Newsletter
Swifts Creek School
August 2013

Courage  Joy  Kindness

Swifts Creek School

Student Delegates 2013

Tambo Campus:  Ph 5159 4366  Fax 5159 4408
Flagstaff Campus:  Ph 5159 4267  Fax 5159 4484
Principal: Robert Boucher
Department of Education and Early Childhood Development

Email: swifts.creek.sch@edumail.vic.gov.au
Web: www.swiftscreeksc.vic.edu.au
Twitter: twitter.com/swiftscreekp12
**Principal’s message**

**Careers Expo**

On Monday we will have our Careers Expo. This is a great opportunity for our students to have a look and a chat with a wide range of people that work in a variety of jobs. One of the great aspects of this day will be the opportunity to talk with many of our local community members and find out about their roles and how they got there.

Parents are welcome to come along and do a little bit of exploring with your children and planning for the next stage of life beyond school. Most student do not realise how quickly their time at school goes. If they are able to do a bit of thinking about what they may like to do then it is much more likely that this can be a reality.

When students and parents are wandering around and talking with the stall holders on Monday it may be useful to remember the five W’s and a H. You only know what you know, but if you talk with others you are a chance of learning something new, so please on Monday make sure that you talk with all of the stall holders not just the people that are your friends.

The stall holders will set up around 10 am with students having a visit from the end of recess. The Lions Club are catering for the event.

This event would not be possible without lots of work from our Careers teacher Suzanne de Vries and Sue Ellen Latham from Advance TAFE. I would like to thank all of our local community members will be giving up their time, energy and earning capacity to contribute to this day. Without their support it would not be possible to have such an informative and worthwhile day.

All parents are most welcome to attend the Expo on Monday that starts after recess at 11:10 am, concluding at 1 pm.

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**Twelve (or so) Angry Men**

The Year 12 English class are currently studying the play “Twelve Angry Men” written by Reginald Rose. To launch our study we decided to have a play reading. We recruited some staff to get us up to twelve players, and we cleverly coincided our reading with Book Parade. So, the Book Parade included twelve (or so) suited up men from the 1950s, when the play is set.

We may have been only mildly angry – or even amused – during Book Parade, but once we retired to our “theatre” the atmosphere in the “jury room” heated up and tempers began to fray. The sense of escalating tension and the slow revelation of people’s true motives was greatly enhanced by being able to read the play as a group of twelve. Thanks to the staff who took on roles for us. Well done to all involved for putting some real character into the parts. As men from the 50s, you are a pretty convincing team.

Barbara Napthine, Year 12 English teacher

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Email:sixfls.creek.wch@edumail.vic.gov.au  Web: www.swiftscreeksc.vic.edu.au  Twitter: twitter.com/swiftscreekp12
NEW BOOKS @ Tambo Campus

The Poison Boy that we don’t want you to miss. The book was the winner of The Times children’s fiction competition. It’s a fast-paced novel for Lower to Mid Secondary about a boy called Dalton Fly who is a poison boy – a lowly food taster for the aristocracy. When his friend and fellow poison boy is murdered, Dalton sets out to find out why. Full of action, twists and turns, this is a great read for both boys and girls.

The Accident is a locally published title and was shortlisted for the Text Prize for Young Adult and Children’s Writing. It’s the story of three teenagers and their lives before and after the accident of the title. Australian Bookseller & Publisher gave first-time author Kate Hendrick an excellent rap, saying ‘Like [John] Marsden, Hendrick’s writing shows that sometimes families can let us down. Her vulnerable characters voice our secrets, remind us we are not alone and offer a light at the end of the tunnel.’ Suitable for Mid Secondary.

Chasing the Valley by another new author, Skye Melki-Wegner, is the first in a trilogy of ‘magic, treachery and survival’. Danika lives in a city where a tyrannous king launches alchemy bombs to punish the city’s inhabitants. Together with a group of other young refugees, she escapes over the city walls on a journey to find the Magnetic Valley, a legendary safe haven. Soon, she is a wanted fugitive. This is an entertaining, fast-paced read for Lower to Mid Secondary readers.

Fairytales for Wilde Girls. What’s remarkable about the writing is that the author, Allyse Near, is a mere 23 years old. The publisher describes the book as ‘a deliciously dark bubblegum-gothic fairytale’ – very apt. There are surprises and twists and turns in this mix of magical realism and fairytale. While this may seem to be a book only for girls, I think there’s a lot of appeal here for everyone (adults too). Mesmerising. Suitable for Mid to Upper Secondary.

Julius & the Watchmaker is a very enjoyable time-travel adventure filled with Dickensian characters, possible futures, mechanical clockmen and sharp-toothed Grackacks. Good fun for Lower Secondary readers, boys in particular.

