Big News from our Little School

In just these first few months, it’s already become apparent that 2015 is going to be a milestone year for our little school. Major news items so far include...

- In January, the school purchased the lower campus for $2.3 million, which means that we are now eligible for Capital Grants funding from the Federal and State Governments for buildings and infrastructure improvements on our lower campus. Together with our Multi-Purpose Sports Hall site [purchased back in 2008] we now own 18 acres of campus.

- At the February census there was an impressive 14% increase in enrolments for the school taking us up to 260 students this year. This is the highest number of local student enrolments for TKIS in its combined history since 1985 when the original school opened.

- The school is investing over $150,000 during 2015 on the lower campus this year, including:
  - Refurbishing and restoring the old Queenslanders to house a new Art and Drama facility
  - Refurbishing three old [currently unused] classrooms on the lower campus
  - Adding two new toilet blocks and refurbishing two other toilet blocks on the lower campus
  - Recarpeting, screening and air-conditioning many classrooms on the lower campus
  - Improving covered walkway access to the Indoor Pool and old Queenslanders

- We have also applied for a multi-million dollar building Capital Works program on our Lower Campus site which will provide a new Dormitory, Admin and Canteen/Kitchen building for Term 1 next year, followed by additional toilets and an alfresco covered dining area later in the year. The Government’s decision will be made in September. This application represents the first phase of an improvements and expansion program that will eventually include new Primary classrooms, a new performance centre, a new Vocational Education Centre and improved student collection, parking and bus turn around. We will soon be inviting parents to become involved in the exciting planning and fund-raising process.

- Like every school in the state, we saw Year 7 officially absorbed into Secondary School and at TKIS that meant a massive increase in Year 7 enrollments for 2015 [a growth of 218% on last year’s Grade 7 student numbers].

- A range of new subjects have been added to our Secondary School offerings this year including Agricultural Practices in Senior School, a second foreign language [German] in Years 7 and 8, three levels of Mathematics now offered throughout high school from Grades 7 to 12 and a Junior SUPr Mastery group for students in Grades 7 to 9. A part-time literacy and numeracy support teacher has also been appointed, predominantly to assist our primary students this year.

- Class sizes have been maintained at excellent levels again in 2015 with average class sizes in our Primary School of 18.1 students and in Secondary School of 14.8 students per class this year.

- In March we learned that our graduating Year 12s again did themselves proud last year with almost 90% of our eligible Year 12s obtaining a 1 or better OP last year [with the state average being less than 70%].

- We’re excited about the way our students have embraced the Centenary of ANZAC Day. The Kooralbyn RSL sub branch has provided wonderful motivation via a competition and presentation night [Anzac Centenary Evening on Thursday, 23rd April] for our students that has captured everyone’s imagination and helped engage their understanding of what the centenary means to our community. The RSL has invited all TKIS families to attend the presentation night and we look forward to seeing you there.

- Though the year is still a pup we’ve already had two students represent Queensland at the National Athletics Championships in Sydney and several of our Equestrian Mastery students look like they’ll be heading to Nationals again this year.

- There’s a lot more exciting news coming up over the next few months so I’ll sign-off now. Stay safe and believe in yourself.

Geoff Mills, Principal

Upcoming Events

For current updates on upcoming events, please visit our website at www.tkis.qld.edu.au

- Thu 23 Apr RSL Anzac Centenary Evening
- Fri 24 Apr Fri 24 Apr is NOT a public holiday. Students to attend school that day.
- Sat 25 Apr Anzac Day March & Service
- Wed 29 Apr HIA Cross-country @ Hills College (for qualifying students)
- Tue 12 May - Thu 14 May NAPLAN for Grades 3, 5, 7 & 9
- Fri 15 May District Cross-country Trials
- Wed 20 May Adjusted timetable due to HIA (Period 3 will be a repeat of Period 1)
- Wed 27 May HIA 2 (Full day @ TKIS)
- Thu 28 May Subject Selection Info Night (for students in Year 10 & 11 in 2016)
- Sat 30 May Working Bee - 7.30am to 11.30am
- Mon 1 Jun & Fri 5 Jun ALL Year 12 students - Core Skills Test practice
- Wed 3 Jun ICAS - Science Assessment
- Wed 3 Jun Adjusted timetable due to HIA (Period 3 will be a repeat of Period 2)
- Mon 8 Jun Queen’s Birthday (Public Holiday)
- Tues 9 Jun & Thu 11 Jun Primary Athletics Carnival
- Mon 15 Jun ICAS - Writing Assessment
- Tues 16 Jun ICAS - Spelling Assessment
- Fri 19 Jun & Sat 20 Jun Drama Mastery Performance Evening
- Week 10 Secondary Athletics Carnival (date to be confirmed)
- Fri 26 Jun Last day of Term 2

Part of the formerly leased Lower Campus that was recently purchased by the school.
As mentioned on the front page of this newsletter, the school purchased its previously rented lower campus earlier this term and the implications of this simple act for our school are very exciting. Benefits include:

- We now have freehold title ownership of over 18 acres of property on our lower campus with an option on even more connected property if required.

- This means that the school now qualifies to apply for Government Capital Grants, secured bank loans and other means of finance to improve and develop our buildings (something we haven’t been able to do for the last ten years because the buildings and facilities we occupied were located on land that the school only leased.)

- With so much land now available to the school, we can push through with long term development plans to add not only new classrooms but also new service offerings including Vocational Education, Agricultural subjects, Equestrian stables, Kindergarten facilities, new toilets and amenities, new boarding facilities, new dining services, etc.

- The school can now focus all its financial resources on a single, cohesive, master-planned campus and make deliberate improvements to assets instead of being restricted to low-level, cosmetic patch-ups of aging, leased facilities.

- Finally we will be able to solve those problems that have been plaguing the school for many years - the inefficiencies, security and safety risks associated with operating a split campus; the lack of disabled access around the school; insufficient passenger drop-off, parking and bus turn-around areas; a shortage of covered walkways and covered eating areas; incredibly inefficient energy and resource utilisation across the campus.

The school has already commissioned architects Burling Brown and builders/designers SBPA to complete a long term master plan for the school and has already commenced the first round of funding applications to the government to assist with Phase One, which is the refurbishment of several lower campus buildings (including the old Queenslanders) and the building of a new central boarding dormitory, admin, sickbay, kitchen and covered dining area including new toilet amenities for both Primary and Secondary school on our lower campus.

