Dear Parents,

Please remember to come tomorrow night to our parent teacher information session. We will meet in the Library at 5.30pm where you will meet the leadership team and get a further insight into our improvement agenda: Explicit Expectations, Explicit Curriculum and Literacy. Research continues to show that two high yield strategies that contribute greatly to improving student learning are the effective use of data and feedback.

Effective use of data has been a major focus at Ingham State for quite a few years. This year for our diagnostic testing for maths and reading we are going digital so that results will be immediate and analysis of class and individual results will give information regarding goals and strategies will be more readily available.

“The most powerful single moderator that enhances achievement is feedback” John Hattie. University of Auckland. 1999 Inaugural Professorial Lecture

Making sure that we use feedback is extremely challenging as research suggests that while teachers believe that they give ample feedback often students don’t always receive and interpret the information given as feedback. Feedback on its own does little to assist students to improve their level of performance; effective feedback includes evaluation and further guidance. That guidance might be drawn from the students by asking questions designed to get them to suggest ways in which they can improve. The following are ideas you might use when giving feedback to your child at home.

Minimize and downplay evaluation.
The purpose of the feedback is not to give the learner a score (e.g. “very good” or “needs improvement”), but to identify ways in which they could further learn, develop and improve. A good operating assumption is that every activity is in some way “very good”, and also in some way “needs improvement”.

Ask many questions.
Questions are generally preferable to answers, as the former tend to stimulate and sharpen thinking while the latter tend to shift responsibility from the learner to the person providing feedback. Self reflection is powerful as the learner is guided to discover their own insights.

Listen to the learner.
Try to understand their reasoning, motivations, concerns and needs. Allow these issues to direct your comments and the conversation. Adopt the learner’s perspective.

Try to “get inside the learner’s mind” and see the issues from their perspective. It doesn’t matter how you might have performed a task or would solve a particular problem—what is important is to help the learner find their own path. Another useful perspective is that of the intended audience—e.g. the reader of a piece of student writing, or the students in a classroom lesson (when giving feedback to the teacher). Reflect back to the learner how their actions might be interpreted by or affect the intended audience.

Direct the feedback towards realistic changes or improvements that can be made within the current context. For example, if giving feedback to a short basketball player, it would be unhelpful to dwell on how much better they would be if they were taller—presumably an issue out of their control. Rather, it would be considerably more constructive to discuss ways of coping with their height disadvantage or perhaps using it towards their advantage.

Anchor the feedback in examples, but generalize from particulars to broad principles. Don’t share with the learner your “gut feelings”, if you can’t provide examples of a problem or issue, the comment should likely be discarded. Seek to move from particular examples to a general principle that is potentially applicable to other contexts.

Be balanced and moderate in your feedback. Be careful—feedback can be damaging or misleading. Conduct the feedback conservation in an appropriate location and at an appropriate time. This seems obvious, but worth reflecting on because in so many schools there are so few locations and such little time for an intimate, uninterrupted conservation.

Converse, don’t preach.
The general tone of a feedback conversation should be one of two friends talking about a topic of mutual interest. Let your curiosity guide you—share with the learner your questions, wondering, responses and reflections as an interested participant or reader. Try to avoid an authoritative tone.

Encourage the learner’s own self-criticism.
Support learners to develop, practise and become comfortable with reflection and with a critical analysis of their own learning so they are able to take more responsibility for their own learning and monitor future direction.

These guidelines are based on the Harpz/Lefstein ‘Communities of Thinking’ model of learning and ‘Fertile Questioning.’

THE ADMIN TEAM
TALKING TUCKSHOP

Hi Everyone!
Over the last two weeks I have met a number of parents who are new to our school. There seems to be a little confusion as to how to write out lunch orders, so I will try and explain:

1st—write out Big Lunch bag and mark it with a ‘B’. 2nd—write out the Afternoon Tea bag and mark it with an ‘A’ or ‘2nd Lunch’. Place the 2nd Lunch bag inside the Big Lunch bag and enclose sufficient money to cover the cost of both bags/lunch orders. Please ALWAYS wrap money before placing inside the bag. Fold down the top of the Big Lunch bag and post in the Tuckshop Post Box. If posting orders for more than one student, same procedure, place all extra bags inside the Big Lunch bag with sufficient money to cover all the lunches.

Please, always make sure your student’s Year 1, 2, 3, 4 etc (not Roll Class 1/2 or 3/4 for example) is marked on the bags. By placing the Year on the bags it helps our volunteers to distribute lunches much quicker.

If your student/s have an allergy or medical condition relating to food, please contact the Tuckshop.

BLUE CARDS: Tuckshop volunteers, would you please check your Blue Card is still current. If in need of renewal, please fill in the appropriate forms and bring in for signing. If you do not have a Blue Card, please let me know and we will arrange for you to obtain one.

Thank you for your cooperation.

Mrs Byers—Tuckshop Convenor

VIOLIN NEWS

Welcome to a new year!
It was great to see so many students remembering their instruments last week and this week to start lessons. It was wonderful to see the students again after such a long break. All students have been given their lesson times for Term 1. If your child needs new books, I will make sure a letter goes home first, well ahead of time. If there is no note it generally means they will continue with books from last year.

I have met the Year 3 beginners and I am really excited about getting them started on their musical journey. As long as they have returned their permission notes and loan agreements that were sent home last week, they will bring their violins home today or tomorrow. Please make sure they are kept in a safe place at home. It would be appreciated if they had adult supervision while they practise at home.

All violin students are reminded to bring their instruments and books to school each week for their lessons. If you need further information about the instrumental program please contact me at school.

