MESSAGE FROM THE PRINCIPAL

Dear Parents and Carers

Well, the end of the 2014 school year is well and truly in sight.

Like all organisations, schools are run on a business model in much the same manner as a hospital, supermarket, church community etc. We not only have targets to reach but we also need to grow and improve.

Also, like all organisations we have a core business. While the core business of Caltex is to increase petrol sales, our core business is to teach your children to read. Reading is the most important skill we teach, as it is the foundation for success in learning.

As I look back over the year I am reflecting on the tremendous growth our school has made in achieving reading outcomes over the past years. While reviewing our reading achievement I am pleased to advise that in each year level over 35% of children are achieving above the school’s benchmark, for their respective year. 35% of children in Prep up to a staggering 68% of children in year 5 have achieved higher outcomes than those targeted.

This achievement is the result of setting high standards, providing feedback to children and teachers, as well as the commitment of our teachers and teacher aides.

Our reading improvement is but one success from 2014. In the coming year we will continue to build on this success and set higher goals for your children and our school community.

I would like to take this opportunity to wish our graduating children, from Year 6 & 7 all the very best for their future. While they leave us to attend a variety of schools, both locally and far away, I hope that they will remember Springfield Lakes State School, in the years to come, with fond memories of their childhood.

This year we also say goodbye to a number of staff who are moving to new ventures. To all those staff moving onto new ventures I sincerely thank you for your work and the concern you have shown for the children at Springfield Lakes State School.

I do wish to make comment about Mrs Linda Chadwick, who is retiring after a lifetime of teaching. Each year teachers are touched by many children. Linda has had her life touched by many thousands of children. She is a reading expert and her expertise and guidance will be missed by her colleagues.
Summer Safety Message

With summer’s swimming season almost here, it’s a timely reminder for parents and carers to talk about pool safety with your child. On 1 November, the Queensland Government launched its pool safety awareness campaign to remind parents and carers to be vigilant this summer. With more than 300,000 residential pools in Queensland, drowning is one of the leading causes of accidental death in children aged five and under. Some of the causes include swimming competence, levels of supervision and the use of floatation devices.

To help lower the risks of these tragedies occurring, parents should follow the ABCs of pool safety:

- **Always** supervise your child near a pool.
- **Begin** swimming lessons as early as possible for your child.
- **Close** the pool gate and keep your fence maintained.

**Some things to do over the Long Summer Break**

After the madness of shopping and eating well often parents struggle to occupy children. Here are a few suggestions:

- Read a book
- Go for a Bush walk
- Visit Southbank or Robelle Domain
- Visit the Museum
- Read another book
- Visit the State Library
- Go to the art Gallery
- Take some pictures and create a digital album
- Visit the turtles laying eggs at Bundaberg
- Read another book
- Drive to the mountains and go hiking
- Count the coins in a money box
- Read, read and read some more.

The school’s office will open on Monday 19th January, 2015.

May I wish you and your families a very safe and happy break over the summer months? I also trust that the Peace and Joy of this Christmas period touch you and your families. Finally may the coming year, 2015 bring each of your peace, prosperity and a continuation of improved learning outcomes for your children.

Remember if you are driving, the next kilometre you drive is the most dangerous.

Kind Regards

**Peter Doyle**
Principal
SIGN OUT PROCEDURES

There have been a number of parents who are coming into the school, going directly to your child’s classroom and pulling them out. The correct procedure at Springfield Lakes State School is:

- Parents must **always** come to the Administration Office as the first point of call
- Parents must **sign your child out** if they are leaving the school grounds
- Administration staff will call your child’s class and have them sent up to the office with their bag or
- Parents will be given a leave pass if the option is for them to collect their child from class.

Your adherence to Education Queensland policies and procedures would be greatly appreciated.

Office max

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**Your Back to School helper**

OfficeMax® Schools makes ordering your child’s Back to School supplies quick and easy. Simply log in and view your school’s booklist to have 2015 sorted in a matter of minutes.

Plus, we’re rewarding early orders with the chance to win 1 of 75 $100 Visa Gift Cards.

So jump online and order today at

office最大schools.com.au

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**Ready to Order?**

For a fast, simple and secure way to place your order visit [www.office最大schools.com.au](http://www.office最大schools.com.au) and follow these easy steps:

1. Search for your school: Springfield Lakes State School
2. Enter your school password: 4SFLSSBTS
3. Enter Student’s Name and select their Year Level: Prep
4. Select the quantities of items you wish to order, then click ‘Add items to Cart’
5. Review the items in your shopping cart and proceed by selecting ‘Order Online’, if you wish to add another student’s order select ‘Add another Student’ and repeat steps 3 – 5 for that student
6. Enter your contact details, delivery address and payment details. Click ‘Place Order’ to complete your order.

