FROM THE PRINCIPAL

Today, I had a visit from Russell Simpson, Assistant Regional Director. We discussed the Charter of Expectations which includes Explicit Teaching. We also talked briefly about Warra SS and the future. I was assured that schools would have been notified by now. Next year is the next round for viability. Warra SS is here to stay for 2013.

Tomorrow, Warra SS will be hosting the Cluster Principal's meeting. There will be Principals from Chinchilla, Burra Burri, Brigalow, Monogoriby and Kogan here at the school.

On Friday I will be attending Chinchilla Cluster Professional Development Module 2a. This further enriches the Cluster due to working together for a shared vision in our area.

Next week is NAPLAN. It is very important that students attend all week. We are given 1 day to make up any tests which are missed and often this encroaches onto other curriculum areas. We have been practicing the expectations and setting out of the tests, so it should not be a stressful time for our students.

There is information below on which tests are when and the time they are on.

Judy Angel

NAPLAN TESTING TIME AGAIN

Our students in Years 3, 5, 7 and 9 will soon participate in the annual National Assessment Program – Literacy and Numeracy (NAPLAN) to assess their skills and understanding in the areas of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The tests will be conducted in all state and non-state schools across the country from 14–16 May.

An individual NAPLAN report for each child will be sent home later this year. Results provide additional feedback for parents, carers and teachers on how students are progressing in key curriculum areas.

Please contact the school if you have any questions about your child participating in NAPLAN testing. Further information is available on the ACARA website, (http://www.nap.edu.au/)

NAPLAN 2013 timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuesday 14 May 2013</th>
<th>Wednesday 15 May 2013</th>
<th>Thursday 16 May 2013</th>
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<tbody>
<tr>
<td>3</td>
<td>Language Conventions 40 minutes Start: 9.00 am Finish: 10.30 am</td>
<td>Reading 45 minutes Start: 9.00 am Finish: 9.45 am</td>
<td>Numeracy 45 minutes Start: 9.00 am Finish: 9.45 am</td>
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<tr>
<td>5</td>
<td>Language Conventions 40 minutes Start: 9.00 am Finish: 10.30 am</td>
<td>Reading 50 minutes Start: 9.00 am Finish: 9.50 am</td>
<td>Numeracy 50 minutes Start: 9.00 am Finish: 9.45 am</td>
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TUCKSHOP

Tuckshop will be on Friday this week. Wraps $3.00 and Fresh orange juice $1.00.

MOTHERS DAY STALL

Just a reminder that our Mother’s Day Stall will be held on the 9th May. (Tomorrow) Gifts are $6.00 each

P&C MEETING

The next general meeting will be held on 6 June at 3.30 pm.

STUDENT OF THE WEEK

Congratulations go to Annabelle Taylor, who has been awarded Student of the Week. Congratulations also to the following children who have received awards.

School Rule awards:
- Respect for Yourself – Kati Wright.
- Respect for Each Other – Hayden Taylor.
Participation awards for SOSE

CROSS COUNTRY
Cross Country was held last week and all students competed. Well done to Kati who will be attending the District Cross Country at Chinchilla on Friday. Best of luck!

WOOLWORTHS EARN AND LEARN
It’s simple to participate
From Monday 8th April, when staff and parents shop at Woolworths you can collect Woolworths Earn & Learn Points from the checkout operator. There’ll be 1 Woolworths Earn & Learn Point for every $10 spent*. Once the Woolworths Earn & Learn Points Sheet is completed, you can place it in the Collection Box, at your school. *excludes liquor, cigarettes and gift cards. There is a sticker sheet included. Please ask at the school for more if you need them.

TAKE HOME A BIG BROTHER OR BIG SISTER
Give your children the wonderful opportunity to have an international big brother or big sister by hosting one of our exceptional international students arriving in Australia in July 2013 for their 3, 5 or 10 month programs. Our international students from France, Germany, Italy, Sweden, Norway, Denmark, Finland, and Spain will live as a local, attend a local secondary school, arrive with their own spending money and comprehensive insurance cover – all arranged by Southern Cross Cultural Exchange. Visit us at www.scce.com.au, email scceaustr@scce.com.au or call us toll free on 1800 500 501, request our international student profiles, and capture the spirit of family and friendship!

SCHOOL DISCIPLINE TO BE STRENGTHENED
The Queensland Government has announced a plan to strengthen school discipline in state schools. The plan is the first of 15 strategies to be developed from the recently released Great teachers = Great results direct action plan. It will reduce red tape and provide principals with the flexibility to work with the school community to implement a range of new and strengthened disciplinary approaches. For more information on Great teachers = Great results visit the DETE website.

