

# NEWSLETTER

Available online and Flexi buzzed each week.

**Thursday 16<sup>th</sup> August 2018**

## KEY REMINDERS

Thank you also to the families that have paid the '2018 Parent Payment Essential Items' – book packs. Please contact office if you need more information.

Please return Father's Day breakfast food indication form.

## DATES TO REMEMBER

**Children's Book Week 20<sup>th</sup> to 24<sup>th</sup> August – next week!**

Pirate Dress Up day on Friday 24<sup>th</sup> August

**Father's Day/Special person in our lives breakfast**

From 7:30am on 31<sup>st</sup> August

**Swimming program for students in Year Prep to 4**

Week beginning 3<sup>rd</sup> September

**Year 5 and 6 Camp**

October 31<sup>st</sup> – 2<sup>nd</sup> November

**Year 3 and 4 Camp**

7<sup>th</sup> – 9<sup>th</sup> November

**Year 2 Sleepover**

Friday 12<sup>th</sup> October

**Principal**  
Alex Artavilla

**School Council President**  
Kylie Barker

**School Supervision Times**  
8.45am - 9.00am  
3.15pm - 3.30pm



**SUNSHINE  
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State School no. 4744

Dear Parents and Carers,

Well the new tennis fence looks amazing, and it even matches our new uniform, which is nice!

Thank you to the families that have enrolled their child that will be starting Prep next year. Thank you also to the families that are informing us that they may be moving out of the area in 2019. All this information helps me prepare for the coming year as soon as possible.

## Children's Book Week – next week!

Although we celebrate the amazing world of literature every day, next week we add a bit more of a focus as part of 'Children's Book Week'!

I also need to clarify that the Pirate dress up day is on Friday 24<sup>th</sup> August. Sorry, about the confusion as it was originally scheduled for the Thursday. I am also hearing about some clever pirate related dress up ideas that we may see next week. Could we see some human ships, or parrots or planks? Hmm...it's nice to know that there are some thinking outside the box which is what we are encouraging as part of our new logo design. I wonder what a modern pirate would look like, or even a future pirate?

Don't forget to show case the work that goes into the day that we will be having a special parade at 9:10am in the gym. Don't be afraid as we are friendly pirates and you are more than welcome to join us!

During the week, we also welcome Alan Brough to speak to the students in Years 3 to 6, and Tony Wilson to speak to the students in Years P to 2.

More importantly, please take the time to check out the amazing published pieces of work produced by our very own students that are appearing in passageways near you for everyone to enjoy!

Big thank you to our amazing librarian Brenda Ransome for organising the week!

## Father's Day/Special person in our lives breakfast...

Yes, we are all set for our annual Father's Day/Special person in our lives breakfast celebration on Friday 31<sup>st</sup> of August from 7:30am at the Sunshine Social. A food indication form was sent home on Tuesday. Mr Greg will also be performing for everyone! Fingers crossed we have nice weather! Although there is nothing better than a eating a bacon and egg roll with a fresh cup of coffee while listening to some music on a cool frosty morning. Especially when you have a big jacket, three jumpers, four pairs of sock, a beanie, scarf and outdoor heating. Positive weather thoughts from everyone please!

## Talent Show!

Things are in full swing and auditions are currently underway! The finals will be held in the coming weeks. Please note that at this stage we are yet to set a time and date for the finals. We will make sure we let everyone know as soon as possible to give those interested in attending time to make arrangements

Hope everyone had a great week!

Alex Artavilla  
Principal

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In this week's newsletter, I also wanted to share an article by Alan Wright to celebrate Children's Book Week. Alan is an education consultant and author, and has worked with our teachers and students for a number of years to inspire teachers and students to see themselves as writers. You can visit Alan's blog for more amazing and insightful articles at: [livinglifetwice-alwrite.blogspot.com](http://livinglifetwice-alwrite.blogspot.com). Although Alan's blog focuses on supporting teachers, I thought I would share one of his articles as a way of giving parents an insight into how we work with students to inspire them as writers.

### **Assisting Inexperienced Writers To Be World Watchers** **By Alan Wright**

*Learning to be observant is a valuable life skill. When one has a writer's notebook it is such an advantage if the owner possesses keen observational abilities. The writer begins to notice things in the world around them, more acutely. They consciously include sensory observations knowing they complement their writing efforts. The art of observation serves the writer well. A window is always available through which to capture a little magic.*

*To assist inexperienced student writers develop a greater awareness of the value of including such sensory observations, requires mindful action in the classroom:*

- *Share text examples where the writer includes sensory details. Details that enable the reader to visualize the scene. Where writers employ show, don't tell, the reader is more likely to visualize the events and actions described. The words are decidedly reader friendly.*
- *Share examples from your own notebook where you focus on what's around you. Consider your 5 senses. Endeavour to show your curious learners how your writing presents a snapshot of the world around you.*

*'I notice as a father walks in the damp sand close to the shoreline. His young son follows closely behind. He stretches to place his feet within his father's substantial footprints. This scene is a strong metaphor for father and son relationships. It also prompts me to think of the role of the teacher in the classroom –leading so that others may follow in their steps...' From my notebook*

*When we write about characters we need to explore the terrain in which that character exists. It is often helpful to think about this character in terms of the senses. To highlight this I share examples from my own writing to emphasize how as a writer, I try to incorporate such devices. Here are a few I made earlier:*

*Touch: 'When I shook my father's hand, it felt as firm as the wood he had worked with all those years.'*

*Sound: 'I listened to my mother's singing as she ironed and I played with my cars at her feet. The hissing of the iron provided an accompaniment to her questionable melodies. She sang joyfully, like the birds of the morning.'*

*Smell: 'On laundry day whenever my mother gave me a hug, I was enveloped in the unmistakable smell of Velvet soap. It was so pervasive, I had to rub my nose.'*

*Sight: 'When my aunt smoked, she drew the terrible smoke into her lungs, slowly tilted her head back and exhaled towards the sky. She could have been a dragon caught in a daydream.'*

*Taste: 'When I kissed my father good night, I could taste the saltiness of sweat on his cheek from a hard day's work.'*

*We must also draw attention to such details used by mentor authors. This close noticing is an essential component of reading like a writer.*

**Using the Senses:** *When developing writers are starting out, they frequently encounter difficulty describing familiar scenes with sufficient clarity. They may not realize the words on the page don't provide sufficient information for the reader to form a clear image of the setting or the events taking place. They forget the reader may not be as familiar with the setting as they are. In such instances it is useful to request that the writer 'develop' the scene using the five senses to build the image the reader needs. That way they bring greater clarity to the situation.*

*The aim is to assist young writers to notice sensory details and develop the habit of including them when using their notebooks. Ask questions about the use of sensory details when conferring:*

*Which senses did you use when you wrote this piece? What other details could you add that involve the senses?*

**Example of text strong in sensory observation:**

*'The red girl and I stood under the guava tree looking each other up and down. What a beautiful thing I saw standing before me. Her face was big and round and red, like a moon—a red moon. She had big, broad, flat feet and they were naked to the bare ground: her dress was dirty, the skirt and blouse tearing away from each other at one side; the red hair that I had seen standing up on her head was matted and tangled; her hands big and fat, and her fingernails held at least ten anthills of dirt under them. And on top of that, she had such an unbelievable, wonderful smell, as if she had never taken a bath in her whole life.'*

*Source: 'Annie John' by Jamaica Kincaid*