News and views from the staff & students of TKIS
Primary Middle School Secondary School
October 2011

Important Dates

Monday 3rd October
Boarders’ Return Day

Tuesday 4th October
Term 4 commences

Saturday 15th October
Working Bee

Monday 17th October
Student Free Day

Wednesday 19th October
Interschool Sports Comp. Tamborine College

Wednesday 19th October
Parent information night for new enrolment
From 6:30pm at the Library

Friday 11th November
2011 Presentation Night

Friday 18 November
Last day Year 12 students.
Formal Dinner - Gold Coast

Friday 9th December
Last day of school for 2011

TKIS Learning Labs : Information for Parents
In Term 4 2011, TKIS is establishing several Learning Labs throughout the school.

Though the Labs are less likely to benefit students in Pre-Prep, Prep, Year 1 or 2, they should provide significant support to students from Grades 3 and above. In essence, a Learning Lab is a classroom of computers with specialised programs installed to allow teachers to manage and provide individualised instruction, learning, assessment and feedback. The Labs being installed by TKIS will cover Maths (from Early Learning to Year 12 and incorporate the new Australian Curriculum requirements), English/Phonics (from Early Learning to Year 7), Languages (specifically Japanese, Chinese and German from Years 4 to 10) and possibly Music Literacy (for Primary School and Junior High School). To explain WHY we are introducing these Learning Labs, let me first explain a couple of problems...

Example Problem 1: A teacher introduces a new concept in their Maths class. Even in a small class of say 18 students, the teacher might find that 6 students understand the concept straight away and the other 12 are stumped. So the teacher gives the six students who immediately understood the new concept some example exercises to go ahead with, and the teacher re-explains the concept to the remainder of the class, revising the previous step that was taught last lesson. With the second explanation another six students have ‘got it’ and go on to the example exercises. The teacher then spends a little more time on the six remaining students who are still struggling. He/she goes back to the previous concept and revises it. Two more students ‘get it’ but there are still four in the class who don’t understand how even the earlier concepts work. Meanwhile, the group of students who picked up the concept straight away are getting bored. At this point, even the most well-meaning teacher in the world, will have to move on leaving four of his/her class to hopefully work it out in homework. These four students are at risk of dropping off the ‘learning escalator’ especially in a subject like Maths, which is extremely sequential and requires a student to fully understand one concept in the sequence before being able to build on it. The result is that other than those students ‘in the middle’, the students who are on top of Maths are not being adequately challenged and those with lower abilities are at severe risk of being left behind.

Example Problem 2: The students (from the example above) who through no fault of their teacher were being left behind in their Maths class, decide to invest a lot of time in study and homework so that they can ‘catch up’. So before their next Maths test, these students make a big effort to study. Unfortunately, they have been ‘out of the loop’ for so long, they find it frustrating to study because they don’t understand ANY of it. It’s just words and equations that they try to memorise without actually comprehending the underlying concepts. The reason for this is that they don’t realise the scope of the problem they have. They may have started to have problems in Maths several months or even several years ago but they’re now trying to learn new concepts that were introduced this term and that rely on lots of previous concepts that they fundamentally don’t understand. What they REALLY need to do is go right back to the previous level maths that they DID understand and rebuild on the missing structure from there. Unless the ‘knowledge gaps’ are very recent however, their classroom teacher won’t be able to offer much assistance, because it requires a one-on-one tutor investing many hours on a regular basis to identify exactly WHERE an individual student’s problems initiate from.

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end result is that the students sit for the next Maths test, obtain very little improvement in their result and then decide (as any rationale person would) that there is nothing they can do about it ... they decide that they just don’t ‘get’ Maths.

The solution (to BOTH problems): The teacher now schedules his/her class into a Maths Lab. Each student is allocated a computer, logs on to the Maths Program and is presented with a Maths question. This Maths question has been selected from the 50,000 questions in the program and is based on the student's grade level and the topic and level assigned by the teacher. If the student gets the question correct, they will be given another problem of similar level and on the same topic. If they get that one right as well, they will be given a new problem advancing up one level. On and on they go, and as long as they keep getting the questions right, the student will quickly advance in levels until they have reached the end of their current year level for that topic. IF however, they get a question wrong, they will be given a short explanation of how to get the correct answer (much like how their teacher would explain it) and then be given a similar question again. If they get this new question right they will proceed forward. IF however they get this question wrong, THEY WILL BE TAKEN BACK in the sequence and be given a problem from a lower level. If they get that one wrong, again they will be given a short explanation of how to get the right answer. In this way, a student can be taken right back, further and further until they start getting all the answers right. What has happened, is that the software has identified WHERE the student's problems are and is now giving the student the opportunity to START GETTING MATHS QUESTIONS RIGHT and because it builds on previous correct answers it allows the student to advance through the levels and CONTINUE TO GET MATHS QUESTIONS RIGHT. Not only has this computer program (through its personalised trial and error process) been able to identify exactly where the students problems are, it has also been giving explanations along the way so that the student can advance back up the sequence of problems AND it has recorded everything... every incorrect answer, every correct answer, the time the student has taken to calculate each answer, etc, so that the teacher can get individualised print-outs of each students' performance. Teachers are free to roam about the class WORKING INDIVIDUALLY WITH EACH STUDENT on what they are having problems with and no student is being held back, no student is locked into a downward cycle of no-return and the teacher is still able to function as a teacher.... explaining individual problems to individual students better than any computer program is able to.

