Dear Parents/Carers,

No School Monday 8 June: Queens Birthday Public Holiday

Just a reminder that there is no school on Monday 8 June as we observe the Queens Birthday holiday on this day.

High Achievers

Eight of our students from our school participated in the High Achievers program at Kelvin Grove State College with other students from our cluster. The program ran for the past 6 weeks. The students completed work in either English, Maths, Science and Visual Arts. On Wednesday evening I accompanied Divyang, Edison, Emily, Feerah, Jeremy, Marcus, Reina and Saira with their parents to the celebration evening. Each student did an amazing job on the work they completed at the program.

Paint-a-horse competition

Mr Stock and 2S represented our school in the paint-a-horse competition organised by the Brisbane Racing Club. On Tuesday morning Blanka and Helena, their families, Mr Stock and I attended the judging at Doomben racecourse. Unfortunately we did not win the major prize however it was a great opportunity for our school. The girls returned on Wednesday to participate in the barrier draw for the Stradbroke Handicap Horse Race. Pictures of Harriet are on our Facebook page.

12 June Pirates Day fundraiser for Children Cancer research

Please get behind the Student Council initiative to help raise money for children cancer research. Encourage students to all get dressed up as pirates on Friday 12 June. RRRRRRRRRRRRRRRRRRRRRR! Gold coin donations on the day.

Stay and Play

I have noticed that parents are not following the guidelines outlined for our Stay and Play initiative. The main areas to note are:

- Wednesdays and Fridays are the stay and play days until 4pm.
- Parents must be here from 3pm to supervise children.
- Use only the oval and playgrounds – not the whole school.
- Parents need to supervise student behaviour and be within 25 metres of them.
- Supervision of students at toilets.

It is important to note, that staff are busy doing preparation and marking during this time and disruptions impede our work when we need to stop to monitor student behaviour.

Regards,
Graham Rickuss
From the Head of Curriculum

Reporting to Parents

Our teachers are currently teaching and assessing our students in preparation for reporting to parents. Report cards are used for this purpose.

Report cards are distributed once per semester to record the academic performance of students, as well as to report to you in the areas of behaviour and effort. The report is a record of a student’s performance for Term one and Term two, called Semester One.

The report contains achievement statements for the Semester. Prep will have a report card that includes the Australian Curriculum subjects and elements of the Early Learning Record (ELR). Achievement in Prep is reported using a 4 point scale while Years 1 to 6 achievements are reported in a 5 point scale.

The report card for Years 1-6 will report on English, Maths, Science, History and Geography from the Australian Curriculum as well as the Learning Areas of Technology, Music, Art, Health, Physical Education and French.

This semester report cards will be emailed to parents on Wednesday June 24. Please ensure that your email details are up-to-date by emailing your name, child, class and preferred email address to ljedr1@eq.edu.au. Report cards, for parents without access to email, will be sent home the first week of Semester Two.

Please feel free to contact me if you have any queries or concerns.

Happy learning,
Leesa-Maree Jedras ljedr1@eq.edu.au

Advance Learner Program Reference Group

We would like to invite parents to be part of the ‘Advanced Learner Program Reference Group’. This is a new group being set up at the school this year. The group will be made up of parents, teachers, a community member and the Principal. The role of the group members will be to provide feedback on and input into school policies and practices for the school’s advanced learners. The advanced learners’ program will cover the delivery of the curriculum to those students demonstrating an exceptional interest or advanced achievement in one or more curriculum areas. The group will meet on Thursday mornings at 8:00-8:45am in Weeks 3 and 8 of each term. If you would like to be part of these meetings for the year please register your interest with Mr Graham Rickuss, Principal, grick1@eq.edu.au by 5pm Friday 5th June. As we wish to keep the group to a workable number of people a process for selecting group members from the nominations will occur if the number of people nominating is high.

Maureen Kelly, Advanced Learner Program Coordinator

Under 8s Day – Friday 26 June 9.15 to 10.30.

Join us for an Under 8’s Day celebration at Brisbane Central State School!
Friday June 26th at 9.15am – 10.30am.
Theme: Voices of children—Look, listen, hear and respond.
The event will consist of a range of exciting exploration stations.
Students will have the opportunity to learn, explore, create and get active! There will also be a range of delicious cakes and biscuits for sale at morning tea.
If you would like to donate biscuits or cupcakes to assist with our fundraiser, we would appreciate your generosity.
All money will be donated to the charity ‘Beanies for Brain Cancer’.
We encourage our school community to participate on the day and have lots of educational fun!

