From the Principal

Coding and Robotics added to curriculum

Queensland students are being primed for the jobs of the future with the release of Advancing Education - An action plan for education in Queensland and #codingcounts – A discussion paper on coding and robotics in Queensland schools. Technology is an ongoing part of our curriculum and the inclusion of digital technologies will further enhance the prospects of our students in the future and their ability to communicate in the 21st century.

Our programmable Lego robot

At Cameron Downs we are well underway with digital technologies. This semester, Daniel M and Daniel W have constructed a Lego robot. Through robotics, students apply coding and creative thinking to solve problems and produce tangible outcomes. They have programmed the robot to perform a number of tasks including responding to sound, following a black line, reverse parking and travelling set pathways. They are continuing to learn how to program the robot to perform more complex routines.

Learning to code is the basis of computer programming. A computer will only carry out the commands it is given and students need to learn the skill of how to present these commands in a logical order. Our preps have started to learn basic coding and programming at their own level through their use of the Kodable and Alex apps on the iPads. Students use drag and drop to move the characters through a maze. They learn about computational thinking, sequence, conditions and loops, functions and debugging. The older students are using Scratch and the app Hopscotch. While helping to develop the student’s digital literacy these resources also engage the students in the development of skills such as problem solving, thinking logically, collaboration and persistence.

Setting up the program

The robot will follow the black line and stop for objects

We have again registered for the on-line “hour of code”, which is a world-wide initiative to introduce and encourage students to learn the basic foundations of coding and therefore computer programming.

The teaching of coding and robotics from a very early age is aimed at developing the practical skills that coding brings with it in an accessible and fun way.
Participation in on-line programs

1. Science
Amelia and Daniel M and Daniel W are participating in an on-line component of the science curriculum with 68 other students from a variety of other small schools. This project known as S4 – Supporting Small School Science, is a joint project which has been developed by small school principals in conjunction with Paluma Environmental Education Centre to assist small schools in effectively teaching science in multi-age classrooms. The topic units comprise one on-line lesson with other schools, then a teacher-led lesson at school.

2. Problem solving in Maths
Our year 2 and 3 students are working with Mrs Shirley Leis and her class from Ormiston School in a collaborative maths project, enabling our students to work with other students of a similar age to discuss and communicate while solving a number of maths problems posed online.

3. Reading Fluency and Stamina
We are also participating in a collaborative on-line reading exchange with students from Mrs Leigh Buxton, a colleague at Birkdale South State School in Brisbane. More about this in a later issue of our newsletter.

Welcome to Lindy
Lindy Hick started with us at the beginning of term as Teacher’s Aide while Chelsea is on maternity leave until the end of next year. Lindy has settled in easily, and has quickly developed a great rapport with the students. Everyone is enjoying her contribution. Lindy is a registered teacher and will occasionally take on the responsibility of teaching the class when Liz is absent at meetings or courses. Lindy is very welcome as our newest staff member.

Swimming lessons
This term, swimming lessons have commenced at the Hughenden Pool each Friday afternoon. The Prairie School students join us for these sessions. Our students are being coached by “Rocket” from the Hughenden pool, and Tammy McClymont from Prairie. The focus is on learn-to-swim, stroke correction and the building of stamina. It is always a happy trip into Hughenden, lots of splashing about in the pool, and sometimes an ice-cream afterwards. It is a great opportunity for the students to participate in this activity.
I can’t believe that we are at the end of week 4 already! Only 5 weeks of school left till another school year is successfully completed. This term is always full of excitement, energy and activity, with the Christmas Concerts to prepare for, curriculum assessments to be completed, author visits to engage us and Melbourne Cup events to attend, it is full steam ahead!

At the start of term I took two weeks long service leave; I thank Samantha Davison for covering me during this time. She said she really enjoyed her visit to Cameron Downs. While on leave I went on a cruise to New Zealand with my family. It was very relaxing, GREEN! And I was surrounded by WATER! New Zealand is a very charming and captivating place, and we intend to return to explore more one day.

Some of the highlights were the Zealandia Sanctuary in Wellington, where I learnt that New Zealand has no snakes at all! How awesome is that! And they also have no native land mammals or marsupials at all. The native animals of New Zealand are birds, sea animals or reptiles such as lizards. You can understand why some very helpful New Zealander decided to take home a possum from Australia, possibly feeling a bit jealous of all the fantastic native land mammals and marsupials in Australia like our Kangaroo, koala, wombat, echidna, platypus and wallaby. Unfortunately the New Zealanders don’t share our love of possums, so the poor possum is seen as an introduced pest (much how we view the cane toad) and is eradicated with zeal!

At Rotorua we witnessed the geysers and thermal mud pools; the Pohutu geyser erupts many times daily. There is a very strong smell of sulphur in the air at Rotorua, (it smells like rotten eggs). We felt the water that was bubbling out of one of the smaller geysers, which ran into a man-made drain system to a bathing area. The water was extremely hot! Way too hot for bathing! Wow, nature is amazing. We also saw New Zealand Maori dances, arts and culture. Here are a few photos. More next edition!

**Cameron Downs end of year breakup**

**Date Claimer:** The end-of-year breakup function will be held at the school on Thursday 26th November

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The ship that I travelled to New Zealand on. The Diamond Princess.

My granddaughter Charlee with some very green geckos at Zealandia Wellington.

One of the small bubbling geysers. Boiling water, crystal clear water – too hot for anything to live in.