We’ll be able to offer more information over the next couple of months to keep everyone informed.
The one-campus advantage

The original school was only one campus – the lower campus – but after being wiped out in subsequent floods of 1990 and 1991 the original school was forced to quickly make preparations for the coming year and the simplest solution at the time was to take advantage of the buildings that they had already commenced building in 1991 for their new primary school on the nearby Upper Campus. Eight ‘temporary’ classrooms (B block, C block and D block) were quickly added and two other buildings (our current Art block and Canteen) where refurbished. But the six acre upper campus alone was far too small and too difficult to build on to accommodate all the classrooms, ovals, amenities and facilities required of a P-12 school, and so back in 1992 began the long (often foul-weathered) association of TKIS students and their struggle with two separate campuses 500 metres apart. The logistical, financially inefficient, WH&S, supervision and security problems associated with a split-campus operation are mindboggling and it has been a credit to both the original school and the current school (since the new governing body was appointed by the government in 2003 and offered a long term lease) that everyone (staff, students and families alike) have coped so well. Like any school, our financial resources are limited so to focus those resources on one large, master-planned, more energy-efficient and safer campus has obvious strategic advantages over spreading ourselves too thin across two separate campuses for no apparent benefit.

Why did we choose the Lower Campus to be that one campus?

Simply because...

1. The Upper Campus is far too small and difficult to build on. It’s only six acres which is nowhere near enough land to accommodate a modern Australian school.

2. The 15 acre Lower Campus adjoins the 3 acre block of land that houses our new indoor swimming pool and indoor sports court building which the school already owns. Since the whole point is to avoid the problems associated with a split campus, and we already own the land our sports hall is on, the adjoining Lower Campus was the only logical option.

3. There are other blocks of land adjoining the Lower Campus that are available for purchase and can be used for future expansion of the school if required.

Introducing TKIS school leaders of 2015

School Leaders: (Back row, from left) Calen, Alec, Ashley and Luke. Mackenzie was not present when the photo was taken.

- Altius
  House Captains: Jasmine L. & Ryan T.

- Citius
  House Captains: Ashleigh & Ryan S.

- Fortius
  House Captains: Emily & Dylan

What being a school leader means to me by Gabrielle (2015 TKIS school leader)

I first came to Kooralbyn at the end of Year 8, and was quite worried about a new start in a new high school, but the people in my grade helped me get through my school years and now I am in Year 12. I had always wanted to be a school leader and when the opportunity arose to be elected for school captain I ran at the chance. I had also had the practice of being elected Citius house captain of 2014. This experience gave me insight on how and what to do when you have a group of people to lead.

Being school leader so far this year I have had many jobs to juggle along with my schoolwork. We have started fundraising for the Year 12 end of year formal and were very successful in our first effort. We sold Valentine’s Day roses and raised over $200.

Being a school leader I help younger students wherever and whenever I can. Students come up to me regularly asking me for assistance in their work or help around the playground and I encourage other students to come up to me if they ever need any help with anything. Being a school leader may have its ups and downs, but overall it is going to be one of my best experiences at TKIS and will help me later on in life.
Athletes from TKIS compete at Nationals

TKIS athletes have hit the ground running in 2015, with Alec (Year 12) and Gabrielle (Year 12) both qualifying to represent Queensland in the Australian Junior Athletics Championships in Sydney.

We had 4 athletes, Alec (Year 12), Gabrielle (Year 12), Jayda (Year 9) and Zoe (Year 9), competing in the club competitions at State level this year. Gabrielle won the silver medal in Triple Jump while Alec scored a bronze medal in Discus.

Our Equestrian students have also kicked off the interschool competitions with a bang, bringing home the 1st Placed Team in Showmanship, 2nd Placed Team in Showjumping and 2nd Placed Team in Combined Training, with Peta (Year 11) receiving 2nd place in Individual Showman, at the Park Ridge Showman, Combined Training and Showjumping event.

At the Fig Tree Pocket Interschool event the team received 2nd place in Showman and 5th place in dressage within a large interschool field. Madison (Year 11) placed an individual 2nd in Showman and Chelsea (Year 7) received the accolade of Champion Novice Combination in Dressage.

In Swimming, both our Primary School and Secondary School made a brave effort, with Dakota (Year 6), Jack (Year 6) and Max (Year 7) competing at the Regional Swimming Trials early this year.

Congratulations to all our medal and ribbon winners! And well done to all students who competed at district, regional, state and national levels. They work hard to continually strive to achieve personal bests and “being the best that they can be”.

Athletics and Golf Mastery students see Stars

Athletics Mastery students Alec, Tom and Daniel (Year 8s) got to witness Olympic champion Sally Pearson set a scorching time on the 100m hurdles at the Queensland Track Classic in Brisbane in March.

Our young athletes were delighted to witness her successful comeback after her injury, and thrilled that they got to meet and get their picture taken with the “world’s best 100m hurdler”.

The TKIS Golf Mastery squad of 2014 also got to see stars when they ended last year with an excursion to the Royal Pines on the Gold Coast and caught the stars in action at the 2014 Australian PGA Championship.

The boys were in golfing heaven strolling the fairways of the large gallery area watching Adam Scott and taking in the best golf swings in the world. They also joined in the various golf activities in the display area and collected a few souvenirs. They had hoped to be able to meet Adam Scott but his early tee time prevented that. Still, they were able to watch him closely for 9 holes and witnessed some great shot making.

TKIS Golf Coach, Peter Claughton, who was also Adam Scott’s coach at TKIS and one of the organisers of the PGA event, said “The Golf students have shown great improvement in 2014 and the experience of visiting a professional tournament will help lead to bigger and better things in 2015.”

The Golf Mastery would like to thank Mr Brinkworth for taking them to the Gold Coast for the day, especially as it required a 6.00am start.
HIA games - Term 1

By Emma [Year 11 student]

On Wednesday, 11th March, all the high school students had the privilege of going to the Tamborine Mountain Sports Centre to play in the HIA (Hinterland Independent Association) sports competition against fellow HIA schools, Hills International College and Tamborine Mountain College.

Students who have been playing Oz tag and Netball on Wednesday afternoons participated in their chosen sports with the remainder of the school watching close by on the sidelines and cheering on their mates.

