**Principal's Message**

Hello Parents, Friends and Carers

**HIGH STANDARDS – School Performance and meeting our learners’ needs**

At the end of this semester, all students’ progress will be reported on through the use of different reporting scales.

The following is information in a series of snapshots that will assist parents and carers in understanding what you will be seeing on students’ report cards:

**Reporting uses on-balance judgments**

Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period.

A level of achievement is then awarded using a five-point scale (A-E or equivalent depending on the year level).

**This week’s focus is on those students working in a Highly Individualised Curriculum and working on the General Capabilities:**

A small number of students are learning targeted literacy and numeracy skills using the extended levels of the [General capabilities](#) in the Australian Curriculum — within the context of a particular learning area/subject. For these students, reporting should:

- be consistent within and across schools
- reflect the learning expectations previously agreed with parents and aligned with the Australian Curriculum

Education Queensland’s OneSchool data base provides teachers and parents common and consistent terms to describe these students’ achievements against their individual learning expectations.

**Using the Australian Curriculum including the extended General capabilities**

The General capabilities are an integral part of the Australian Curriculum. They are not an alternative curriculum to the learning areas but support access to and progress through the learning areas.
The extended General capabilities Literacy (Levels 1a–1d); Numeracy (Level 1a) are key enablers of learning for students on a highly individualised curriculum.

- For students requiring teaching designed to develop intentional responses, teachers refer to Level 1b of the Literacy continuum to identify a focus for learning.

- The skills and knowledge described from Literacy Level 1b; and at the beginning of the Numeracy continuum (Level 1a) assume students are able to communicate with intent.

- Literacy Level 1e and Numeracy Level 1b are the learning intended for Australian Curriculum Foundation (Prep) and therefore standard reporting applies for students working at this level. These students are reported against the Prep achievement standards using the reporting scale appropriate for their age cohort.

1. **For students using General capabilities Literacy levels 1a–1b in a learning area context**

Reports:

- use the terms either: *Demonstrating* or *Not yet demonstrating*

- reflect learning expectations in the Comments section.

1. **For students using General capabilities Literacy levels 1c–1d and Numeracy level 1a in a learning area context**

Reports:

- identify achievement in a learning area using standard names for the five points on the reporting scale

- in relation to the learning expectations, use standard descriptors for each point on the scale, which identify:

  - the degree of knowledge and understanding

  - the degree and use of skills

Comments apply the standard descriptors to the learning expectations.

<table>
<thead>
<tr>
<th>Table 3: Five-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Names</strong></td>
</tr>
</tbody>
</table>

**Degree of achievement:**

<table>
<thead>
<tr>
<th>Degree of achievement:</th>
<th>Degree of knowledge and understanding:</th>
<th>Degree of skill and use of skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>thorough understanding</td>
<td>uses a high level of skill in both familiar and new situations</td>
</tr>
<tr>
<td>High</td>
<td>clear understanding</td>
<td>uses a high level of skill in familiar situations, and is beginning to use skills in new situations</td>
</tr>
<tr>
<td>Sound</td>
<td>understanding</td>
<td>uses skills in situations familiar to them</td>
</tr>
<tr>
<td>Developing</td>
<td>understands aspects of</td>
<td>uses varying levels of skill in situations familiar to them</td>
</tr>
<tr>
<td>Emerging</td>
<td>basic understanding</td>
<td>beginning to use skills in familiar situations</td>
</tr>
</tbody>
</table>

**ENGAGED PARTNERS - Local decision making**

Next week we celebrate our Book Fair and welcome our P&C Executive members who are organizing the Book Fair into our school.

We are holding our Book Parade on Tuesday 26 May at 9 am for our Junior assembly and 10 am for our Senior assembly.

Our State Member for Morayfield, Mr Mark Ryan will be here to judge our dress up character parade and award prizes to the best dressed students and staff members at each parade. The theme this year is Kings, Queens and Castles.

We look forward to welcoming parents and family members to our school to support this event.

**PREMIER’S READING CHALLENGE**

The Premier’s Reading Challenge is an annual state-wide initiative for state and non-state schools and home-educated students and children attending an approved kindergarten program or long day care centre.
The Premier's Reading Challenge is celebrating its 10th anniversary in 2015. The challenge is not a competition but aims to improve literacy and encourage children to engage in reading for pleasure and learning. Our school has registered all students for this challenge and we encourage families to read to and read with your children as they engage in this challenge.

