FROM THE PRINCIPAL

We are winding down now for the Term. Assessment items have almost been completed and the models of animals have turned out brilliantly. For The Arts – our line and colour study – creating portraits – has shown most of our students have a flair for the visual side of this area. They have turned out wonderfully (with a little guidance). I have included some pictures with this newsletter and the students will be taking these home to share.

Overall, all staff have been very impressed with the work and the effort that the students have put into their studies this term.

Next term will be just as busy with the C2C units – 2 X 5 week units for Mathematics – covering most strands; Persuasive text and Narratives for English; Materials – Science; Drama – The Arts – this will be combined with Technology and the students will learn how to film and produce a movie. We will also have specific ICT skills lessons on using the computers (software and hardware). SOSE will continue with Mrs Twidale and this will cover Time, Continuity and Change.

Judy Angel

LEARNING IN MATHEMATICS

A great deal has been learned about how children and adults learn mathematics. It is now widely accepted that learning is an active process. It is something that learners do rather than have ‘done to them’. Knowledge about the process of learning mathematics assists teachers in providing the best possible conditions for learning for their students.

There is no single ‘best’ approach to teaching mathematics. In fact, a teacher may vary the style of teaching according to the particular aspects of mathematics being studied at the time and the wide range of backgrounds and experiences that the students bring to the classroom. Teachers try to build upon the existing knowledge that they each have, challenging and extending their understandings and skills.

Teachers aim to provide mathematical experiences which are interesting, useful and purposeful. If students see a purpose in a particular activity and the activity is rewarding, the likelihood of their learning what was intended from the experience is increased. As well as being interesting and purposeful, mathematical tasks need to be challenging, requiring the student to take risks and to deal with unfamiliar situations. Students need to be helped to see the inconsistencies in their thinking and the gaps in their knowledge.

Mathematics uses some very specialised terms and teachers take care to use that language to increase students familiarity with them, and to develop confidence and knowledge to use them independently. Similarly with the signs and symbols used in mathematics; their correct use is developed over time. Students begin recording their mathematical experiences and knowledge by drawing pictures and diagrams. As they move through school their understanding and skill in recording mathematics will develop from the familiar to the formal, sophisticated representations that are used in algebra, geometry and trigonometry.

“If you think dogs can’t count, try putting three dog biscuits in your pocket and then giving Fido only two of them.” Phil Pastoret

LIBRARY PROGRESS

Our library should now be completed by the end of April.
STUDENT OF THE WEEK
Student of the Week has been awarded to Annabelle Taylor.

Our school rule awards are:

- Respect for Yourself – George Hayward
- Respect for Other Students and Staff – Michael Wright

Congratulations to Annabelle, George and Michael on receiving their awards.

P&C
The Annual General Meeting was held on Monday 25 March and the election of office bearers for 2012 was conducted. Outgoing President Sherely Hayward did not seek re-election and we thank her very much for her support while in that position. Many thanks to the following who have accepted nomination for the executive this year:

President Sharee Wright
Vice President Jan Gordon
Secretary Amanda Taylor
Treasurer Janelle Cox

The next general meeting will be held on Monday 30 April at 8.45am.

The Warra Memorial Hall Committee is catering for a function being held at the hall on Good Friday 6 April. Should anyone be available to assist it would be appreciated as proceeds will be donated to the P&C. If you are able help please come along around 10.30am.

WHAT IS BULLYING?
Any situation where a student/staff member feels unsafe in school because of bullying is not tolerated in our school. We are committed to providing safe, secure and stimulating environments for all students. As part of this commitment we have policies and guidelines to prevent and manage bullying.

Unfortunately, the word ‘bullying’ conjures up many and varied definitions that are sometimes not very helpful in resolving any unpleasant experience a student may have. Clarifying the definition of bullying is vitally important so that children, parents and staff at school approach and resolve any ‘incident’ in an appropriate manner.

Bullying is when one or more people deliberately upset or hurt another person, their property, reputation or social acceptance, and this action is repeated over time.

