**Students of the Week**

Congratulations to the following students: 
Ella Frost—working hard on her re-sit tests
Jazz Provera—working hard to improve her writing

**Bucket Filler of the Week**

Ethan James—Helping younger students in the classroom

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**Community News**

**VALLEY YOUTH PLAYERS**

DON'T MISS OUT! 3 SHOWS ONLY!

Youth Valley Players present ‘WHERE THE WILD THINGS ARE’ on Friday 4th Dec at 7pm, Sat 5th Dec at 2pm & 7pm. Family $60, Adult $20, Children $15. Tickets available at the door or phone Diane on 0498 676 926.

Please come along and support our local young performers!

**MACKAY GYMNASTICS** will hold their Gymnastics Fun Days in the upcoming school holiday period (January 2016). Details for our Fun Days are as below:

- **Dates**: Wed 13/1; Fri 15/1; Wed 20/1; Fri 22/1
- **Times**: 9.30am-11.00am
- **Where**: MGI facilities, Snow Wright Court, Beaconsfield
- **Cost**: $16.50 per participant/session
- **For**: Primary school aged boys and girls (aged 5 – 12 years)

**Bookings Essential**: Phone the office on 49420032 to book your child in or email admin@mackaygymnastics.org.au

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**STAR LAB MONEY DUE**

There is outstanding money for the Star Lab visit - $5 per child. If your child’s name is highlighted, their money is outstanding.

Please send to the School Office ASAP.

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**From the Principal**

**Christmas Concert**

The Christmas concert will be held on the 10th December here at the school. Students have been given a list of what they need for their costume. They also have a list of other items that we will need for the play. If you have any of these items at home that you are able to share for the night it would be greatly appreciated.

**Graduation**

The year 6 Graduation this year will be held at Kinchant Waters on the 30th November. A menu will go home this week to those invited to the event.

**Kinchant OEC**

On Tuesday the 1st December year 5 students will be visiting Kinchant Dam for their leadership day. On Wednesday 2nd December, year 5 students will be attending. On this day the students build leadership skills and also build relationships with the other students from the small schools in the valley. They will be participating in a number of activities including raft building, high ropes, canoeing, and biscuiting—depending on their year level.

Forms have been sent home this week with further details.

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**Words of the Week**

- **Graduate**—to complete school
- **Graduate**—to make a decision
- **Graduated**—to get a degree
- **Graduation**—the end of a school year

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Reading Strategy: Recalling Facts and Details

Parents helping children read at home is a huge factor in students’ reading success. This increases when the same strategies are being encouraged at home. When understanding texts students can use comprehension strategies to help develop meaning from the text. One of our ‘CARS & STARS’ reading strategies includes recalling facts and details.

You can help support your child with this strategy by asking them to recall specific details from their text. Easy beginners are who, what, where, then, why and how?

Sentences that tell more about the main idea are called facts and details. Facts and details explain or support the most important idea in the paragraph.

• Facts and details prove information about the main idea.

• Facts and details often tell about the who, what, where, when, why and how of the main idea.

Writing Continuum

We have implemented a writing continuum in the classroom. It is a multi-level description of writing skills, set into levels. It is used so that children can see the level they are on, but also so they know what skills they need to use to improve. This way students can continually work on choosing their own individual goals for improvement in the classroom. This also gives them some ownership over their improvement. At home you may like to ask them what skills they are focusing on next to improve their writing.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can create a text</td>
<td>I can correctly form some letters</td>
<td>I can use words from word wall</td>
<td>I can use heading and paragraphs</td>
<td>I can plan before I write</td>
</tr>
<tr>
<td>I can explain the meaning of my writing</td>
<td>I can write simple sentences</td>
<td>I use simple sentences</td>
<td>I can re-read my writing and correct it</td>
<td>I can explain who I am writing for and why</td>
</tr>
<tr>
<td>I can correct spelling</td>
<td>I can re-read consistently</td>
<td>I can use describing words (adjectives)</td>
<td>I can use some punctuation correctly</td>
<td>I can write with accurate spelling</td>
</tr>
<tr>
<td>I can write a letter for each sound in a word</td>
<td>I can correctly spell sight words</td>
<td>I can re-read to check if my sentences make sense</td>
<td>I can write sequences ideas</td>
<td>I correctly use capital letters</td>
</tr>
<tr>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Level 9</td>
<td></td>
</tr>
<tr>
<td>I can write a full page</td>
<td>I write paragraphs using main idea and supporting details</td>
<td>I write paragraphs that show cause and effect, problem and solution and comparison and contrast</td>
<td>I use a range of strategies for organising content in planning</td>
<td></td>
</tr>
<tr>
<td>I can publish my work</td>
<td>I use verb and noun groups</td>
<td>I use pronouns to maintain cohesion</td>
<td>I write paragraphs that maintain the pace of a text</td>
<td></td>
</tr>
<tr>
<td>I can edit my work</td>
<td>I use simple, compound and complex sentences</td>
<td>I use extended noun groups</td>
<td>I omit useless words and phrases</td>
<td></td>
</tr>
<tr>
<td>I can write using speech marks, commas and apostrophes</td>
<td>I edit using editing guide</td>
<td>I use adverbs or phrases to add detail to action</td>
<td>I use subjective, objective and evaluative language</td>
<td></td>
</tr>
<tr>
<td>I can check that my sentences make sense</td>
<td>I use conjunctions</td>
<td>I use commas to join clauses</td>
<td>I use noun groups, verb group, adverbs and phrases to intensify meaning</td>
<td></td>
</tr>
</tbody>
</table>
| I use complex sentences | I use a range of strategies for organising content in planning | I correctly use question marks, exclamation marks and quotation marks | I write using sentence structures that include sentence fragments and single words, to emphasise, extend and explain ideas and in-