



# Swifts Creek

P-12 SCHOOL

February 2019



## Swimming Sports



Everyone learning to be the best they can be,  
academically and as global citizens.

We will succeed together by  
showing:

Courage Joy Kindness

## **Principal's Message**

We are in the very fortunate position of having the opportunity to conduct elections for School Council in the parent member category this year. Each year half of each category completes their two year term and we then have a process for those members to be reelected (if they nominate to) or for new people to join Council. We are fortunate to have five nominations for three vacancies this year in the parent category. The voting slips and a statement from the candidates who choose to provide one will be sent home with the students on this Friday March 1, with voting closing on the following Friday March 8. Giving students the responsibility to get this information home safely should be more reliable than using the postal service given the time frame and the variations we have that across all of the students in the school and the different locations they live in. When the votes are returned they go into a ballot box. One is located at the office at each campus. The votes will be registered by either Amanda P or C.

On March 13 all of the votes will be counted by the Principal and Business Manager and the poll declared.

We will then be able to hold the first meeting of School Council on March 19.

The DET member category has two vacancies and two nominations this year.

The student member category has two vacancies but only one candidate at this stage.

At the first meeting we will discuss the two community member positions and determine who else may join the Council in this capacity.

The following is from the Department's training package for school councils about their work:

### **1.2 What school councils do**

#### **Why is this topic important?**

Under the Act, a school council has particular functions in setting and monitoring the school's direction. Councillors need to understand what their role is, the powers and functions of the school council and how they are required to work with the principal and the school community.

On completing this unit, councillors should understand:

- how the legislative functions of school councils translate into governance roles and responsibilities including those that require decisions of council
  - the distinctions in roles and responsibilities of school council and those of the school principal
- how partnerships can assist the school council in performing its functions, powers and roles.

#### **Functions of a school council**

The functions of a school council are specified in the Act (2.3.5) and include:

- establishing the broad direction and vision of the school within the school's community
  - participating in the development, monitoring and endorsement of the School Strategic Plan and Annual Implementation Plan
  - approving the annual budget and monitoring expenditure
  - developing, reviewing or updating school policies as required by law or DET policy
  - raising funds for school-related purposes
  - maintaining the school's grounds and buildings
  - providing the cleaning and sanitary services that are necessary for the school
  - ensuring that all money coming into the council is used for proper purposes relating to the school
  - the provision of meals and refreshments for the staff and students of the school and charging for those meals or refreshments
  - entering into contracts (such as for cleaning in regional schools or construction work)
  - reporting annually to the school community and to the Department
  - creating interest in the school in the wider community
  - taking into account the views of the community
  - regulating and facilitating the after hours use of school premises and grounds
- making provision for a preschool program at the school or other premises controlled by the Minister.

School council may also be involved in the school principal selection process. When this occurs, a panel of councillors and Department staff is formed to review applications, interview shortlisted applicants and recommend one or more applicants to the Secretary of the Department.

The Department's regional office staff are also involved and principal selection panel members are provided with principal selection panel training. The school council president, on request from the Regional Director, provides input to principal contract renewal discussions. The president advises the school council of that input at the next school council meeting.

#### **What school council is not authorised to do**

A school council is not authorised to:

- purchase or acquire for consideration any land or buildings
- employ teachers with no fixed date for the termination of that employment.

Unless authorised by or under the Act, Regulations or a Ministerial Order, a school council is not able to:

- licence or grant any interest in land, including school lands or buildings
- purchase a motor vehicle, boat or plane for the school
- enter into hire purchase agreements for the school
- obtain credit facilities or loans on behalf of the school
- form or become a member of a corporation
- provide for any matter or thing outside of Victoria unless it is related to an excursion by school students or the professional development of school staff.

#### **Distinctions in roles and responsibilities**

Understanding the functional split between school council and the principal is critical for the effective functioning of the council. The school council has a governance role and the principal manages the school and is responsible for ensuring the delivery of a comprehensive education program to all students.



Robert Boucher

#### **Parents Group**

The Parents Group are having a meeting on **Thursday 28th February** 3:30pm at Flagstaff Campus to discuss the Tambo Valley Picnic Races. We cater for the Tambo Valley Picnic Races on Easter Sunday. This is our big fundraiser for the year. It is a great day for the Parents Group to raise money and a great social day out. Please consider helping at the races or doing preparation work. If you are interested in getting involved we would love to have your company.

#### **Phone Books**

We would like to thank everyone who purchased our phonebooks. We have made a considerable profit which will go towards facilities and equipment for students. We would also like to thank all the town Post Office's for their assistance in selling the phonebooks.

