the seasons and our yearly calendar of seasons.

**Welcome to our school, Rhyli!**
The 2/3 Class would like to extend a very warm welcome to our newest student, Rhyli. We hope you are enjoying your new surrounds and we all look forward to getting to know you!

**Welcome back, Zarah!**
Great to see you back in class with us!

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*Mrs. Michelle Boyd - 2/3 Teacher*
In English the Year 5 and 6 students have cast their minds to the past while writing a personalised letter to a fictional child from Australia’s colonial period. Students explored letters, recounts and other documents with historical contexts and examined the language features that enrich such texts. They then set off on a mission to detail the many aspects of their unique point of view at this stage of their life to the unknown audience of a child living in the past. Something of particular interest was the student’s advice and recommendations to the early settlers.

Our Year 4 students concluded their English unit by delivering spoken presentations to their peers. The focus for this unit of work involved students observing, discussing and researching recounts from fictional people who detail their experience as members of the First Fleet. They explored language used in historical recounts and researched historic facts about that particular time period. Students were also give feedback on presentation skills including pitch, volume, expression, clarity, posture and other aspects of delivering a spoken presentation to an audience.

In Science students have been undertaking a unit on light, energy and electricity. We have studied the properties of light and how it behaves in different contexts. We have also researched energy production around the world with students showing a keen interest in the notion of renewable verses non-renewable energy raising some important questions about where the power we use daily comes from. A highlight for most of the class was the series of lesson on creating and mapping electrical circuits.
In Week 7 the students of Hamilton Island State School had a very special opportunity to lead the tickertape parade for the returning Australian Olympic Sailing Team. Students had the chance to lead the parade and proudly hold the posters they made as cars with the Olympians followed close behind. The team members were very eager to spend time with the students and allowed many of them to handle their Olympic medals. At the conclusion of the parade students, sailors, Island guests and staff took the chance to have photos taken and get posters, hats and other memorabilia signed. Without doubt students will remember this event well into the future. Mr. Farrawell
Our students took part in an exciting and very special outside weather broadcast on Friday 26th August for Channel 7’s *Sunrise* Breakfast Program. We enjoyed singing our school song to a national audience on live television! What a memorable occasion for our students to share our unique school culture with the nation. Well done to all our students and thank you to our parents for getting up early!  

Mr. Thorpe
Our students, staff and Dads got up early on Friday 2nd September for a special BBQ breakfast to celebrate Father’s Day. Our Dads enjoyed BBQ ‘bacon & eggs’ along with some ‘competitive’ fishing games to celebrate the occasion. Sincere thanks to our hard-working staff and wider Island community for all of your valuable contributions towards making this an enjoyable and memorable event for our school’s amazing Dads.  Mr Thorpe
Reading continues to be a key priority in our school this year. Our timetable has been designed to support teachers in the implementation of four guided reading sessions each week. During reading lessons students are explicitly taught a range of decoding and comprehension skills to help them make meaning from the text.

It is vitally important that students practice these skills and strategies at home as well. As parents, you play an integral part in helping your child not only learn to read but love reading. The more time students read for per day, the more fluent their reading becomes.

Chunking (Chunky Monkey)
Once children have learned how to sound out words using single letters, they move on to “chunking” sounds together. For example, sounding out sheep with each single sound wouldn’t make sense. By chunking the sounds together sh-ee-p, children can decode the word much more easily. This skill is essential for readers of all ages. Children in the upper years still need to chunk difficult words into smaller, easier parts, to help them figure out the word. For example unconscious would be chunked into un-con-scious.

Synthesising
Synthesizing takes the process of summarizing one step further. Instead of just restating the important points from text, synthesizing involves combining ideas and allowing an evolving understanding of text. When reading, efficient readers use synthesising to bring together information that may come from a variety of sources. In child language, synthesising involves readers piecing information together, like putting together a jigsaw.

How can you help at home?
✓ Read, read, read! Read to and with your child. Have them read to you too! Read lots of different types of texts with your child. Try newspapers, websites, magazines, instructions for games, recipes.
✓ Encourage your child to move away from sounding out single sounds. The English language is made up of 26 letters in the alphabet, but lots of those letters make more than one sound! This is why chunking together sounds like sh, ch, tion, is so important. Demonstrate this skill.
✓ Synthesising can easily be demonstrated at home by following a recipe to cook something. As you read the steps, discuss how you are combining everything to make something new. Just like when we read, we combine all of the different parts (characters, settings, plot) to make the whole story.
Remember **Every Lesson, Every Day Counts** towards your child achieving their individual learning goals. Research states that 95% attendance gives your child the best chance.

### Does your Child Have a Chance of Being Successful?

1 or 2 days a week doesn’t seem much but……..

<table>
<thead>
<tr>
<th>If your child misses...</th>
<th>That equals...</th>
<th>Which is...</th>
<th>and over 13 years of schooling that’s...</th>
<th>Which means the best your child might perform is...</th>
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<td>1 day per fortnight</td>
<td>20 Days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1.5 years</td>
<td>Equal to finishing in grade 11</td>
</tr>
<tr>
<td>1 day per week</td>
<td>40 Days per year</td>
<td>8 weeks per year</td>
<td>Over 2.5 years</td>
<td>Equal to finishing in grade 10</td>
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<tr>
<td>2 days per week</td>
<td>80 Days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years</td>
<td>Equal to finishing in grade 7</td>
</tr>
<tr>
<td>3 days per week</td>
<td>120 Days per year</td>
<td>24 weeks per year</td>
<td>Nearly 8 years</td>
<td>Equal to finishing at grade 4</td>
</tr>
</tbody>
</table>

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