FROM THE PRINCIPAL

Even though we have one week remaining, this will be the last newsletter for the term. It certainly has been a very busy term with many in school and out of school learning experiences occurring for our school community.

It is an important time to reflect, and evaluate what has occurred in Term 1. We can then pursue plans to ensure our teaching and learning programs continue to improve for the remainder of this year and going forward into future years.

In the most part, our plans are outlined in the “School Improvement Plan” and this guides the work we do for that specific year. An overview of the plan is available for the school community to view on request.

On a personal note, I continually reflect on the role of the Principal in leading the school, and how my leadership behaviours affect the everyday, medium and long term capacity of Burnie Primary to deliver high quality teaching and learning programs. My role understandably differs from parent, student and staff roles in that it is not specifically directed at classes, individuals or small groups. It is a broad role with a responsibility for the entire school community. My decision making is based on the needs of all stakeholders.

My broad view of teaching and learning is based on the key principles of equity and how they relate to the Australian Curriculum. At Burnie Primary School, all students should be able to;

- Access the Curriculum
- Participate in the Curriculum
- Achieve in aspects of the Curriculum
- Engage in the Curriculum

To this end I have challenged teachers in our school to ensure they

- Have an understanding of the complicated principles behind engaging children in their learning
- Have different learning programs in place in their classrooms so that all students can access, participate, achieve and engage in the Curriculum
- Continue to monitor, through using data and other methods, the progress that students are making to meet learning goals

One of my roles is to ensure this occurs, but also to place resources in the correct places so that inequities can be overcome. In the past we have, for example, placed resources in Grade 3/4/5 where we had large class numbers, or in Grade 6 where we had similar issues. In 2014 a significant resource has been placed in Prep to G2 and is providing valuable support for teachers and students for literacy and numeracy.

However, as I have always said, we cannot do this alone - we constantly require the support of our school community.

I would therefore ask students and parents to reflect during the school holidays about the work that they have done so far this year and how it has improved the school and the learning within it.
An example of this and a focus this term has been in ensuring that students are at school for the whole day - not arriving late or leaving early. Have both students and parents played their part in this? In my opinion I would say yes, but we still have an average of 5-6 students on Friday in particular, not playing their part. Even though this is a very small action, it has an impact on class teaching and learning for the class teachers and individuals concerned.

I use this example because I realise that it is becoming increasingly difficult for some parents to support the school. However, it is obvious from this example that parents can still support all children in the school by ensuring that school times are adhered to.

**What are some similar actions whereby parents can support the school?**

**GOOD CHARACTER CHECKS**

All Tasmanian Department of Education school-based employees, volunteers, adult age students and others, such as contractors who work or operate in government schools and/or libraries, are required to obtain a Good Character Check prior to commencement of their role. This forms part of the process of ensuring that the Department fulfils its duty of care responsibilities and provides a safe environment for students, staff and visitors. Good character checks are available from the school office. Once completed, these should be returned to the school office to be forwarded to Hobart for processing. You will then receive written advice in the mail from the Department of Education. If you then provide a copy of this letter to the school, a volunteer badge will be created with your name on it to wear during your visits to the school.

**HOBART TRIP NEXT WEEK FOR GRADE 6 STUDENTS**

As part of our excursion and outdoor education program, Grade 6 students will begin their Hobart trip on Monday 14th April and return on Thursday 17th April. This group will be accompanied by Diana Cohen, Gordon Brown, Jeff Triffitt, Jill Charles and Julie Townsend.

**SCHOOL ASSOCIATION - COMMUNITY REPRESENTATIVE**

Thank you to Jean Petterwood for nominating herself for the role of Community Representative on our School Association. Jean brings a wealth of experience to the position including her community leadership role at TasTafe.