Payment methods available online are **PAYPAL®, VISA® OR MASTERCARD®**. Your card will be charged immediately at the time of placing your order. An order confirmation will be sent to your specified email address.

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**Click** to order your booklist and use password: 4SFLSSBTS

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2015 School Booklist

- [Springfield Lakes State School Booklist Prep](#)
- [Springfield Lakes State School Booklist Year 1](#)
- [Springfield Lakes State School Booklist Year 2](#)
A message from the Speech-Language Pathologist:

Please see the following handouts. These handouts are designed to give strategies and ideas for supporting oral language development in a natural way at home. These strategies can be used when:

- Reading stories, including picture books and novels
- Cooking
- Playing with toys or games
- Doing homework
- In the car
- In the bath
- During the Christmas Holidays and during the school term.
- One on one, or with siblings
- Any time!

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**Steps for discussing new vocabulary:**

1. Talk about the word’s meaning as simply as possible.
2. Relate the word to other words the student would already know
   E.g. ecstatic- ecstatic means extremely happy.
3. Provide lots of examples to show how the word can be used in other contexts.
4. Get the student to provide an example of their own/ tell you what they know about the word.
5. Get the student to make a sentence using the word.
6. Try and revise the word every day for a week to improve memory and use of the word.
### Steps for Phonological Awareness!

Phonological awareness provides children with foundational skills for literacy development.

<table>
<thead>
<tr>
<th>Phonological Awareness Hierarchy</th>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllable Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words can be broken into syllables or beats</td>
<td>• Segment compound words (e.g. cupcake)</td>
<td>3 claps</td>
</tr>
<tr>
<td></td>
<td>• Segment multisyllabic words (e.g. hospital = 3 claps)</td>
<td></td>
</tr>
<tr>
<td><strong>Rhyme Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition and production of words that rhyme</td>
<td>• Odd-one-out (e.g. which one doesn’t rhyme?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rhyme generation (e.g. think of a body part that rhymes with ‘red’)</td>
<td></td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying words that begin or end with the same sound</td>
<td>• Odd-one-out initial sounds (e.g. which one doesn’t start with /b/)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sound matching (e.g. which two words have the same first sound – doll, dig or hill)</td>
<td></td>
</tr>
<tr>
<td><strong>Sound Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolation of sounds within words in initial, medial and final positions</td>
<td>• Isolate the first or last sound (e.g. what’s the last sound you hear in ‘bus’ – s)</td>
<td>3 sounds (a-p-l)</td>
</tr>
<tr>
<td></td>
<td>• Sounds counting (e.g. how many sounds in the word ‘apple’ – 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Segmenting sounds (e.g. tell me the different sounds you hear in “ball” – b-a-l)</td>
<td></td>
</tr>
<tr>
<td><strong>Blend sounds into words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blend sounds to discover the whole word</strong></td>
<td>• Blend the sounds together (e.g. what is this word “sh-ir-t” – shirt)</td>
<td></td>
</tr>
<tr>
<td><strong>Delete &amp; manipulate sounds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sounds in words to be moved from one position to another</td>
<td>• Delete the first sound in a word to make a new word (e.g. take away the first sound in “tame” = aim)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Changing the first sound in two words to make two new words (e.g. swap the first sounds in “moon and take” = “tune and make”)</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Schuele & Boudreau (2008)

Sequence of phonological awareness instruction and intervention

© Boardmaker Symbols Mayer-Johnson
How do I help my child tell a story?

Read lots of stories to your children - To tell a story, children need a lot of exposure first. Fairy tales, kids picture books and age appropriate novels are great to read to your children. This introduces them to characters, plot lines, complications and dialogues between characters, as well as helps them develop receptive language (and more!).

Sequencing - talk about things in the right order. Introduction, middle and conclusion. Stories have complications. What goes wrong? How do the characters fix it? Is it a happy or sad ending?

Story sparkle! Use describing words (adjectives and adverbs) for characters, the setting and actions. Ask questions so they begin to think about things in more detail (looks, feelings, time, thoughts, movements). Create a picture of the story in your head. Eg. What words could we use to describe the robber? Greedy? Sneaky? Sly?