Frequently Asked Questions: How will the student be assessed, by the teacher or by the Maths/English Lab computer program? Students still have to have assessment based on teacher-set questions of year-level standards. The difference is, that particularly in Maths, students and teachers will now be able to identify exactly where a student has problems and be able to work together to improve the results and advance productively.

Can a student advance beyond their chronological age level in the system? Absolutely. A student who is in Grade 4 for example, but who is capable of successfully completing maths questions (or English questions) from Grade 7 or Grade 9 or 10, etc will be challenged to do so.

How can we find out more about the new Learning Labs? The school will be providing more information as the Labs are installed and I am happy to answer any specific questions you may have about the technology and the school’s employment of it.

Geoff Mills
Principal

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ATHLETICS

On 18th August TKIS secondary school students who performed well at the TKIS Athletics Carnival at the end of Term 2 went to the Gold Coast to compete in the Independent District School Sport. About 35 student participants and TKIS once again won the Athletics Aggregate Championship trophy (the school with highest ratio of strong performers). It is a great achievement for a small school to win this (for the third consecutive year) beating other many other schools, including The Southport School.

THREE TKIS ATHLETICS STUDENTS QUALIFIED FOR STATE CHAMPIONSHIPS

Students who qualified at the District Athletics Trials went on to compete at South Coast Regional Athletics Trials on the Gold Coast from 6—9 Sep.

Congratulations to all students who competed, and particularly to the following students who qualified to compete at the Qld Athletics State Championships due to be held from 20th to 23rd October.

Massimo Regona (Yr8) - Long Jump, Triple Jump & 200m
Keani Badwin (Yr 9) - Javelin
Dylan Prosser (Yr 11) - Discus

The following students achieved Personal Bests at the District competition:

Massimo Regona (Yr 8), Zoey Holland (Yr 9)
Rene Zacchini (Yr 9), Emily Atkinson (Yr 11)

TKIS EQUESTRIAN WINNERS OF SHOW-JUMPING PARADE

On Sunday 13th August Brittany & Eloise Watkinson, Johanna Barnes & Kaitlin Eleveled represented TKIS Equestrian Team at the Showjumping Parade at Moggill.

They competed against all other Private Schools in SE Queensland and won the event outright.

TWO TKIS EQUESTRIAN STUDENTS QUALIFIED FOR NATIONAL CHAMPIONSHIPS

Congratulations to Johanna Barnes (Year 10) and Brittany Watkinson (Year 11) who have been chosen to represent the Queensland Team in the Equestrian Australia Interschool Championships at Werribee Park, Victoria on 4 - 7 October, 2011.

YEAR 12

Year 12 finishes on 18 November 2011. Even though QCS is over and submissions are sent to the Panel at the end of Term 3, final results are sent to the QSA on 21 November. Year 12 students have been told that Term 4 results must be included in their final result for the senior certificate. So it’s not time to slack off - still a few weeks to go. Plan ahead as there will be a term 4 assessment in every subject which will have to be done before Week 5!

A reminder that QTAC applications must be lodged before 30 Sept to avoid a late fee penalty.

Instructions for lodging applications in the QTAC guide given to all Year 12 students weeks ago.

Dr. Darryl Parsons.

JAPANESE SISTER SCHOOL

Higashimachi Elementary School is our sister school and is located in the city of Kobe, Japan. Last year, during the September holidays, a group of students and staff from TKIS visited the Higashimachi Elementary School and interacted with students during their normal classes.

This year, on 11th & 12th August some of the teachers from Higashimachi School visited TKIS with the intention of sending their students to our school for study tours in the future. They interacted with our classes and had a brief insight into our way of schooling.

The Japanese teachers took some time to entertain our students with demonstrations including the Japanese martial arts of Karate and Judo, some traditional Japanese games and craft.