Both the senior and junior netball teams and the senior Oz tag team were defeated by Hills and Tamborine, but the junior Oz tag team did us proud with a win and a draw. Tamborine ended up coming out on top with an overall score of 16, with Hills following close behind on a score of 15 and Kooralbyn with a score of 4.

Despite this Kooralbyn managed to outshine both Hills and Tamborine with their strength and team work in the tug of war. We even got a special mention at the end of the day for our commendable school spirit and war cries. Everyone had a great day, and I would like to say thank you to everyone who helped to organise it.

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Kooralbyn Campus Incorporated  ABN :: 22 449 947 887   CRICOS : 02759C
Cross-country @ TKIS

Both Primary and Secondary school had their cross-country run in Week 10 of Term 1. Everyone who ran earned a point for their House, and everyone who was well enough to did. Congratulations to the runners who won 1st, 2nd and 3rd place and those who are going on to compete in District Cross-country Trials.

Special mention goes to Zac (Year 4) and Shanygne (Year 12) Zac completed the entire run despite recovering from crippling pains in his legs, and Shanygne attempted the run despite poor health conditions that day.

Well done to everyone who had a go, especially the Secondary school students who had “zombies” hungry for their House points on the course. And a big thank you to all our parent volunteers for helping at the event.

<table>
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<tr>
<th>Category</th>
<th>1st place</th>
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<td>Malaki</td>
<td>Connor M.</td>
<td>Azriel</td>
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<tr>
<td>Under 6 Girls</td>
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<td>Alara</td>
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<td>Will R.</td>
<td>Casey</td>
<td>Connor S.</td>
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<td>Emily S.</td>
<td>Holly</td>
<td>Kahli-Mae</td>
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<td>Jesse</td>
<td>Jemal</td>
<td>Gabriel</td>
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<td>Stella</td>
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<td>Anthony</td>
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<td>Ziggy</td>
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<td>Keala</td>
<td>Billie</td>
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<td>Aiden &amp; Josh</td>
<td>Mathew &amp; Conrad</td>
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<tr>
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<td>Montana &amp; Rebekah</td>
<td>Kasharlia &amp; Banka</td>
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<td>Patrick &amp; Lachlan</td>
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<td>Amy &amp; Holly</td>
<td>Darcy</td>
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<td>Joshua</td>
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<tr>
<td>Under 17 Girls</td>
<td>Gabrielle</td>
<td>Jordan</td>
<td>Indira</td>
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Preps running their 400m cross-country course.

Year 12 students cheering on all cross-country participants as they cross the finish line.
TKIS students visit Japan

by Tiana, Shanygne & Aryll (Year 12 students)

Early this year, three of our Year 12 students studying Japanese took up the opportunity to travel to Japan. Amidst their travels, they paid a visit to Konko High School, Osaka; our sister school with which we are starting an exchange program for Year 9 & 10 students. Here are their favourite moments and experiences.

Tiana: “The Japan trip was overwhelming. A wonderful country and the perfect opportunity to practise my Japanese. Hiroshima and Nara were my favourite places but it was also good to see our sister school and experience schooling in another country. I would definitely recommend doing the exchange program once it’s up and running.”

Shanygne: “Never has Japanese been so fun! Using your skill, however small, to interact with people your age is definitely the best and easiest way to learn another language. What I enjoyed most at the school was ordering lunch from a ticket machine and having a bakery in the canteen. My favourite experience overall was visiting the onsen (public bath) at Sanbe where I could see the snowflakes melting in the steam.”

Aryll: “I was scared at first about going overseas by myself, but once we arrived I knew that it was the right choice. I got to experience so much and see so many new things. The food overall was amazing, especially at the school.”

Acknowledgements go to former TKIS Japanese teacher Mr David Bell and his family for bringing the students on this wonderful trip.
End of Term Easter Festivities @ Primary School

Class Pool Parties

- Racing for the apple in the apple bobbing contest.
- "Got one!"
- Preps racing on aqua ride-ons.
- Balloon race.
- "Got one!"
- "Oops! He dropped the egg!"
- Easter dress up race.
- "Got one!"
- Egg & spoon race.
- Easter bunny?
- Racing for the apple in the apple bobbing contest.
- "Where can the eggs be hidden?"
- Primary students displaying their loot from the Easter egg hunt.
- "I found one!"
- "Got one!"
- "Where can the eggs be hidden?"
- "I found one!"
- "Oops! He dropped the egg!"
- Egg & spoon race.
- "I found one!"
- Easter dress up race.
- "I found one!"
- "Oops! He dropped the egg!"
- Easter dress up race.

Class Easter Egg Hunts
Easter Bonnet Parade
Prep with Ms Jefferson

Students in Prep have had a positive and enjoyable start to the year. Throughout the term, I have seen major progress with all students as they have become more independent, confident and thoughtful of others. They have all started to develop great friendships and are learning to make their own positive choices.

During Science, Prep students have focused on exploring and comparing the needs of people, animals and plants. We recently created our own grass heads and students are responsible for ensuring their grass heads are cared for each day. As their grass heads grow, students are recording the changes they see as well as measuring the length of grass hair.

Congratulations to our Students of the Week for the Term, Jessica, Tayla, Lochie, Kye, Emily J., Connor S., Emily S. and Mieka.

After a very busy term, students have also enjoyed participating in our class pool party as well as the Easter parade and Easter egg hunt.

Wishing you all a happy and safe Easter break and looking forward to an exciting and positive Term 2.

Miss Jefferson, Prep Teacher

Year 1 - 2 with Mrs Baldwin

Well here we are at the end of Term 1 already! The Year 1-2 class have had a great start to the year and all students have settled into the class routines and expectations well. We have had some fun while learning about procedural writing; the chocolate crackles and fairy bread lessons were a big hit.

We have also begun exploring space and the particular features of places in Geography, which has allowed our future interior designers and architects to shine.

Congratulations to our Students of the Week, Gabriel, Dana, Charlotte and Anthony.

I hope you all have a wonderful Easter and safe holidays. I look forward to seeing all of the Year 1-2 students’ bright faces next term.

Mrs Baldwin, Year 1-2 Teacher

Year 2 - 3 with Ms Smith

This term, aside from our core curriculum, students in Year 2-3 have been working hard on our Easter, Mother’s Day and Anzac Day activities.