‘Wh’ Questions: Ask Who, where, what, why, how? These questions should be answered by a good story.

What can you see? Eg. Where is the robber? On the street? Is it day or night? Raining? Winter? How old is he? How can you tell...?

Activity ideas:

Tell a story using picture books. Use the pictures on each page to practice sequencing and providing all the information. Don’t worry about what is written.

Tell a story about a picture. Eg. A pirate digging for treasure. Use the picture the help think of what to say.
Strategies for expressive language!

Model and repair

- This is a positive way to stress the words or grammar you want the child to learn
- Naturally include this in conversation
  - For example:
    - Child: *Him felled down the stairs*
    - Adult: Yes. *He fell down the stairs*

Expand

- This exposes the child to more complex language and acknowledges what they say in a positive way
- Increase the child’s utterance by one word or phrase
  - For example:
    - Child: *The dog’s barking*
    - Adult: Yes. *The dog’s barking at the car*

Prompt

Use a prompt if the child is unable to answer your question

- Use an open ended sentence eg. *“He is running because he is being…….”*
- Provide first sound of the target word eg. *“His name is Tr……”*
- Use a sound or word to indicate that you wish the child to continue eg. *“mmm”, “oh really”, “….and……”*
- Actions are useful prompts eg. *Arms open wide to indicate ‘large’*

Offer a choice

- This technique significantly reduces the complexity of the response
- For example: *Where’s Spot? (No Response) Is he under the chair or table? (Table)*

Relating unknown to the known

- The technique helps students to make meaning by activating prior knowledge
  - For example
    - Adult: *The spaghetti is hard. How will it feel when it is cooked?*
    - Child: *I don’t know*
    - Adult: *Remember when we cooked the potatoes? How did they feel?*

Ask Open ended questions

- NOT yes/no questions
- Eg. *How would you do it?*
Strategies for comprehension!

Repeat and wait: Say the instruction again, give the student extra time to process and provide a response.

Rephrase: Say the same thing in different words

Simplify and reduce: Break down the instruction into smaller, simpler steps.

Highlight important information: This helps the student identify the part of the request they should be attending to. Stress key words (+write); use visuals (or draw pictures).

Give a clue: Provide information about the target that helps the student reach the answer.

Sentence starter: Provide the first part of the sentence E.g. I wear a jumper when...

Say the first sound: E.g. It is a s____? (snake)

Offer a choice: E.g. Is it x or y?
Blank’s Questions

Blank’s questions have been found to help student’s learning. As the students’ understanding of language and general language skills develop, they are able to understand and respond to more difficult questions. Students need to demonstrate strong skills in the earlier levels (Level 1 & 2) before they moving on.

**Level 1**
The child applies language to what he/she sees in the everyday world. The information needed is directly in front of them or recently removed. Responses are short or nonverbal (e.g. pointing).

- Find one like this
- Show me what you heard
- Show me what you touched
- What did you hear?
- What did you touch?
- What is this?
- Say this...
- What did you see?
- What did you see?

**Level 2**
The information is supplied, but it is not directly apparent. The child has to select what to attend to (e.g. size, colour, function of an object).

- Find one that can...
- What is happening?
- What things...?
- Who? What? Where?
- Finish this...
- Tell me its...
- Find one that is ... and ...
- How are these different?
- Name something that is a...

**Level 3**
The language does not relate directly to what they see or hear but instead the child must think and reorder the information given. Certain basic facts must be considered and evaluated before responding.

- Find one to use with this.
- What will happen next?
- What could he say?
- Do this, then this
- Tell me how to...
- What happened to all of these?
- Tell this story
- How are these the same?
- Find the ones that are not...
- Find things that are not...
- Name something that can... but is not a
- Name something that is not a...
- What is a...?

**Level 4**
The child has to reason beyond what is seen, heard or said. He/she needs to draw on past experiences, make parallels, examine causes and likely effects as well as justify the decision made.

- Where will...?
- What will happen if...?
- Why will...?
- Why wouldn’t it...?
- Why would it...
- What made it happen?
- What could you do?
- What could she do?
- What could we use?
- Why should we use that?
- Why is... made of that?
- How can we tell?
- Why is this called...?
- Why can’t we...
Dear Parents and Carers

There seems to be some confusion in regards to payments of invoices. Please find information below in regards to the various payment options that are available to you.