Music Afternoon Soiree – Thursday 18 June from 3.30pm in the hall.

On Thursday, 18 June, the Brisbane Central State School Senior and Junior Choirs, Senior Instrumental Music students and Drama Club members will be performing in our inaugural Music Afternoon Soiree here at school. All are welcome to attend. Gold coin donation at the door.

Active School Travel – Every Friday

Congratulations to the following classes that won the Star Class Trophy, for the highest percentage of students actively travelling to school each week.

Week 5 was 4A and week 6 was 1F. Congratulations to both classes who achieve 100% of students actively travelling to school on Friday.
Our Parent English Class is growing, growing, growing! We've had record numbers for this year with new parents joining our class.

On Tuesday we welcomed Colleen Tuxworth, a third English teacher, who is working with parents who are new to English. A big thank you to Colleen for volunteering her time and English teaching skills to our program.

Please feel free to join us on Tuesdays afternoons at 1:00pm to develop your English further.

NEWS FROM THE COMMUNITY ROOM

We are very lucky at this school to have Ingrid Jacquet Lagreze (mum of Nora and Aron) who has taken on the volunteer role of Playgroup Co-ordinator. Ingrid has been running the playgroup since early this year. The word has got out that her playgroup sessions are excellent and last week we had 25 children attend! Ingrid always prepares a couple of structured art and craft activities and has been instrumental in decorating the community room with the children’s artwork. It is so wonderful to see the Community Room utilized in this way! Importantly, having so many mums (who have older children at this school) feel welcome at our school is a very good thing for our school community. The playgroup is on from 9:00 am every Friday morning. Thank-you Ingrid for your hard work and commitment!!

P and C News

Wednesday 10 June is our next P and C Meeting in the Community Room starting at 6pm.

2015 P&C Executive

President: Brian Steendyk
Vice President: Karyn Wernham
Vice President: Alyson Fenton
Non-Executive Vice President: Kirsten Lovejoy
Treasurer: Colleen Tuxworth
Assistant Treasurer: Peter Zunker
Secretary: Tony Holcroft

Our Fundraising Goals for 2015

Air condition the classrooms in the lower school (along Water Street – F Block) and Install another courtyard water fountain/bubbler.

Contact us at pandc@brisbanecentralss.eq.edu.au

Uniform Shop News

The normal opening days and hours are

Every Tuesday  8.15 - 8.45 am
Every Friday  3.15 - 3.45 pm

Payment in cash or mobile banking.

Please contact Ria Wahyuni uniforms@brisbanecentralss.eq.edu.au or 0423 787 333 if you require more information.
Adopt a Cop

To all parents and carers,

A few people have told me that there might be a bit of confusion as to the current rules around children travelling in the car. The laws are a bit complicated around this issue but the Department of Transport and Main Roads has a handy FAQ section, I’ve attached the link below.

Basically, any child up to the age of seven must be fitted into a child restraint. The type of restraint depends on the child’s age. RACQ has a great guide, I’ve attached that link below as well. Infants and children up to four years of age need to be fitted into an infant or child harness. And if your child is aged from four to seven years old they will need a booster seat. Another important thing to remember is that any child aged seven years and under must be sitting in the back seat. Obviously this doesn’t apply to utes and other vehicles with only one row of seating but this is the only exception.

These are very important safety issues and they are enforced. The penalty for any of the above offences is a fine of $341 and three demerit points.

Please make sure your child is safely restrained when you’re out and about.

Thanks for your time,

Constable Sebastian Cox-Looney
Adopt a Cop for Brisbane Central State School


COMMUNITY NEWS

Following the success of the Downey Park Food Trucks over recent months, Friends of Bedford Park are excited to announce that ‘Park Food Trucks’ is coming to Bedford Park (corner of Water and Love Streets), Spring Hill, on Sunday 14th June from 12pm to 5pm. Brisbane’s growing appetite for exciting and unique street food fare and local street cuisine is fast becoming a great way of coming together with friends and family on a Sunday afternoon.

The Park Food Trucks event at Bedford Park has attracted a great mix of trucks including ChipTease, Pizzantica, Kin of Wings, Little Back, The Bone Lorry and The Doughnut Bar. A local busker will be providing the entertainment. Friends of Bedford Park are hoping this will become a regular event at Bedford Park. We look forward to seeing you on Sunday 14th June...be sure to bring a big appetite, picnic blanket, friends and spare change.