TOOWOOMBA RANGE BACK TO TWO LANES FOR WESTBOUND TRAFFIC
The Department of Transport and Main Roads (TMR) advises works the Warrego Highway on the Toowoomba Range will be ramped up to 24 hours a day, six days a week to provide two lane operations on the up lanes while adjacent work continues. This is expected to be carried out by end of June, weather permitting.
TMR has redesigned the 350-metre long rock protection wall on the left side of the westbound lanes near the top of the Range, using a slip-form methodology so it requires less space. Temporary widening will be required to provide room for two lanes and the work area for this wall.
This wall will protect vehicles from rock falls and landslides, such as those experienced after the heavy storms and the devastating flood in 2011.
A single lane will need to remain closed to enable work on the eastbound down lanes.
The early works on the eastbound down lanes involve:
- widening the existing carriageway in sections as a minor realignment
- earthworks and treatments to make the slopes above the road surface safer
- starting construction of a new section of road between the existing up and down lanes. This realignment will place both carriageways together from the mid-section known as the “Saddle” up the Range as far as the intersection with Stevenson Street.
There will still be delays, but TMR has put in place a number of measures to ensure disruptions are kept to a minimum. These measures include:

- TMR has stationed tow trucks for heavy and light vehicles on the Range from 6am to 8pm Monday to Friday so that breakdowns can be removed quickly to the nearest safe location.
- TMR has hired variable message signs (VMS) to provide information for drivers approaching Toowoomba from Goondiwindi, Ipswich, Dalby, Warwick, and Crows Nest. These VMS boards will provide drivers with advance warning of significant delays on the Range.
- TMR has started using the Toowoomba Range SMS service again, and has sent out messages recently advising of heavy congestion. The service can be accessed at www.toowoombarangesms.com.au

Seymour Whyte Constructions is delivering the works on behalf of TMR, following a competitive tender process and the award of a $38 million contract to carry out the works. These works are being delivered through Natural Disaster Relief and Recovery Arrangements (NDRRA), under which the Australian Government provides 75 per cent of the funding, with 25 per cent from the Queensland Government. For up-to-date information on changed traffic conditions, visit www.131940.qld.gov.au or call 13 19 40.

For more information about flood-related roadworks in the Darling Downs region, phone 1800 063 397 during business hours, or email reconstruct_darlingdowns@tmr.qld.gov.au

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<th>DATES TO REMEMBER</th>
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<tbody>
<tr>
<td>Thurs 9 May</td>
<td>Principal’s Cluster Meeting – Warra</td>
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<td>Sat 11 May</td>
<td>Warra Markets</td>
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<tr>
<td>Thurs 23 May</td>
<td>Biggest Morning Tea</td>
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SMALL SCHOOLS AND EDUCATIONAL OUTCOMES
When discussing the issues in the newspaper recently, regarding closing of small schools, a very interesting article came to the fore. It is entitled “Small Schools and Education Outcomes” by Trevor Cobbold. I have included a summary of the article. There has been a lot of research done in this area and there are other articles, such as the one found on the site: http://www.saveourschools.com.au/school-closures/no-educational-rationale-for-school-closures
Proposals to close schools are often justified on education grounds. It is claimed that small schools limit the curriculum and educational opportunities available for students and that transferring students to larger schools will improve student achievement.

There is very little research evidence to support such claims. They ignore the findings of the major research studies over the past 20 years. Small schools generally provide as good, if not better, education as larger schools. As one recent review of school size research concluded:

Smaller schools are generally better for most purposes. The weight of evidence provided by the review clearly favors smaller schools for a wide array of student outcomes and most organizational outcomes as well. [Leithwood & Jantzi 2009: 484]

The summary findings of another literature review effectively rebut the education rationale used by governments to justify closing small schools [Cotton 1996]. These findings are:

- Academic achievement in small schools is at least equal – and often superior – to that of large schools;
- Student attitudes towards school in general and toward particular school subjects are more positive in small schools;
- Student social behaviour – as measured by truancy, discipline problems, violence, theft, substance abuse, and gang participation – is more positive in small schools;
- Levels of extracurricular participation are much higher and more varied in small schools than large ones, and students in small schools derive greater satisfaction from their extracurricular participation;
- Student attendance is better in small schools than in large ones;
- A smaller percentage of students drop out of small schools than large ones;
- Students have a greater sense of belonging in small schools than in large ones;
- Student academic and general self-concepts are higher in small schools than in large ones;
- Interpersonal relations between and among students, teachers, and administrators are more positive in small schools than in large ones;

- Students from small and large high schools do not differ from one another on college-related variables such as entrance examination scores, acceptance rates, attendance, grade point average, and completion;
- Teacher attitudes toward their work and their administrators are more positive in small schools than in large ones.

In addition, the benefits of smaller school environments are particularly important for students from disadvantaged backgrounds.