Your Mother is always with you.
She’s the whisper of the leaves as you walk down the street.
She's the smell of certain foods you remember, flowers you pick and perfume that she wore.
She’s the cool hand on your brow when you’re not feeling well.
She's your breath in the air on a cold winter’s day.
She is the sound of the rain that lulls you to sleep, the colours of a rainbow. She is Christmas morning.
Your Mother lives inside your laughter.
She’s crystallized in every teardrop.
A mother shows every emotion .......... happiness, sadness, fear, jealousy, love, hate, anger, helplessness, excitement, joy, sorrow... and all the while, hoping and praying you will only know the good feelings in life. She's the place you came from, your first home, and she's the map you follow with every step you take.
She's your first love; your first friend, even your first enemy, but nothing on earth can separate you.
Not time, not space...not even death!

- John
By tradition the second Sunday in May each year is known as Mother’s Day. I have read that in classic western culture, May was recognised as the season of the beginning of new life (northern hemisphere, obviously) thus the connection between May and motherhood. All mothers deserve to be spoilt. But not just on Mother’s Day. I have to admit that my own personal reflection on mothers is one of unconditional love. I reflect on that from my own mother whom I lost at a very young age and I see it in the way my ex-wife cares for our two daughters. It’s utter selflessness. I found a poem about mothers. It really encapsulates all that a mother is. I see it and hear it here at Hamilton Island State School every day with the way so many of our mothers bestow unconditional love upon their children. There’s no doubt that your mother is your number 1 supporter and advocate! The author of the poem is simply known as John.

I believe our school’s Mothers Day breakfast was a fitting recognition of all of our mothers. Thank you to the many mothers, grandmothers, and “stand in” mothers (fathers) that joined us for breakfast. A lot of planning and behind the scenes work goes into making these events successful so to all of our staff, under the leadership of Mrs. Michelle Boyd and Mrs. Kate Chapman a huge THANK YOU!

**NAPLAN**

Thank you to all our Yr 3 and 5 parents for supporting the school during the NAPLAN testing. It was great to see our students well rested and relaxed and trying their best. The students did a great job!! A HUGE THANK YOU to our teachers for their fantastic preparation and support. Our teachers and teacher aides work tirelessly using the most effective teaching strategies so that every child reaches their potential. Their hard work and enthusiasm towards delivering a quality curriculum and helping our children is very much appreciated! NAPLAN results will be released to the nation in September, so schools and parents of children in Years 3 and 5 will receive the report then.

**Assessment & Reporting**

Our teachers and students are currently busy learning, completing assessments and getting ready for writing report cards. Everyone is working very hard to do their best work. Our school has systematic processes in place to ensure consistency for reporting to parents. Last week our teachers started to formally moderate their assessment tasks with the teaching team to align the A-E Standards across the school. They will also agree on the list of assessment tasks that will contribute to the overall English and Maths marks as part of our school Reporting Policy. Teachers use a whole-school comment bank for English, Maths, Science and Humanities. Report cards will be emailed home to parents in the last week of this term.

**Playground Turf**

A huge thank you to Hugh Clelland, his staff, and HIE for their generosity in turfing a section of our lower playground and for inserting an irrigation system. Community partnerships such as this is another reason that makes Hamilton Island State School such a special place.
National Reconciliation Week

National Reconciliation Week is held annually from 27 May to 3 June. It is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. Preceded by National Sorry Day on 26 May, National Reconciliation Week is framed by two key events in Australia’s history, which provide strong symbols for reconciliation:

- 27 May 1967 – the referendum that saw more than 90 per cent of Australians vote to give the Australian Government power to make laws for Aboriginal and Torres Strait Islander people and recognise them in the census.
- 3 June 1992 – the Australian High Court delivered the Mabo decision, which recognised that Aboriginal and Torres Strait Islander people have a special relationship with the land. This paved the way for land rights known as native title.

National Reconciliation Week is an ideal time for everyone to join the reconciliation conversation and reflect on our shared histories, contributions and achievements.

http://shareourpride.reconciliation.org.au

Under 8s Day

An amazing day was had by all! I had the absolute pleasure of attending Proserpine State School’s Under 8s Day this year with our Prep, Yr 1/2/3 students. Approximately 40 students and seven adults hopped on the ferry at 7.15am for a fun filled day of activities. The students had an abundance of activities to choose from which were largely led by senior students from Proserpine State High School. Look for some pictures of the day later in the Newsletter. A large thanks to Sarah Osborne and Ag Murphy for volunteering to be parent helpers on the day.

Tennis Stars

Congratulations to Adam Singleton and Marley Boileau who were successful in their recent district tennis trials. Adam finished first and Marley finished third. Both boys now go through to the next stage of the selections to trial for the North Queensland tennis team. We wish both boys the best of luck!

Townsville Meetings

Over the next two weeks I will be participating in a series of meetings in Townsville and Proserpine. This coming week I will be attending three days of professional development on how to mentor beginning teachers. The following week I will be involved in our Whitsunday Principals Cluster meeting on Monday and then travelling to Townsville for three days of meetings with fellow North Queensland Principals and the Assistant Director Generals who are all travelling up from Brisbane. During my absence Mr. Farrawell will be leading the school.

Thanks again for your continued support,

Mr. Chris Richards - Principal
It’s hard to believe that we are more than halfway through term 2 – where is the time going?! I am very proud of the level of effort each and every student has been putting into their learning throughout each day of school this term. Many of our students are close to achieving (or exceeding) their first Semester learning goals. Please take the time to check in with your child’s progress. The classroom goals display is kept up to date and you can also update your goals chart at home. Come and discuss it with me if you have any questions or concerns.

