PRINCIPAL’S REPORT

Burnie Primary School, like all other schools in Tasmania, is a great place. It is a great place predominantly because of its diversity. Each individual is unique and whether these people are adults or children, young or not so young, from a multitude of different backgrounds and with different values, they are all catered for and are supported in our school environment. Our staff and the Department of Education value key qualities such as equity, excellence, respect, relationships and learning and at Burnie Primary we aim to enact these values every day and with everything we do.

I believe in the last five years Tasmania as a state has undergone significant change. The most significant of these changes, I believe, is that our society has become far more diverse in terms of abilities, backgrounds, culture and socio-economic factors. Burnie, as a city, also reflects this. With diversity, in a positive sense comes acceptance and changing attitudes, different views and opinions. However, in some cases and sometimes from a negative sense, there is also conflict, lack of understanding and a change in traditional practices leading to some people not being accepted.

I also believe that schools reflect our society and therefore if our society is changing then the school should reflect this. At the same time we need to stay strong to our values and ensure we uphold them during times of change and keep these as a constant.

At our school, no matter what changes occur directly on a day to day basis in homes, the community or society in general, I would like to think that when our school community walks through the School doors they see the values enacted and know what the expectations are. In all aspects of our school day we ensure that our teaching and learning practices display excellence, that the school is a place of learning for everyone (adults and children), mutual respect is in place and relationships are valued.

One of many responsibilities as the principal of Burnie Primary School is to ensure that we are keeping abreast of the changing needs of our community. As many of you know, I have a number of datasets available to me about our school community and the children who are learning within it. Furthermore, I am constantly on the lookout for information that will support this data and therefore when it comes to making decisions, I believe they are informed and can be made in the best interests of the diverse range of children at our school. After all, that is why I am trusted with this position.

On the recent principal’s report for the Parents and Friends and School Association I have devoted a number of pages to the decision about Arts at Burnie Primary School. For those of you who are interested, a copy can be obtained from the school office.

I hope you find it interesting reading. The intention of the article was to demonstrate the multitude of factors and information that went into the decision, but at the end of the day, I hope you see that the underlying values that I have mentioned previously are considered throughout this decision making process and the fact that we are catering for a diversity of children’s needs.
It has been quite a busy and challenging start to the term for the staff at our school. I have asked a lot of them so far this term. They are currently undertaking a significant amount of professional learning about children with disabilities. We are looking at the adjustments that need to be made (some small, some quite substantial) for an increasing number of children in our school. These adjustments occur in the child’s learning environment and are reflected in individual education plans (IEPs) or personalised learning plans (PLPs). These plans are in place to ensure that each child is able to access, participate, achieve and engage in the Australian Curriculum. This also reflects the fifth value that I was eluded to earlier- equity.

I have also challenged staff to identify changes in their individual classrooms and practices as well as for the whole school to cater for the growing diversity of our community. This has led to some interesting responses which I have collated and aim to enact change in the short, medium and long term. Some of these decisions will be easy to make, others will be more difficult, but at the end of the day, they are made to reflect diversity and to ensure that we continue to improve student outcomes for every child in our school.

As was clearly stated to me “don’t throw the baby out with the bath water” as there are some excellent things happening in our school- in fact most things are excellent and reflect best practices in teaching and learning. We have high quality staff and students who are eager to learn- what a great starting point! So we intend to keep the majority of things because they are working well and reflect our values of excellence. However our data is telling us that there are some things that require modifications and change. For example I believe that we need to have a whole school approach to literacy and numeracy, so that all children in all classes have a common approach to these general capabilities of learning. We need to have a common approach to teaching social skills that is evident in all classrooms. We need to individualise our teaching and learning to cater for the diverse learning needs of our children and we need to have a whole school approach to inquiry based learning. Within all this we need to have less interruptions to our learning, and hence my stance on attendance (including early departures and late arrivals).

Another one of my responsibilities as principal is to ensure our school continues to improve and remain the best school in Tasmania, and I believe that is what everyone in the school community wants me to do.

NATALIE MILLER
I would like to extend my gratitude to the Parents and Friends who sponsored the recent puppet performance by Natalie Miller. In what was a very humorous show, Natalie really engaged the audience of approximately 180 students and parents with her messages about looking after our friends, ensuring that our school is bully-free as well as some great messages about increasing our self-esteem and looking after ourselves.

LOOM BANDS
It seems that this is the latest in “fads” and it certainly has hit most of the North West Coast schools by storm recently. Some schools have had some trouble with them, and have decided to ban these bands. I have been generally quite impressed with the way in which our children have been responsible in their use and I do not intend to follow other schools in this regard. However, I have noticed that a few children have had these covering their entire arms and have been using them to flick other children. To their credit, they have addressed these issues when asked.

