

FITZGERALD STATE SCHOOL NEWSLETTER



FROM THE PRINCIPAL

It is difficult to believe that we are now in the latter part of Term 1.

The school is a hive of energy with children participating in learning, trialling for various sports at the school, Northern Suburbs, Mackay & District and even Capricornia levels and making teams as well as preparing for events such as the upcoming choral festival and joining school extra-curricular groups such as Drama group, Wakakirri and choirs to name a few.

On top of this we have our concert bands and string ensemble preparing to participate in the biennial Instrumental Fanfare competition. Fitzgerald students certainly do have multiple opportunities to excel across a number of fields.

P&C – We NEED You! – We are looking for individuals who are passionate about our school and want to work together with us to ensure that our school can be incredible and have solid links to our community.

Without a P&C we have no tuckshop, no discos and no events that can bring in revenue to support our school.

With a P&C we have a shared purpose, clear communication and feedback channels and a way to bring school and the community together to make 'Fitzy' a better place.

You don't have to have any qualifications to be in a P&C, as long as you are motivated and enthusiastic we would love to have you there. Want to take on a smaller role? Great – sub committees can be formed to look after things such as discos, community evenings such as movie nights, icy cups, etc.



Our next meeting is on Tuesday the 12th of March at 5:30pm in the laptop space at the end of the Library.

WE NEED YOU!
TO MAKE IT HAPPEN

Parent/Teacher Interviews – These will occur in Weeks 9 & 10 of this term.

Further details regarding how to book into these sessions will be forwarded home in the coming weeks.

We would encourage every family to lock into these sessions to find out about your child's improvement across Term 1 of this year as well as your child's next steps for further improvement.

Our Annual Implementation Plan details outline our school priorities for the year. As shown below we continue to commit ourselves to ensuring that Every Student is Succeeding, Every Educator is Effective and Every Person is Safe Valued and Well through our commitment to a whole school approach to pedagogy (the way we teach) and ensuring that all children have access to the curriculum at their level with suitable modifications and adjustments made to allow students to demonstrate their understanding in a way that is appropriate for them.

Department of Education

FITZGERALD STATE SCHOOL

OUR VISION – Every day, in every classroom, every student is succeeding.

OUR VALUES – Compassion, Courtesy, Communication

SPOTLIGHT FOCI

EVERY STUDENT SUCCEEDING

Every student successfully accesses a connected and engaging curriculum, has a positive attitude to learning and articulates next steps in their individualised learning.

EVERY EDUCATOR EFFECTIVE

Every educator working collaboratively towards the consistent implementation of a three-dimensional, quality assured curriculum and research-based pedagogies, focussed on success for every 21st century student.

EVERY PERSON SAFE VALUED AND WELL

Every person within the school community positively contributes to an inclusive environment that is welcoming, safe and respectful.

Wednesday 13 March 2024, 6:30pm-7:15pm AEST

RICULUM

Ensuring students access a moderated, quality assured, 3D curriculum.

(CM 23/626529)

Twilight Reading Sessions – We invite you to participate in the Twilight Reading Sessions as shown below. By following the link below, you will be able to register to join to find out about Queensland’s reading commitment and how you can support reading at [home.https://www.ivvy.com.au/event/KLCA5Y/](https://www.ivvy.com.au/event/KLCA5Y/)

Tracey Adams - Principal



DATES TO REMEMBER

8th March	Cross Country
12th - 22nd March	Life Education
19th March	Instrumental Beginner Parent Afternoon Tea
25th - 25th March	Choral Festival
29th March	Good Friday Public Holiday
29th March	Last day of Term 1
15th April	First day of Term 2

From the Office

Payment of the Student Resource Scheme was required by 23 February 2024.

In addition to the Student Resource Scheme students participating in the following activities have been invoiced last fortnight.

- All Students - Life Ed 23rd February, \$9.00
- Religion Instruction \$5.45

This year invoiced items such as student resource schemes, excursions, swimming, spectacular etc. can be made using the two payment options below:-



PAYING BY BPOINT OR QPARENTS

- Log into your QParent Account, go to Payments, then select your invoice or
- Log into BPoint and enter your invoice number for the invoice you wish to pay as per the statement that is sent home.
- Phone payment using credit/debit card via BPOINT 1300 631 073 enter the CRN and invoice number as per your statement.

PAYING THROUGH CENTRELINK – Contact the school office for further information. Forms will be sent home via email.

Payments for invoiced items can still be paid through Qkr these include student supplies; homework bags, uniforms along with additional academic and cultural activities such as Optiminds, Choir, Drama and Wakakirri.