To commemorate the Anzac centenary, the children have been busy making our class book on “How we celebrate and commemorate Anzac Day and things we have learnt about the Anzacs.” They have brought in Army badges, letters and pictures from family and friends. We are very excited about what we have been learning.

We have also been making Easter and Mother’s Day cards as part of our end of term celebrations. Our photo gives you a sneak peek at what we have been working on.

Congratulations to our Students of the Week, Kobi, Ethan, Stella and Matthew H. Happy Easter to all our students and their families. I look forward to seeing everyone in Term 2 refreshed from their holidays and eager to start learning again.

Ms Smith, Year 2-3 Teacher
Year 4 - 5 with Mrs Lamb

Congratulations to all Year 4-5 students for successfully completing what has been a very busy term. I have received many compliments from staff who are impressed with the attitude and behaviour of Year 4-5. Our classroom is a very friendly and supportive one where everyone is encouraged and respected.

All students are working towards Merit Awards and many Merits have already been earned this term. It was pleasing to see that every student in our class was able to attend the Easter pool party with no student being excluded due to Demerits. Also pleasing is the effort that every student put into the Anzac Day competition and I wish everyone the best of luck with their entries.

We welcomed a new student Mady - in Week 5. Happy birthday also to Ethan for March 8, Annabelle for March 16 and Taylor for April 1. Congratulations to our Students of the Week for Week 2 to Week 9: Aiden, Marietta, Chelsea and Tayla.

Classroom work will continue as usual next term but we will have a new timetable. Swimming has concluded for now and will resume in Term 4. It will be replaced with athletics training on Thursday afternoons in Term 2. Our sports carnival will be held in Week 8 of Term 2. The class will continue to attend Performing Arts with Miss Sue on Mondays and Art with Mr. McShee on Wednesdays.

Best of Easter wishes to everyone. Enjoy your break and I look forward to seeing everyone return safely next term.

Mrs Lamb, Year 4-5 Teacher

Year 6 with Mr Thomson

This term, Year 6 students completed an assignment on an Asian country as part of our Geography unit. They investigated Japan, Pakistan, India, Thailand, Sri Lanka and several other countries. As they are studying Japanese it was no surprise that Japan was a popular choice. They have also been learning about demographics and how data can show standards of living around the world, as well as deforestation and the impact it has on wildlife, especially in the Asian region.

In Science, we have been using batteries, wires and small bulbs to investigate circuits and work out how to make the bulb light up. They also discovered they could make bulbs glow brighter by connecting several batteries to boost the power. Renewable energy versus non-renewable energy sources and ways to reduce our energy consumption at home and in the classroom were also topics of discussion.

In Maths, we have been learning about the different types of angles (right, acute, obtuse, straight and reflex) and how to use a protractor to accurately measure and draw angles of a particular size. This proved to be difficult for some initially, but most are confident about it now. We have also been reading data from graphs and charts and learning how to interpret information presented in that format. Fractions, mixed numerals and negative numbers have all been recent topics in Mathematics. Over Easter I would recommend that students who are still mastering their times tables continue to work on them. Two weeks off and they will start to forget.

In English our writing genre has changed from narratives to informative texts. Their assignments on Asia were examples of this, and they also wrote a text about a fruit, explaining its nutritional qualities, origin, the variety of ways they can be used and generally praising the qualities of the particular fruit they chose. We have also been trialling an online reading comprehension program called Razkids, which has been a great success. The advantage of this over a traditional text book is that students can all be placed on a level that is appropriate for them and they can move up as their reading comprehension skills improve. Next term we will be using this quite extensively as we have decided to purchase a class membership.

History compartments next term and we will focus on Federation and Government, with students learning about the events that led to Federation in 1901 and how our system of government is based on the Westminster system.

I wish everyone an enjoyable Easter break and I am sure the students and I will return refreshed ready for the new term.

Mr Thomson, Year 6 Teacher

Year 3 - 4 with Ms Milne

This term went by far too fast for Year 3-4 students. With a whole lot of learning, our class has been working very hard. Every student in our class has been learning to approach their learning with as much enthusiasm as they do lunch time.

This term we have been learning about following the writing process when writing our narratives. Based on a picture from a magazine, we worked so hard to plan, draft, edit, revise and publish our narratives that by the end of Week 9, Miss Milne knew every part of our narratives more than she knew which day of the week it was. Our narratives ended up being so creative and descriptive we kept them in a class narrative book that we can read all year. We are all very proud of our work.

We have also looked at time, data, statistics and measurement. We have been applying our knowledge in a real life setting, investigating measurement using a length of paper chain and measuring the amount of time we can stand on one leg. We even connected all the paper chains together and lined nearly the whole balcony. We used all of our rulers and found out that our paper chain was over 6m long! Wow! And to think we only used 10 little A4 sheets of paper. We definitely had our thinking caps on that day!

Congratulations to our Students of the Week this term. I hope the excellent behaviour of our class continues into the new term. Students have truly had a very exciting term and we look forward to all the exciting learning we have waiting for us.

Ms Milne, Year 3-4 Teacher
Students of the Week

Students of the Week for Week 6

Students of the Week: Montana, Aiden, Isabella, Kobi, Gabriel and Emily with Mr Mills (Principal). Logan (insert) was Student of the Week in Week 5.

Students of the Week for Week 8

Students of the Week: (back row) Cheyvonne, Tayla, (front row) Anastasia, Anthony, Matthew and Mieka with Mr Mills (Principal).

Students of the Week for Week 9

Students of the Week: (back row) Marietta, Ethan, Sahas, Jack (front row) Darii and Connor S.

Next door at Pre-Prep

Over the last few weeks the Pre-Preps have been busily learning new letters and they have been very proud of themselves when they realised that these letters create words which they can actually read. It’s beautiful to watch them grow and develop.

As mentioned in the last newsletter we were reading the book Willbee the Bumble Bee, so we based some of our craft activities on this book. Our students made characters from the book and we created a 3D garden for our Willbees to live in. The garden turned out to be a little masterpiece which they were happy to show off to mum and dad.

As a treat the Pre-Preps were able to have one of the characters from the book painted on their faces. They all looked adorable!

I would like to say a big thank you to Mrs Peni Dellaquaglia, a parent volunteer, for painting such beautiful insects on the children’s faces.