Maori dances demonstrating traditional singing, dancing and the Haka.
School camp to Canberra

Amelia accompanied the Prairie School students on the week-long Canberra trip earlier this term. The group flew from Townsville to Canberra to begin their activities. The group visited Parliament House, The National War Memorial, Questacon, and participated in other activities. A visit to the snow at Thredbo was also a highlight of the trip. This camp gave Amelia an excellent opportunity for easy interaction with her peers – these benefits are a very important component of such a camp. It was a successful and enjoyable trip, and thanks go to Prairie Principal, Tammy McClymont, for organising the trip, and to our school and the P&C for supporting Amelia’s participation.

Playgroup

Playgroup continues at the school every second Monday, ably organised and run by Chappy Sarah. The kids participate enthusiastically in various activities such as face-painting and outside play as they get to know each other and the fun of doing activities with others. The mothers always join in the fun too.

Chappies Corner

In my travels amongst the schools in the Flinders shire, I come across many folks who appreciate having a chaplaincy service in their school. However not many people know exactly what it is that we do in their school. Of course this can be a variable thing depending on the size and location of each school. In smaller schools a much higher percentage of our time is spent in educational support, however that is only one role of seven key roles that chaplains might undertake. Over the next several newsletters I’d like to unpack for you these key roles of school chaplaincy.

The seven key roles, along with the average time as a percentage that a typical chaplain would invest in that role, are: social and emotional support (41%); mentoring and role modelling (16%); educational support (15%); extra-curricular activities (9%); community development (7%); spiritual support (6%); and team contribution (6%).

In this article I’ll unpack the role of social and emotional support. Social and emotional wellbeing is a concept of wellbeing that can be broken down into five smaller areas of concern: self-awareness, self-management, social awareness, social management and responsible decision making.

Research shows that there are strong links between positive social and emotional wellbeing for children and young people and their successful life outcomes, including educational ones.

Schools are very interested in promoting social and emotional wellbeing in their students and school chaplains work alongside other school staff and stakeholders to promote the school’s goals in this area. For chaplains, promoting social and emotional wellbeing takes place on a number of levels. It is a big part of their role, typically taking up over 40% of their work time.

Firstly, chaplains are involved in activities that promote an overall positive, caring environment across the whole school, often focusing on positive values, attitudes, behaviours and relationships.

Across their average week chaplains are engaged in activities that make the school a more attractive place to be for many students, and of course they make themselves available for and build relationships with students, families and school staff.
Secondly, chaplains will sometimes have more formal conversations with students, families and school staff to help them resolve issues that are of concern to them. Through these more formal conversations, chaplains provide general pastoral care, information, resources, referral information and advocacy as required.

Chaplains and students talk about a lot of different things in their formal conversations, but the top three things they talk about are family relationships, friendships and bullying. Staff and parents/carers mostly talk about the concerns they have for students, but sometimes they will talk about work and family concerns.

Thirdly, chaplains will sometimes run social and emotional support programs for students. These programs can be more generalised in nature or be aimed at students who are considered to be at-risk of school disengagement or other harmful outcomes.

Through the social and emotional support part of their role, chaplains make an important contribution to the overall goals that families, schools and communities have for children and young people.

There is a strong link between educational outcomes and social and emotional wellbeing that works both ways – students who are doing well in their lives tend to do better at school and students who do better at school tend to do well in their lives.

By promoting social and emotional wellbeing, chaplains are both directly and indirectly ensuring that children and young people have the best chance possible to experience full lives and a bright future.

Next time we’ll look at the role of mentoring and role modelling.

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**Opportunity knocks! - For Sale by Tender**

Some items at Cameron Downs School are surplus to requirements and will be offered for sale by tender.

All items can be inspected at the school.

Please complete the Tender Form and place your tender offers in the Tender Box in the office at the school. Tenders will close at 5pm Friday 13th November.

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<thead>
<tr>
<th>Item Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1 to 11</td>
<td>Schools desks (11). Three different sizes available. Ideal for home use and computer.</td>
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<tr>
<td>12</td>
<td>Archery set including: Fibreglass bow, target, straw-filled backing board, support stand, 5 arrows, 2 arrow tubes, 3 darts.</td>
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<tr>
<td>13</td>
<td>Archery set including: Fibreglass bow, target, straw-filled backing board, folding support stand, 4 arrows, 2 arrow tubes, 3 darts.</td>
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<tr>
<td>14</td>
<td>Archery target with bull, straw-filled backing board, folding stand.</td>
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<tr>
<td>15</td>
<td>Rubber gymnasium mat - approx single bed size.</td>
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<tr>
<td>16</td>
<td>Dinosaur constructor kit, (blue).</td>
</tr>
<tr>
<td>17</td>
<td>Dinosaur constructor kit, (green).</td>
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<tr>
<td>18</td>
<td>Lattice (3 pieces)</td>
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<tr>
<td>19</td>
<td>Pool toys including noodles, kick boards, flippers etc. In carry bag</td>
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<td>20</td>
<td>Multi level storage trolley, black</td>
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<td>21</td>
<td>Low table with magazine rack</td>
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<td>22</td>
<td>Withdrawn</td>
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<td>23</td>
<td>Pressure pump - Southern Cross model CBI 2-50 PC15. Fully operational.</td>
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<tr>
<td>24</td>
<td>“Funcourt” frame system for netball-type game.</td>
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