PRINCIPAL PENS:

The second of the parent information sessions was conducted last Tuesday and the combined sum of contacts I was able to attract totalled not much. Both sessions were enjoyable and I felt most worthwhile. As a staff we can only guess what as to the causal influences are of non-attendance but to a large extent is futile. What concerns me is the lack of information and indeed alignment of the home/school learning link. Some of the key messages are as follows:-

- Student progress needs to be communicated clearly. Report cards aren’t the best medium for this.
- Homework is important and needs to be a positive experience. Study habits need to be established and can be individualised to suit the different family circumstances.
- Reading is without doubt the most important homework activity families can undertake. Together as a family, reading can bring some many benefits it’s difficult to articulate. One novel shared with different members reading where possible has enormous benefits way beyond homework is amazing.
- Spelling is catered well within the Spelling Mastery program where 100 minutes a week are devoted to learning how to spell. Testing spelling at home doesn’t equate to learning spelling. Real spelling progress is identified in everyday writing. Every 5th lesson in Spelling Mastery is a test.
- Handwriting is most important and is often hindered by poor pencil grips ingrained prior to Prep. Keyboarding is perhaps a homework activity on computer which could be undertaken with supervision.
- Rubbers are available in all shapes and very large sizes. Erases are indeed an indicator of a strategy of underperformance and confidence. Draft copies in writing shouldn’t have rubbing marks as they deflect from the main act of writing. This is often the case with Maths activities as well.
- NAPLAN

Thursday presented as a major infusion of technology in all classrooms in our school when we had interactive whiteboards installed. This has been coming for some time and rides on the back of the acquisition of a number of ipads. Our P&C has further contributed and agreed to purchase 5 ipads and 4 laptops. This is greatly appreciated and the learning outcomes are eagerly anticipated.

I need to get out more! I offered additional supervision for the Darradgee Leadership Camp on Thursday night and had my eyes really and truly opened. Was really taken aback with the stark contrast between expectations with our representatives and other camp attendees. Whilst I wasn’t there for the whole period I was certainly affirmed by the work we do at LTSS.

Until next time.
Our school P&C meetings are held once a month and this year to date unfortunately they have been very poorly attended.

LTSS P&C INVOLVEMENT MEANS

You are informed on current and upcoming events
Involved in decision making
Get the opportunity to give your thoughts
Be a part of your child’s schooling

The School’s P&C community is also responsible for fund raising activities which have in the past provided many opportunities that some students may otherwise have missed out on due to the expense.

Shows and Excursions
Camp subsidies
Learning Resources
Sporting Equipment

Therefore it is with great anticipation that we see you at the next P&C Meeting 22 April.

Alternatively the following P&C members are happy to discuss other ways you can become involved.

Fiona Bonassi, Dina Milini, Jonette Wright and Susan Campbell.

BIOSECURITY have asked if we could place the following in our newsletter:

Biosecurity Queensland is investigating a case of Panama disease (tropical race 4) in Tully. There are four (4) races of Panama disease, with the tropical race 4 strain posing the most serious threat to the commercial banana industry. Panama disease causes yellowing and dying of banana leaves. Plants affected by Panama disease may appear wilted with a skirt of dead leaves. Panama disease, including the tropical race 4 strain, is easily spread by the movement of infected planting material. The disease can also be spread by soil and water. Anything that moves soil, such as contaminated machinery and equipment, vehicles, shoes, can carry the disease.

With the school holidays quickly approaching, Biosecurity Queensland is asking parents to remind their children not to play on, or enter banana farms without permission from the property owner. It’s important the local community supports banana farmers by respecting their on-farm biosecurity measures. Biosecurity Queensland is issuing regular situation updates about the Panama investigation and is encouraging members of the community to register to receive these updates straight to their inbox. You can register for these updates by registering for ‘banana’ alerts under the ‘subscribe to news’ link at the bottom of www.biosecurity.qld.gov.au, and then clicking on ‘subscribe to newsletters’. Or call 13 25 23 to subscribe. For more information about Panama disease, visit www.biosecurity.qld.gov.au or call 13 25 23. To keep up-to-date with the investigation in real time, follow Biosecurity Queensland on Facebook and Twitter (@BiosecurityQld).
Hello everyone,

In light of last week’s anti-bullying/Harmony day celebrations, I thought I would share some useful information for parents from the Bullying –No Way website.

Have a great weekend,

Nicky Smith

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If your child talks to you about bullying:

**Listen calmly to the full story.** You need to consider all the details of the situation to make the best decision for your child. Bullying is defined as any undesirable behaviour directed repeatedly at another person after being asked to stop. Let your child know that you take the bullying situation seriously, they are not to blame and that you can help them deal with what has happened.

**Stay calm and positive.** It can be distressing when your child is upset by the unkind actions of others. It might be necessary to draw on your own networks to get support for yourself while you are helping your child. Focus on identifying a solution with your child. Your attitude will be reflected in your child and it's essential your child replicates a confident, positive and resilient appearance when dealing with situations at school.

**Discuss strategies** with your child and set a short period of time to see if they can resolve the situation if they want to try to deal with the bullying situation themselves.

**Contact the school** to discuss how your child can be supported during this time.

**Encourage your child:**

- to walk away
- to try to act unimpressed or unaffected
- to relate to the child in a different way
- to understand that a bully is often insecure and frightened themselves which causes them to seek power over others
- to say 'No!' firmly
- to talk to the teacher or other staff, e.g. school guidance officer.

**Practise these strategies** with your child to help them to:

- stand and walk in a way that appears more confident (even if they don't feel like it on the inside)
- give a quick reply to surprise or disarm the other child
- Use a routine response (e.g. okay, whatever) that implies that the child is not bothered.

A child who has been bullied can be at greater risk than others of being bullied again (even when the bullying has been dealt with). Knowing how to deal with bullying and difficult people not just at school, but throughout life in social situations and at work is a basic life survival skill.

Sourced from Australian Psychological Society.

What has been found to help kids most in navigating these kinds of challenges is resilience. Resilient kids are problem solvers. They face unfamiliar or tough situations and strive to find good solutions. “When they step into a situation, [resilient kids] have a sense they can figure out what they need to do and can handle what is thrown at them with a sense of confidence.” This is a critical skill that will serve them well throughout their lives.
Another message from PO:

Can you believe it? There is only 2 weeks of school left for the first term.

But in this short amount of time our PO’s have achieved an abundance amount of knowledge and skills. Preps have been working on their name writing and pencil skills and have recently progressed onto their letters and sounds of the alphabet. I am overly excited at the commencement of a new program soon to be introduced into our classroom called Letterland.

Year one have been perfecting their handwriting skills and fractions from wholes, halves, quarters and thirds. As a whole class we have started reading chapter books for 20 min each day. Due to us finishing all of the Gibblewort the Goblin books we have now moved onto another writer. The book we have just started is called Matilda. Some of my PO’s have already made the connection to the movie Matilda but they are still enjoying the story.

However, our most proud achievement so far is the completion of our Albert Namatjira paintings for visual arts. After a long 6 weeks of painting small amounts at a time they are finally complete and look amazing. This just goes to show that through small steps and careful instructions anyone can achieve anything that they put their mind to. Check it out........

Also don’t forget to check out our ‘App of Interest’ for your child.

DoodleMaths (Primary Maths)