Warning: Reboot is impossible to put down! This is a great novel for Lower to Mid Secondary. It’s a sci-fi novel (but not heavy, technical sci-fi) about a girl who rises from the dead, is recruited as an elite special-ops soldier and must break free from her human captors to save herself and her fellow Reboots.
In Grade 2-3-4 we have been looking at insects. We have talked about what an insect needs to be an insect, i.e. 3 body parts, 6 legs, eyes, mouth, etc. The students have watched a video on the life cycle of an insect and looked at insects under a digital microscope. They spent one session creating their own creatures which had to meet the classification criteria of an insect. We are now trying to find the different types of insects on the school grounds and see if we can determine what they are and how many different types there are, using the digital microscope and study books.
Regional Youth Forum
Swifts Creek School hosted a forum for young people to have say in Shire issues. Our Student Delegates were joined by other interested students from Years 9 and 10 to discuss local issues, and possible solutions, with staff from East Gippsland Shire. They shared ideas for change and also explored access to, and use of, open spaces in our community.
Some of the students who participated have now applied to continue to develop their skills at leadership and community involvement at a Change It Up workshop to be held over the holidays.
It’s great to see our students so willing and able to speak up and to want to be active in making things better for others in our community.

Individual Champions:
Junior Girls: Amy Strong
Junior Boys: Tom Lothian
Intermediate Girls: Melinda Armstrong
Intermediate Boys: Michael Firus
Senior Girls: Bonnie Fitzpatrick
Senior Boy: Llewellyn Thomas

TIMBARRA: 852
WENTWORTH: 808
DARGO: 715
More photos next months newsletter
Finding your Voice in Swifts Creek

This year, a linguistics expert, Dr Tonya Stebbins has been assisting the Swifts Creek School community to find its Voice. Unlike the TV show of the same name, no washed up celeb in a leather chair will be refusing to turn around and acknowledge our talents, as this Voice is not about singing but about writing confidently and coherently. As is the case with most pursuits, the message is clear - practice makes perfect. This means that all of us, teachers, students and parents alike, should feel confident enough to write as a matter of course. Too often we don’t practise our writing and this sometimes means that when we have to, we find the process difficult and challenging.

Writing can take many forms. You could be writing a letter to a friend or a chatty email telling of what you did on the weekend. Why not try to write a daily family blog that everyone can contribute to? You could even send it to the school newsletter where everyone can read it.

Once you find your Voice you’ll be a better communicator in all areas of your life. It’s not necessarily about becoming a best seller author but who knows where it can lead?

Dr Stebbins tells us that there are 3 critical areas where you should concentrate your efforts. She calls this the PCG approach – purpose, context and genre.

The writing space is crucial. This means that your writing should have a specific purpose even if the purpose is merely to entertain. You should also think about your audience. Who are you trying to talk to?

And finally, what is your writing style? Does it reflect who you are and what you think?

Once you master the PCG model, you are well on the way to finding your Voice and when you have, you will be more confident, a better communicator and much more likely to achieve your ambitions and goals, no matter what they are.

Practise finding your Voice. It’s easier than you think.
Our first two days at Hotham have seen us battle cold wind, snow and some diverse and changing weather, but overall we have enjoyed the challenges presented each week.

Our beginner skiers and boarders have shown a great deal of persistence whilst learning to actually stand up and move around on the snow – not an easy task!

Many of our students who have been part of our skiing program over continuous years, are showing ongoing development with their skills, which is a great thing to see.

We are able to continue to run this fantastic program because of the ongoing support we have from our parents and community members who assist us. We are very grateful for this ongoing support. It has also been great to see little kids and big kids working together and supporting each other in a sport where it is not about your age but ability and skill level.

We have two more scheduled days of skiing this term. The dates for those days being Thursday 29th of August and Thursday 5th of September. We are looking forward to at least one of those days being sunshine and Spring snow!

This term, once again, the year 8 students at our school have worked together to care for two Friesian calves. The calves named K. (after the specific markings on her) and Spot were fed, petted and weighed everyday by the caring students.

The calves were delivered to our school two weeks ago as a part of our involvement in the 2013 Cows Create Careers program. The CCC program introduces students to possible careers within the dairy industry, calf rearing and the nutritional value of dairy products.

We bid farewell to the calves this week and further learning will be completed by students within the weeks to come. Students will submit a range of learning task to Dairy Australia as a part of the CCC schools’ competition.
BOOK PARADE 2013
Outward Bound is an independent, not-for-profit but for purpose organisation committed to helping people discover, develop and achieve their potential.

Since its inception, Outward Bound has been guided by the principle of experiential learning through hands on, outdoor adventures. Our programs build integrity, resilience, compassion and responsibility in a fun and challenging environment.