- **Cash payments** – We would appreciate correct money if paying at the payment window as the school does not hold change.

- **Eftpos and Credit Card Payments** - Mastercard and Visacard transactions can be processed at the payment window for all invoices. **PLEASE NOTE** - We cannot accept American Express, Amex or any other international card for payment of invoices.

- **Bpay Payments** - minimum payments amount of $10 or more.

- **Direct Deposit** - When making a payment directly to the schools bank account, please ensure that a description is entered ie: child's name and class so that we can credit the payment to your child's account.

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**STUDENT ABSENCE LINE**

Parents are requested to call the Student Absence Line on 3437 9860 to advise the school if your child/ren will be absent.

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**STUDENT PERSONAL DETAILS**

We are reminding parents to ensure that all contact details are up to date. We have had a number of incidents of late where we have needed to contact parents due to accident or illness and the phone numbers that we have on file are incorrect or have been disconnected.
MESSAGES TO STUDENTS
We are receiving an increasing number of messages to pass on to students in relation to end of day arrangements/pickup. It becomes extremely difficult to pass these messages on to students when we receive calls from parents minutes before the bell. We ask families to please make arrangements before leaving in the morning.

MOBILE PHONES
Bringing mobile phones to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, we understand that on occasions parents require their children to have a mobile phone. This is to be logged into the office on arrival at school, with the mobile phone register being signed. Children collect their phones and sign them out in the afternoon.

WHEN PACKING LUNCHES FOR OUR CHILDREN PLEASE KEEP IN MIND CONVENIENCE IS NOT ALWAYS THE BEST SOLUTION.
The small cans of spaghetti or fruit with the pull ring lids are a very convenient solution for a meal but have also caused nasty accidents for little fingers. Please be mindful of this and perhaps take the time to open and pour the contents into a small plastic container.

MR DOYLE LIKES DOGS
While Mr Doyle likes dogs not all dogs like each other. Please do not bring your dog to school as some dogs bite and some dogs like to fight.

COMING EVENTS

| Dec 2014 | 11 | Year 6-7 Graduation 6pm in School Hall |
| Jan 2015 | 27 | School Resumes 27th January 2015 |
| Apr 2015 | 02 | Last day of term 1 2015 |
| Apr 2015 | 20 | School Resumes for Term 2 20th April 2015 |
| May 2015 | 15 | School closed for Ipswich Show Day |
| Jun 2015 | 08 | Public Holiday |
| Jun 2015 | 26 | Last day of Term 2 2015 |
| Jul 2015 | 13 | School Resumes for Term 3 2015 |
| Sep 2015 | 18 | Last day of Term 3 2015 |
| Oct 2015 | 06 | School Resumes for Term 4 2015 |
| Dec 2015 | 11 | Last day of Term 4 2015 |

CURRENT EXCURSIONS/ACTIVITIES
<table>
<thead>
<tr>
<th>Activity</th>
<th>Year Level</th>
<th>Amount</th>
<th>Reference/Item Code</th>
<th>Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contribution</td>
<td>P-7</td>
<td>$75.00</td>
<td>VC</td>
<td></td>
</tr>
</tbody>
</table>

*N.B. All due dates will be strictly adhered to. Any monies received after 10.30am on the above dates will not be processed. If there are exceptional circumstances, please contact the Principal. Payments received by BPay or internet banking after the due date will be refunded back to the payee.*

**Payment Times**

8:00am to 10:30am daily

**Payment Methods**

- BPay – details on invoice - **minimum $10.00 transaction**
- Internet Banking – ensure Student name AND Reference/Item Code are included.
- Phone – credit card only. Call the school on 34379888 daily prior to 10:30am
- EFTPOS –
- Credit Card - details on form provided with excursion –

When paying by internet banking, please ensure you first put the students name and have the correct code as some payments made to the school are unable to be allocated against a student due to insufficient details.

Reference Details when paying by Internet Banking as detailed on the back of your invoice are as follows:-

- **Reference/Details**: Please record Student Name and Reference/Item Code in the reference/details section so that your payment can be recorded correctly. *If insufficient details are supplied, payments will be applied to the oldest debt for that Family/Customer.*
- **Example**: JSmithCSIRO or BecJonesCANB

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**SCHOOL WIDE POSITIVE BEHAVIOUR**

**SWPBS - School Wide Positive Behaviour Support**

Below are the expectations being taught to all our students. We ask that parents reinforce these expectations when in our school grounds.