The challenge opened on 19 May and finishes on 28 August 2015.

Until next week, please take good care of yourself and your family.

Beth Devonshire - Principal

Deputy Principal

**Giving Feedback Builds Confidence**

A very important part of our School Wide Positive Behaviour Support (SWPBS) program is giving effective feedback to students about the things they do well. As a parent, every response (or non-response) you give to your children when they share something with you sends a powerful message about the importance of this information. For instance, when your child tells you they received an award on assembly, your response to this can either build their sense of pride and achievement or it can devalue and diminish it. The table below shows the 4 kinds of feedback we can give to children:

The type of feedback that is most supportive and encouraging is the Active Constructive feedback which shows your interest, communicates your pride and love and encourages your child to think more deeply about their achievement by asking questions and making comments about their achievements. This can work just as well for students who are non-verbal or who do not respond well to questions if parents talk through the event with their child using photographs and pictures or videos of them engaged in the activity. So the next time your child shares something that is important to them, take the time to give them your full attention, respond enthusiastically, talk to them about their achievement and then sit back and watch their confidence grow!

Bronwyn Paxton – Deputy Principal

**Catching Up With Curriculum**
Next week is our Book Fair and Book Parade. All week students and the school community can view, read, and discuss books with an option of purchasing.

It is a time to celebrate literacy and appreciation of literature.

Students have opportunity to share their favourite stories and dress up as their favourite characters.

*Join the celebrations and share a story with your children.*

Judy Clark - Head Of Curriculum

**Junior Secondary Department News**

This week I had the privilege of observing a few Junior Secondary students engaged in their English Unit; focusing on retelling stories depicted in the past. The students had constructed a theme around ANZAC events and chose stories that they could connect to, and make associations with their own family's history. I was impressed with the student's graphic organisers and character webs that showed their thought processes and emotions being expressed.

The books the students shared with me are: *The Anzac Puppy* by Peter Millett and Trish Bowles. This story was inspired by true events that described the life of a Harlequin Great Dane called Freda. The mascot of the New Zealand Rifle Brigade that served in World War 1. As quoted in the book, "In the middle of a war, a puppy was born." Kayley and Krissy said, “This book is our favourite.” Kayley talked to me about having two grandads that served in war and how the soldier in the story wrote letters home to his Mum.
Kyisha showed me her favourite book called: Anzac Biscuits by Phil Cummings. This is a story that goes beyond the experiences of soldiers. It shows the private moments of families who are left behind to worry about their fathers, brothers, uncles and sons. Kyisha also talked to me about her Grandad who had served in war. Kyisha had written in her book, “People fighting in war is upsetting. We have ANZAC Services to honour people who died in war.”Anzac Ted by Belinda Landsberry was the last story the students shared with me. This is a powerful, poignant story of a little boy’s teddy bear that was passed down to him from his Grandad. Battered, torn, missing an eye and an ear, the teddy might look scary but he has a great story to tell. These three books come highly recommended by these Junior Secondary students.

This week has been “Chaplain Week.” To show our appreciation to our wonderful Chaplain Tania, a few Junior Secondary students have been busy working with me on making a card that has the heart of capturing just how much of a gem Tania is to our school community. THANK YOU TANIA for all you do!

Angeleen Managh- Junior Secondary Department leader

Senior Secondary Department News

Where are they now?

Billy Wilkie graduated from Caboolture Special School in 2013 and over the past year and a half Billy has been actively involved in volunteering. Last week I received a beautiful email from the Citipointe Op Shop where Billy works as a volunteer 3 days a week. The email was praising the work that Billy was doing, the attitude that he has to work, his diligence, loyalty and ability to follow instructions. The manager congratulated Billy on the confidence that he has developed particularly over the last few months. Billy also volunteers in our school community one day a week and is a very valuable asset to our classes.

Volunteering is something that Billy started to learn about when he was in Year 11 and 12. Many of our Senior Secondary students are enrolled in an Active Volunteering Certificate Course and the skills they are learning in this course will help them to continue being active members in the community once school has ended. Recently we celebrated Volunteering Week in Australia and I would specifically like to celebrate Billy and the wonderful volunteering that he is doing. Congratulations Billy.

