Anna Teagan Georgie and Sam all got up at the crack of dawn to take the school captains from Bright, Porepunkah, Harrietville and Wandiligong to Melbourne on Thursday. Thank you to all of you 😊

This was a great opportunity for these children to hear from successful leaders within the community. Just the experience of sitting in an auditorium with over 4000 other children would have been amazing. A big thank you to Rotary and Bendigo Bank who funded the cost of the small bus so that this excursion could be of minimal cost to cluster participants. This gesture makes a huge difference to our leadership programs as the cost of buses to Melbourne is almost prohibitive these days. Halogen is one of the leadership experiences on offer this year. The next one is called GRIP and is held in Albury. Grip still has speakers, but it is in a smaller venue and is more active and interactive for participants.

We will be taking all our year 5’s and 6’s to this event. We will however need to talk about funding the transport for this as Bright will not be joining us for this one.

What happened this week?

- Art van Jo Briscombe was here.
- Zone swimming sports
- Sandy Howarth joined us to work in the middle classroom
This week I have been considering communication. As a Principal one of the determining factors of a school’s success is reliant on their ability to receive and deliver clear messages. Decisions they make while not always popular, must be based on reasons that can be clearly understood.

Communication is at the base of every relationship that exists in a school. That is between staff and students, staff to staff, staff to parents and my own personal communication with all of them. It has therefore been a frustration for me in past years as to why it is that my messages and intent are not always clearly understood. I have come to the realization that if my message is based on a best guess scenario it will not be well received or understood. This happens when I have a void of information regarding everyone’s thoughts and feelings regarding an issue, and I use past management history to make what I believe will be the right decision. I am aware that for most people walking up to a very strong personality and talking to them about an issue or a problem, is incredibly difficult and therefore something to be avoided. Maybe it is that being honest takes a measure of bravery that we are not all prepared to use. I know that if I approach each of you in turn, you will share your views, however I really do not have the time to do that. That’s is not a complaint I actually love the fast pace of my job, and the variety of work I do each day, that was just a statement of fact true of anyone who runs a small school.

This week I have two examples of the success that can be had if that risk is taken. One experience was with a staff member. Firstly with Anna who was able to simply and quietly provide feedback on a decision that affected her; providing me with the opportunity to reflect and then revise my thoughts. My decisions are always made with the best interests of the children at heart. However on occasions there can be a different and not considered option that would actually provide an even better outcome. I am pleased that so far this year there has been open and honest communication occurring between staff. Everyone feels that they have a voice which will be considered and that a consensus can be reached. This is in reality the only way a school and more importantly students can be successful. We are aiming for an even playing field of authority, a horizontal upper echelon of school power if you like, rather than the top down approach typical of larger schools.

Looking at the leadership group taking up the chairs in my office and listening to their robust discussions, it appears to anyone listening that all of them believe that they are a considered part of our conversations. However they are in the very early stages of their leadership education. Some are still to develop the courage to express their thoughts to the group; rather than sharing their thoughts and feelings with their friends outside the meeting. This is perfectly understandable at this stage. Our aim is that they all learn that open, honest discussions that do not become hostile or emotional, will always produce the best results. Overseeing this group is an enjoyable part of the week for me because I am witnessing first hand this development of reasoning and negotiation.

After all that preamble I have reached the point of this article. I am endeavors to highlight this week’s experience as an example of management that could have been more successful.

This week because I know that questions have been asked regarding the cost for swimming I made a decision that we would not hire a bus. Last year Anne took swimming as part of her paid teaching duties. This year we do not have an AusSwim qualified staff member here at Wandi. This means that we need to pay a qualified instructor. Luckily we have Felicity in our parent body who will not only be a very competent teacher, but reliable every week as well. Knowing that parents want their children using bolster seats in cars and that they are concerned that swimming costs will blow out I made what seemed
an easy decision regarding a bus. When I sent out the e-mail with those arrangements no comment was made regarding any parent’s inability to drive their own child. On Friday Jess Brewster came to see me and calmly explained the difficulties that she was having with these arrangements. Because of that heads up from Jess, Nicole ran a little survey of parents at the pool. Majority rules at Wandi and a very definite majority want to pay for the convenience of a bus for these prep /1 children. Therefore next week I will endeavor to source a bus for swimming. Thank you Jess for being the one to come in and tell me what your issue was and helping to right a decision that was a problem for most parents