If using the Qkr payment option, please ensure that you update your child's profile to show this year's class i.e. 1A, 2A etc.

PAYING BY Qkr

- Step 1. Download app
- Step 2. Register
- Step 3. Find our school
- Step 4. Register your child
- Step 5. Choose the items you wish to pay



Sports News

CROSS COUNTRY

Our cross country is fast approaching and is set down for March 8. The last training will be Tuesday 5th March. Students have already walked / jogged the course so they should know where go on the day. A note has been sent home already in regard to the event with a map of the course for 2024. Please note that the cross country is only open to students in years 3 to 6.

CONGRATULATIONS

Congratulations to our first Capricornia representative for 2024. Elijah Simeon earned selection in the Capricornia Swimming team. Well, done Elijah and we look forward to hearing your results from the State Swimming trials which will be held in Brisbane in late March.



Music News

Choir – Choral Festival – Sunday 24th and Monday 25th March – Senior Choir performing at this event.

Instrumental Music – Instrumental Beginners Afternoon Tea – Tuesday 13th March – notes will be sent home this week about this event. Please RSVP by Friday 8th March.

Creative Generations Instrumental Fanfare 2024 – Fitzgerald SS String Ensemble and Senior Concert Band will be performing in the Mackay heats on Thursday 16th May.

Regional Instrumental Camp – forms due to Mrs Miller (Week 9 Term 2) – available to Year 6 instrumental students.

Twilight Concert (Instrumental groups only) – Tuesday 14th May.

MUSIC LEARNING HELPS SOCIAL SKILLS

PROSOCIAL BEHAVIOUR



Music learning increases levels of **prosocial behaviour**¹

NON-VERBAL COMMUNICATION



Music learning improves skills in **non-verbal communication**¹

COHESION



Music learning creates a shared sense of **social cohesion**, which contributes to belonging²

INCLUSION



Music learning creates a higher sense of **social inclusion**, which improves self-esteem⁴

ATTENTION



Music learning improves the ability to pay **attention** to others' **physical and emotional states**³

ENGAGEMENT



Music learning helps to create greater levels of **social engagement** which carries through life⁷

DECISION-MAKING



Music learning improves **decision-making skills** in terms of **personal health**⁴

TRUST & RESPECT



Music learning assists in developing **trust** and **respect** in social groups⁴

REFERENCES

1. Campbell, S. & Thompson, A. (2010). The effects of music on children's social skills: A meta-analysis. *Journal of Music Therapy*, 52(1), 1-15.
2. D'Adda, M. (2011). Music and social cohesion: A review of the literature. *Journal of Music Therapy*, 53(1), 1-15.
3. D'Adda, M. (2011). Music and social inclusion: A review of the literature. *Journal of Music Therapy*, 53(1), 1-15.
4. D'Adda, M. (2011). Music and decision-making: A review of the literature. *Journal of Music Therapy*, 53(1), 1-15.
5. D'Adda, M. (2011). Music and trust & respect: A review of the literature. *Journal of Music Therapy*, 53(1), 1-15.
6. D'Adda, M. (2011). Music and engagement: A review of the literature. *Journal of Music Therapy*, 53(1), 1-15.
7. D'Adda, M. (2011). Music and life: A review of the literature. *Journal of Music Therapy*, 53(1), 1-15.



THIS IS NOT A RECORDER.

This is a tool for sensory connectivity.

It will trigger your auditory, visual & motor cortices to interact.

This will make remembering new information easier.