Miss Lauren, Pre-Prep Coordinator

Pre-Preps with Mrs Dellaquaglia, showing off their Willbee face paintings.
A “Flying Start” for Year 7s in Secondary School

We looked at the classification of organisms. As part of this study we learned about scientific naming, drawing a dichotomous key to sort organisms, identifying characteristics, and different types of organism kingdoms. We went on a field trip to observe the organisms in our playground and we created posters of these animals, highlighting their adaptations and their place in the food web within the habitat they live.

For History we studied Ancient History. We conducted an investigation into the Ancient Olmec civilisation of Central America. We simulated an archaeological dig, identifying objects and inferring their meaning. We also discussed the importance of preserving the past and followed the journey of humanity from prehistoric hunter-gatherer through to the Early Sumer civilisation of Mesopotamia.

Geography was our first block, we focused on building skills. These included map reading, scales, direction and distance. We considered the places we can find water in our world and applied the SPICESS concept to a number of stimulus pictures, analysing human impact on the environments.

In HPE we have been focusing on making healthy food choices. We kept a food diary for a number of weeks and attempted to make slight changes to improve our diets. We looked at the importance of eating healthy and the health implications for a diet that is high in fats, sugars and sodium. During the practical aspect of our studies we have been playing Newcombe Ball. The students have been working on throwing, catching, team work and rotation. Some Year 7s have been involved in swimming for practical, and other Year 7s have been studying Japanese or German in the LOTE program.

During Drama this term, Year 7 have been writing their own scripts based on a superhero adventure. Students have been working in small groups writing lines and stage directions as well as organising costumes. Students have been playing drama games and learning about movement as part of this unit.

As you can see this has been a very busy term, with students learning a lot. Uniforms are checked daily and diaries are checked weekly. We have high expectations of our Year 7s and expect them to be both in the correct uniform and organised for class each day. Diaries are expected to have all homework written in them and all homework and assignments are expected to be completed and handed in on the correct day. I am proud of the achievements of each of the Year 7s this term and I am confident that as the year rolls on they will continue to strive to be the best that they can be.

Ms O’Shannessy
Year 7 Form Teacher

Year 7 Overview

Term 1 is almost at an end. There are thirty two Year 7 students this year. We have all been settling into a new high school routine, learning to change classrooms, teachers, and subjects as well as to be organised with our study programs and completing homework.

In English we have been brushing up on our basic skills; practising spelling, grammar, comprehension and our narrative and persuasive writings. We have also started reading our text, for Term 2 “A Fortunate Life” by A.B. Facey. Next term we will be analysing the text as well as writing our own example of an autobiography.

In Science we studied biology.

Ancient artefacts were found on the TKIS lower campus by Ms Millwood’s Grade 7 history class this term. The intrepid, trainee archaeologists discovered many ancient relics at a secret dig site. The students documented their finds and were shocked by the diversity of artefacts unearthed and the variety of inferences that could be made on how the artefacts were used, their cultural inception and how the site has been used over time. The Year 7s wish to maintain the secrecy of the archaeological site, for fear of looters.

Archaeological Guide, K. Millwood

Year 7 Archaeological Dig (History)

Year 7 Science

Year 7 Science students have been looking at the natural world. They have been learning about the diverse array of organisms on our planet, how to classify them and how they relate to each other and the environment they live in. Students created some wonderful posters illustrating an organism of their choice. We did a study of the Aboriginal people, and Year 7s selected an animal for their study to examine further.

Dr Tilley
Year 7 Science Teacher
Agricultural Practices

Jasmine B., Stacey (Year 11) and Faith (Year 12) learning to drive the tractor under the watchful eye of Mr Griffiths.

As a new subject this year, our Agricultural Practices students had a big job ahead of them and some important decisions to make. The program is student driven and each student was given a working role such as construction supervisor, budget administrator, roster administrator, and agricultural work. Where they had their own responsibilities, and roles within the group.

This term, they began with planning, developing and designing where the Agricultural Farmlet site would be. They wrote letters to stakeholders with recommendations of the best site for the farmlet and livestock. Taking into consideration the current site utilities, accessibility, permanence, pestilence, livestock safety and wellbeing as well as ground and space. They then researched different fencing methods and considered livestock and poultry wellbeing and security. They also performed in depth risk assessments on livestock and poultry safety during transport and considered how they were to best protect their poultry and livestock from snakes and feral animals.

As a practical task students focused on farming maintenance. They learnt how to operate various farm equipment and machinery including tractors, ride-ons, brushcutters and blowers. After being deemed competent in appropriate operation and OH & S of farm machinery, students are now responsible for the full maintenance and regular upkeep of their farmlet to ensure their skills remain current.

Towards the end of the term students started planning for their next unit, which is Livestock and Poultry Health and Identification. They decided to begin with raising and keeping unique varieties of chickens and ducks which they could then show and represent the school later in the year at Beaudesert Agricultural Show in the Poultry Section.

The Agricultural Practices students would like to extend a significant thank you to the Bates Family for building and donating two large steel poultry coops and snake proof runs to the school program. A special thank you also to Annette for selecting, incubating and donating some unique varieties of chickens to the program, and also to Garry and Jason Law for delivering and assembling the coops. All of your efforts are greatly appreciated by the students and a huge boost to the start of what is going to be an excellent year for Agriculture at TKIS.

Ms. Bradley, Agricultural Practices Teacher

TKIS Curriculum Coordinator, helped develop the teaching materials for the course. The program is now offered in over 100 schools in Queensland. This year, over 20 TKIS students in Years 10, 11, and 12 have enrolled in the program and the course earns them a point towards their Queensland Certificate of Education (QCE).

The program has students engaging in conversations, viewing videos and watching slide presentations. It does not involve actual driving, but instead looks theoretically and scientifically at why young people are more likely to take risks and are six times more likely to crash. There is no blood or dead bodies shown - it’s about education, not inducing fear.

For example, a typical experienced driver’s reaction time means that it is not possible to stop, if the car ahead of you brakes, if you are closer than two seconds behind.

So in BRAKE we teach how to follow safely - wait till the car ahead passes something obvious on the road, like a shadow. Count 1001, 1002 slowly (you can practise this while looking at a watch to get the timing right). Your car should not be at the shadow before you finish counting. A learner driver or P-plater, because of inexperience, should count three seconds, minimum, to give them more time to react.

That’s just one of the many things we teach in the BRAKE program. The focus is on hazards, risks, behaviour on the roads, and things to watch out for. The intent is to help our young people stay safe and alive.

