This week I’ve had the great pleasure of listening to the lecturettes that our students have been working on. The Year 3-4 and Year 5-7 classes have put in such a great effort and their confidence and willingness to speak in front of their classes has been great to see. I look forward to hearing the P-1 and Year 1-2 lecturettes in Week 10. I’m also very pleased to hear about all the positive gains students have made in assessments that have been taking place in classrooms over the last couple of weeks. Thanks to all the parents who have booked in and had meetings with teachers to discuss these results – interviews are a great way to find out what is happening in the world of learning for your child.

Thank you once again for making my first few weeks at Wheatlands so positive and I hope everyone has a safe and happy holidays over the break.

**Term Three Attendance**

Overall attendance for Term Three is currently at 93%. Our school target is an overall attendance rate of 95%. As you can see from the graph below which shows attendance for the term, some Fridays and Mondays have shown a trend in low attendance compared with other days, with Week Four and Five being particularly low. Please do all that you can to ensure your child is at school every day, ready to learn - especially at the beginning and end of the week. It only takes a few days off ‘here and there’ to quickly add up and significantly affect your child’s learning and our programming of lessons and assessments.

### Attendance for 2014 (By Class)

<table>
<thead>
<tr>
<th>Prep-1</th>
<th>Year 1-2</th>
<th>Year 3-4</th>
<th>Year 5-7</th>
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<tr>
<td>92.56% ↑</td>
<td>95.10% ↓</td>
<td>94.93% ↑</td>
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Well done Year 1-2! Look out though, Year 3-4 is catching up.

**Parenting Ideas: Insights**

Commencing in this edition, I’ll regularly include an article focusing on parenting ideas in the Wheatlands State School Newsletter. These articles come from a renowned educator, parenting author and columnist, Michael Grose. He and his team offer quick tips and key ideas about raising happy, healthy, well behaved kids. I hope you enjoy reading them and find them informative as I do. In this newsletter, I’ve included an article entitled, *Beyond Their Years*, which focuses on the sometimes problematic nature of allowing children (especially 7 and 8 year olds) unsupervised access to digital media and television.

**Very Interesting…**

★ Wheatlands SS students have answered over 22 000 Mathletics questions in 2014 so far!

★ Visit [dete.qld.gov.au/about/apps/access](dete.qld.gov.au/about/apps/access) two cool apps for free for your kids these holidays – *Out and About* is a sight words app for Prep/Year 1 students and *The Allen Adventure* is an app for early/middle primary kids about an alien new to a school who must learn to make friends and get along.

★ Year 7 student, Ella Toomey, was interviewed by the South Burnett Times this week about her experience as a student-journalist at the Brisbane Show Camp.

*Joel Batson*  
Principal
Prep—1 Class News

This week we farewell Mrs Robyn Collier, who officially finishes working with us at Wheatlands. We will miss you and appreciate all the work you have put in with us working with the children over the past few years. Unfortunately Mrs Collier has been unwell the past few weeks, so we hope to officially farewell her when she is feeling better.

We welcome Miss Nikki Geysing as she takes part in her first practical teaching experience. Miss G is also a past student of Wheatlands State School and can’t believe the changes that have taken place in the past few years.

This week we have continued to explore data in maths. We look forward to listening to the short, rhymes next week in “Show and Tell” time. These form part of the assessment of our English unit about ‘Rhyming Words’.

Week 8

Green slips- Shaelee Keliher, Amber Wigg

Bookwork Award- Amber Wigg

Mrs Alex Brimblecombe

Year 3-4 News

English
We have finally started working on our writing assessment for the term. We are writing a traditional story that has a moral or a message for a younger audience. We have been writing a plan and have started working on our drafts. We also performed our Lecturettes this week about the most interesting person we know. These were some of the most engaging and well-rehearsed Lecturettes we have ever done.

Maths
We have continued working on the topic of Time. This week we have been focusing on elapsed time. Next Wednesday we will complete the Time test. Next term we will complete the topics of Length, Area and Perimeter, Space, Shape and Position, and Volume, Capacity and Mass.

Science
This week we have created our own games using our new knowledge and understanding of forces. The games are very creative and we are looking forward to trying them all out.

History
We completed the first part of our assessment which involved asking questions and then using sources to find the answers. We looked at the Eora peoples before and after contact and their connection to country.

Technology
We are so close to having everybody finish their movies and are hoping to have a screening of them all next week. We have learnt a great deal this term about using a computer and have had a lot of fun experimenting with different effects and transitions on Windows Movie Maker.

In other news, we are very much looking forward to our Glow Disco Rewards Day next Thursday. It will also be Crazy Hair Day and a Free Dress Day so we have plenty to get excited about!

Erin Hubbard
I would like to thank Fay Kerkow for her assistance with setting up and collecting the displays for our school in the Wondai Show. A big thank you to Bronwyn for filling out each and every single entry form so that our students could enter the competitions for the show.

