Parents, Guardians/Carers,

The weather is starting to be more pleasant and the children and teachers appreciate the students being able to play outside at recess and lunchtimes. We are still currently having some problem areas around the school repaired so you may see workmen around and some temporary fencing. We hope by the start of next term all of this work that prevents our students from using particular areas of the school, will be complete. This will then give us the opportunity to organize shade structures to be placed over the preschool and transition play equipment. Please remember that a new school may appear to always be having things done but it does take time. Thank you for your patience and understanding.

Last Friday we had a wonderful Harmony Day assembly led by 1/2 Spencer and 2/3 Beale. The children talked about how we come from a variety of backgrounds and countries and then sang ‘We are Australians’ using sign language to express the song as well. A big thank you to Meleene Primero for teaching the students this in a relatively short timeframe it was wonderful to see not only the singers performing doing the signing but other students in the audience.

The ‘Kiss and Go’ lanes at both the front of the school and behind the school near the classrooms should be used only for that purpose. If you need to get out of your vehicle please park in a designated car parking space. We are having difficulty with cars continuing to park in this area and buses that come to collect or drop children off have recently needed children to walk out onto the road between cars to get on or off the bus. This needs to be addressed by all parents/carers who drive to school as we want to keep our children safe when they are coming to and from school.

We will be having a new 5/6 class start at the beginning of Term 2 as we have grown substantially since the start of this year. By doing this we give ourselves the ability to have room to grow in the year levels of 3 – 6. Some children will need to move into different classes and in some cases spaces to accommodate this growth. If your child is one of those to move you will be notified by a personal letter early next week. Please feel free to contact me if you have any queries. This semester we have decided to hold parent/teacher interviews in week 2 of term 2. Next week and week 1 of next term we will be sending further information home around this so please be aware and make a time to see your child/children’s teacher.

With only the remainder of this week and Monday to Thursday next week left of this term I would like to thank everyone for their support and dedication to making Rosebery Primary School the best it can be.

Have a great weekend

Gail Smith
Principal

Every Child, Every Day - improving student enrolment, attendance and participation is everybody’s responsibility and everyone’s business.
### Class Merit Awards

Lachlan Breiner, Caitlin Breiner  
Ebony Cubillo, Lockie Banks  
Mason Winch, Kiera  
Kaylee Dobe, Liam Hockey  
Chelsea Woodberry, Kaylani Cole  
Emma Weston, Isabelle Douglas  
Ethan Lowry, Matthew Whitehead  
Amelia Tate, Daunte Mobbs  
Alliah Jasminez, Kia Rayner  
Zoe Allen, Jennifer Salee,  
Ashton Ritchie, John Rekia  
Taleah Knight, Jack Maher  
Caedyn Taylor, Sophie O’Herir  
Agatha Sabamba, Maddison Dobe  
Kasey Lyons, Jaxon  
Izabella Taylor, Jaimond Stephens  
Tamayah Rosewall, Trinity Shaddick  
Tom Smith, Nuku Hosea  
Elijah Alejado, Tianna Gilchrist  
Sameea, Jay Weston  
Felicity Fernando, Chantelle Elambo  
Michaela Derschow, Corey Watson  
Performing Art: Montana Masters  
Special Ed: Rex Wright  
Emma Weston, Ethan  
Danisha Hart

### Awesome Effort


### Rosebery Preschool Easter Raffle

Win a hamper full of Easter goodies!

**Tickets $1 each**

Prizes drawn on Thursday 5th April 2012.

All proceeds will be used to buy more resources for both preschools.

Tickets and money due back by Monday 2nd April 2012.

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### CANTEEN SPECIALS

<table>
<thead>
<tr>
<th>Day</th>
<th>Special</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Hot Dog</td>
<td>$2.50</td>
</tr>
<tr>
<td></td>
<td>Basic Sandwich, Egg, Ham</td>
<td>$3.00</td>
</tr>
<tr>
<td></td>
<td>Chicken, Vegemite, Cheese or Tuna</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Sandwich, Fruit &amp; Popper</td>
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<tr>
<td>Tues</td>
<td>Chicken Mushroom Rice</td>
<td>$3.00</td>
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<tr>
<td></td>
<td>Chicken Mushroom Rice &amp; Garlic Bread &amp; Popper</td>
<td>$5.20</td>
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<tr>
<td>Wed</td>
<td>Chicken Burger</td>
<td>$3.00</td>
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<tr>
<td></td>
<td>Chicken Burger, Muffin</td>
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<tr>
<td></td>
<td>&amp; Popper</td>
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</tr>
<tr>
<td>Thur</td>
<td>Creamy Ham Pasta</td>
<td>$3.00</td>
</tr>
<tr>
<td></td>
<td>Creamy Ham Pasta, Fruit &amp; Popper</td>
<td>$5.20</td>
</tr>
</tbody>
</table>