Dr D Parsons, BRAKE Advisor
Spotlight on Science

Year 8 Science

There is no better way to kick off high school science for the year than with a hands-on, practical and inquiry based learning investigating all things, Matter. Year 8’s this year were welcomed to the laboratory and experiment environment through hands-on investigation. From the poke, shake and pour test to check the states of matter, to discovering the wonders of slime and designing a water filter for third world countries from readily available materials. It was excellent to see the whole class take interest in an often-overlooked topic. Many students came up with excellent designs and experiments, learning not only practical experimental skills but also skills in writing up an experimental investigation, asking questions and taking risks by thinking outside of the box during activities.

We have an excellent Year 8 cohort this year, who are very focused, engaged and a pleasure to teach. I hope they enjoyed the term as much as I did.

Ms. Bradley, Yr 8 Science Teacher

Science 21

From star dust to us.

The year started with a ‘big bang’ in Science 21. Year 12 students have been studying the origins of the universe and of life itself. They have been looking at the evidence for evolution and have been examining fossils. The importance of continued investigations in science and how it has changed our understanding of where we came from has been a major focus this term.

Dr Tilley, Science 21 Teacher

Year 9 Science

In Year 9 students have been learning about energy. They have investigated heat and light energy and are currently looking at electricity. Students used light boxes to investigate the properties of light, reflecting fine beams of light off mirrors and through prisms. To finish off the term students will construct simple electric circuits and will learn how to correctly draw a circuit.

Dr Tilley, Year 7 Science Teacher

Chemistry

This term Chemistry students were studying how molecular and atomic structure determines the properties of materials, and how we choose materials for a particular use as a result. Part of their assessment required them to design and perform experiments to demonstrate or determine the relationship between a material and one of the properties of materials. Students had a free choice of what property and material to test, and how to go about testing it, which led to some interesting experiments being performed.

Dr Parsons, Chemistry Teacher

Ashley and Skye examining a 300 million year old fossil.
Biology

This term, as part of their unit on ecosystems, Year 11-12 Biology students had the opportunity to attend two unique environmental education programs operated by the Jacobs Well Environmental Education Centre, an Education Queensland facility located close to the varied natural habitats of the islands and waterways of southern Moreton Bay. Under the guidance of the staff of the Jacobs Well Environmental Education Centre, our students explored the mangroves Wooroompah Island National Park as well as the waterways of Moreton Bay on the “Educat.”

In the mangroves, they learnt how to identify the different types of mangroves on the island and how these plants have adapted to living in the intertidal zone. They tested a variety of factors that affect the organisms in the environment and collected data on the different organisms living in the sample sites. On the “Educat”, a catamaran built for the sole purpose of studying the local ecosystem, they collected data on water quality and trawled the channels to sample the organisms that lived there. Students examined, identified and classified specimens caught in the trawl net before being released back into the channel. They were thrilled at the variety of life in their nets – crabs, fish, prawns, squid and most exciting of all a stingray.

At the end an enlightening day, a tired group of students and teachers climbed back onto the bus for the drive home. Students are now sorting out the data they collected and are writing a report for a local council on a proposed canal development in the area and its possible effects on the ecosystems they studied.

Dr Tilley, Biology Teacher

SUPr Science

Junior SUPr Science has begun this year with the focus on a range of important scientific areas of study, starting with an overview of the Periodic Table, one of the cornerstones of our scientific knowledge, and in particular the first 18 elements of the table, which make up a large proportion of our biological molecules.

To help the students to understand what information is actually represented on the Periodic Table we studied the important make up of each element covering Atomic number, symbol, electron number and atomic mass of each element. We discussed the nucleus of each atom and how they contained charged particles called protons and neutral particles called neutrons. The atoms are balanced in charge by negatively charged particles called electrons orbiting the nucleus in very special pathways. We looked at the importance of these orbiting electrons and the vital role they play in joining together atoms through specialized bonds.

Our group has also investigated the use of microscopes to view very small organisms, discovering characteristics of the microscopic world. We looked through dissecting light microscopes at flowers, leaves and insects to view close up features. We then used stereo microscopes to look even closer at the features of individual onion cells, apple pollen and the tiny stomata present on the leaves of broad beans that allow gas exchange from the leaf surfaces.

The class used orbital modelling kits to build a glucose molecule with the chemical formula C6H12O6 to give the students a three dimensional idea of how molecules are interrelated. This was an extremely challenging task for the young scientists as it was the first time they had considered molecules in this way. We looked at the various forms of writing the molecular formula and discussed the benefits and drawbacks of each method.

To link our work together we discussed the link between photosynthesis in plants and the formation of glucose from CO2 and water. We viewed a schematic diagram of the many uses of glucose from energy to storage molecules to the very structure of plants through special linkages of glucose to form cellulose. The students were amazed to find that the simple combination of a gas and water could build the huge mass of a tree that we observed outside the science labs.

Our group is looking forward to the upcoming investigations of space and the arrangements of the planets and our continuing investigations into the wonders of chemistry, biology and physics so that we can gain important knowledge of the world.

Mr D. McCarron, Junior SUPr Science Coordinator

In Senior SUPr Science, the students who were with us last year are continuing the work on their CSIRO award research projects. Most of the projects are nearing completion and the students are tackling the job of writing their reports. They have collected some interesting and at times unexpected data and I am looking forward to reading their final reports.

New SUPr students are planning their CSIRO award projects. Ryan is designing a mouse trap car and Henibeth and Letisha are planning an experiment that looks at the effect of caffeine on the heart of an invertebrate.

Dr Tilley, Senior SUPr Science Coordinator

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Drama (Academic)

Students in Drama classes have been exploring the fundamental basics of the performing arts. The Year 7 and 8 students were introduced to the subject through a unit of work entitled ‘Super Heroes Choose Their Own Adventures.’ Where each student was able to create their own superhero or villain alter ego based on random objects and places given to them by their teacher. They were then able to create a performance from scratch based on the weekly adventures of their superheroes/villains.

The Senior Drama students started the year with an in depth study of modern forms of Australian theatre (Australian Gothic and Indigenous Theatre). Students were able to experience, through classroom activities and the study of Australian plays, the talent and creativity of some local playwrights.