**ENGLISH**

Students have completed their THEN and NOW writing samples. The samples will be photocopied and displayed in our classroom. It is amazing how neat our handwriting is NOW. Please come in and view the student work and encourage their incredible efforts so far this year.

Just a reminder that Lecturettes are DUE MONDAY! All students will be required to present their 3 minute lecturette in front of the class. Lecturettes will be filmed this time around (students have been informed) and will have the opportunity to watch the presentations on our smartboard on Tuesday.

**MATH**

Year 2 students have been completing activities on "Time". We have enjoyed tabulating everyone's birthdays and investigating terms such as decade, century, millennium, kilenium, centrennium and megannum (1 million years).

Year 1 students have been revisiting "Time" and "Number" and will complete the "Time" unit next week.

**SCIENCE**

Our gardens are looking fantastic. We are hoping to collect any vegetables that are fully grown next week and share them out. The students will also plant out any seedlings that are strong enough into the large garden beds.

**ART**

I am pleased to announce that the second round of soap carving was more successful than the first. Students seem to be gaining the skills and patience required to create some exceptional designs. Well done, Years 1 & 2.

**UNDER 8s Day**

We have been looking forward to our day trip to Windera SS all week! Today we will be celebrating the year of the horse by completing a number of hands on, fun activities and viewing many demonstrations extending our knowledge of horses. Plenty of photos to come, I took my camera!

**REWARDS DAY**

Rewards day invitations will be going home in Communication Books on Monday. Students who are invited will spend the day completing a number of fun filled activities and adventures at school. The main activity will be a treasure hunt. Students will have to work together in teams to locate the "missing token". They will be given a number of clues and a map to assist them in seeking out this treasure. Plenty of prizes to be won during the day with raffles, games and competitions. Overall, an exciting way to celebrate the hard work and excellent behaviour displayed throughout the term.

**HIGH EXPECTATIONS HANDWRITING AWARD**

Week 8 – Jorgia

**READING AWARDS**

Week 8 & 9 –

100 Nights of Reading – Darcy Mitchell, Jorgia and Peter Anderson.
125 Nights of Reading – Hannah Mollenhauer and Ryder Brown.
150 Nights of Reading – Matthew Kunde and Erin Kunde.
175 Nights of Reading – Charlie Gilbert and Pixie Gilbert.
200 Nights of Reading – Jorja Forsythe, Cooper Mollenhauer, Rory Scott and Dallas Gordon.

Miss Sarah Sullivan.
I have really enjoyed parent meetings this week. It is a great time to refocus our goals. Some parents have asked how to help their child with maths. I strongly encourage children to work on Mathletics at home and used the help and guide functions when they find something difficult.

**MATHLETICS**

The activities that children access through the Mathletics website are targeted at their specific learning level. The activities are challenging and highly motivating. Children can work through these activities at their own pace. There is ample on-line support for every child as well. As a parent you can track your child’s progress. As a school, we can track very student’s progress. Your child’s teacher has considerable control over the program, even to the point of setting learning tasks that a child must complete before they can get back into the ‘fun stuff’.

World wide data has shown that students who engage strongly with Mathletics:

- Achieve better mathematical results at school
- Gain a better understanding of maths
- Love maths more
- Are engaged and motivated to learn

Mathletics covers curriculum content from Prep to secondary school. For primary aged students engaging with Mathletics, they can extend themselves indefinitely.

Every child has a login and a password to access Mathletics.

**BOOKWORK**

We continue to focus on neat setting out as well as handwriting that demonstrates consistent slope and font size. I am pleased that we have a few more contenders for the weekly crown!
Next General Meeting
Tuesday, 21st October 2014 @ 6.30pm

If you have anything you would like to add to the agenda, please add it to the form at the front office counter.

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<th>Dates to Remember</th>
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<td>21st Oct</td>
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P & C NEWS

Sale!

Buy 4 or more & Save....
Mugs $8 each!
Glasses $8 each!
Waterbottles $4 each!
Pens, Bags & Magnets $3 each!

Buy In Bulk & Save!!!

Bulk memorabilia on Sale now!!!
Available at the office.
Great keepsakes for your children!!!
As TVs, tablets, smart phones and other digital devices become more commonplace, so do the myriad types of content available on them. Lakshmi Singh looks at the important role parents need to play in monitoring and controlling the exposure of early-primary school children to content beyond their years.

The TV left on the latest hit crime drama while you’re cooking.

The family iPad unlocked with access to Game of Thrones.

The gaming device on which Dad has been spotted playing Grand Theft Auto.

The drive to school with the radio playing songs full of sexual promise and expletives.

These are just some ways in which young children might interact with content that is beyond their comprehension.

As the saying goes, ‘children are not mini-adults’ and seven to eight-year-olds in particular do not have the worldly knowledge or mental capacity to set apart events happening a world away from them, nor the maturity to rationally process content beyond their years.

More than just putting parental locks and passwords on devices, experts say it is imperative that parents take a more firsthand approach in guiding their seven to eight-year-olds through the M-rated content maze.

