MESSAGE FROM THE PRINCIPAL
2011 is underway. Last week I was given the privilege to be on the VCE Camp. One of the consistent messages spoken at Monash University and the RAAF Base in Sale was how important it is that students maximise their options by doing well with their education. This starts early with students getting themselves into good habits of attendance, sleep, homework completed, lunch, uniform on, ready to go for a full day of learning.

People at Monash stressed the need for students to have a balanced life. They need to be focused on their studies, but ensure there is time for social interaction, sport, part time work, etc. They may have to work hard at getting the balance right.

It is really important for all students and parents to think about this. If students have problems getting the balance right they need to talk to their teachers, and Mum and Dad.

If this is right from the start and continues through that will give them the most choices.

School Council elections will be held later this Term. If anyone is interested in being on School Council please contact me for further information. Strong partnerships with parents allows us to continue to be a successful school.

Robert Boucher
Principal

LOGO AND UNIFORM CONSULTATIVE COMMITTEE
The Logo and Uniform Consultative Committee will meet on Tuesday the 1st of March at 7.00pm. We will meet at Flagstaff campus in the staff room. New parents wishing to join the group are most welcome. We will be looking at possible uniform suppliers. Please bring along names of suggested suppliers with you to the meeting.

PARENT AFTERNOON TEA
An afternoon tea will be held for parents on Monday 28th February at 1.05pm to 1.30pm in the Flagstaff library. This is to allow prep parents to meet other parents from our school. Younger siblings are encouraged to attend. We will set up some activities for them.
READING WELL IS AT THE HEART OF ALL LEARNING
Children, who can’t read well, find it difficult to learn. Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children’s literacy and learning.

- Read your child’s favourite book, or listen to them read it, over and over again.
- Read many stories with rhyming words and lines that repeat. Invite the child to join in with these parts. Point, word by word, as he or she reads along with you.

PHILOSOPHY STUDIES
Distance Education Centre Victoria is offering students in Years 7, 8, 9 and 10 the opportunity to study Philosophy. Philosophy is about the big questions in life; you explore the ideas other people have had about things like the purpose of life; and you get to form your own opinions. If you are interested in this, please see Ms Napthine for more information.

PERFORMANCE TOUR—Imagine Believe Work Together
On the 4th March students from Flagstaff campus and Omeo Primary School will participate in the Performance Tour—Imagine Believe Work Together. The performance links to the Personal Development, Humanities (History), Thinking and Arts areas of the school curriculum. The performance will look at how individuals have worked together throughout history in much the same way we still do today to create and maintain a society that we enjoy. Florence Nightingale and some Aesop’s fables will be featured. Please ensure your child has their playlunch in a named plastic bag as we will be travelling to Omeo for the first half of the day. Notices went home last week.

SOCIAL SKILL
This week’s social skill is ‘Identifying the feelings and needs of others’. Classroom activities will focus on this skill and it will also be a focus for observations of positive student behaviour in the playground. Please discuss this social skill with your child at home.

ALPINE SCHOOL VISIT
Grade 5 and grade 6 students will be travelling to Dinner Plain on the 9th of March to participate in the Alpine Learning Project workshop day. Please ensure your child returns their permission form by the 8th March.

ICAS TESTS
The University of New South Wales is again conducting its International Competitions and Assessment for Schools program. The university offers tests in Computer Skills, English, Maths, Science, Spelling and Writing for students in Years 3 to 12. The uni assesses the tests and students receive detailed results and certificates of achievement.

Most of the tests cost $7.70 per student, with Spelling at $11.00 and Writing at $16.50, which parents would need to pay.

PREP STUDENT FINISHING TIMES FROM MARCH
Just a reminder that Prep students will finish school at the normal finish time of 3.15pm from the 1st of March.

