From the Principal

Dear members of our school community

What a fantastic place Hamilton State School is in which to work, learn, play and celebrate where all students are ‘switched on’ to learning, challenged and inspired.

Last week our junior students had their second visit from the Hamilton Fire Service. Students were asked to check that indeed smoke alarms are fitted, but also in working order and tested. The Fire Service reminded us that smoke alarms will be fitted free to households who contact them. Please talk to your child about things they learned from our Fire Service visitors.

Today at my school, fire people came. I had a turn of the hose. I had a look at how the water comes in the truck. Then I looked at the sides (of the truck) and the chairs (seats at the front) – Bella (yr 1).

Today the firefighters came to school. I had a go of the hose. The firefighters put the siren on – Isaac (Prep).

I liked watching the firetruck going down the street with their lights on and the siren on, and I got to use the hose – Flynn.

I saw them filling the firetruck up and we got to squirt the hose. Also we got to listen to the sirens – Lewis.

Tomorrow our senior students will be visiting Blue Care (aged care) facility adjacent to our school as part of Seniors Week. Students will be challenged to board games and other activities with the senior residents.

Next week we are celebrating BOOK WEEK at Hamilton State School. The theme of this year’s Book Week is ‘Books That Light Up Our World’. I asked all students this week to think of books or stories that have ‘lit up their world’. Maybe books that have inspired them, made them more aware of new learnings, or have simply entertained them and that they have enjoyed.
Each day next week students will participate in reading activities celebrating Book Week.

**Monday** - Book character dress-up and parade @ 2PM
**Tuesday** – Writing, Drawing and Poster Competitions
**Wednesday** – Guess The Book/Story
**Thursday** – Reading On The Hour
**Friday** – Pyjama Day

**Thank you** to Mrs Flanagan and Mrs Nothling for their organisation and coordination.

We welcome a new Teacher Aide, Mrs Shamine Stepowski (Mrs S) who will be part of our support team and will be working across our school each Wednesday.

We are very fortunate to have “FootSteps Dancing” working across the whole school from next week. For our younger students we will see an introduction to dance with fun energetic songs. Basic co-ordination skills will be developed as students explore rhythmic patterns, directions and moving different body parts to music. Our older students will be introduced to progressive partner dances, more complex individual dances and a broader range of dance styles. Excitingly our weekly sessions are culminating in a “school dance”, co-ordinated by FootSteps during the last week of term.

All students are participating as part of studies in the curriculum area The Arts. Students will be assessed as part of Semester Two reporting.

The cost per family is $20 for the five weeks.


Last Friday we once again hosted International Visitors. Mature age students from China spent time in classrooms working alongside teachers and students as part of their studies here in Australia.

![Image of students and teachers](image.png)

**Congratulations** to the following students who have recently received Student of The Week Awards – Shayan, Braedyn, Hunter, Joseph, Alanna, Sofia, Griffin, Fahad, Andy, Lily, Hamish, Zane.

**Congratulations** to the following students who have recently received Class Awards – Teaghan, Charley, Bella, Aurelle, Alanna, Joseph and Charlotte.

**HAPPY BIRTHDAY**…Jati, Alanna, Patrick, Griffin, Alexys, Hope, Mayliss and Sofia.
Reading is very much the focus of energy and innovation at Hamilton through our reading groups throughout each week across every classroom (called ‘swarms’), to the home reading program, reading support each term and extension opportunities. However, it is essential that great information about ‘best practice’ that happens at school is shared with you too – as you are the first – and most important teacher your child will ever have. It is certainly a priority for us to keep you up to date with current research to help you build awareness about effective home strategies that you may like to try at home to keep your child encouraged and progressing.

Like all areas of learning, the journey for a child to become independent in their reading at about the age of 10-12 years is complex and finely woven from many strands of quality input. This starts with the desire to be social. Toddlers start to develop speech from sounds to organising their words into meaningful sentences to request and respond. When most children start school they are aware that books entertain, tell stories with pictures and words that are made up of letters - ‘symbols’ some they may recognise.