Have a great week!

Amanda Turnbull - Senior Secondary Department Leader

VTE Department News

Resilience is about more than just good preparation or effective responding: it needs a mindset that accepts extreme weather is a part of living in Queensland, and prepares to handle it accordingly.*

Event and Emergency - GO BAG – Communications - EDC: EVERY-DAY-CARRY

COMMUNICATION

• Note pad and pen, laundry permanent marker

• Mobile Phone / Tablet / Computer

• List of mobile phone contacts in phone

• Printed list of mobile phone contacts, “ICE” List - In Case of Emergency - contacts

• Mobile phone - Charging lead USB/240Volt/12 Volt, Ear/mic headset

• Radio Equipment - FM/AM Broadcast, UHF CB / Amateur / Marine, Manuals

PERSONAL ITEMS

• Wallet, Purse, Cash, Payment cards, Keys

• Identification: Student card, Over 18 years card, Drivers licence, Passport

• Medicare card, Healthcare card

• Additional clothes, shoes/boots, sunglasses, spare glasses, hat, warm coat, warm socks

• Wet weather – raincoat, poncho, collapsible umbrella

• Torch, spare batteries, light sticks

FIRST AID - HYGIENE - HEALTH

• First Aid Kit

• Specific personal medications

• Tooth brush, tooth paste, dental floss, cotton buds

• Soap, hand sanitiser, baby wipes, toilet paper

• Insect repellent, sunscreen

• Large plastic bags, small zip-top plastic bags

FOOD & WATER

• Water bottle, fruit juice, tea, coffee, sugar, milk

• Dried food, tinned food, can opener

• Ready to eat food, salt, pepper

• Plate, bowl, cup, knife, fork, spoon

TOOLS & SAFETY EQUIPMENT
- Multi-tool, screwdrivers, shifting spanner, scissors, multigrips
- Electrical tape, duct tape, gaffer tape, cord, zip ties
- Work gloves, rubber gloves, safety glasses, dust masks
- High Visibility Vest

Peter Allen - Vocational Technical Education Teacher

Resource Department News

Andrew enjoys choosing his own books!

Kerri has been working hard to get books ready for borrowing!

Some of the books given to the school from the proceeds of last year’s book fair!

One of the outdoor learning spaces:
Book week is fast approaching and next week the Resource Centre will be transformed as the P&C run the book fair. With great savings to be made and a wide collection of books, it is a great opportunity for parents and caregivers to purchase some good quality discounted books for birthday and Christmas presents! By supporting this event, you are helping us to secure more quality resources for our school.

It is such a pleasure to see students visiting the Resource Centre to read books. More and more students are reading for enjoyment, though many are still in the learning to read phase. Regardless of their level of reading ability, all students enjoy having books read to them and the Resource Centre is an excellent location for learning outside the classroom to occur.

Erin McCrea – Resource Centre

Guidance News

Guidance Matters

Have you contacted Disability Services Queensland to see what services you and your child are able to access (and to check on eligibility for this service)?

Phone 1800 177 120 or www.communities.qld.gov.au/disability

Women With Disabilities Australia (WWDA) Establishes Youth Network - for young women and girls with disabilities aged 13-30 years.

The WWDA Youth Network aims to provide young women and girls with disabilities living in Australia with easy to understand human rights information; keep our followers up to date with events occurring in Australia and around the world relating to both women's rights and disability rights; introduce young women and girls to the stories of inspiring women with disabilities living in Australia and engaging young women and girls to become empowered women.

This Youth Network will continue to unveil exciting additions including a closed Facebook discussion group exclusively for young women 13-30 years; an Instagram feed and Youtube channel; and easy to read Youth section to the WWDA website.
We encourage you to follow the WWDA Youth Network as we gradually expand and pursue our aims of empowerment for young women and girls with disabilities all across Australia!

For more information, contact:

Cashelle Dunn

WWDA Youth Network

Women With Disabilities Australia (WWDA)

Phone: 0477 074 289

Email: cashelle.dunn@gmail.com

Web: www.wwda.org.au

Facebook: facebook.com/WWDAyouth

Twitter: @CashelleDunn  @WWDA_AU

Does your child love to dance?