The Snowy River Navigator Course is running again in the upcoming school holidays, from Monday, September 23 to Friday, October 4. Outward Bound is also proud to announce that there are 20 scholarships available for program participants from Victoria.

The Navigator Course is a 12-day personal development experience designed to provide students with the skills they need to map their transition to young adulthood. Taking place in the natural beauty of the Snowy River, packed with adventure and laughter, Navigator is a journey of self-discovery, shared with a group of 14 other young people from all over the country. It is a unique experience that creates lifelong friendships.

Enrolment is open to 15-17 year olds.

For further information, contact:
Lyndon Shapcott
(02) 6235 5700
mailbox@outwardbound.org.au

Applications are still open for Big Camp 2014, so now is the perfect time to have a chat to your students about attending this life changing program.

Big Camp is an exceptional week long program designed to help young people develop self-confidence, teamwork, leadership, acceptance and appreciation of differences within all of us.

We run two specifically designed Big Camps for young people aged 16-18 years.

So here’s what to do:

1. Encourage your students to submit a Participant Application Form.
2. Submit a Referee Form in support of each Applicant.
   (It only takes 5 minutes)
As part of their continuing involvement with the Evolve Project, Year 9 spent the week of 12-15th August at Typo Station in the King Valley, far from the distractions of mobile phones, television and other modern facilities like guaranteed hot water.

Whilst at the station we developed a number of bush skills such as woodworking with traditional tools and blacksmithing with a view to making various items for sale to the public re a possible overseas trip sometime in the near future.

Station staff estimated that on the basis of previous School’s efforts, we might be able to knock out 3 or 4 different items over the week but they didn’t factor in the sheer workaholic nature of our group who made a total of 23 fire pokers, 6 wooden platters and chopping boards, assorted jewellery and other pieces too numerous to name (pictured below).

All this and we even had time for a side trip to Glenrowan where we had a genuine bush-ranger experience. (Went to see the interactive Ned Kelly exhibition. And got robbed).

Great week was had by all.

Even when the hot water ran out.
“The High Country Community needs local solutions for local issues, the geography of Australia is so diverse we cannot have standard models and templates that apply to all. We as a community believe every child is important regardless of where their parents choose to live. We want to achieve equity for our children in their access to quality services and facilities to support these

In June 2011, an innovative group consisting of departmental and community stakeholders was formed, which was named the High Country Early Years Action Group (HCEYAG). Representation is made up of delegates from community, government and other agencies including; Community, Benambra Neighbourhood House, Omeo and Swifts Creek Kindergarten committees, Swifts Creek and Omeo parent representatives, Schools as Hubs program, Omeo Primary School, Swifts Creek P-12, East Gippsland Shire, Uniting Care Gippsland Early Years Services, Uniting Care Gippsland Communities for Children, Omeo District Health, Swifts Creek Community Centre, Department of Education and Early Childhood Development (DEECD), Department of Education, Employment and Workplace Relations (DEEWR).

The elected Chair of the group is Pauline Canfield, representative from Swifts Creek P-12 School.

The HCEYAG meets monthly and additionally has formed working party groups to further the development of this much needed project.

Vision

Our vision of the HCEYAG is that all children and their families in the High Country have access to quality care and education in early childhood to allow them the opportunity to develop to their full potential - emotionally, socially, cognitively and physically.
The objectives are:

To increase the provision of Childcare, Kindergarten, Playgroups, Kindy Gym, Baby Bounce/Rhyme Time, Toy Library, the Reading Circle and other services including speech, language and other specialist Early Years services.

To increase Maternal & Child Health nurse visits

Increasing employment opportunities for families with flow on effect for building the community’s resilience and capacity.

That children achieve developmental milestones

To increase school readiness

To increase children’s social and emotional resilience skills

To increase the connectedness of isolated communities and vulnerable families to the wider community and support services.

Work of the HCEYAG so far includes

- Feasibility Study 2010 (Developed by Bev Newcomen)
- Development of the steering group - HCEYAG
- Working Parties developed and action plans for these implemented
- Vision and Outcomes Developed- Heather Lyon Early Years Consultant facilitating
- Action Planning workshops for HCEYAG and working parties
- Early Years Road trip to various communities to look at other integrated childcare services and outside school hours care programs
- Community Consultations- Swifts Creek and Omeo (covering all families in the district)
- Community surveys
- Drafting of concept Plan
- Meeting with David Welch (DEECD)
- Review of potential building sites
- Site selection process
- Meeting with Funding bodies DEECD (Alison Clark, David Welch), DEEWR (Grant Rathjen), DPCD (Tim Ellis), East Gippsland Shire Council (Lee Holmes), UnitingCare Gippsland (Communities for Children - Rachel Dooley).
- Contact with the Commonwealth Workforce Development fund for potential funding to further extend workforce development in Early Childhood and assistance in workforce planning through their Workforce Planning Kit.
- Service Providers Questionnaire detailing the requirements for their integration into the service model.
- Working closely with the East Gippsland Shire to bring the concept plan to fruition as this work forms part of the Shire Plan for the district.