Awareness of ‘symbols’ – usually the first letter in their name – is the next big step to reading. Matching knowledge from all of those times we sing the alphabet song with our pre-Prep aged children through to them being able to successfully match the letters to the actual symbols – and know the corresponding sound – is what we hope to start establishing early in the Prep year. We add meaning to this learning by familiarising our young students with high frequency words (sight words) and introducing a closer relationship with books and pictures, stories and oral retell. As we move through the early primary years and mastery is achieved of knowing how letters work together to form familiar patterns of sounds, how reorganising words can change the message of the sentence, recognising the effect of how punctuation changes expression and increasing in ability to make inferences – in a variety of genres – the process of becoming an ‘Independent Reader’ is established over time.

This is a very functional view of the steps in becoming an ‘Independent Reader’ – exactly when each stage along this way is achieved is highly individual thing! Exactly what amount of teaching input, style of teaching input and amount of rehearsal will be the aspects that are finely tuned for each individual. Whilst much of this happens during the school day – the opportunities at home for supporting your child’s progress is an important foundation in partnership with your child’s teacher.

So, what exactly is reading? The reading process has been defined as comprising of four parts or ‘practices’:

- Making meaning from texts – what students do to make meaning from texts (pictures, words, graphs, being able to draw conclusions, predict, make a reasonable inference)
- Having a contextual understanding (the purpose of the text, social/cultural understanding)
- Conventions – ‘cracking the code’ of letters/sounds/words/sentences
- Strategies – how students actively make sense

At Hamilton, the measurement of reading progress is an eight-week cycle each Term. To ensure understanding of your student’s reading development, explicit teaching is revised frequently to maintain the balance of exactly what your student requires to be learning at that point in time. This is in accordance with educational research that informs our programming at Hamilton. We measure a child’s reading ability on their fluency and accuracy when reading aloud. Of equal, if not greater importance, is how a child makes meaning or ‘comprehends’ the text. At Hamilton, we use Fountas and Pinnell (F&P) to benchmark reading standards that our students are achieving in these areas. Analysis of your child’s reading assessment helps to clearly reveal their next reading goal.

Please remember that as part of this I ask that parents adhere to the ‘no parking’ sections particularly at the front of the school as the care is designed to maximise the safety of our students. Police and Council will be patrolling these areas and issuing fines if parking is illegal.

Thank You to the following partners for your ongoing support for Hamilton State School

Brisbane Airport Corporation
Kate Collingwood - Ray White Ascot
Caltex – 645 Kingsford Smith Drive
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Please let us know should you wish your newsletter to be emailed. Paper copies will always be available at our office.

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Scott Padgett

CHAPPY NEWS!

Vegie garden

Our new vegie garden is well and truly up and running and it fantastic to see our little plants growing! A big thank you to the parents and P&C who helped get this project underway, and thank you to the 1/2 that made this garden look so fantastic!

If any parents are available to help out with watering/ weeding on days I am not at school I’d love to hear from you! 😊

Active Travel

I have seen an increased response from families around active travel which is wonderful to see! It was an excellent achievement too, to have so many students this week getting involved in our “most students coming by scooter per class” competition. Well done! Next week the class with the most walkers will be the class winners. I also announced to the students last week that in week 10 of this term we will have a FREE pancake breakfast on our active travel morning. More information will follow in a couple of weeks.

Lunchtime Clubs

On Tuesdays and Thursdays we’ve had a great turn out for the lunchtime clubs. Remember your child is welcome to join in with outdoor games on Tuesdays, and soccer on Thursdays. Our new soccer goals have been such a big hit and I’ve seen many future soccer stars in the making!

Chappy Mailbox

The Chappy mailbox is available for students to be in contact with me at any time. Even if I am not at school, your child can see me letters or pictures and I will reply when I am next at school. 😊 My Chappy room is proudly filled with lots of Chappy mail I’ve received this year. Thank you!

Have an awesome week! Chappy Megan