I really cannot encourage you all enough to come in and talk to me. A quick few minutes giving me information helps enormously. I am going to keep raising this with you so that at Wandi we establish an open channel for two way communication between home and school. And whenever possible; meaning if your request would be DET approved and the majority support you then I will do everything I can to facilitate that course of action.

No matter how old one is we don’t forget the trials and tribulations of being a busy young mum, so please be assured you will be listened to and life will be easier for everyone if I am kept informed by all of you.

Thank you  
Julie

Mr Pellegrini
Il Carnevale

This week students have learned about Carnevale in Italy. They were shown videos, photos and discovered some of the cultural significance that this celebration has in Italy. We looked at Carnevale in various Italian cities such as Venice, Viareggio and Rome.

This year we focused on Viareggio which its main characteristic is given by the parade of floats and masks, usually made of paper-pulp, depicting caricatures of popular people, such as politicians, showmen and sportsmen; the parade is held on the Viareggio avenue located in Tuscany.

We looked at some of the typical characters (Arlecchino, Colombina etc.) who have been around since the 1500 and how people in Italy wear a “maschera” (mask) and dress up anything they want. We made word searches, masks and classic Carnevale characters in our activities. Everyone enjoyed making and wearing their own maschera!
The captains have written newsletter pieces about halogen and the zone swimming sports but unfortunately I am not sure where they put them. I will include them next week for your interest.

**Staff weekly summaries**

**Term 1 week 6**

**2/3/4/5/6**

**Class Report**

**Term 1 Week 6**

**Grade 2/3**
This week the 2/3 class worked on their persuasive texts and revised handwriting stating with the i family. In reading this week our focus was on ‘Back and re read.’ Last week, your child was introduced to the comprehension strategy of ‘Check for understanding’. In learning this strategy, students are taught to stop throughout the story and ask ‘who’ and ‘what’. Now, your child is working on what to do when he/she is not able to answer the questions of ‘who’ and ‘what’ by backing up and re reading the text.

**Grade 4/5/6**
This week the 4/5/6 completed their edited persuasive texts. We started also to create stories using writing prompts. It was wonderful to see students incorporate one sentence into their story. We continued our place value topic and in our money maths unit we focused on money converted into
fractions. It was great to see all students complete the ‘fraction wall’ activity and were able to assist others to complete this task.

Halogen
On Wednesday Owen, Indiah, Ella and myself attended The National Young Leaders Day in Melbourne. The main focus of the event was ‘master the little’ this focus was a great reminder for the students and myself that its not the big things that we do that make a difference, but its more about the little accomplishments that we do along the way. I was so proud of the way Owen, Indiah and Ella participated in the conference (considering it was a VERY long day) and I hope they master the little while being leaders of our school.

READERS
Each day students are required to bring home a reader for home reading. Take home readers are levels that are chosen below their current competency level, however 2 or 3 levels below is enough. There is a specific reason for this. The purpose of home reading is to practice the skills taught in the reading sessions in class. I understand that quite often children read aloud to parents who are listening but not completely focused on picking up reading strategies and the use of expression and fluency. Is it important that children read for enjoyment and relaxation, take home readers should therefore be and easy read where decoding is not a challenging exercise at home as well as at school. Sue and I have done extensive benchmarking this year to ensure that we identified the level that a child needs to working with us to improve not only their decoding but also their comprehension skills, which are incredibly important. The focus of external testing of reading is on comprehension both literal and inference. If you have time when reading with your child I encourage you to question your child about the text regarding their interpretation of what is written relation to their own experiences. For example Penny went to the beach a question you could ask would be “Why do you think Penny would want to go to the beach?”