PARENT READING HELPERS AT FLAGSTAFF CAMPUS
We are still looking for Reading helpers for the 2011 school year. It was great to have a number of parents assisting with our reading program in 2010 and we would like to build on this. If you have 1 or 2 hours to spare each week and would like to assist us by listening to students read please contact the school. A Working with Children Check is required before you can commence helping at school and usually takes 2–3 weeks to process. Please let Pauline (AP) or Sarah (Admin) know if you are interested. Thank you to the parents who have already indicated their interest.
We are Getting our Knowledge Ready before reading.

(Grade 5 students are working on their reading strategies. Ms Napthine and Ms Canfield talked to us about the importance of Getting Knowledge Ready)

I am getting my knowledge ready by looking at the title and the pictures.

I am summarising the main events in Penny Pollard’s Diary after I read it.

I am recording the strategies I use during ‘Independent Reading’ in my reader’s journal.
Learning to Learn Integrated Unit Grade 5 and Grade 6

In term 1 the Grade 5 and 6s will be working with Mr Guerin and Ms Canfield to explore the following questions.

FOCUS QUESTIONS
How do we learn best?
How can we create an effective learning community/environment?
What makes an active learner?
Who is responsible for our learning?
What makes a successful person?
What does success mean to you?
How can we challenge ourselves in our learning?

Mr Guerin and Ms Canfield would like to congratulate all grade 5 and 6 students on the tremendous effort they have been putting into this unit of work!
Learning to Learn unit

The unit covers Curriculum areas of Civics and Citizenship, Personal Learning, Interpersonal Learning, Thinking, Communication and Health

Through the unit:
Students look at themselves as individuals and learners.
Students look at what an effective team and class looks like.
Students look at theory about the brain, health and how we learn.
Students will have the opportunity to choose a negotiated task to share their new knowledge about learning.

The journey so far...........
(First 2 weeks of term)

Students have participated in “Getting to Know You”, inclusive games:
- Circle Ball
- Spiderweb
- Holiday snapshot

Created an Acrostic Poem about their personal qualities, using their name.

Developed a Quality wheel-Students considered what they are good at and would like to be better at. This assists them in setting personal goals for the future.

Created a timeline of their lives, from birth to present day.

Shared their ideas about what an effective classroom, student and teacher looks like.
Small Tales from Year 9

A regular feature of the school newsletter this year will be the publication of an original piece of work created by one of the many talented writers in Year 9. This week we present ‘Pablo’ a short story written by Sam Oliver

Pablo (The Man Who Sat on a Cactus)

Pablo was a man who, in the course of his life, had sat on many cacti (which is the plural of cactus) but who had never once cried, screamed, yelled, swore or, in fact, behaved in any way you would have thought a man who sat on a cactus would behave.

All Pablo ever did, when he sat on a cactus, was say, a very small ‘ouch’.

Pablo was a Mexican and he had recently escaped from the State Prison, he had been on the run for many long weeks, his legs were killing him and all he could think about was sitting down, but since he was in the desert, there was nowhere for him to sit which did not involve a cactus.

‘That looks like a comfortable cactus to sit on’, he said, spotting a particularly prickly member of the species, a cactus which to anyone else, would not be the slightest bit comfortable to sit on. ‘I think I’ll sit down on it’.

‘No Pablo don’t sit on that cactus’, said the rest of the Prison population (Pablo had only escaped from the Prison in his head), but Pablo said – ‘It won’t hurt’ and proceeded to park his... a... bottom - on it.

‘OHHHHHWWWWWWW’ screamed Pablo, ‘that cactus is spiky’.

He was right. It was. In fact, it was so spiky, Polo flew into the sky like a Helicopter, disappearing over the Prison wall, over the horizon, landing up in Antarctica where it’s cold, and there are no deserts and therefore no cacti.

Pablo was never heard of again. But there’s every chance he’s learned his lesson and is much more comfortable.
On the first day of Cape Conran camp I was really excited. We got on the bus and left at about 10am. The bus ride was really long. We saw all the burnt trees form the fires. It was horrible. We stopped at Orbost for lunch. When we got to Cape Conran we drove to our cabins. The cabins were really nice, and had lofts in them. We unpacked and settled in then we headed off to Salmon Rock, it is a beach. We swam there and some of the boys went fishing. We swam for a couple of hours then went back to our cabins. We all had showers then got ready for dinner. We played cricket until dinner was ready. We had lasagne for dinner that night and it was really good. After dinner we played games. We played sock wrestling, dog and bone and another really cool game where you had to hop and grab a sign from another person’s back and read it out loud. The messages were really funny. Then we went to bed. It was a great day.