**Week 10.**

- **Prep** - **Peaceful** - Use appropriate language
- **Year 1** - **Respectful** - Respect the right to teach and learn
- **Year 2** - **Respectful** - Keep body parts and objects to self
- **Year 3** - **Respectful** - Wear your own hat
- **Year 4** - **Respectful** - Keep body parts and objects to self
- **Year 5** - **Respectful** - Respect classroom materials and school resources
- **Year 6** - **Cooperative** - be organised for class time
- **Year 7** - **Cooperative** - be organised for class time
Congratulations to these students who achieved well or who have been excellent citizens.

### Junior Assembly

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td></td>
<td>Stephanie B</td>
<td>Amelia E</td>
</tr>
<tr>
<td>4B</td>
<td></td>
<td>Isabella C</td>
<td>Jaxon S</td>
</tr>
<tr>
<td>4C</td>
<td></td>
<td>Jasriti S</td>
<td>Hannah K</td>
</tr>
<tr>
<td>4D</td>
<td></td>
<td>Martha R</td>
<td>Stephanie P</td>
</tr>
<tr>
<td>4E</td>
<td></td>
<td>Kadin P</td>
<td>Maxim K</td>
</tr>
<tr>
<td>5A</td>
<td></td>
<td>Madison A</td>
<td>Lily P</td>
</tr>
<tr>
<td>5B</td>
<td></td>
<td>Kennedy S</td>
<td>Anthony N</td>
</tr>
<tr>
<td>5C</td>
<td></td>
<td>Emilie W</td>
<td>Chelsea B</td>
</tr>
<tr>
<td>6A</td>
<td></td>
<td>Alexander B</td>
<td>Casey B</td>
</tr>
<tr>
<td>6B</td>
<td></td>
<td>Lily M</td>
<td>Molly R</td>
</tr>
<tr>
<td>6C</td>
<td></td>
<td>Trinity R</td>
<td>Kayden P</td>
</tr>
<tr>
<td>6D</td>
<td></td>
<td>Sri V</td>
<td>Tayla T</td>
</tr>
</tbody>
</table>

### Prep -3 CELEBRATION PARADE AWARDS

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep A</td>
<td>Jake O’Halloran</td>
<td>Shaylee Wood</td>
</tr>
<tr>
<td>Prep B</td>
<td>Rayan Lal</td>
<td>Sarah Foster</td>
</tr>
<tr>
<td>Prep C</td>
<td>Bella Munokoa</td>
<td>Jonas Weekes</td>
</tr>
<tr>
<td>Prep D</td>
<td>Daisy Bourhill</td>
<td>Lincoln Filipo</td>
</tr>
<tr>
<td>Prep E</td>
<td>Mugilamudhan Muguntharaj</td>
<td>Hinter Collins</td>
</tr>
<tr>
<td>Prep F</td>
<td>Samuel Bryson</td>
<td>Katelyn Holt</td>
</tr>
</tbody>
</table>
Prep Science award: Mahjabeen Ashraf (PA)

Prep Music award: Lucas Creek (PA)

Prep HPE award: Alyana Pritchard (PC)

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Ruby Gillett</td>
<td>Lincoln Gough</td>
</tr>
<tr>
<td>1B</td>
<td>Kiara Booth - Tallent</td>
<td>Tenielle Schmidt</td>
</tr>
<tr>
<td>1C</td>
<td>Shreya Prakash</td>
<td>Matthew Inglis</td>
</tr>
<tr>
<td>1D</td>
<td>Kaylum O’Leary</td>
<td>Katelyn West</td>
</tr>
<tr>
<td>1E</td>
<td>Isoble Hess</td>
<td>Kate Ristoski</td>
</tr>
<tr>
<td>1F</td>
<td>Ellie Swyny</td>
<td>Lani Sau</td>
</tr>
<tr>
<td>1G</td>
<td>Bella Teepa</td>
<td>Nicholas Cherry</td>
</tr>
</tbody>
</table>

Year 1 Science award: Maddison Farmer (1C)

Year 1 Music award: Elijah Thiedeman (1E)

Year 1 HPE award: Hunter Taukipulu (1D)