Library News

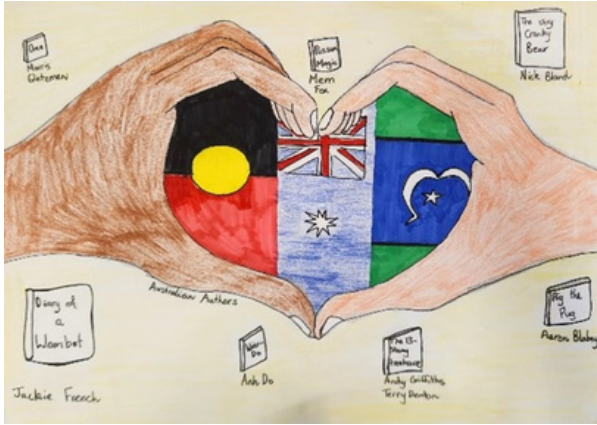
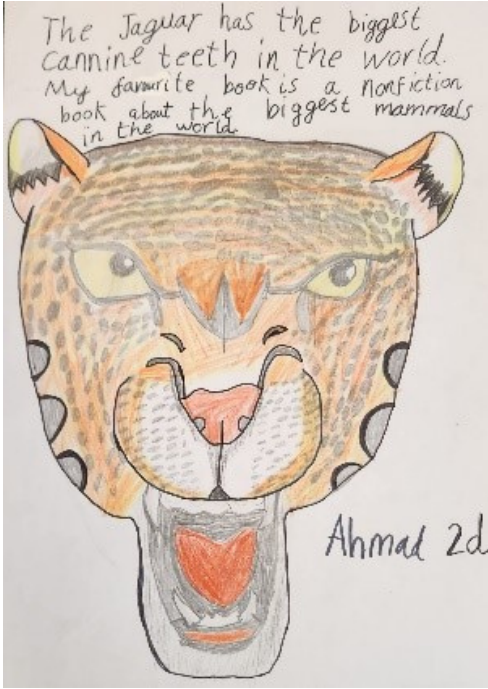
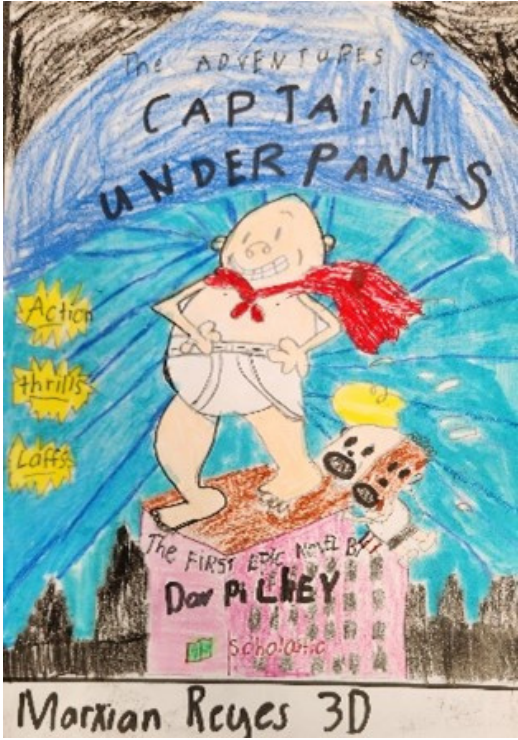
We are pleased to announce the winners of our school-based Queensland Libraries Week competition where children were asked to submit a picture or write a short story either on their favourite book or based on this year's theme Our Heart, Our Stories.

Our upper school winners were Jayashri Naidu 6B and Marxian Reyes 3D.

Our lower school winner was Ahmad Mohammed 2D.

Thank you to all students who submitted their amazing entries. You will all be receiving a small prize for your effort.

The school based winning entries will receive their book prizes during their next parade. The school's winning entries have now been sent off to the Queensland competition where they have still have the chance to win a \$50 book voucher for themselves and \$100 book voucher for the school.



Guidance Officer News

One of the increasing concerns school staff report across all schools is the behaviours that are noted by children who report lengthy or unlimited use of technology. Does your child have....

Too much time on screens?

Screen time effects and guidelines for children and young people (for this and more information visit the Australian Institute of Family Studies) <https://aifs.gov.au/resources/short-articles/too-much-time-screens>

In Australia, screen time spent on TV, e-games, digital tablets and smartphones is a regular part of children and young people's lives. Parents report that excessive screen time is the top health concern they have for their children, and they are worried that their children spend too much time on electronic devices. This article provides an overview of the national guidelines for screen time, the effects of excessive screen time and how practitioners can support families to reduce screen time.

What are the national guidelines for screen time?

Guidelines for screen time can be found in the Australian 24-hour movement guidelines (see link below) for the early years (birth through to five years) and children and young people (5–17 years) (introduced in 2018). These guidelines were developed from systematic reviews of the evidence about the effects of physical activity, sleep and sedentary time (including screen time) on children's development, health and wellbeing. For screen time, the guidelines recommend:

no screen time for children younger than two years

no more than one hour per day for children aged 2–5 years

no more than two hours of sedentary recreational screen time per day for children and young people aged 5–17 years (not including schoolwork).

Most Australian children spend more time on screens than is recommended. Estimates from primary research suggest only 17–23% of preschoolers and 15% of 5–12 year olds meet screen-time guidelines. Screen time has also been shown to increase between the ages of 10 and 14, especially among boys. The types of screen-time that increased was electronic gaming for boys and TV, computer use and social networking for girls.

During the COVID-19 lockdowns, families reported that they spent more time watching TV and movies than before and that, children were spending 35 minutes more time on screens a day on the weekends.

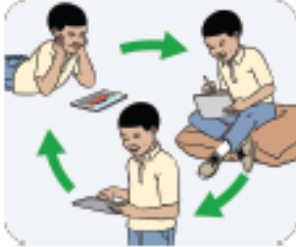
What is the evidence on the effects of excessive screen time?