Regards
Mrs Lynda Wright
(Instrumental Music Teacher)

ISS Playgroup News

Ingham State School Playgroup for 2015 has now started and Playgroup is held every Monday commencing at 9:00am in the Multipurpose Hall. Tea and coffee available. Bring your own morning tea. Cost is $2-00 per family.

HPE NEWS

Swimming lessons have made an excellent start. The number of parent helpers for each class has been exceptional. The students have been attentive and keen to learn.

Herbert River Schools Netball Trials will be held next Wednesday at the Herbert River Netball Association Courts. The trial will begin at 3:30pm and finish at 5:00pm. There is no cost involved but students must find their own way to and from the courts. Prompt delivery and collection of competitors will be much appreciated.

A trial for Ingham State girls will be held on Friday, February 13th at First Lunch, in the Multi-purpose Hall. Interested players are to come to the Hall straight after eating time. Forms for those players selected, will be given out. These forms must be given to the Herbert River Team Manager on the day of trials, before any girl may begin trialling.

If there is any questions/concerns please contact Sophie Parker or myself (Helen).

Helen Hobbs & Natalee Erba (HPE Teachers)

Anglican Church

Messy Church is held at Holy Trinity Anglican Church on the 1st Sunday of the month during term. Messy church is suitable for all ages it includes craft, games, story, music. It is followed by a shared meal for the family. Gold coin donation.

The next Messy Church is 1st March and then an extra one on the 29th March (Easter theme), and then the dates for the rest of the year are 3rd May, 7th June, 2nd August, 6th September, 1st November, 6th December.

More details contact Rev. Barbara Blackford 4776 2014 or Karen 0401 339 446

Sunday School - Sunday 9am service at Holy Trinity, every week except the first Sunday of the month which is a family service.

Independent Baptist Church - 77 Halifax Rd.

Sunday School - 9:30-10:30 am every Sunday morning at church, classes for all ages.

Youth Group - 7:00-9:30 pm Every Friday Evening (except holidays), grade Six and above.

Questions please ring Pastor Wally 4776 1479

Life Church Ingham - Sunday morning – 9am. 28-32 Townsville Road, Ingham.

Sugar Reef Baptist Church:

Flashpoint (Social Group) for 10-13 (primary school only) Fridays 3:20-5:00 at the Hinchinbrook Meeting Place – Botanical Gardens End of Anne St, Ingham (in the Botanical Gardens).

Kids Connect Sundays 9:45 at “The Knightclub” – 38 Herbert St, Ingham.

Call Steve for more information 0412218020

Uniting Church – Sunday school 10am all ages. 5 Gedge St, Ingham.

Parent/Teacher Evening : This Wednesday 11 February

5:30pm to 6:00pm in the Resource Centre

6:00pm—move to your child’s classroom to meet with their teacher.

Come along and take this opportunity to meet with your child’s teacher and be informed of what is happening in their classroom.
STUDENT LEADERS FOR 2015

• SCHOOL CAPTAINS (2) Paige Sorbello & Lachlan Seri
• SCHOOL VICE CAPTAINS (2) Jessica Dickson & Joshua Potts
• CHOIR CAPTAIN Jade Saxton
• DALRYMPLE CAPTAINS Charlotte Erba & Adam Hobbs
• DALRYMPLE VICE CAPTAINS Keely Clements & Douglas Bulmer
• HUNTER CAPTAINS Sarah Fascetti & Jake Neilson
• HUNTER VICE CAPTAINS Kehannah Harragon & Dale Cantoni
• SCOTT CAPTAINS Laila Colson & Kelby Quabba
• SCOTT VICE CAPTAINS Paige Blanco & Kyle Muller
• ENVIRONMENTAL LEADERS (4) Finlay Kaurila, Bridon Wilson, Kiera-Lea Watson, Myonie Williams.
• AUDIO MONITORS (9) Khy Sorbello, Jason Bisson, Cameron Rae.
• MEDIA LEADERS (6) Dylan Marinoni, Kayla Accornero, Chloe Myran.
• LIBRARY MONITORS (4) Demi Zatta, Jade Saxton, Isabella Peachey, Michael Veithuis.

2015 HATS & HOMEWORK BAGS
School Hats $10
Homework Bags $10
Water Bottle Coolers $5
Call into the Office at any time to purchase these items.

OUR BELIEF
At Ingham State School we work together to ensure that every day, in every classroom, every student is learning and achieving.

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UNIFORMS FOR SALE
Girls check blouses:
2 x Size 12 $10 ea
2 x Size 14 $10 ea
1 x Size 10 Skort $10
Black school shoes:
Ascent Size 5 and 6 $10 pr
New Balance
Sizes 4 & 9 $10 pr
Contact: 0407 761 297

Remember to bring your swimming gear and your money on your swimming day.

Y O G A
Qualified & Experienced Instructor
Contact Dawn on mobile: 0427 587 770
Email: dawn.macdonald@bigpond.com
Facebook: Yoga Studio Ingham
Forest Beach Studio: Mon & Thur 5:30-6:30pm
Ingham Studio: (72 Davidson St) Tues 9:00–10:00am, 6:00–7:00pm
Wed 5:30–6:30pm
Thur 9:00–10:00am

Pre-Loved Uniforms
3 x Size 12 Boys Shirts
3 x Size 12 Boys Shorts
1 x Size 14 Winter Jacket
(brand new—never worn)
Please contact Erin on:
0412 078 576 or e-mail erinthornley@yahoo.com.au

SWIMMING TIMETABLE
MONDAY 1WT 9:50-10:50 1/2AS 11:30-12:30
TUESDAY 2CP 9:50-10:50 2CS 11:30-12:30 3KH 12:30-1:30 3/4TI 1:30-2:30
Remember to bring your swimming gear and your money on your swimming day.