The next day I was excited because we were going surfing. We woke up at about 7–ish and had bacon and eggs for brekky. It was delicious. Then we got into our bathers and walked down to the beach. We got into our wetsuits and then did some stretches and our instructor taught us how to surf. It was so much fun! Everyone managed to stand up on their boards. At about 1pm we had lunch at our cabins then we got ready to go canoeing. We went and picked up the canoes from Marlo’s Snowy River Campus. When we arrived at the river we unloaded the boats, got in and paddled up river. When we were canoeing back we joined canoes together and changed our seats around. When we were near the bank we tipped the canoes over into the water and I fell out. I didn’t want to at first and was freaking out because I thought there were sharks in the river and the water was really smelly. We finally loaded the boats back on to the trailer and went back to the cabins. We had showers and practised our plays then had chicken schnitzel for dinner. Mmmm! After that it was showtime. Everyone had created good plays. The teachers handed out awards. I received the ‘Ninja warrior award’. Then we relaxed, wrote our journals, ate ice-cream and went to bed.

On Friday we woke up early and ate bacon and eggs before going on a rock pool ramble with Ranger Mike. Who would have known there were such weird things in rock pools. We had starfish races to see whose could turn itself the right way up the quickest. We then drove to Salmon Rock to have our final swim. We ordered fish and chips on our way home through Lakes Entrance so they were waiting for us when we got there. Yummy! Then we drove home. I had a great time on camp and I hope I can go back there sometime.

By Rachel Curren.
CAREERS INFORMATION

The AGE VCE and Careers Expo will be on again from Friday the 6th of May until Sunday the 8th of May at Caulfield Racecourse between 10am and 4pm each day if you are interested in attending. It features 170 exhibitors, 120 seminars on VCE subjects, tertiary courses and career, study and gap year advice.

Meet Melbourne University on Wednesday the 23rd of March at Sale at the Esso BHP Billiton Wellington Entertainment Centre between 6.30pm and 8pm. This will be an information session for students and parents about Melbourne University, its courses and what careers they lead to.

There will be information about special entry, scholarships and accommodation at Melbourne University, as well as graduate outcome information.

There will be a Veterinary Science Open Day on Sunday the 27th of March for Melbourne University at their Werribee Campus.

Open Days 2011. Below are some dates for open days this year at various tertiary institutions that I have been able to find out so far. It is a good idea if both Year 11 and 12 students and their parents attend open days to find out as much they can about the institution, its courses and the accommodation that is available. This will make decision making and planning easier for students and families, if students are thinking about pursuing further study.

University of Ballarat Open Day 28th of August.

University of Melbourne Open Day for Parkville and Southbank Campuses is the 21st of August.

Latrobe University Open Days:       - Melbourne Campus 7th of August.
- Bendigo Campus 28th of August.
- Albury-Wodonga Campus 21st of August.
- Mildura Campus 14th of August.
- Shepparton Campus 12th of August.

RMIT Open Day August the 14th.

Victoria University Open Day 26th of June.

Australian Catholic University  -Melbourne Campus 14th of August
                                  -Ballarat Campus 28th of August.

Monash University Open days – yet to be published.

If you have any questions please feel free to ring me at the Tambo Campus.