This month, we have been working on building our understanding and awareness of ‘whole body listening’ during classroom activities. The overall improvement in attention as well as participation in warm up activities has been impressive! We have commenced a new phonics learning program called SSP – Speech, Sound, Pictures. This program is evidenced as highly successful in building great reading skills for emerging and beginning readers. One strategy involves students using their ‘duck hands’ to identify individual sounds in words. You may be noticing your child making duck hands at home too!

Do you know what a ‘Bucket Filler’ is? Ask your child to explain the concept of bucket filling and bucket dipping to you. It is a wonderful visual way to remind ourselves to show kindness in our words and actions every single day. Our students are becoming expert bucket fillers and the flow on effect is that we are all reaping the results in the classroom, playground and (hopefully) at home.

Finally, thank you to the parent helpers who have been assisting our class during the morning reading groups session this term. Because of your involvement, we are able to keep our groups small and targeted which is the ideal format for beginner readers. We love having you join us each day!

Ms Kate Chapman
This term we have had lots of exciting things happening at school and in our classroom!

We celebrated Mother’s Day with a lovely breakfast, coffee served by our wonderful barista and a song for our Mums.

We were honoured to have Eloise Wellings and Libby Trickett as guest speakers at our school; they came and talked about their training and the importance of living a healthy and active lifestyle.

**Literacy News**

We have been very busy comparing texts and forming our opinions on why we prefer one story over another.

**Math News**

We have been discussing the chance of events happening. And we have been collecting data and creating lots and lots of graphs.

**Science News**

Year 2 - We have continued to test the qualities of materials for our lunch boxes. We have tested the water resistance of different materials and we have also tested different types of glues to see which one will work to hold our lunch boxes together.

Year 3 – We have been measuring the temperature of water, porridge and sand to establish the best way to warm our cup of water to make a cup of tea using solar energy.
Miss Karen is back!!

It is not often that you get a rock star’s welcome but our beloved Miss Karen has returned to HISS and the banners were flying. After poor health, Miss Karen was grounded on another beautiful island called New Zealand. While she was away she was sorely missed in the classroom and in the school. Students in her class sent letters encouraging her to get well soon, and many seniors chose to challenge her Mathematical prowess by mailing hard questions sourced from some of our most challenging text books. Miss Sally and the class members made a large banner saying “Welcome Back Miss Karen” for her and the community to see.

Guitar Before Class

Students young and old are lining up to have some fun and learn a few new skills in our informal guitar lessons each Monday morning from 8:30am. Guitar has been popular in previous years with an amazing performance last year at the end of year concert, and it seems that the momentum has carried with up to ten students bringing guitars to school almost daily. All who are old enough to hold the neck of a guitar are welcome to join in on the fun.

Sailing Start- Part 2

With a huge effort from Miss Nuria, Mr Rob, Mr Richards, Harry’s dad Shane, Olivia’s dad Greg and many other parents and staff for their continued support, the students are in the water and getting skills. While winds have been very high over the last two sessions, students have been revising point of sail, having rigging competitions, completing real life capsize drills and exploring the rudder and centreboard’s role while getting towed behind Mr Murphy’s jet ski. Students are very motivated to improve their skills and often comment about wanting favourable winds and weather.
Predicting

Effective readers use pictures, titles, headings and text – as well as their own personal experiences – to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and check if their prediction was correct. This strategy activates students’ prior knowledge about the text and actively engages them by asking them what they think might happen in the story.

Adjusting Reading Rates

Good readers adjust the rate or speed they read texts with depending on why they are reading. Unlike the plodder, who reads consistently at 200 words per minute, or the superficial reader, who may read everything rapidly, well-trained readers have the capacity to adjust their speed to the material. When reading to remember, readers slow down their reading rate. They often reread parts of the text when they are unsure that they understand. When comprehension breaks down, they adjust their rate, reread, and use other strategies to ensure understanding. When reading aloud, good readers change their reading speed based on what is happening in a story. If a character is running away from a monster, good readers would read more quickly. If a character is feeling sleepy, good readers would slow down their reading.

How can you help?

* Read to your child. The more you model good reading by reading aloud, the more your child will understand what fluent reading sounds like. Demonstrate changing your rate of reading when the book becomes more difficult.

  * How would you read these sentences with your child?
    * A man is racing a car around a track. (Quickly.)
    * She is VERY excited. (Quickly.)
    * A snail is crawling slowly from one leaf to another. (Slowly.)
    * A family is taking a walk. (Normally.)
    * A brother and sister are playing tag. (Quickly.)
    * A family is eating dinner. (Normally.)

* Ensure your child is choosing books that are the “right fit”. Books that are too easy won’t allow them to practice, while books that are too hard will discourage them.

* Encourage your child to predict what they think might happen in the book by looking at the front cover.

* Stop a book at a critical point. Ask your child to predict what might happen next.

* Encourage your child to read favourite stories out loud with you.

* Encourage your child to reread books more than once. The first time will be slower than subsequent reads.

* Listen to them read!

Keep reading. It’s one of the most marvelous adventures that anyone can have. — Lloyd Alexander
The Month That Was
The Month That Was
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>
</tr>
</thead>
<tbody>
<tr>
<td>1 day per fortnight</td>
<td>20 Days per year</td>
<td>4 weeks per year</td>
<td>Nearly <strong>1.5 years</strong></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 <strong>2.5 years</strong></td>
<td>Equal to finishing in grade 10</td>
</tr>
<tr>
<td>2 days per week</td>
<td>80 Days per year</td>
<td>16 weeks per year</td>
<td>Over <strong>5 years</strong></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 <strong>8 years</strong></td>
<td>Equal to finishing at grade 4</td>
</tr>
</tbody>
</table>

**At Hamilton Island State School**

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