Dear Parents and Caregivers,

As we begin term 3, I have had many inquiries regarding enrolments for 2015. Many prospective parents have been told of what a great school we have and are very eager to find out more. My conversations have centered around the building of exemplary school culture at RESS. How do we define culture and what makes one exemplary? In many ways an exemplary culture is something that is intangible and cannot be seen; it is more of a ‘feeling’ that you have in a school. People working in a school with an exemplary culture feel positive and respond positively to one another. An exemplary culture in a school is about staff, parents, students and the community feeling enormous pride in their school. It is about teachers feeling appreciated and motivated; being open to new challenges; unafraid to look critically on current practices and a willingness to work as part of a team. It is about students striving to do their best and feeling proud of their learning. It is about visitors to the school saying that this school has a great feel about it. It is about parents who are keen to be involved in their children’s learning and who want to send their children to the school because it feels right. As we continue to our journey in further developing exemplary school culture I would encourage parents to continue working with us to build this positive partnership.

Thank You

An enormous ‘THANK YOU!’ must go to our P&C and all the volunteers that were involved in the V8 parking at the school during the holidays. This is our school’s biggest fund raising activity each year and we are extremely appreciative of all the hours that have been volunteered to run this event. We look forward to working with the P&C to ensure the money raised is utilised well.

Parade messages
The following messages were discussed with the students. Your reinforcement of these messages would be most appreciated.

- Naidoc Week – we discussed the importance and significance of Naidoc Week at RESS
- Responsibility – this week’s Pillar of the Week is ‘Responsibility’. We discussed the role of being responsible for our school environment.
- GOTCHAS – GOTCHAS are reward slips for positive playground behaviour. This term we are introducing a certificate system also. Students will receive a bronze, silver and gold level certificate for earning 5, 10 and 20 GOTCHAS. Student GOTCHAS will also be entered into OneSchool (the school data base) as a positive behaviour.

Naidoc Week at RESS
This week we are celebrating Naidoc Week at our school. Students are participating in a range of activities in their classes. Classes are also collectively contributing to a whole school representation of The Rainbow Serpent. The Rainbow Serpent features in the Dreaming stories of many mainland Aboriginal nations and is always associated with watercourses, such as billabongs, rivers, creeks and lagoons. The Rainbow Serpent is the protector of the land, its people, and the source of all life. However, the Rainbow Serpent can also be a destructive force if it is not properly respected (source: http://australia.gov.au/about-australia/australian-story/dreaming).

National Tree Day
Today, classes participated in National Tree Day. Twenty saplings were planted around the school to provide future shade and screening. Thanks to The Green Team for organising this important environmental initiative. Thanks also to the Townsville City Council for donating the saplings.

Swimming
Please note that there was an error in the swimming dates provided recently. The official swimming dates are: 29th July; 5th, 19th and 26th August; 2nd, 9th and 16th September. A reminder that students must wear closed in shoes to school, but may wear thongs to and from the pool.

International Free Dress Day Reminder
The Student Council have decided to hold a free dress day to celebrate all cultures this Friday 25th July, calling it International Free Dress Day. On this day your child may choose to dress in the clothing of another culture. However, please ensure that the clothing is still sun safe. No coin donation is required for this event.

Reading Goals
Individual student ‘Reading Goals’ for term three will be sent home with students by the end of week three. We encourage all parents to take an active role in helping their children to reach these goals. Home reading and sight word practice are absolutely fundamental to improving reading.

UPCOMING DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>21st– 25th July</td>
<td>NAIDOC week</td>
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<tr>
<td>1ST August</td>
<td>Jeans for Genes Day</td>
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<tr>
<td>28th August – 2nd September</td>
<td>Life Education Van</td>
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**Guidance Officer News**

**USING EFFECTIVE TIME-OUTS**

**Present time-outs as a choice.** A child can choose to settle down or take some time out. Many parents use the same type of discipline for every problem situation. One tool, however, is rarely effective for all situations. Plus, overusing one particular tool also reduces its usefulness. Timeout is just one tool -- and it really isn't a "discipline" tool; it's an effective anger-management tool. Since the purpose of a timeout is to help someone regain control, it is most appropriate to use when someone has lost self-control or there is extremely disruptive behaviour.

Most adults have the mistaken idea that the whole point of sending children to timeout is to make the child suffer for their misbehaviour. "You go to your room (or chair) and think about what you did." The tone of voice usually implies, "and you suffer." Imposing suffering only brings on more resentment and power struggles. Effective discipline, however, teaches children lessons from their poor behaviour choices, rather than punishing them. If you want timeouts to be constructive, try following these guidelines:

**Develop a plan in advance.** Teach children during a happy time about the value of a cooling-off period. Say, "When you feel like you're going to lose control, you can go (specify the place). When you feel better we can work on a solution."

**Teach children how to regain self-control.** Suggest things the child can do to calm down while in timeout.

**Allow the child to play.** Many parents are upset when they find their child playing during timeout, but it's actually a good sign that the child has regained self-control. If they are ready to play, children might also be ready to do some problem solving.

**Select a location for the time-out.** Some children calm down faster when they are alone and in a quiet place. Other children have too much energy to be forced to sit still. Some children become more out-of-control and hurtful when they are forced to spend timeouts alone. These children can cool off in the same room as other people, as long as they aren't disruptive.

**If you force a child to stay in a chair or room,** it shifts the focus from what they did and their responsibility for calming down to who is in power.

**Avoid timers.** Timers can turn timeouts into power struggles. If children have calmed down and are ready to return but parents won't let them "come out," it often escalates the situation. If children return before they have calmed down, firmly but kindly return them to the timeout and reemphasize the purpose is to cool off. Describe the behaviour you want to see that shows they are calm.

**When timeout is over,** problem-solve to generate ideas for handling the situation differently in the future.

Think about your long-term goal. If you want children to learn that it is their responsibility to control their behaviour, use timeouts as cooling off periods which teach children how to achieve this self-control. [www.Parentstoolshop.com](http://www.Parentstoolshop.com)

Happy Parenting!

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**Citizen of the Week**

<table>
<thead>
<tr>
<th>Week ending 27th June</th>
<th>Grade</th>
<th>Week ending 18th July</th>
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<tbody>
<tr>
<td>PREPM</td>
<td>Cassie P/1M</td>
<td>Toby</td>
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<tr>
<td></td>
<td>Gracie 1/2E</td>
<td>Michala</td>
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<tr>
<td></td>
<td>Mikaeli 1/2M</td>
<td>Koby</td>
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<tr>
<td></td>
<td>Tukia 3M</td>
<td>Asha L</td>
</tr>
<tr>
<td></td>
<td>Emily 3/4W</td>
<td>Jazmyn</td>
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<tr>
<td></td>
<td>Hayley 4/5F</td>
<td>Connor</td>
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<tr>
<td></td>
<td>Keely 5/6MJ</td>
<td>Nicholas</td>
</tr>
<tr>
<td></td>
<td>Charlie 5/6RJ</td>
<td>Luhun</td>
</tr>
<tr>
<td></td>
<td>Julian 6/7I</td>
<td>Mulisa</td>
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**SCHOOL WATCH**

School Watch is a community based awareness and crime prevention program aimed at safeguarding schools against vandalism, theft and arson.

Schools are at high risk of deliberate damage because of their very nature and design. Because they are regularly left unattended and unprotected they are vulnerable. Schools are community property so we must all work together to protect them.

We depend on students, parents and all members of the local community to:

1. **LOOK**
2. **LISTEN**
3. **REPORT**

Do Not take any further action. If you see or hear suspicious behaviour, report the incident immediately by **℡ 131788**.