Suzanne de Vries-Fitzpatrick Careers Teacher.
Primary School Interschool Sports last Friday 18th February at Bairnsdale Outdoor Pool. High Country Team consisted of swimmers from Swifts Creek P-12 School (Flagstaff Campus) and Omeo Primary School. Students conducted themselves very well and were very competitive in all races. Picture is Lilly Kendall (OPS) Pira Beltrame (OPS) Kelsey Neville(SC) and Annika Fitzpatrick (SC) who finished third in the Open Medley Relay Race. Both schools acknowledge the efforts by parents for transport, attendance and support.
In partnership with the work that students are working on in Art/Textiles they travelled down to Sale on Friday to visit a gallery. The gallery is currently featuring the *strike a pose* exhibition. Students were able to compare the fashions of the 70’s with their own modern day attire. Students commented on the bright colours, strange shapes of clothes and over-sized accessories. Also at the gallery students were able to consider works based on the human body and over exposed landscaped photographs.

On the way back to Swifts Creek students were able to shop til their heart was content at Opportunity shops in hopes to find something that they could used in a piece of personally designed fashion. All in all students had a great time as you can see by the photos below.

Nikki Murphy
Everyone needs a friend

"Those kids at school are mean, I told them about this great game but they wouldn't play it. They said I couldn't play with them." Rebecca, who is seven, plays happily at home with her four-year-old sister Samantha. Samantha adores her big sister and will do anything she says. But with school friends it's not so easy. Rebecca's mother wonders whether the other children really are mean or whether Rebecca may be too pushy. When children come over to visit it seems to go well as long as they are doing what Rebecca wants. But if the other child wants to do something different, Rebecca often sulks or goes off in a huff.

Children's friendships often have their ups and downs. When friendships are going well they support children's emotional wellbeing and confidence, as well as providing someone to play with. Positive friendships help children have fun, and also help them cope during periods of stress and change. This is why having friends at school is so important for children.

Helping kids with the ups and downs of friendships

It is not always easy for children to know how to manage friendships. Problems with friends can affect how children feel about themselves and their enthusiasm for activities that involve others. Parents and carers can help children learn the kinds of friendship skills they will need as they grow and develop.

Learning how to make and keep friends involves a number of skills. Children learn more and more complex social skills from those around them as they develop.

Home life has an effect on the development of social skills. A child who has an adoring little sister is likely to have more skills of leadership. A child who is the little sister may be more used to fitting in with what others want to do. These children are likely to react differently when they go to school and meet other children with different life experiences and different social skills.

Friendship skills for children include:

**Cooperation**
- how to share, how to take turns, how to work together towards a common goal

**Communication**
- using words to explain what you want and listening to others respectfully
- paying attention to body language, e.g. making eye contact, smiling and being able to read others' nonverbal reactions

**Understanding and managing feelings**
- being able to express feelings in ways that help others understand you
- recognising and responding to others' feelings

**Accepting and including others**
- recognising others' needs for respect and friendship
Solving friendship problems

Children develop friendship skills through playing with other children. Because they are learning, they are sure to have times when things do not go as they would like. Sometimes they blame themselves for what has happened. They may say, “Nobody likes me ‘coz I can’t run as fast as they can.” Sometimes they blame everyone else for the problem and, like Rebecca, say “The kids are all mean to me.” Even though they blame the other kids they may still think of it as a problem they cannot change.

How parents and carers can help

First and foremost you can help children by listening to them talk about the everyday joys and troubles that arise out of their friendships. Asking what might have led to others’ reactions can help the child, with your assistance, to think of possible solutions.

Try a problem solving approach

When problems arise in friendships it is important not to blame children but to show them how to find a solution. A problem solving approach is often helpful.

1. Encourage the child to describe what has happened
2. Ask about how they felt
3. Ask them how they think the other person might see it and how they might be feeling
4. Get them to think of ways they could do things differently next time
5. Encourage them to try the new approach – get them to practise with you so they feel more confident
6. Check back with your child to see how things turned out.

Further information on helping children with friendships is available in the KidsMatter resource pack at your school on Children and friendship.

The following web pages may also be of interest:

This resource is part of the KidsMatter Primary Initiative. The team at KidsMatter welcomes your feedback at www.kidsmatter.edu.au
You are invited to a free BBQ Tea – from 5.30 p.m.

Family Bush Dance
6.30 p.m. – 8.00 p.m.
# MARCH 2011
**SWIFTS CREEK SCHOOL**

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