**Fiction vs. reality**

Although most kids between seven and eight years of age know the difference between fiction and reality, the ‘type’ of reality portrayed in reality TV shows may not be something that they easily grasp, says Lynne Jenkins, author and clinical psychologist.

“If what they are watching is scripted to be more dramatic, then that is how it is for them, unless an adult lets them know otherwise,” she says.

The strung-out tensions between contestant teams, fabricated cat-fights and prolonged focus on habits that annoy each other could all come across as normal, unless kids are told otherwise, she says.

“Of course in real life kids will come across bitchiness and things like that, but I don’t think shows like these are necessary to teach those lessons,” says Nathalie Brown, child behaviourist at Melbourne based consultancy Easy Peasy Kids.

She cites The Bachelor as such a show that has settings which are very far from reality.

“It’s a reality show but not a real concept. One man and twenty women ... it’s not going to happen in real life.”

The dramatic statements made on the show can also create false impressions and wrongly influence young minds, she says.

“Do we want little girls thinking that this is the be-all and end-all if you don’t have a man in your life?”

**Concepts beyond their understanding**

While children of this age may be exposed at school to some adult concepts like the dangers of smoking, they don’t necessarily understand in great detail the information presented in health programs, for example says Jenkins.

“They will need a sensible adult to explain what they are seeing in a way that won’t cause them to take on too much information that they aren’t really ready for, or don’t really need to know about yet. For example, at seven or eight children don’t really need to know about drugs leading to death and disease. That can be something to be discussed at least in senior primary.”

In a similar vein, rite-of-passage concepts are better passed down from parent to child, says Brown.

“I believe it is okay for children to have knowledge on puberty but that initial talk should be from their parents, not from a movie. It depends on emotional maturity; if it comes up in a movie it may just go right over their heads or scare the living daylights out of them.”


more on page 2
The same concept also applies to games and apps, she says. “Children believe what they see. Parents have to communicate that a movie or game is not real life,” she says.

Even if exposure is inadvertent, the impact can be very obvious, she says.

“If a child is constantly playing or watching violence their understanding in handling their own emotions can become aggressive. What a child sees repeatedly is what they learn. It becomes acceptable to be aggressive and they can become desensitised to violence.”

Conflicting values of shows/ themes

Certain themes like revenge may not be ideal to teach your seven to eight-year-old, but they do get portrayed in movies. The important point is that labels need to be given to shows and games that deal with such plots and an explanation given as to what the characters are doing.

“Revenge does occur, this is a how the movie plot is dealing with it, it is something the parents have to discuss with their child,” says Brown.

Sometimes culture and religious beliefs mean parents limit or screen what their children can watch. Here, an honest explanation as to why parents believe their children shouldn’t be viewing or interacting with such programs may be in order, especially if there is a risk that they may go behind your back and source it, says Jenkins.

“If the reason given is something like: ‘Just because’ or ‘Because I said so’ a child with a certain personality might go looking for it themselves to find out why they can’t watch it. If, however, a parent acknowledges that their child would like to watch the show and explains that the reasons have to do with their family values or culture for instance, it might be better received,” she says.

More harm than good?

The brain of a child who’s seven or eight does not have the necessary processes in place to exercise the judgement necessary to make sense of M-rated games, says Brown.

“Again it depends on the emotional maturity of the child and how much the parents have explained to them. I find that a lot of the parents aren’t even aware that the ratings are there for a reason.”

At this age, looking for big banks to loot and zombie monsters to kill will not be something a child can do with the strategic mindset or understanding demanded by these games, she says.

However, they might have a more poignant influence psychologically and result in the child having nightmares.

“These graphics at the moment are so realistic, bloody and gory,” she laments.

Regular exposure to M-rated content where the language might be peppered with profanities and disrespect may also impact an impressionable seven or eight-year-old’s speech, says Jenkins.

“If they are exposed to expletives regularly, whether on a show or in their house, they will absorb them as ‘normal’. This ‘sponge-like’ phenomenon applies more to younger children, but if a seven or eight-year-old has been exposed to such things for most of their life, they will become normal for them. And if they start watching this material at age seven or eight and the adults in their life don’t say that they can’t watch it, or don’t turn it off, or at least don’t comment that it is wrong, then the kids won’t have the understanding that using expletives is not okay.”

Words of wisdom from the experts

1. Set boundaries from early on in children’s lives. Instil the message that we only watch G or PG material in our family.

2. Watch news programs when kids have gone to bed. This is especially important if a child (of any age) is anxious or has a predisposition to anxiety or worry. If they do come across tragic events, reassure them that even though these events have happened in real life, the child, their family and friends are safe.

3. Be prepared to keep pace with children as they grow older. Assess whether an M-rated show might be appropriate for a particular child’s personality, intelligence and maturity by watching it first. Be available for explanations and fast-forward any questionable parts.

4. Always encourage open discussion about content your children interact with, allowing them the confidence to ask questions when confused.

5. Don’t allow TVs and other devices in kids’ bedrooms.

6. Use parental locks and passwords but try to invest more in gaining their trust.