Bon Appetit
Recently the teachers at BCSS were fortunate to hear a very informative session by Dr Andrea Schalley from Griffith University. This lecture was organized by Min Chen, mother of Anshu Patel in year 2. Min has a great interest and knowledge about bilingualism herself as she has a son who is truly bilingual as he speaks both Mandarin and English fluently. Min has been good enough to share the comprehensive notes she took at the lecture. If you are a parent with a child who has access to another language at home—Min’s notes are well worth reading. Thank-you very much Min.

In this workshop, Dr Andrea Schalley starts with the demographic statistics of more than 300 languages are spoken. She then proves that some myths about bilingualism are not true according to researchers. Furthermore, she lists dozens of pros for bilingualism. To sum up, bilingual children cognitively, academically, emotionally, socially, and in the future, will professionally, benefit from bilingualism. Andrea also recommends some activities to help children acquire language proficiency. As a mother who is successfully raising two bilingual children, she also shares her own valuable experience and insight. Most importantly, she says, be consistent, and don’t give up!

Statistics: About a quarter of the Australian population was born overseas, and a further 20% has at least one parent born overseas. About 19% of Australians aged 5 and over speaks a language other than English. There are over 300 languages being spoken in Australia.

Common myths: Some people believe that speaking two or more languages can cause cognitive overload, and one should only pursue a second language only if s/he has already achieved high proficiency in one language. Researchers, however, show that children, especially those under 7-8 years of age, can effortlessly learn multiple languages at the same time, and learning a second language greatly improves their metalinguistic awareness. This is a critical period when language can be learned easily. Certain features, such as phonological features should be learned as early as possible, as the “window” for phonological acquisition closes quite early.

Types of bilingualism: There are different levels of bilingualism; passive, basic, intermediate, advanced and native level. Depending on the time of acquisition, there are simultaneous bilingualism and successive bilingualism. One may learn home language only initially, or the dominant language initially. Choosing the later may restrict connection among family members, and children may resist home language at a later time.

In general, there have been three patterns in raising bilingual children:

1. One person one language, if parents speak different languages. This takes some effort and discipline for everyone. To become proficient in both languages requires that the child should have language input in at least 30% of the waking time, and initially 60-70% ideally.
3. Immersion.
Pros of bilingualism:

1. *Educational advantage:*
   a. Home language development and maintenance
   b. Enhanced language two acquisition
   c. Higher general academic achievement and better educational outcomes such as better analytical skills, metalinguistic decoding and interpretation, working memory, concentration – better at multitasking and tansferance of skills

2. *Affective / Social advantages:*
   a. Sense of self-worth and identity
   b. Having access to and valuing heritage culture and language
   c. Greater appreciation of other cultures
   d. Better communication among family members and emotional involvement.
   e. Potential to reduce intergenerational conflict and alienation

3. *Future prospects*
   a. Job and career
   b. Ability to live abroad
   c. Learning of language become easier
   d. Delays onset of Alzheimer
   e. Language as valuable resources

Cons:

Worries such as

1. Learning more than one language might cause the child to start speaking later than usual.
2. The child might confuse and mix the languages.

While the former might happen, it will not be significantly later. A child might also go through a silent period of time when suddenly entering a different language environment (hence teachers might see some LOTE-speaking new comers to the class being very quiet for a while), but after gaining enough language input, s/he will eventually start using the language. As to the latter, the child normally would use the right language to the right person as s/he gains proficiency and improves her/his linguistic awareness.

Raising a bilingual child is a long-term commitment that requires consistent effort. Parents and educators need to make sure that:

1. Sufficient, good language exposure is provided
2. Extra encouragement is given
3. The child is motivated
4. Needs are created
5. Language rules are consistent
6. The child should withstand peer pressure.

The following activities are recommended:

1. Interaction with other kids who speak the same languages;
2. Story telling
3. Dress-up
4. Books
5. Games: e.g. I spy, Bingo, memory
6. Singing and dancing

Parents need to tap into the children’s interest and be creative, enthusiastic and positive. Instead of teaching them, make learning fun and natural, and instead of correcting them, repeat the correct expression. Be good role models, and try not to mix languages ourselves. Do not give up, and we will give our children the life-long benefit of bilingualism.