For children younger than five years, there is strong evidence that screen time has negative effects on:

- Weight
- motor and cognitive development
- social and psychological wellbeing



Postures for healthy screen time



Change position often. Staying in one position for too long stresses muscles and joints.



Swap between bending forwards and backwards.



Move around while using devices. Propping up the device on a table or other surface can help.

Postures to avoid with screen time



Holding a device at eye level for a long time can make your child's muscles tired.



Bending the neck too far backwards or forwards can lead to pain or strain.



Holding a phone very close to the eyes can make your child's eye muscles tired.

How to improve screen time posture



Prop your device on a cushion. This can stop your child's muscles from getting tired.



Use devices at eye level. This can avoid neck strain.



Put distance between screens and eyes. This is less tiring for eyes and encourages kids to move around.

© Raising Children Network

Screen time in this age group may be associated with the following problems in later childhood:

- emotional problems in girls
- family functioning for both boys and girls.¹³

For children and young people aged 5–17 years, screen time may have negative effects on:

- weight and diet (especially from TV viewing)
- behavioural problems, anxiety, hyperactivity, attention, self-esteem and psychosocial health

For this age group, some research links screen time with depressive symptoms. However, other research suggests there is limited evidence linking screen time to mental health problems. The type of screen time, and how it is used, affects outcomes for children and young people. For instance, watching TV may result in less physical activity and children being more disengaged or less attentive, and may negatively affect family functioning.

However, internet use and electronic gaming may support skills such as stress management. Studies do not always agree about the effects of excessive screen time, likely because of differences in their methods. However, research suggests that excessive screen time in children, especially young children, is likely to lead to unhealthy outcomes in the short and longer term. In addition to the time spent on screens, it is also important to consider the type of screen time and how it is used.

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How can you reduce or address excessive screen time?

- limit your own screen time - there is a strong relationship between parents' screen time and that of their children
- co-participate - where parents and children take part in screen time together and engage in conversations about the content. This encourages spontaneous opportunities for learning and practising language skills and helps mediate the content being viewed.
- set time and content rules around screen use. This is associated with lower levels of screen time. Supportive rather than controlling styles of communicating rules may be beneficial.
- Find ways to balance your child's day with other activities such as physical activity and play to support their physical and mental health. This could include scooter riding, dancing, running, climbing or going to the park with friends.
- Encourage children to self-regulate screen time.

Personal recognition of the consequences of excessive screen time, giving them a sense of autonomy over their choices and involving them in decision making are important for this strategy to be effective.

Excessive screen time can lead to poor health and developmental outcomes. Where possible, keep your children's screen time within the recommended levels, engage in more supportive screen behaviours (such as parents and children using screens together) and encourage children to take part in other activities, such as physical activity.

<https://www.health.gov.au/sites/default/files/documents/2021/03/australian-24-hour-movement-guidelines-for-children-5-to-12-years-and-young-people-13-to-17-years-an-integration-of-physical-activity-sedentary-behaviour-and-sleep.pdf>

Fitzgerald State School
Position Vacant
Casual Dance and Drama Costume Assistant

Fitzgerald State School is seeking a casual Dance and Drama Costumes Assistant. Commencing Monday, 15th April through until the end of November 2024, as required.

This position is to provide assistance to and working closely with the ARTs Performance Coordinator, to ensure the smooth running of Dance, Drama or Music related productions held by the School.

Applicants must have:

- Experience in providing high quality and professional assistance in a School and Theatre setting including set, prop and costume design.
- Relevant technical qualifications/skills including costume/clothing design, sewing and sourcing the appropriate materials.
 - Demonstrate creative principles to enable characters to come alive during performances.
- Maintain a professional attitude, showing initiative and enthusiasm, whilst remaining calm under pressure.
- Time management and organisational skills to work autonomously (based on limited instruction) as well as a team member to complete tasks.
- Interpersonal skills and commitment to provide reliable and resourceful communications with all stakeholders. Including the ability to liaise pleasantly and competently with students, parents and staff.
- Flexible hours inclusive of school days, after school and some weekends. Along with performance nights when required.

The successful applicant will be required to complete Mandatory Training, hold a Blue card, complete a criminal history check and provide evidence of past costume achievements.

Interested applicants can drop their resumes into the school office, between 8am and 3:30pm Monday to Friday, or email calli23@eq.edu.au

Applications will close on Friday, 8th March, 2024 at 3pm and be addressed to:

The Business Manager
Fitzgerald State School
56 Norris Road
North Mackay