The school rule, though, from now on, is that children are only to have two loom bands and are not to be using or making them during learning time. Could I also ask that parents support this decision, by ensuring children are reminded of this when they leave home each morning?
BURNIE HIGH SCHOOL TRANSITION
During the week beginning Monday May 19 visits to Burnie, Cooee, Montello, Natone and Somerset Primary Schools took place. These visits were conducted by Ms Gillian Hodgkinson and Mr Sam Wells along with current Grade 7 students. Grade 6 students at these schools were given information on the transition process as well as the opportunity to ask questions about Burnie High School.

The next step in the transition process will occur between Wednesday 4th and Friday 13th of June, where the Grade 6 students will be invited to Burnie High for a school tour. On Tuesday June 24 at 7:00pm Burnie High School will be holding its parent information evening. This session will give parents and students information on all the learning opportunities at Burnie High School. Parents are encouraged to contact Mr Sam Wells at Burnie High school on 6431 2744 or via email sam.wells@education.tas.gov.au if they have any queries or concerns.

NWPSSA CROSS COUNTRY
On Tuesday 27th May, 25 Grade 5 & 6 students represented Burnie Primary at the NWPSSA Cross Country event in Ulverstone. The wet weather added a further challenge for the runners, but in true form all students coped with the conditions and gave their best effort. Burnie Primary came 2nd to Somerset Primary in Division B by a narrow margin.

With fields of up to 150 in each race, the following students did exceptionally well. Mia won the Grade 5 Girls event finishing strongly, well ahead of her nearest competitor. Emily finished in a commendable 6th position in the Grade 6 Girls event. Other runners to finish in the top 26 included Reese, Taiah, Luka, Alex, Georgie, Mia, Melanie, Kyron, Matthew, Kendall and Reef.

Congratulations to all team members for the dedicated manner in which they trained and competed, and the sportsmanship shown on the day. Several members of the team were determined to participate despite carrying injuries. A commendable display of sportsmanship by Rex Cole saw him stop to assist a runner from another school who had fallen over. All team members were fine ambassadors for the school and should be proud of their efforts.
Dear Gruffalo’s Child,
Why did you go away from your cave? I like to explore too. Can I come next time?
From Sienna

Dear Gruffalo’s Child,
I have 2 questions but first I want to tell you something. That was a very bad thing and I want you to give this to your mum. Time for your questions: 1. Did you think that was a good idea? 2. Why did you go in the woods?
Love from Edgar

By Harry

Silly Grade Ones!
Don’t they know,
There’s no such thing as a Gruffalo!

By Jonty

By Immy

Dear Gruffalo’s Child,
Why did you go outside? The mouse could hurt you. Will you do it another time?
From Libby

By Harry

IMJ and 1W
Dear Gruffalo’s Child,
Why did you go in the woods? Your mum will be angry at you and that’s not good.
From Briana

Dear Gruffalo’s Child,
That was great that you went out that night. I would do that if I was you because I love snow and I like to explore too.
From Melaiyne

Dear Gruffalo’s Child,
Did you like going in the woods? I would ask before I go in the woods but did you get scared in the dark? Did you get in trouble because I just want to know?
From Mae

To Gruffalo’s Child,
You really shouldn’t go out in the middle of the night. Your mum would get worried. Why did you go on a windy night and snow?
From Taya

By Lachlan

By Georgie

By James

By Shyanna
During investigations children planned, built, cooperated and persisted to build a Tardus from Dr Who.

In history we have been learning about the past and the present. We created some books and posters to display a timeline of our personal history.
Grade 2VT have had a very busy start to the term. In Geography we have been learning about place and have talked about important places in Burnie.

In History we have been learning about schools that our parents and grandparents attended. We have also made personal timelines which are on display in the corridor and classroom. They show how we have changed.

Multiplication has been our focus in Maths and we have been learning about and using homophones and homographs in English.

In Science we are continuing our study of forces including pushing and pulling.
A Big Thankyou

Grade 4 would like to thank the following people for their generous donations;
- Mr & Mrs Cummings for the worm towers, worms and snail traps
- Mrs Harding for cauliflower and cabbage plants
- Mr Brumby for 3 trailer loads of soil
- Mr & Mrs Crisp and Amanda Woodward for potting mix
- Mr & Mrs Clarke for potting mix

Written by Aviva 2HT

Did You Know?
- A flea can jump 350 times its body length
- You breathe 23,000 times a day
- A group of frogs is called an army
- White cats with blue eyes are usually deaf
- Hot water freezes quicker than cold water
MONDAY NIGHT’S SECOND MEETING OF THE YEAR WAS VERY PRODUCTIVE AND WELL SUPPORTED BY INTERESTED PARENTS OF OUR SCHOOL - THANKYOU!

We have now agreed to the following:

The purchase of Literacy Books (home readers) for Kinder to Grade 2 - Donation of $2,000

Family Life Program - Donation of $700

Purchase of $405 worth of educational toys for Little Learners Program

The idea of bench seating on the oval was raised and this will be discussed with various stakeholders in the future. In addition we will look into the price of bike racks for students wishing to ride to school. Currently these bikes are stored in the Grade 5 courtyard. Our hope is to have these bikes stored in a more orderly fashion allowing greater use and access of this area.