Check out BAMD - Bust A Move Dance

DANCE CLASSES FOR CHILDREN, TEENS AND YOUNG ADULTS WITH DISABILITIES

https://www.facebook.com/bustamovedance

www.bustamovedance.com.au

info@bustamovedance.com.au

Melissa Thiess - Guidance Officer

(Available on Monday, Tuesday, Wednesday, Thursday morning, & Friday)

Student Awards

Congratulations to all students who have received awards this week.

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSC</td>
<td>Michael</td>
</tr>
<tr>
<td>JSJ</td>
<td>Eric</td>
</tr>
<tr>
<td>SSB</td>
<td>Andrew</td>
</tr>
<tr>
<td>SSC</td>
<td>Aaron, Samuel, Rhys, Anthony</td>
</tr>
</tbody>
</table>

SSD
Hello Parents and Caregivers

We are now offering our full menu in the tuckshop (as per the menu found in the Flexischools). We have made seasonal changes with some items. With the winter weather approaching, soup is also being offered. The Taste on Torrens team of staff and students look forward to continuing making our homemade products including fruit salad, sandwiches, sausage rolls, pies, pasta bolognais and many more items.

Once registered with a Flexischools account, Parents & Caregivers have the option to set up weekly standing orders or place orders prior or on the day of tuckshop. Daily orders must be registered in Flexischools before 8.45am each day. Tuckshop is open weekly on Wednesday and Thursday.

Parents and caregivers are still able to join and register online for Flexischools at www.flexischools.com.au

 Regards

Taste of Torrens team.

Tony Dwan - Hospitality Teacher

P&C News

P&C Meeting – 6.00pm 9 June 2015
Kings Queens and Castles
Book Fair
Date 25 May to 29 May 2015
9am to 1pm each day
In the Resource Centre
A huge selection of books from $5.00

Students will attend with teachers and can fill in a wish list to bring home with books they would like. The back of the wish list gives directions on how to pay either online or phone and how to fill out your payment details. This makes the wish list a gift card that your child can bring to the book fair and purchase their books.

Please let your families and friends know about our book fair and up to 30% of all purchases will be returned to the school as books for our library.

See you all at our Book Fair
Debbie Grey Vice President P&C

Uniform Shop
The Uniform Shop is open each Wednesday from 9:00am–10:00am.
Uniform order forms are also available on the school website.

School Banking
A reminder that school banking is on each Tuesday. Please send your child’s banking book on this day.

Thank You

Caboolture My Time
MyTime groups provide support for mothers, fathers, grandparents and anyone caring for a child with a disability or chronic medical condition. MyTime Caboolture is at Caboolture Special School from 9:30am. We welcome back old members and welcoming new members. If you have any questions, please email: mytimecaboolture@yahoo.com.au
Caboolture

MyTime is a friendly and supportive group held fortnightly in Caboolture for parents and carers of children with a disability, special needs or chronic medical condition.

Join us for a cuppa and a chat in a friendly supportive environment. Mytime provides a calm space to share experiences, issues, parenting concerns & some time out from a busy week. Tea/coffee and light refreshments provided.

Preschoolers are welcome to come and play with our Playhelper.

Date: Tuesday 19th May 9:30am – 12.00pm
Session: Chocolate Making and Moulding
Location: Caboolture Special School, Torrens Road, Caboolture South

Date: Tuesday 2nd June
11:30am – 2:00pm
Session: Lunch
Location: Caboolture Tavern, Caboolture

Date: Week Of 16th June
Session: End of term movie session *
Location: TBA

For more information or RSVP a week before meeting
contact: Chanelle Avison, the MyTime Facilitator
Phone: 0422416509
**Indigenous Families**

If any families in the community are looking for any type of medical assistance please contact your local clinic, *Indigenous Urban Institute Of Health on 5429 1000*

If you also have any questions about your Centrelink payments your contact for the Caboolture Office is *Indigenous Liaison Officer, Ashleigh Simpson on 1800 136 380 or 3480 1254*

If you have issues with any other problems please contact *Sue Williams, Indigenous Community Advisor on Monday 8:30am - 2:30pm & Thursday 8:30am - 12:30pm on 0477 756 958*

Torrens Road
CABOOLTURE SOUTH, QLD, 4506

07 5431 4444

07 5431 4400

*admin@cabooltuspecs.eq.edu.au*

*https://cabooltuspecs.eq.edu.au*

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