**PROFESSIONAL LEARNING DAY-THURSDAY 17TH APRIL AND TERM TWO DATES**

A reminder to the school community that next Thursday 17th April is a professional learning day and students are not required to be at school. This day will allow staff to further develop their understandings of Aboriginal Culture, establish a formal feedback culture in our school to improve teaching and learning and to undertake moderation tasks and assessment of student work. We again appreciate the support of parents to allow us to undertake this important work.

This will begin our first term holiday period and students and staff will return to school on Monday 5th May, ready to begin a 9 week second term.

Term 2 concludes on Friday 4th July

In line with our Sunsmart policy, students will not be required to wear school hats while outside during recess and lunch. This procedure began at the start of this week and will continue until daylight savings recommences later in the year. Once again I would like to acknowledge the support of the school community in this regard.

**KYM LARDNER**

Well renowned children’s author, Kym Lardner was in the school last Thursday as part of our Arts/Performance program. All classes from Kinder to Grade 6 spent an hour with Kym and thoroughly enjoyed this event. A number of classes have been reading some of his books as a lead up to this event.

We believe having a variety of performances is essential for all children to ensure they gain an appreciation of the Arts. To this end we have one performance each term including an Aboriginal performance, in line with our goal to enhance all children’s understandings of Aboriginal Culture and Heritage.

Together with our specialist music program and fine arts within a classroom context we offer a scope of experiences.
ARTS CURRICULUM
With the implementation of the Arts Curriculum occurring in 2014 our Arts program may look different in Term 2. In the past we have focused our Arts Curriculum on music, extra music programs and fine arts in the classrooms. The Australian Curriculum: The Arts, however, comprises five areas:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

Therefore, in Term 2, we will broaden our program to include these five areas as we transition toward full implementation of the curriculum.

To ensure this occurs, we have asked Kay Hamilton to deliver our Arts program, and she will be the Arts Teacher on Tuesday, Wednesday and Thursday in Term 2.

We will be moving away from our traditional approach, and our K-6 groups will be provided with a broader-based Arts program. As a result, some of the extra music programs we currently run will cease. The Emusician Program will continue.

SRC LEADERSHIP GRIP CONFERENCE
On Wednesday 2nd of April SRC went to a GRIP leadership conference. In the morning we talked about the school yard superhero. After we talked about the superhero, we had the noisy crew come out. We learnt that we needed to scream when our school was said and there was just heaps of dancing and stuff like that. After that we played a game in our books called Guess who. We had to go around and meet other SRC people from different schools to find people with those talents and features from the book. After that we had morning tea break, and we got to go outside and get some fresh air. We went back in the room and sat down. Then we did an activity in our books called lead like a strawberry not like a watermelon, and that activity was all about integrity. We watched little movie clips from pieces from other Disney movies and we had to pick out the superhero of each movie. Then we had the loud crew and we watched a movie of some of the GRIP people climbing Mount Everest (Fake). As they were going along they were getting challenged and getting knocked down. Then we had lunch and we went outside and then came in and learnt a dance by the noisy crew. Then we just walked around and got new ideas from other people. Then the conference closed at 2:30.

NAPLAN TESTING FOR GRADE 3 AND 5 STUDENTS
A reminder that NAPLAN testing for grade 3 and 5 students across Australia, including those from Burnie Primary School, will occur on Tuesday 13th May, Wednesday 14th May and Thursday 15th May (2nd week of Term 2)

NAPLAN 2013 AWARDS CEREMONY
Below are the photos of students receiving their certificates from Liz Banks - the Deputy Secretary of the Department of Education at the NAPLAN awards ceremony. Congratulations girls.
SCHOOL SPORT CODE OF CONDUCT
The School has in place a code of conduct for students, parent and coaches during sporting events. Not all our sporting teams have signed their acceptance of these codes of behaviour but will do so in the next week. All soccer players are asked to return their forms to coaches next Wednesday at training.

NWPSSA ATHLETICS CARNIVAL REPORT 2014
On Thursday 13th March Burnie Primary competed in the NWPSSA Athletics Carnival at Penguin. Throughout the day the points were very close for the top 3 schools in Division B, with over half our team gaining a place in the heats and progressing through to the semi-finals.