TKIS Year 12 students raised $400 during various fundraising events for the victims of the tsunami in Japan. They presented the money to the Principal of Higashimachi School, Mr. Setoguchi and requested that he donate it to a charity he felt most worthwhile in Japan, on behalf of TKIS. Mr. Setoguchi was touched by the kindness of TKIS students thinking of the Japanese victims so far away he talked about TKIS at assembly at his school and also wrote an article in his school’s newsletter.

Massimo Regona (Year 9) at his best performed long jump at Regional Athletics Trials

Kristen and Sarah our Year 12 students present Tsunami Relief money to Mr. Setoguchi, principal of Higashimachi Elementary School

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. WORKING BEE for 
Term 4
When: Saturday 15th October, 2011 
Where: The Kooralbyn International School  UPPER Campus 
Time: 8.00 a.m. – 10 a.m. 
Morning tea provided thereafter 
Jobs to be done: Cleaning of paths, gardens, outer areas of buildings and windows 
What to Bring: 
Shovels, wheel barrows, hoses general garden tools, pressure cleaners, hedge trimmers, electric extension leads, buckets, rags and window cleaning products or cob-webbing brooms  HATS & WATER 
WE WOULD APPRECIATE HELP IF YOU CAN MAKE IT 

PALS TRIVIA NIGHT 
IN HONOUR OF BRYN EPIHA 
The Trivia night held on 19th August was a huge success and fun night with over 120 people who attended. We raised just over $5,000 in order to create the Bryn Epiha Memorial Garden at the school. The work to create the Garden is due to commence soon. We would like to express appreciation to the following business / people for donating product or service for the auction held at the Trivia night. 
Brisbane Broncos 
Gold Coast Titans 
Brisbane Lions 
Dick Johnson - Jim Beam Racing 
Mt. Barney Lodge Country Retreat 
O’Reilly’s Rainforest Retreat 
Beaudesert flight Centre 
Central Tyre & Mechanical 
LJ Hooker Kooralbyn 
Dye Naturally & Wue Watt Hair & Beauty 
Beaudesert Country Florist 
Wrights Jewellers 
Happy Valley Family Restaurant 
Beaudesert RSL 
Beaudesert Race Club 
RT Edwards Beaudesert 
Foodworks Kooralbyn 
Kooralbyn Pharmacy 
Swagmans Pantry 
Wish Hair Studio 
Shay’s Pharmacy 
Veresdale Pub 
Tamrookum Roadhouse 
Joan & Lionel Cleveland 
Beaudesert Repco 
Beaudesert Target Store 
Struddies 
Railway Hotel 
Spectrum Art & Framing 
Hastings Cove - Robyn & Trevor Granville 
Beaudesert Coles 
Ross Family 
Wards Driveway 
Judy & Tony Walker 
Joseph Skeen 
Scott Bucholtz 
Tart ‘n’ Caps Coffee Shop 

UNIFORM ITEMS 
If you require any new uniform items for 2012 please purchase by end of this year as we cannot guarantee stock in January. 
Could you please ensure you keep your receipt for any uniform purchases if you need them for your tax return. 

FORMAL SHORT & LONG SOCKS? 
We have had requests from a few parents to consider allowing all TKIS boys the choice of wearing formal shorts and long socks during summer (terms 1 and 4). Currently TKIS boys from Years 6 - 12 wear long trousers all year around. If you would like your boys to be allowed to wear shorts & long socks, please contact the office to show your interest. The Principal will consider making shorts an option if he receives enough interest. 

COMMUNITY NEWS 
O’Reilly’s Rainforest Resort 
Lose yourself at O’Reilly’s 
O’Reilly’s Rainforest Retreat in conjunction with Tatts Bowls Club would like to extend a special offer of $592 per person in include: 
Two night’s accommodation in a Mountain View Room 
Dinner and breakfast daily 
$200 Lost World Spa voucher (per person) 
Bottle of O’Reilly’s Sparkling Wine 
Plus a gift from the Lost World Spa. Saturday’s incur an additional $45 pp which also includes Yoga on Sunday morning. 
Some conditions apply. Price based on twin share. Offer valid until 24.12.11. 
For bookings or enquires phone 1800 688 722 or e-mail reservations@oreillys.com.au 

Honour’s badge recipients 
Term 3, 2011 
The following students reached 10 merits during Term 3 and were awarded their Honour’s badges at the last parade for Term 3. 
Monique Hartney (Year 1) 
Amber Douras (Year 3) 
Riona Davis (Year 6) 
Hallii Halim (Year 7) 
Alex Scott (Year 9) 
Matthew Campbell (Year 9) 
Johanna Barnes (Year 10) 
Jessica Black (Year 10) 
Congratulations! 

New Canteen Menu 
Enclosed is a Canteen Menu for Term 4, 2011. Some prices have had to increase due to ongoing increases in the cost of food. 
We have included some healthier choices which are identified by a smiley face. 

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