Kathy Gallagher

**Preps commence full days this Friday March 1st.**

#### **Drought Assistance**

No uniform vouchers or funding have been received by the school due to the overwhelming number of drought assistance applications. State Schools Relief are processing applications as quickly as possible. We will be in touch as soon as they arrive.

#### **Interschool Gymkhana**

Bairnsdale Pony Club Interschool Primary Gymkhana will be held Thursday March 28th, at Bairnsdale Pony Club grounds. If your child is interested please let Amanda know at the Flagstaff office.

#### **After school arrangements**

Flagstaff Campus parents, please fill in the After School Arrangements form and return it to school as soon as possible, as there are many changes due to Netball and Football training starting.

#### **Head Lice**

A reminder please check children's hair for head lice. We have had a few confirmed cases.

# VCAL Winery Visit

On Thursday the 21<sup>st</sup> of February the Foundation and Intermediate VCAL students of Swifts Creek P-12 visited the Ensay Winery to learn about their wine making and selling process.

When we first got there we met David Coy at the cellar door, he gave us a small welcome and then walked us down to the vineyard as we walked he told us how and why he got into the wine making industry.

When we got to the vineyard he showed us two different varieties of grape Chardonnay and Shiraz (They also grow Cabernet Sauvignon and Pinot Noir but they are in a different vineyard). Chardonnay grapes are white and they make a white wine. Whereas Shiraz grapes are red and make a red wine. He let us taste some of the Chardonnay grapes. They tasted a bit tarter than regular grapes. He explained the picking process. The part of this process that really stood out to me was when they pick the grapes. David explained that the grapes get picked when they have the right sugar content (this is measured in brix). David uses a refractometer to measure this. He also uses sheep to graze the grass around the vines. He prevents the sheep from eating the grapes by using an electric fence.

After we left the vineyard he showed us the machine that destems and crushes the grapes. He said that the grapes get put in to the top of the machine they go thru the machine and come out as grape juice. The grape juice then get put into massive vats and some of the vats get cooled before fermenting and some of them don't. This depends on the type of grape.

We then walked through the bottling room to the lab, here David showed us what preservatives he uses and how he measures what the correct amount of each preservative that he needs to add. He showed us the bottling room. In here he showed us the refractometer he squished a grape from the bunch he picked earlier and passed it around the group. The refractometer read 20 brix he said it needs to be about 22 brix before he starts picking.

He then took us to a room full of large oak barrels that were full of wine most of them seemed to be from different years. This room is where David ages his wine. He uses two different types of oak barrels. One type is a French oak and the other is an American oak. He said that the French oak is more expensive. This room is also the room he uses for functions.

We then went into the sales room. This is where he sells his products. He sells chardonnay, shiraz, cabernet sauvignon, pinot noir, sparkling shiraz and a sparkling white. He said that his wife makes a medlar liqueur and a cherry liqueur. We all sat down and asked him some questions. I asked him how many tonnes per variety does he make a year, he said about 3. Mr. Cawley asked him how does he keep the birds off the grapes. David said with crows its easy he pointed to a tree on the otherside of the vineyard and said Max (his son) shot that the other day that usually keeps the crows away. But they net the vines when the currawongs come.

I found the visit to the winery very interesting and I learned a lot from how to know when they are ready to pick to how they are bottled. A couple of facts that stood out for me was that the Ensay winery is one of the only wineries in Australia that uses sheep grazing and that does the whole manufacturing process from vine to bottle.

By Jos Hughes



## Prep and Year 1 Art

This Term Prep and Year 1 students have been mixing primary colours to make secondary colours. They have also been doing Butterfly Sponge printing, Bubble Art, Nature Prints and Prints.

Ms Canfield



## Reading Circle with Annika



# Dargo



# Timbarra





# Wentworth



# Reading Circle

SCHOOLS AS HUBS



Come along, enjoy and share the simple pleasure and lifelong educational benefits of reading aloud to our children.



Featuring stories by our special reader

**Rowena Turner**

Morning Tea Provided

Everyone Welcome

For pre-school families

Morning tea provided

Everyone most welcome

New Mums and Dads most welcome

Swifts Creek P-12 School Library—Flagstaff Campus

Time: 10.00 -10.30A.M.

When: Tuesday 12th March 2019

Contact person: Rowena Turner - 5159 4323

Swifts Creek P-12 School - 5159 4267

Baby  
makes 3

Baby Makes 3 is a FREE program that helps first-time parents transition successfully into parenthood. It provides an opportunity to share experiences and hear from others who are going through the same journey. Facilitated by trained facilitators, the program is a two-hour session, once a week for two weeks. It is delivered in the evening so that both parents and baby can attend. Dinner provided

**Swifts Creek Community Centre**

6879 Great Alpine Road, Swifts Creek,

**March 6th and 13th 2019**

**6—8.30 pm**





## Live & Deadly Coming to the High Country.

**Thursday 28<sup>th</sup> March 2019**

Family friendly community event for everyone.  
This is a no cost event for families

**VENUE: Swifts Creek Hall – 7.00 p.m. show**

Charming, captivating, cheeky, clever and charismatic, Sean Choolburra has carved his niche as Australia's No 1 indigenous entertainer.