The following students were successful in their semi-finals and competed in the Twilight Carnival on Thursday March 20th: Marlee, Zali, Zayna, Cadence, Alec, Nia, Mia and Emily. Cadence and Mia were successful in their events and along with Kye have been selected in the NWPSSA Athletics team to compete in the State Carnival in Launceston on Wednesday 16th April.

The following students were successful in their semi-finals:

<table>
<thead>
<tr>
<th>Gr 3 Girls</th>
<th>Gr 3 Boys</th>
<th>Gr 4 Girls</th>
<th>Gr 4 Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>Cooper</td>
<td>Caitlin</td>
<td>Campbell</td>
</tr>
<tr>
<td>Shelby</td>
<td>Zavier</td>
<td>Zayna</td>
<td>Toby</td>
</tr>
<tr>
<td>Cadence</td>
<td>Jake</td>
<td>Marlee</td>
<td>Dominic</td>
</tr>
<tr>
<td>Tyrah</td>
<td>Jai</td>
<td>Layla</td>
<td>Kai</td>
</tr>
</tbody>
</table>

From this event a Gr 5/6 team is selected to participate in the NWPSSA Cross Country Event to be held in Ulverstone on 27th May. Congratulations to the following students.

<table>
<thead>
<tr>
<th>Gr 5 Girls</th>
<th>Gr 5 Boys</th>
<th>Gr 6 Girls</th>
<th>Gr 6 Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mia</td>
<td>Kye</td>
<td>Emily</td>
<td>Julius</td>
</tr>
<tr>
<td>Reese</td>
<td>Luka</td>
<td>Georgie</td>
<td>Lochev</td>
</tr>
<tr>
<td>Taiah</td>
<td>Alec</td>
<td>Mia</td>
<td>Matthew</td>
</tr>
<tr>
<td>Hannah</td>
<td>Andrew</td>
<td>Melanie</td>
<td>Kyron</td>
</tr>
<tr>
<td>Imogen</td>
<td>Rhyley</td>
<td>Maddy</td>
<td>Cooper</td>
</tr>
<tr>
<td>Chloe</td>
<td>Thomas</td>
<td>Ashley</td>
<td>Rex</td>
</tr>
<tr>
<td>Josie</td>
<td>Reef</td>
<td>Kendall</td>
<td>Liam</td>
</tr>
</tbody>
</table>

We would like to acknowledge the TAFE students who supported our students and staff during the running of this event. The time, encouragement and assistance you gave were greatly appreciated, and contributed to the success of the carnival.

WANTED
Donations of boys socks and undies for the wet weather cupboard would be greatly appreciated!
VALUES CERTIFICATES

Congratulations to the following students who were received values certificates in our school assembly on Monday:

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Certificate Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHW</td>
<td>Bridie</td>
<td>For being a positive class member who always does her best</td>
</tr>
<tr>
<td>PHW</td>
<td>Ethan</td>
<td>For consistently upholding classroom expectations and being a caring class member</td>
</tr>
<tr>
<td>PN</td>
<td>Ava</td>
<td>For being an enthusiastic learner who shows respect for her classmates. Her happy nature makes her a co-operative member of the class.</td>
</tr>
<tr>
<td>IMJ</td>
<td>Mackaylee</td>
<td>For using beautiful manners and always being eager to help others</td>
</tr>
<tr>
<td>IMJ</td>
<td>Shyanna</td>
<td>For demonstrating an enthusiastic approach to her learning.</td>
</tr>
<tr>
<td>IW</td>
<td>Kale</td>
<td>For his interest and enthusiasm during our recent Science lessons on animals</td>
</tr>
<tr>
<td>IW</td>
<td>Imogen</td>
<td>For her hard work during literacy lessons, and the diligent way in which she completes her work.</td>
</tr>
<tr>
<td>2HT</td>
<td>Maya</td>
<td>For a positive attitude in all areas of the curriculum.</td>
</tr>
<tr>
<td>2HT</td>
<td>Lachlan</td>
<td>For applying himself to the best of his ability in all areas of the curriculum.</td>
</tr>
<tr>
<td>2ON</td>
<td>Jordyn</td>
<td>For beginning to take more risks with her learning.</td>
</tr>
<tr>
<td>2ON</td>
<td>Gus</td>
<td>For recognising the need to take on challenges when learning new things.</td>
</tr>
<tr>
<td>3J</td>
<td>Larni</td>
<td>For the motivated and enthusiastic approach she has for all tasks and for the teamwork skills she demonstrated during PCYC challenges.</td>
</tr>
<tr>
<td>3J</td>
<td>Lara</td>
<td>For her excellent work habits, caring nature and the resilience she demonstrated during challenges at the PCYC.</td>
</tr>
<tr>
<td>3McK</td>
<td>Cooper</td>
<td>For being a self-motivated learner. Cooper consistently works hard and completes work to a high standard.</td>
</tr>
<tr>
<td>3McK</td>
<td>Ava</td>
<td>For improving her work habits. Ava is less distracted and is producing work of a higher standard.</td>
</tr>
<tr>
<td>4LH</td>
<td>Sabah</td>
<td>For consistently completing work of a high standard</td>
</tr>
<tr>
<td>4LH</td>
<td>Amitty</td>
<td>For trying her best and completing work to the best of her ability</td>
</tr>
<tr>
<td>4McP</td>
<td>Layla</td>
<td>For being a caring class member who always completes tasks to the best of her ability</td>
</tr>
<tr>
<td>4McP</td>
<td>Thomas</td>
<td>For making good choices to stay more focused and motivated to complete work in the given time</td>
</tr>
<tr>
<td>5M</td>
<td>Reef</td>
<td>For consistently reflecting on his learning and setting goals for improvement</td>
</tr>
<tr>
<td>5M</td>
<td>Andrew</td>
<td>For consistently demonstrating perseverance in all curriculum areas</td>
</tr>
<tr>
<td>5SD</td>
<td>Chelsea</td>
<td>For her valuable, well thought out contributions to class discussions and for consistently demonstrating independent work skills.</td>
</tr>
<tr>
<td>5SD</td>
<td>Paige</td>
<td>For taking on board all elements of the Writer’s Notebook process and producing some excellent pieces of writing.</td>
</tr>
<tr>
<td>6B</td>
<td>Gabrielle</td>
<td>For her consistent efforts in her learning across all areas, strong work ethic and positive attitude within the class</td>
</tr>
<tr>
<td>6B</td>
<td>Melanie</td>
<td>For her overall accomplishments in her learning. For her quiet confidence, positive attitude an leadership within the class</td>
</tr>
<tr>
<td>6C</td>
<td>Lochey</td>
<td>For consistently displaying a positive attitude and willingness to learn new things. He maintains a high standard of work.</td>
</tr>
<tr>
<td>6C</td>
<td>Arnaka</td>
<td>For approaching new and challenging tasks with a positive attitude, demonstrating perseverance and a good work ethic.</td>
</tr>
</tbody>
</table>
Run Mouse Run

I am swooping through the air eyeing a small field mouse in the long dry grass. I am anxious to see if the mouse notices me. I am starving and so is my family. I am ready to pull into a dive at any second. If only the mouse would stay still. The mouse is still. And the hunger is getting the better of me. I pull into a dive. The wind in my face as I go down to greet dinner.
Students from 5M have been learning about the impact of the Eureka Stockade on Australian democracy.

For the past 4 weeks 5M have been learning about the Eureka stockade. We have each made a power point about it. We found out that it started on the 3rd of December in 1854. It was caused by a disagreement between the gold miners and the officers. There were 4 commanders. Their names were John Wellesley Thomas, Peter Lalor, Henry Ross and Charles Pasley.