ENTERTAINMENT BOOKS – The purchase forms or return of books are now due. Please return to your child’s classroom.

VENTRIOLOQUIST – Many thanks to the parents and students that supported this amazing performance by Natalie Miller. Her inspiring performance was hilarious, and at the same time instilled the importance of self-esteem (‘what we tell ourselves’) and anti-bullying. All in attendance agreed this was an invaluable opportunity for the students of our great school!

At the risk of singling out parent accomplishments, I would like to extend our proud congratulations to Jamie Vandenberg on winning the 2014 Targa Tasmania Event & Winners of the Australian Targa Championship!

‘FUN’ DATES FOR YOUR DIARY

LADIES MONTHLY CONNECTOR – Friday 13th June 9am. After the success of our initial Ladies Cuppa we will continue meeting on a Monthly Basis @ Secret Buddha Café – all Ladies Welcome!!!

MEN’S BREKKY SERVED @ 6:30PM - Friday 27th June !!!! Led by Ryan Petterwood and Co this ‘connector’ will be at the Burnie Tennis Club. Dads, if you’re keen to help or simply want to head along and watch a game of footy after a bite, please text Ryan on 0488 108 478 or RSVP to the Office (by way of slip coming home soon). It’s a great way to end the week!

SCHOOL FAIR – The date of the school fair will be released on the next newsletter. We are currently forming a sub-committee to help with ideas and organising this school fair. The P&F would LOVE to hear from you if you are interested in assisting; SMS Teeny on 0432 218 870 or email; teenyandbrum@internode.on.net
HOW YOU CAN HELP YOUR CHILD DEVELOP HIS OR HER SPEECH SOUNDS
PART 1.

Following on from our comments regarding oral language in ‘Prep News’ in last fortnight’s newsletter, our Speech and Language Pathologist, Alison Gardner, has provided some information about how you can help your child develop his or her speech sounds.

The development of your child’s speech sounds can be assisted by **modelling**, **correcting**, and asking your child to **speak clearly**. Being able to say the speech sounds correctly will also help your child with his or her writing.

Modelling

Children can learn new speech sounds by hearing them in other people’s speech. ‘Modelling’ means adults providing a good, clear model of speech for their child to copy. This gives children the opportunity to hear these new sounds and then use them in their own talking. To effectively model to your child, make sure you speak clearly to him or her.

Correcting

‘Correcting’ means adults correcting errors in their child’s speech. Every now and again, when you hear your child mispronounce a sound in a word, draw his or her attention to the mistake, say the word clearly so that your child can hear the correct production, and then ask him or her to have a go at saying the word correctly. Praise your child if he or she says the sound correctly (e.g. “Great! You said the ‘th’ sound correctly” or “Well done, that was a great ‘th’ sound”). If your child does not say the sound correctly, you can say, “Nearly, that sounded like ‘f’, we want to say ‘th’” or “Good try, that sounded like ‘f’, have another go at saying ‘th’, remember to poke your tongue out between your teeth”. Don’t correct every error that your child makes, only every now and again! And try not to correct your child’s speech in front of other children. You can correct your child’s speech any time (e.g. while your child is reading a book aloud, while you are talking with your child as you cook dinner or drive in the car etc).

Be sure to read next fortnight’s newsletter for information on **speaking clearly** and the ‘th’ sound.

---

WANTED

We would greatly appreciate any donations of the following for our wet weather cupboard;

- **Boys and girls socks and undies for Kinder children**
- **Towels**

Any contributions would be very much appreciated.

---

LATE SIGN IN AT THE OFFICE

A reminder to students and parents that if you are late, you must sign in at the office and collect a green late card before going to class.
WE LOVE TO LEARN
**Dates to Remember**

**TERM 2 - 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 29th May</td>
<td>School Association Meeting – 6:00pm</td>
</tr>
<tr>
<td>Monday 2nd June</td>
<td>Assembly 11:45-12:30pm</td>
</tr>
<tr>
<td>Thursday 5th June</td>
<td>Grade 6 BHS Tour (11:15-12:30)</td>
</tr>
<tr>
<td>Monday 9th June</td>
<td>Queen’s Birthday – Public Holiday</td>
</tr>
<tr>
<td>Friday 13th June</td>
<td>Grade 5/6 Maths Relay</td>
</tr>
<tr>
<td>Monday 23rd June</td>
<td>Assembly 11:45-12:30pm</td>
</tr>
<tr>
<td>Wednesday 25th June</td>
<td>State Cross Country</td>
</tr>
<tr>
<td>Monday 30th June</td>
<td>Mid-year reports sent home/Parent Teacher Week</td>
</tr>
<tr>
<td>Friday 4th July</td>
<td>Term 2 finishes</td>
</tr>
</tbody>
</table>

**National Simultaneous Storytime**

On the 21st of May, Milpara invited BPS Kinder students over to participate in National Simultaneous Storytime. Every year, a picture book written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, childcares centres and many other places around the country at 11am. The book chosen this year was “Too many Elephants in this house” written by Ursula Dubosarsky and illustrated by Andrew Joyner.