Mrs Lynham, Drama Teacher

In Semester 2, students will have the opportunity to be a part of Queensland Theatre Companies ‘Scene Project’, where our students will have the chance to work with industry professionals on a performance to be shown at QTC’s Billie Brown Studio at South Bank. An exciting year for all students and staff involved.

Mrs Lynham, Drama Excellence Coordinator

Drama Mastery

2015 is set to be a big year for the Drama Excellence students. Not only have they almost doubled in number, they will get the opportunity to perform on three separate occasions to the public. The first of these is currently set for the end of Term 2, where Drama Excellence students will be performing two plays (one published text, the other, student devised) to an audience of their parents and fellow TKIS students.

In Semester 2, students will have the chance to work with industry professionals on a performance to be shown at GTCS Billie Brown Studio at South Bank. An exciting year for all students and staff involved.

Mrs Lynham, Drama Excellence Coordinator

Careers, resume & university advice for all students

Not sure what you want to do with your life (that is, careers)?
Go to http://www.aapathways.com.au/Career-Resources/Industry-Career-Information has quizzes where you answer a stack of questions, mark them yourself, and get an idea about whether you are suited for that type of apprenticeship or industry.

No idea about how to write a resume?
https://sellyourselfintoajob.wordpress.com/ will help you to put it all together. Just type in your name, email, and a password for free entry.

Not sure if you’d like university?
Curtin university has launched an on-line game (a bit like SIMCITY) so that you can try out university life without leaving your room! Get on it at https://www.campusquest.com.au/

Dr D Parsons, Careers Counsellor
Equestrian Mastery

What a way to start the year! Even as a teacher I have to pinch myself and constantly remind the students how truly lucky they are to have the opportunity to be part of such a wonderful program. Where they receive education and training from excellent coaches like Leah McCarron, Rebel Morrow, Jocelyn Park and Kay Paulsen.

This year our team has expanded to twenty-nine active riders, since Year 7 has become the starting point for high school, and I would like to take this opportunity to welcome all newcomers from all ages to our Equestrian Mastery team. We have students who specialise in a number of disciplines and already I can see students improving and reaching their own personal goals for the term.

Our competitive team has kicked of the Interschool with a huge bang, proving that TKIS is yet again a force to be reckoned with in a sporting field. Our riders have already competed in a number of Interschool competitions with great success both as individuals and as a school team.

At the Park Ridge Showman, Combined Training and Showjumping weekend the TKIS Equestrian team brought home 1st Placed Team in Showmanship, 2nd Placed Team in Showjumping and 2nd Placed Team in Combined Training. With Peta (Year 11) receiving an individual 2nd place in Showman, among many other excellent individual results and personal bests.

Also at a recent Fig Tree Pocket Interschool event the team again received 2nd place in Showman and 5th place in dressage within a large interschool field. Again, many excellent individual results and personal bests were achieved on the day. A special mention to Madison (Year 11) who placed an individual 2nd in Showman and Chelsea (Year 7) who received the accolade of Champion Novice Combination in Dressage.

With many more events coming in the near future including the Interschool Regionals at Beaudesert, I am sure I will have many more results and personal achievements to report on throughout the coming year. If the first term is anything to go by, our Equestrian Team is training and preparing for our best year yet!

Ms. Bradley, Equestrian Co-coordinator

Music Mastery

To our delight, our class size has doubled in 2015. Students joining us have brought with them new skills and talents which will ensure that Showcase Night in Term 4 this year will certainly entertain with a ‘Wow’ factor.

During Term 1, our main focus areas have been written and practical transposition, extending vocals into unaccompanied 4 part harmony, studying the impact that music has in supporting a story/movie, basic composition skills and improving performance confidence.

Each week, we also continue to extend the individual theoretical knowledge of our students and they are allocated their own time in which to develop and rehearse performance pieces they have chosen to work on.

Mrs Leah and I are both delighted with the consistent progress and commitment shown by our Music Mastery students.

Mrs Forster-Crilly, Performing Arts Coach
Boarding @ TKIS

What is it like to live away from home at such a young age? Our boarders share some insight on themselves and their lives in the TKIS Dorms.

Ryan (Year 12): I came to this school to get a better education, and that’s exactly what’s happened. We have dedicated study times in the dorms, which in Grade 11 and 12 is very important to me. At my last school, I never had encouragement with my homework and assignments. But having the teachers there to help us allows me to have more one-on-one time. The relationships I have built with my fellow boarders are strong ones. They are like my brothers and sisters now. When you’re living in the dorms, you always have people to talk to. No one is mean, and everyone helps out.

Being such a small school, it allows you to make a lot of friends easily, and have more one-on-one time with your teacher. In Grades 11 & 12 it’s important to always consult your teacher about things. If something is hard, all of the teachers are always glad to help.

Every Friday, we do a mastery subject. I’m an actor, so I chose the Drama Excellence program. This has not only allowed me to succeed in my chosen field, but also helped me to build leadership skills and gain confidence by making friends with my fellow actors.

TKIS has become a second home to me.

Jasmine (Year 10): I’m 14 years old and although I started at TKIS this year, I only became a boarder a week ago. So far I am enjoying this school and I have made many friends over the term. I also like the teachers.

At school my favourite subjects include HPE, English and Art. I like these because I find them interesting and fun at the same time.

My favourite part of the day is going to lunch because I can hang out with my friends and get free food from the tuckshop.

I hope that I will stay at Kooralbyn until Grade 12 and leave with a bright future ahead of me.

Rebecca (Year 8): I'd like to tell you about SUPr. I know most people think that SUPr is a boring mastery where you do work the whole time but that is wrong.

In Junior SUPr first period is Japanese with Dr Toyoura which is really fun; we learn about the amazing language of Japan.

Second period is Science with Mr. D. All four of us have got our microscope licence and we study bugs under a microscope. We also learn about plant cells.

Last period is with Miss O'Shanessey. I don't really know what to call it but we are training for this competition called Opti-Minds.

So to all the people who think SUPr is boring, think again.

Even though I don’t aspire to have a career in music I will still keep it a big part of my life. I find that music is a sort of sanctuary for me, it helps me find peace when I’m stressed out or anxious about anything.

Lopambo (Year 10): I’m in Music Mastery. I really do have a passion for music. I feel as if music helps me express the emotions that I can’t conjure up in speech.