We also learnt that the Eureka Stockade is the second most important event in Australia. It is a key event in Australia’s development and democracy as it is the only Australian example of a rebellion leading to a change in unfair laws.

Democracy means: “Rule by the people.”

In 5M we have been doing the Eureka Stockade. I have learnt that the Eureka Flag is made of wool and cotton and is 2600 mm wide and 3240 mm high. This is a picture of the original flag which is on loan to the Art Gallery of Ballarat.
Grade 6 History - Stolen Generations and Rabbit Proof Fence

Grade 6 students have viewed the film Rabbit Proof Fence and spent considerable time this term, reading and discussing the booklet Stolen Generations as part of their learning in History. This has also been great preparation for our visit to the Tasmanian Museum & Art Gallery while we are on camp next week.

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. The curriculum aim is for students to understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Australian Curriculum provides content that supports the development of students’ world views, particularly in relation to judgments and understanding about past social and economic systems, and access to and use of the Earth’s resources. It provides opportunities for students to develop an historical perspective on sustainability. Making decisions to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.

I didn’t know that squatters originally came to Australia and took land to farm. - Rex

The Aboriginal’s life was very complicated back then – I don’t know how I would go as a hunter and gatherer! - Mia

As an aborigine living through that would have been awfully sad and depressing, getting separated from your parents and your culture. - Mel

I think that when the three girls were taken away from their mothers it was wrong and it is also wrong and cruel to cut girls hair really short after they had done something wrong as they would have felt ashamed and embarrassed about themselves. - Gaby

I think that parents would have felt sad, scared and lonely. Having their children taken away from them would have been a terrible experience. The Link-Up Agency program was a great idea because that meant that people were able to locate their parents or children. - Montana

I didn’t realise that people were treated that way and how hard it would have been for them. I wouldn’t like to be taken away from my parents and be taken to a strange place. I didn’t know how hard it was for aboriginal people back then. If it was me I would have been very sad. - Amber

I didn’t realise that the stolen generation had such a big impact on the people who were taken away. I didn’t think that it would affect their whole growing up and them becoming parents. When they were growing up they did not have parents as role models so did not know what to do as a parent - Kendall
We have been investigating concepts of belonging, acceptance and discrimination. Recently we read Refugees by David Miller and explored the plight of those seeking refuge in a new land through the lens of two ducks.

We have also viewed two movies: Remember the Titans and Rabbit Proof Fence. Remember the Titans explore racial discrimination, tolerance and understanding.

Rabbit Proof Fence is a classic film about a difficult period in Australia’s history. After viewing, discussing and responding to this film we have completed a unit of work on the Stolen Generation, investigating both the historical story and the ongoing effects of government policies and choices by individuals. We will continue to build on this understanding in Hobart next week when we visit the Tasmanian Museum and Art Gallery and explore other cultural sites.
say cheese

School Photo Day is
May 08, 2014

Have your child’s school memories captured forever

Please take time to read the relevant information on the MSP Photography payment envelopes and remember these helpful points:

- **Online ordering is now available**
  - Logon to www.msp.com.au and click on ORDER ONLINE
  - Place your order using the online system
    - Family/sibling photos cannot be ordered online
    - Family discount cannot be claimed for online orders
  - Record your Reference Number on your child’s envelope
  - Each child must hand in their photo envelope on photo day

- **Do not seal envelopes inside each other** - You can pay for all of your children in one envelope or by online ordering, however each child needs to have their own envelope on photo day.

- Family envelopes and family discount forms (if applicable) are available at the school office upon request.

- Please enclose correct money as change is unable to be issued. Cash, cheque and money orders are accepted. **Credit Cards can only be used for payment when ordering online.**

- All children should have their envelope on photo day whether they are ordering photos or not.