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>Luke Penrose</td>
<td>Natalie Fletcher</td>
</tr>
<tr>
<td>2B</td>
<td>Annika Naumann</td>
<td>Finlay Ryan</td>
</tr>
<tr>
<td>2C</td>
<td>Maria Nguyen</td>
<td>Tyla Vavau</td>
</tr>
<tr>
<td>2D</td>
<td>Jackson Wolman</td>
<td>Perry Weekes</td>
</tr>
<tr>
<td>2E</td>
<td>Emily McDonald</td>
<td>Ella-Jaye Harrison-Leaunoa</td>
</tr>
<tr>
<td>2F</td>
<td>Tanisha Chhiboo</td>
<td>Cianna Bakker</td>
</tr>
<tr>
<td>2G</td>
<td>Mackenzie Newberry</td>
<td>Max Zbaeren</td>
</tr>
</tbody>
</table>

Year 2 Science award: Tanisha Chhiboo (2F)

Year 2 Music award: Cayla Comerford (2B)

Year 2 HPE award: Maria Nguyen (2C)
<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Liam Smith</td>
<td>Gabriella Klose</td>
</tr>
<tr>
<td>3B</td>
<td>Annie Tran</td>
<td>Bailee Ward</td>
</tr>
<tr>
<td>3C</td>
<td>Liam Senior</td>
<td>Riley Suess</td>
</tr>
<tr>
<td>3D</td>
<td>Bennett Tragar</td>
<td>Amy Crane</td>
</tr>
<tr>
<td>3E</td>
<td>Daniel Skipwith</td>
<td>Clinton Pomeroy</td>
</tr>
<tr>
<td>3F</td>
<td>Fox Van Daalen</td>
<td>Lotu Sau</td>
</tr>
</tbody>
</table>

Year 3 Science award: Bridie Garland (3C)

Year 3 Music award: Matthew Nance (3C)

Year 3 HPE award: Orlando Metuariki (3C)

**SWPBS Postcard winners:**

Selina Anderson (2G)

Lucas Stevens (2G)

Ella Klose (3A)

Janelle Aquino (3A)

Carl Balagat (3A)

**Years 4 - 7 CELEBRATION PARADE AWARDS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>Alyssa Archer</td>
<td>Emily Smith</td>
</tr>
<tr>
<td>4B</td>
<td>Charilzee Aumuller</td>
<td>Blake Godfrey</td>
</tr>
<tr>
<td>4C</td>
<td>Karla Naumann</td>
<td>Brodi Thoms</td>
</tr>
<tr>
<td>4D</td>
<td>Dhanika Lal</td>
<td>Joshua Baldwin</td>
</tr>
<tr>
<td>4E</td>
<td>Tegan Huyhn</td>
<td>Chelsea Bradbury</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Music</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aislinn Hamilton (4C)</td>
<td>Paige Nunn(4B)</td>
<td>Kadin Pritchard (4E)</td>
</tr>
</tbody>
</table>
The year 7 academic and citizenship awards will be announced at the year 6 & 7 Graduation on Thursday night December 11 from 6.30pm in the hall.

**SWPBS Postcard winners:**

Amelia Marinez (4A)
UNIFORM SHOP

UNIFORM SHOP EXTRA OPENING TIMES FOR JANUARY 2015

MONDAY 19th January 9am - 2pm
TUESDAY 20th January 9am - 1pm
WEDNESDAY 21st January 11.30am-2.30pm
THURSDAY 22nd January 9am - 1pm
FRIDAY 23rd January CLOSED

WEEK 1 - TERM 1 - 2015

MONDAY 26th January - CLOSED
TUESDAY 27th January 8.15am - 10am

NEW REGULAR OPENING TIMES
UNIFORM SHOP 2015
(from Wednesday 28th January)

<table>
<thead>
<tr>
<th>DAY</th>
<th>OPENING TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>7.30AM - 9.30AM</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>CLOSED</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>7.30AM - 9.30AM</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>7.30AM - 9.30AM</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>CLOSED</td>
</tr>
</tbody>
</table>

Our schools uniform shop is now available on-line just click on the link available on school website. All orders will be delivered to your child's classroom.

Click here for the NEW uniform shop Order Form.

Uniforms also available for purchase on line, click on the link on the school website. All orders are delivered direct to child/ren's classroom.

Payment and Collections Options:

In person: At uniform shop when opening times apply; pay by cash, credit or debit cards cards and cheque.

By telephone: Call 3437 9888 (request uniform shop) during uniform shop opening hours. Payment options include credit card or debit card only NO CASH. Your order will be processed the next available uniform shop working day and delivered to your child's class.
By fax: 34379800 Order forms can be collected via office, school website or uniform shop. Payment options include credit or debit cards only. **NO CASH.** Your order will be processed the next available uniform shop working day and delivered to your child's class; uncompleted credit or debit card details will result in non-delivery of uniform.