Zachariah (Year 10): My name is Zachariah. Call me Zach for short. I am not one for spouting profanity or disrespecting elders and women. I believe true men should show their elders and females (whether women, ladies or girls) the respect they innately deserve or they are just boys.

I also don’t like social networking. I just don’t see the point of communication through a little luminescent screen. I enjoy the social interaction of speaking face-to-face (it builds character). I love to read, write, draw and listen (and learn) music. I think life isn’t fulfilling without a bit of the Arts in it. I am also a huge movie fan, and would watch anything, preferring not to criticise a film before I have actually watched it. I am also what you may call a geek - I am in love with video games, anime and comic books. I think people need to realise that there’s more to life than money, popularity and the opposite gender. There’s a whole world of breathtaking beauty out there, and the closest most seem to get to it is a wallpaper on their phone. I just wish people could appreciate how truly spectacular the world is.

I am not a complainer. People who complain are taking what they have for granted. And that’s really sad. I like to think instead that this is all training to prepare me for my future. The school motto says ‘be the best that you can be’, and that’s what I’m aiming for.

I don’t know what I want to be when I’m older, I only know WHERE and HOW I’m going to be. The rest I’ll discover in time. As long as I don’t regret a minute of my life, I will be fulfilled. I enjoyed sharing this with you. Peace out.

Dion (Year 12): On the 13th of March (Friday) I went with my friend and fellow boarder, Patrick, to a musical play at the Beenleigh theatre to see my music tutor, Mrs Forster-Crilly, perform. It was an amazing performance to watch. Throughout the entire performance I was always entertained by every part of the show.

Patrick and I were fortunate enough to get permission to see behind the scenes and tour the set after the show. As a music student, I felt very lucky that I was able to see where the musicians played all the soundtrack for the show and what they had to do.

Afterwards I went down underneath the (big) stage where they had changing rooms, rehearsal rooms and a massive costume room where we were lucky enough to have special permission to see what they had in stock for the actors.

Overall it was an amazing performance and I wish I could have seen it over and over again!
Silver Honour Award Students

This term, Silver Honour Awards were presented by Mr Geoff Mills (Principal) to Angela (Year 7), Riley A. (Year 9) and Jasmine L. (Year 11) at Parade on Tuesday, 31st March. Rebekah (Year 7) also earned a Silver Honour Award but she was not present that morning and will receive her award in Term 2.

TKIS Honour (School) badges cannot be purchased. To earn a TKIS Honour badge, students have to earn and maintain 20 Merits for a determined period of time. Once earned, they are pinned on the school tie over the embroidered badge as a proud symbol of their achievement for all to see. When they have earned and maintained 50 Merits they receive a Silver Award; a Gold Award for earning and maintaining 100 merits, and a Platinum Award for earning and maintaining 150 merits.

Congratulations to our Silver Award recipients! To those who are still working on earning your Honours Badge and Awards, we are all cheering you on.

Announcements & Notices

Uniforms Requirements for Term 2

We would like to remind parents and carers that for Terms 2 & 3, TKIS blazers will be required as part of the formal uniform for Grades 7 to 12. For Grades Prep to 6, they will only be required to wear their formal uniforms on Tuesday. Instead of a blazer, they will be required to wear a TKIS jumper or jacket.

For those who need blazers, jumpers or jackets, the uniform shop will be open from 9am to 3pm, Monday to Friday over the school holidays (except for public holidays).

Please note that Primary School students will not be having swimming classes in Terms 2 & 3, and that Sport (athletics training) will be held on Thursday.

Block Subjects for Term 2 Week 1

Term 2 timetables are different from Term 1. New timetables will be handed out at Form Class at the start of Term 2. Please remember to insert your new timetable into your student diary. Term 2 Week 1 block subjects will be the same as Term 1. Week 10 block subjects.

End of term progress reports & interviews

End of term progress reports will be mailed out to parents and carers in the first week of Term 2. Parent-Teacher interviews are available by request. Please call 5544 5500 or email admin@tkis.qld.edu.au to make an appointment for a time that suits you. Interviews can be conducted by phone, email, or in person.

Working Bee

Thank you for the support that you have been giving to the school’s Working Bees. To make it more convenient for you, we will be combining two Working Bee sessions into one, and we will only be having one Working Bee every semester. With regards to the Volunteer Levy, attendance at one Semester Working Bee will count as attendance at two Term Working Bees.

The first Working Bee for 2015 will be held on Saturday 30th May from 7.30am to 11.30am. More information regarding that Working Bee will be sent to you closer to the event.

2014 Yearbook will be out in Term 2

The TKIS 2014 Yearbook has been a huge project for a little school like ours and we appreciate your patience and support.

Anzac Day March and Service

There will be an ANZAC Day march and service on Saturday, 25th April. Students who wish to attend are to be in formal uniform and assemble at 9.30am at the Lower Campus in front of the stables. Participation will earn students 1 merit.

RSL’s 100 Years of Anzac Competition and Anzac Centenary Evening

All submissions for the RSL’s “100 Years of Anzac” Competition are due by Thursday, 16th April. Please hand your entries to Reception in Admin if you are handing them in over the holidays.

Following the “100 Years of Anzac” competition, the RSL will be hosting an ANZAC Centenary Evening on Thursday, 23rd April, 6.00pm at the Kooralbyn Community Hall where the TKIS 2014 Yearbook is scheduled to be completed and ready for collection in Term 2. The Yearbook will be presented to the winners of the competition.

Traffic Management Policy (excerpt)

At TKIS, our first and foremost concern is always the safety of our students. Heavy vehicular and pedestrian traffic at the school gates before and after school always calls for extra care and vigilance on the part of drivers. We would like to take this opportunity to share an excerpt from our Traffic Management Policy with you. Should you have any questions regarding this policy, please do not hesitate to contact us.

The overall aim of this policy is to minimize, as far as possible, the health and safety risk to all users of the school site to a maximum of 10kph; be vigilant of pedestrians and other vehicles; take extra care at pedestrian crossings; not to park in appropriate areas. They are also to be vigilant of drivers and pedestrians.

The School strongly discourages students from driving to school but permission might be granted under exceptional circumstances by the Principal. Students who ride bicycles, skateboards or scooters to school must observe all traffic and road rules and dismount at the school gate and store their bicycles etc. in appropriate areas. They are also to be vigilant of drivers and pedestrians.

Please email admin@tkis.qld.edu.au for a copy of the full Traffic Management Policy.