Held community consultation forums in May and June 2013 at Omeo and Swifts Creek - to ensure the community is informed and brought up to date with the projects processes and future directions.

The information coming from this work is currently being used to develop a draft Concept plan which is vital to secure funding opportunities for both capital works and service provision.

For further information please contact Pauline Canfield at the Swifts Creek School or Margaret Thornton at the East Gippsland Shire.
**Catch them being good**

Carley, aged 8, loves bouncing on the trampoline and playing with other children in the neighbourhood. When she comes home from school she has a quick snack and then goes out to play. She doesn’t stop to put her school bag away, change her shoes or tidy up after her snack even though her mother, Sandy, tells Carley almost everyday. It is so irritating. Sandy finds it difficult not to yell at Carley when she doesn’t do what she is asked. Sandy has tried sending Carley to bed early for her disobedience but all it seemed to achieve was an angry face and more dawdling at bed time.

Recently Sandy decided to try a different approach. She wrote a list of the things she wanted Carley to do after school, discussed it with her daughter, asked for her help, and put it on the fridge. Each night she made a point of ticking off the things Carley had done. She thanked and praised her for doing what she had been asked. Carley’s father also told her how happy he was that she was doing things to help. Carley feels really proud to know her parents are so pleased with the things she can do to help at home.

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**Psychological research has shown that following up a person’s behaviour with something positive makes it more likely that the behaviour will happen again. Praise and other kinds of acknowledgement are motivating, and are often needed to help children change their behaviour.**

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**Sounds too easy?**

What else might be needed?

- What does it mean to get the child to do something clear enough? Saying “I want you to pick up the clothes off the floor in your room before you go out to play” is clearer than saying “I want you to tidy your room”.

- Are you asking for behaviour that your child can do? Sometimes we ask children to do things that are too difficult for them to do without help.

- Are you asking them to do too many things at once?

- Do you find that you are getting angry with your child for things not done more often than praising his or her efforts?
**Somewhere to try during the week**

Double the amount of praise you give your child for his efforts in the coming week. You may need to expand your own vocabulary so you have a variety of positive comments ready to encourage your child.

**Ways to say “Well Done!”**

Now you have it! WOW!
Nice
going.
You remembered!!
Great work!
You’re doing well!
SUPER!
STUNNING!
You outdid yourself today.
You did it that time!
That’s coming along nicely.
How did you do that?
Fantastic.

If you use positive discipline a lot of the time, you may see more smiles and more cooperative behaviour from your child.

**Catch your child being good**

Keep a record of the behaviours you are pleased about. Reading them over together from time to time will be a positive experience for both you and your child.

You may ask, “Is praise enough to motivate my child?” Praise and acknowledgement work in most cases, but sometimes you may need to add an incentive plan with rewards to help change behaviour. If you do add an incentive plan, think carefully about your choice of reward.

**Tips for using rewards effectively:**

- Ask your child about what they like. If they suggest the reward, it will be more motivating.
- Make sure the reward is realistic for you to give.
- If the child becomes bored by use of the same reward, use a menu of 10-15 items to create variety. When your child meets his/her behaviour expectation, he/she selects one reward from the menu.
- A mystery reward is also very motivating for most children.
- If a child wants to earn a big reward (e.g. computer game, movie, etc.), you could use a token system. Each day he/she could earn tokens to be exchanged later for a bigger reward.
- Emphasise social rewards and privileges over material rewards. Material rewards (e.g. toys, money, etc.) are expensive and often don’t work. Many children enjoy having time to spend with their parents or carers. Rewards involving time and activities with parents or carers, can be reinforcing and promote good relationships at the same time.

Further information on positive discipline is available in the KidsMatter resource pack at our school on Effective discipline.

The following web pages may also be of interest:

http://raisingchildren.net.au/articles/behaviour_tools_intro.html

This site has information available in several languages in both printed and audio files.

Go to www.kidscount.com.au to select the language you require.

This resource is part of the KidsMatter Primary initiative. The team at KidsMatter welcomes your feedback at www.kidsmatter.edu.au.
## September 2013

**Swifts Creek School**

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### Further Events
- Oct 7th—Start of Term 4
- Oct 15th—School Council
- Oct 17th—Adamriginal Performance P-10
- Oct 30th—Yr 12 Exams start

### School Holidays

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**Web:** [www.swiftscreekse.vic.edu.au](http://www.swiftscreekse.vic.edu.au)  
**Twitter:** twitter.com/swiftscreekpl2