There are three broad categories of bullying:

- **Direct physical bullying** - Examples include hitting, tripping or damaging property.
- **Direct verbal bullying** – Examples include name calling, insults or verbal abuse.
- **Indirect bullying** - This form of bullying is harder to recognise and is designed to harm someone’s social reputation. Examples include spreading rumours, encouraging others to socially exclude someone and cyber-bullying. eg. use of text messages, e-mail, facebook

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- **Mutual conflict** - There is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

- **Social rejection** - Unless the social rejection is specifically directed towards someone and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

- **Random acts** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying

Solutions to the above variety of ‘bullying’ and ‘non-bullying’ behaviours differ greatly. It is therefore important that you contact the school with your concerns and then work with us to resolve the issue. We are committed to the happiness and well-being of every student at our school and we have different focussed responses to each of the above situations.

END OF TERM
This Friday 30 March is the last day of Term 1. We will be continuing lessons on Friday, but with a few other activities thrown in. In the morning, after Parade, you are invited to see the student’s portraits and models they have made, plus other work which they will set up in the Music room as a display.

We will have egg and spoon races plus other activities for Fitness. English and Mathematics will continue as normal.

I ask that students bring something to share for morning tea and the school will provide the food for a lunchtime sausage sizzle.

In the afternoon, we will be watching a DVD (PG). It is not decided yet, but will have a connection to Easter.

School will be in recess for two weeks and resumes on Monday 16 April. Have a safe and enjoyable break and don’t eat too many Easter eggs!
TENNIS
Tennis will continue next term, starting Week 2 and finish in Week 10 (9 weeks).

UNITY
by Ray A. Lingenfelter

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child’s mind
And they fashioned it with care.

One was the teacher and the tools she used
Were books and music and art;
One was a parent with guiding hand
And a gentle, loving heart.

Day after day, the teacher toiled
With touch that was deft and sure,
While the parent laboured by her side
And polished and smoothed it o’er.

And when at last their tasks were done
They were proud of what they had wrought,
For things they had moulded into a child
Could neither be sold nor bought.

And each agreed they would have failed
If they had worked alone,
For behind the parents stood the school
And behind the teacher, the home.

TAKE HOME A BIG BROTHER OR BIG SISTER
Give your children the wonderful opportunity to have an international big brother or big sister by hosting one of our exceptional international students arriving in Australia in July 2012 for their 5 or 10 month programs. Our international students from France, Germany, Italy, Austria Denmark, Norway, Finland and Sweden will live as a local, attend a local secondary school, arrive with their own spending money and comprehensive insurance cover – all arranged by Southern Cross Cultural Exchange. Visit us at www.scce.com.au, email scceaustralia@scce.com.au or call us toll free on 1800 500 501, request our little booklets of international student profiles, and capture the spirit of family and friendship!

COMMUNITY NOTICES
Warra markets will be held on Saturday 14 April from 8am to 12 noon at the Warra Memorial Hall.

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<th>DATE</th>
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<tbody>
<tr>
<td>Fri 30 Mar</td>
<td>End Term 1</td>
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<tr>
<td>Fri 13, Sat 14 Apr</td>
<td>Dalby Show</td>
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<td>Mon 16 Apr</td>
<td>School Resumes</td>
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<td>Wed 18 Apr</td>
<td>School Health Screening – Prep and Yr 7</td>
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<td>Mon 23 Apr</td>
<td>Cross Country</td>
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<td>Wed 25 Apr</td>
<td>Anzac Day</td>
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<td>Mon 30 Apr</td>
<td>P &amp; C meeting – 8.45am</td>
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<td>Mon 7 May</td>
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<td>Tue 15, Wed 16, Thu 17 May</td>
<td>NAPLAN tests - Yrs 3, 5, 7</td>
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<td>Wed 28 May</td>
<td>Arts Council</td>
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<td>Mon Jun 11</td>
<td>Queen’s Birthday</td>
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