Hope this helps you understand our management of reading this year. If you do notice that your child has slipped in a reader that is well below, speak to them and let Sue or I know that this has happened.

Thank you for your cooperation,

Anna Reid.

Week 6 Term 1:
Firstly, thank you to everyone who was able to make our three-way interviews and to those who rescheduled if the given time didn’t suit. Thank you also for the great feedback about the reading certificates. It is really good to know that receiving these to acknowledge the children reading each night is making reading at home easier and more enjoyable for everyone. Also this week the English online assessment for the Preps, Year 1s and Year 2s was completed. This has provided the best current information about the children’s literacy competencies in the areas of reading, comprehension, writing, phonemic awareness, oral language. From this information we can develop our classroom curriculum to better support the needs of the children. We continue our alphabet focus with the preps this week on the letter ‘Pp’. The children also attempted a reflection piece around their first day of school. They spoke how they were both excited and scared and didn’t want to leave mum or that they didn’t know the ‘big kids’ to how they enjoy playing with the bigger kids and Wandi School is really good. I promise that I didn’t coach other than do the scribing for the children!!! The Year 1s also wrote about how they felt
when they first started. They had to write a minimum of five sentences. A great effort by all the children.

In Maths our focus has been on counting forwards and backwards by 1s, 2s, 5s and 10s and using 10s frames to show how big or small a number is. We had a lot of fun making our own numbers using the 10s frames as well.

The Rotary Club of Bright donated a picture story book to each Prep child. This is a Literacy Project that has been a feature of the Rotary Club’s year for four years. I was lucky enough to be the one to present these to the children.

Year 2/3

This week we were focusing on becoming fluent when counting by 3s and 4s. The children commented that it is harder to do the times tables when they are not in order! We also worked on multiplication. The children looked at how numbers can be shown as a variety of multiplication sums eg: 20= 4x5; 5x4; 2x10 etc. to if 1x15=15; then 10x15=150 and 100x15=1500. On Friday the children brought home a letter with their Studyladder username and password on it. I will be setting tasks that support the classroom curriculum for the children to do at home. This is purely optional as some of the children have requested that I do this. We did try to use Studyladder on Friday at school however there were technical glitches that either only allowed limited access or no access at all. I am hoping this will be rectified by next Friday.

Anna Reid and I attended a profession development day in Wangaratta on Tuesday that focused on inclusive curriculum: in particular Autism and Dyslexia. All schools are mandated to have an inclusive policy and documentation to support this. It was a very interesting day and we were able to bring back useful information to share with Julie and the other staff.

Have a great week end.

Sue

This week a round of applause goes to:

- Aru for donating the microwave for parent room
- Skye’s dad for fixing the security gate
- Skye’s dad for volunteering to set up a book exchange for student use.
Anna Reid for getting up at 5.00am to travel to Melbourne on Wednesday

Brian for putting up the admin building signs

Thank you 😊

Reminders from Kristie who usually works on a Tuesday and Thursday

Dear Parents,

Please bring in your health care cards so that I can copy it for our records

Composer and classical performer, Emili Rackemann, is now offering private and group lessons in piano, flute and creative writing here at the Wandiligong School and in her private studio after school hours. Having studied a Bachelor of Music in classical performance at the Queensland Conservatorium of Music, her teaching skills offer an array of opportunity for students, ranging from Australian Music Examination Board (AMEB) criteria to creative writing and music theory.

All ages and levels are welcome.

For tuition fees and further information, feel free to visit her website: www.brightpianoandmusiceducation.com

Or contact Emili on: 0402 509 873 or via email: emili@emilirackemann.com

Please scroll down ↓↓
HARRIETVILLE PRIMARY SCHOOL

ANNUAL DUCK RACE

Easter Sunday 27th March, 2016

Start time: 1pm

Tavare Park, Harrietville

Tickets available from 9.30am on the day
(same day as Bush Market) $5.00 per ticket,
500 tickets to be sold.