Sean's comedy is uniquely & truly Australian. His is a fresh new voice in a comedy scene inundated by white fellas. He blends pop culture, dance, comedy and hip hop in a high energy, feel good show.

Sean gives audiences a chance to get in on many hilarious 'Black Fella Yarns'. Perhaps it is his ability to share the naivety of a small town aboriginal boy, still coming to grips with the big city lights, that makes him all that much more inviting and engaging as a performer.

Sean is a dynamic and versatile comedian, rap singer, dancer, storyteller, actor & hip-hop didge player. He is a rising star of not only the comedy world, but also as an all-round entertainer, and is guaranteed to raise your spirit while splitting your spleen.

Check out Sean on YouTube: <http://www.youtube.com/watch?v=dfCLF3pifFA>

For more information contact:  
Rowena Turner  
Schools as Hubs - 5159 4323



**Uniting**



# ZONE4health

Bernie McHugh (Adolescent Health Nurse)

## How to build confidence in your child

Confidence is one of the most powerful, and one of the most elusive, qualities that creates success in life. Building confidence means that we develop the courage to try out new things. Unless we are exceptionally talented, most of us approach new activities with some apprehension. First attempts may be not so great, but if we persist we often gain a sense of mastery. *If, however, someone rescues us when we are trying new things, we learn that someone else can do what we can't.* This is why rescuing children when they are struggling with a new activity is toxic to confidence.

### Here are some tips to creating and building confidence

**Trust your child**- Nothing builds confidence more than trust. One of the best ways of communicating your trust is to ask your child for help. Requesting assistance communicates to a child that you regard them as capable and competent. Letting your children cook with you can be a good place to start.

**Live an adventurous life**- One of the best ways to develop confidence is to live an expansive life in which you do different things. Eat new foods, go to new and unfamiliar places, see new shows or movies and try out things you wouldn't usually have a go at. For parents this means encouraging adventure and teaching safety along with way. Kids are more durable than we give them credit for.

**Trust your own intuition.** If you're full of self-doubt, your kids will be too. Practice trusting your intuition and hunches and follow them wisely.

**Don't fall into the avoidance trap.** When you avoid something you fear - fear grows. What is avoided looms larger and appears more daunting.. While it might seem like a kindness to help people opt out of things they are fearful of doing, mostly it just makes them more fearful. *"It is not because things are difficult that we do not dare. It is because we do not dare that things are difficult."* – (Seneca)

**Know that first past the post isn't always the best.** The person who can achieve a skill first is often not the best at that skill long-term.