For any enquiries, please feel free to contact us

e argyle@msp.com.au
p +61 3 6231 5880
f +61 3 6231 5885
www.msp.com.au
SOCCER INFORMATION

Soccer rosters have not been drafted by WSSA yet; please see below the following information for this weekend’s Soccer games.

**J-LEAGUE LIGHTNING CUP WEEK 2 (12-April-2014)**

- Under 6/7 - STARTS TERM 2
- Under 8/9 from 8.30am - 10.30am
- Under 10/11 & Open from 10.30am - 12.30pm

1 hour skills session followed by 1 hour of round robin games.

FFT Representatives will be present to take skills sessions and both FFT/WSSA officials will be touching base with all coaches and players throughout the morning.

Sarah will be available to take Registrations & payments on the day.

All players expected to attend.

For further info visit the J-League facebook page or [http://westernschoolssoccerassoc.tumblr.com/](http://westernschoolssoccerassoc.tumblr.com/)

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**Kinder Gym**

Presented by Zodiacs Gymnastics Club

for children Walkers to 4 years

**Commencing 14th May 2014 for**

6 consecutive weeks

**Wednesdays 2pm-2:45pm**

Jan Milburn Centre, Burnie Primary School

Children will play, explore and learn by being by experiencing a wide range of movement activities and will be encouraged to think, problem solve and construct with their own bodies. Kinder gym assists in child development, co-ordination and self-esteem and is founded on child development principles.

Children are required to be accompanied by an adult and to bring a drink.

**Contact Rachel Johnson – 64 333 655**

[ rachel.johnson@education.tas.gov.au](mailto:rachel.johnson@education.tas.gov.au)

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**AUSSIE OF THE MONTH**

Congratulations to our Aussie of the Month for April for her overall accomplishments in her learning, her quiet confidence, positive attitude and leadership within the class.
## SCHOOL CALENDAR

### TERM I - 2014

#### APRIL

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Assembly 11.45</td>
<td>8 School Cross Country</td>
<td>9</td>
<td>10 Newsletter</td>
<td>11</td>
</tr>
<tr>
<td>14 Grade 6 Camp Mon-Thurs</td>
<td>15</td>
<td>16</td>
<td>17 Pupil Free Day End of Term 1</td>
<td>18 Good Friday</td>
</tr>
</tbody>
</table>

### April is International Autism Awareness Month

Autism is a lifelong developmental condition that affects what an individual sees, hears and senses. This results in problems of communication, social interaction and behaviour. Autism Spectrum Disorder (ASD) is a neurological condition that occurs on a continuum. This means that symptoms can occur in many varieties and with varying degrees of intensity.

People with ASD tend to have communication deficits, such as responding inappropriately in conversations, misreading nonverbal interaction, or having difficulty building friendships appropriate to their age. In addition, people with ASD may be overly dependent on routines, highly sensitive to changes in their environment, or intensely focused on inappropriate items. Again, the symptoms of people with ASD will fall on a continuum, with some individuals showing less symptoms and other having much more severe symptoms.

This condition is lifelong and can have a significant impact on the life of a family. Parents often face enormous challenges understanding, supporting, and raising a child with an ASD. This job is often made all the more complex by a lack of community understanding an awareness of the condition, with parents regularly enduring critical comments or unfair assumptions about their child’s behavior or their parenting.

Whilst great strides have been made in research into ASD, a cause is yet to be found. The current estimated prevalence of ASD is more than one person in 100 has ASD. It is no longer considered a low incidence condition. On these estimates, every 20 minutes in Australia a person is diagnosed with an ASD.

There are students in your school community who have ASD and this information is provided to increase your understanding of the condition with the view to enabling you to help and support those children and families living with this complex condition.

**During April you will find more information in your school newsletter about ASD as an invitation to be Autism Aware.**

**For more information call 1300 288 476 or visit autismtas.org.au**

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**Autism Tasmania Making Futures Brighter**

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**Burnie Primary School**
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Phone 03 64333655 Facsimile: 03 64333858
Email: burnie.primary@education.tas.gov.au