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### ROSEBERY PS ATTENDANCE

- **Transition:** 89.91%  
  **Year 1:** 92.38%  
  **Year 2:** 95.17%  
  **Year 3:** 83.43%  
  **Year 4:** 90.00%  
  **Year 5:** 95.81%  
  **Year 6:** 91.15%  
  **Whole School Attendance:** 91.22%  
  **Total School Enrolments:** 389

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### Bluelight Disco

**Wednesday 4th April**  
6.00pm to 8.00pm  
$3.00 Entry
The “P” and “I” of PIES: IV. Relationship to Kagan Structures

These two basic principles play out differently in the steps of different Kagan Structures. Let’s examine a few structures, step-by-step to analyze for positive interdependence (P) and individual accountability (I). Analyzing a few structures deepens our understanding of these two important educational principles and illustrates where and how these principles are integrated into Kagan Structures. In designing Kagan Structures we have taken care to integrate each of the PIES principles, but they are integrated in different ways in each structure.

RallyRobin

RallyRobin is a simple pair structure most often used to recall a series of items (name prime numbers), or to generate multiple possible answers to a question (name possible causes of an event).

Step 1. Teacher asks question and provides think time.

P: None
I: None

Step 2. Student A answers.

P: Student B gains from the good answers of Student A
I: An individual public performance is required of Student A

Step 3. Student B answers.

P: Student A gains from the good answers of Student B
I: An individual public performance is required of Student B

Steps 4, 5, 6…. Students continue taking turns sharing answers until time is up.

P and I: Present at each step, as in Steps 2 and 3

Timed Pair Share

Timed Pair Share is a simple pair structure most often used to allow students to express an elaborated response (What is your stance on Capital Punishment? Give reasons for your stance.).

Step 1. Teacher asks question and provides time frame and think time.

P: None
I: None

Step 2. Student A responds for predetermined time; B listens.

P: The good responses of Student A benefit Student B
I: Student A is required to respond to peer

Step 3. Student B responds to the answer of Student A.

P: None
I: Student B is accountable for listening*

Step 4. Student B responds for predetermined time; A listens.

P: The good responses of Student B benefit Student A
I: Student B is required to respond to peer

Step 5. Student A responds to the answer of Student B.

P: None
I: Student A is accountable for listening*

Note: The type of student response required will determine if here is accountability for listening. For example, if students are allowed a generic response such as “Good job,” they can say that to anything and do not have to listen. If, however, they have to respond with a specific response, such as “Your most convincing argument was…,” then they are held accountable for listening.

Each in their own way, structures are carefully designed to include both positive interdependence and individual accountability, ensuring positive outcomes for students. With structures, students receive both the support and the pressure necessary for achievement.

Positive Interdependence and Individual Accountability — Powerful Gifts!

Positive interdependence and individual accountability are two powerful gifts. When present in our classrooms, students are mutually supportive, willing to encourage and tutor each other, and motivated to achieve. Either principle operating in isolation creates an imbalance. Together they team up so students feel supported and motivated, even when faced with difficult learning tasks.

Although teachers can take time to design each lesson to include positive interdependence and individual accountability, we at Kagan advocate a different solution. By frequently using structures that are carefully designed to include a good balance of both principles, a teacher does not have to worry about designing each lesson from scratch. We have made the job easy. Using existing content, the teacher delivers any lesson through proven structures and is assured of success.

Some have asked, Why bother learning about the basic principles if they are already built-in to existing structures? Understanding the principles allows us to know what we can and cannot tweak in a structure, helps us understand what motivates and supports our students, how to create a community of learners, and helps us become informed educators. When we fully understand both positive interdependence and individual accountability, we have gone a long way to structuring for full engagement and success for every student.

GUITAR LESSONS DARWIN

Call Steve on 8932 7397

www.guitarlessonsdarwin.com.au
Total raised $561.65

Crazy Hair Day