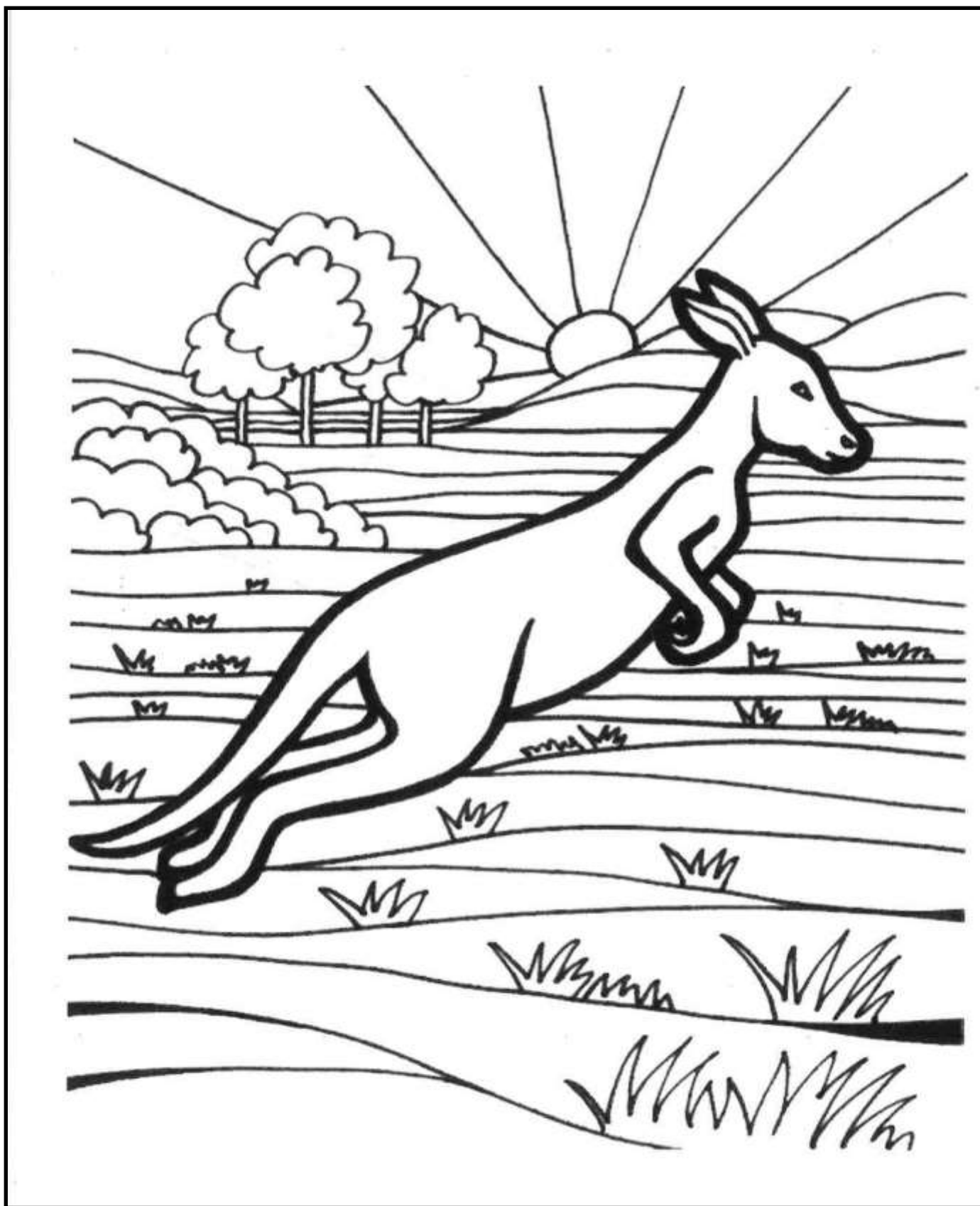
**Set Probability Goals.** A probability goal is a challenge that includes an error margin. For example, a parent might say to a child, "Let's see if you can throw a ball into a hoop on the group 7 times out of 15 throws". As a child becomes more skilful we might then increase the challenge of the task by moving the hoop further away and say, "Ok it's harder now. Let's see if you can throw the ball into the hoop 9 times out of 20". Probability goals help us learn how to challenge ourselves and also make it less likely that we will give up if we don't get 100% first time.

**Little steps lead to giant leaps.** When we focus on our strengths we build the confidence to tackle areas where we are not so capable. Most highly skilled and confident people deliberately practice skills that they are not good at. They go out of their way to put themselves in challenging situations so they can become more skilled. If we can't learn to make mistakes, we can't learn to improve. People who make no mistakes do not usually make anything.

**Build a have-a-go culture** - People often express their insecurities by claiming that they can't do something or by comparing themselves negatively with others. For example, "I am the world's worst dancer" or "I'm no good at Maths". When someone makes comments like these, ask them what makes them feel that way. Accept their fears or insecurities as genuine but don't agree with their self-assessment. For example, you might say, "I get it that you are struggling at Maths, how can we work on it to make it easier? Confident people make plans to improve in areas they initially find difficult.

**Be on a continual treasure hunt** – devote your life towards looking for the best in yourself and in others. Be positive and follow the role model of Thomas Edison who after trying 10,000 times to develop an electric light bulb said, "I have not failed. I've just found 10,000 ways that won't work.

# Rayden's Colouring Competition



Due back Thursday March 7th

# March 2019

## Swifts Creek P-12 School

| MON                         | TUE  | WED                 | THU  | FRI                           | SAT | SUN |
|-----------------------------|--|---------------------|--|-------------------------------|-----|-----|
|                             |  |                     |  | 1<br>Preps commence full days | 2   | 3   |
| 4                           | 5  | 6<br>Year 7 BBQ     | 7  | 8                             | 9   | 10  |
| 11<br><b>PUBLIC HOLIDAY</b> | 12<br>Whole School Assembly hosted by Yr 7   | 13                  | 14<br>Year 7 Immunisation  | 15                            | 16  | 17  |
| 18                          | 19   | 20                  | 21   | 22                            | 23  | 24  |
| 25<br>Year 8 Circus         | 26<br>EG Volleyball & Tennis<br>-Year 8 Circus<br>-Whole School Assembly hosted by VCE | 27<br>Year 8 Circus | 28<br>-Year 8 Circus<br>-Choolburra Performance<br>-Interschool Gymkhana - Primary | 29<br>-Year 8 Circus          | 30  | 31  |

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