By Administration Office: Complete order forms are to be handed in to administration office. Payment options include credit or debit card only. **NO CASH.** Your order will be processed the next available uniform shop working day and delivered to your child's class; uncompleted credit or debit card details will result in non-delivery of uniform.

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**SCHOOL BANKING**

The last day for School Banking for the year will be Wednesday 26th November and will resume Week 3 Term 1 2015

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**DEFENCE NEWS**

Defence Families,

I can't believe it's the end of the 2014 school year!! It has been a great year here at SLSS and I have enjoyed every moment.

I would like to wish the families that are on the move all the best. I hope you enjoy your next adventure in a different part of our great country and beyond. We have families going all over Australia some are off to Darwin, Newcastle, Townsville and Perth, we also have a very lucky family that have been posted to the USA! You will all be missed!!

I would also like to take this opportunity to wish the families with members about to leave on deployment and those families whose loved one will come home in the New Year a very happy festive season. It can be a difficult time but please know that you are supported by myself and your school community and we wish you well.

I wish you all a very Merry Christmas and I can't wait to see what 2015 at SLSS brings.

Kim Roberts
New GLUTEN FREE MENU AVAILABLE at the tuckshop
SAVE TIME, ORDER TUCKSHOP & UNIFORMS ONLINE!
At Springfield Lakes State School we now have a great new online system to make the ordering of lunches and uniforms easier and more convenient.

- Order at a time convenient to you
  in the morning, night before, or weeks in advance!
- No searching for cash required
  It’s already paid online!
- Teach students healthy eating in a fun way
- Order from home or work

It's easy!
Go to www.flexischools.com.au
OR go to the quick link
www.springfieldlakes.eq.edu.au
1) Click “Register Now” to create account
2) Top-up your balance
3) Start ordering immediately

To view a demonstration
go to the www.flexischools.com.au website and in the “Find Your School” box, enter a few letters from our school name and click the name when it appears below.

How Does It Work in the Tuckshop?
Go to www.flexischools.com.au and click “Register Now” in the Login Box. Then enter your student’s name, school and class, and add funds (say $50) into a pre-paid account. You can log into the website at any time to place orders until the 8am cut off for same day orders. Or, you can order up to 2 weeks in advance. As purchases are made, the funds are taken from your pre-paid account. The account can be topped up again in the same way, or set to automatically top-up via credit card when the balance falls below a pre-set minimum. Each order is sent automatically to the kitchen, where an easy-to-read label is produced with the student’s name, class and order details. At lunch time, students can simply pick up their order without the need for cash.

What Does it Cost? The online menu is the same price as the usual menu. However, there is a small fee for the online orders to help pay for the labels and the website system. So why not order your next lunch online!

What payment methods can I use?
FlexiSchools accepts payment via Visa, Mastercard, and Bank Transfer. To perform a bank transfer to your FlexiSchools account, click ‘Top up Account’ when logged into the FlexiSchools website and select ‘Bank Transfer’; you will be given your unique EFT code. You can then make a transfer via your bank’s internet facility or at your branch.
We wish you a Merry Christmas and a Happy New Year to the parents/carers and the wider school community from all our educators here at YMCA Outside School Hours Care.

Have you booked in for the school holidays? To avoid disappointment please book in early as places fill up fast.

Below are some of the exciting activities that we will providing for our children.

- Friday 19th Dec All Things Chocolate
- Monday 22nd Dec Amazing Race
- Monday 5th Jan Time Traveller
- Tuesday 13th Jan Grand Art Show
- Thursday 15th Jan Excursion to MOVIE WORLD
- Wednesday 21st Jan Travelling Through Continents

If your children are saying that they are bored why not book them in for one or two days a week, This would give mum a break to go shopping or have a coffee with friends.

Karen Kelso

Co ordinator

The Team

YMCA Springfield Lakes OSHC
COME JOIN A TEAM AND HAVE FUN @

When:         Saturday 17th January
               Sunday 25th January
               Saturday 7th February

Where:        Bundamba Club House – 254 Brisbane Road, Bundamba

Online registrations available in early 2015 –
www.myfootballclub.com.au

EMAIL US:  info@ipswichknights.org.au

LIKE US ON FACEBOOK: Ipswich Knights FC – Juniors