



LUCKNOW BELL

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Date: 24.02.2021

School Calendar Term 1 – February/March

SUN	MON	TUES	WED	THURS	FRI	SAT
21	22	23	24	25	26	27
	*Swimming: PJS, 3CM, 1CB & 3NP.	*Swimming: PJS, 3CM, 1CB & 3NP.	* District Swimming. *Swimming: 23H, 4JR, 1GD, 2MC, 1CB & 3NP.	*School Photos. *Swimming: PJS, 3CM, 1CB & 3NP.		
SUN	MON	TUES	WED	THURS	FRI	SAT
28	1	2	3	4	5	6
	*Swimming: PJS, 3CM, 1CB & 3NP.	*Meet & Greet sessions. *Swimming: PJS, 3CM, 1CB & 3NP.	*Meet & Greet sessions. *Swimming: PJS, 3CM, 1CB, 3NP, 23H & 4JR.	*Swimming: PJS, 3CM, 1CB & 3NP.		
SUN	MON	TUES	WED	THURS	FRI	SAT
7	8	9	10	11	12	13
	*Labour Day – Public holiday.	*Student Free Day.	*Swimming: PAS, 4CT, PLB, 2KE, 23H & 4JR.	*Swimming: PAS, 4CT, PLB, 2KE, 23H & 4JR.	*Fun Run/Cross Country.	

PRINCIPAL'S REPORT

School Council Elections

What is a school council and what does it do?

All government schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the broad directions of a school in accordance with their constituting Order and the **Education and Training Reform Act 2006**. In doing this, a school council is able to directly influence the quality of education that the school provides for its students.

Who is on the school council?

For most primary school councils, there are three possible categories of membership:

- A mandated elected Parent member category – more than one-third of the total members must be from this category. DET employees can be Parent members at their child's school as long as they are not engaged in work at the school
- A mandated elected DET employee member category – members of this category may make up no more than one-third of the total membership of school council. The principal of the school is automatically one of these members
- An optional Community member category – members are co-opted by a decision of the council because of their special skills, interests or experiences. DET employees are not eligible to be Community members.

Generally, the term of office for all members is two years. The term of office of half the members expires each year, creating vacancies for the annual school council elections.

Why is parent membership so important?

Parents on school councils provide important viewpoints and have valuable skills that can help inform and shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying and may also find that their children feel a greater sense of belonging.

Do I need special experience to be on school council?

Each member brings their own valuable life skills and knowledge to the role. However, councillors may need to develop skills and acquire knowledge in areas that are unfamiliar to them. What you do need is an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

Code of conduct for school councillors

School councils in Victoria are public entities as defined by the *Public Administration Act 2004*. School councillors must abide by the **Code of Conduct – Employees** issued by the Victorian Public Sector Commission. The Code of Conduct is based on the Victorian public sector values and requires councillors to:

- **act with honesty and integrity** (be truthful, open and clear about their motives and declare any real, potential or perceived conflict of interest and duty)
- **act in good faith** in the best interests of the school (work cooperatively with other councillors and the school community, be reasonable, and make all decisions with the best interests of students foremost in their minds)
- **act fairly and impartially** (consider all relevant facts of an issue before making a decision, seek to have a balanced view, never give special treatment to a person or group and never act from self interest)
- **use information appropriately** (respect confidentiality and use information for the purpose for which it was made available)
- **exercise due care, diligence and skill** (accept responsibility for decisions and do what is best for the school)
- **use the position appropriately** (not use the position as a councillor to gain an advantage)
- **act in a financially responsible manner** (observe all the above principles when making financial decisions)
- **comply with relevant legislation and policies** (know what legislation and policies are relevant for which decisions and obey the law)
- **demonstrate leadership and stewardship** (set a good example, encourage a culture of accountability, manage risks effectively, exercise care and responsibility to keep the school strong and sustainable).

Indemnity for school council members

School councillors are indemnified against any liability in respect of any loss or damage suffered by the council or any other person in respect of anything necessarily or reasonably done, or omitted to be done by the councillor in good faith in:

- a) the exercise of a power or the performance of a function of a councillor, or
- b) the reasonable belief that the act or omission was in the exercise of a power or the performance of a function of a council.

In other words, school councillors are not legally liable for any loss or damage suffered by council or others as a result of reasonable actions taken in good faith.

How can you become involved?

The most obvious way is to vote in the school council elections, which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this, you might consider:

- standing for election as a member of the school council
- encouraging another person to stand for election.

What do you need to do to stand for election?

The principal will issue a Notice of Election and Call for Nominations following the commencement of Term 1 each year. All school council elections must be completed by the end of March unless the usual time line has been varied by the Minister.

If you decide to stand for election, you can arrange for someone to nominate you as a candidate or you can nominate yourself in the Parent member category.

DET employees whose child is enrolled in a school in which they are not engaged in work, are eligible to nominate for Parent membership of the school council at that school.

Once the nomination form is completed, return it to the principal within the time stated on the Notice of Election. You will receive a Nomination Form Receipt via post, email or by hand following the receipt of your completed nomination.

If there are more nominations received than there are vacancies on council, a ballot will be conducted during the two weeks after the call for nominations has closed.

Call for nominations

We will commence the election process next week by calling for nominations from this *Thursday 25th of February*. *The closing date for nominations is Thursday 4th of March*. Nomination forms will be available from the school office. If there are more nominations received than there are vacancies on council, a ballot will be conducted during the two weeks after the call for nominations has closed. There are 4 parent vacancies.

Marcus Batt, Principal

MEET & GREET SESSIONS – REMINDER

A reminder (if you haven't already) to book in a 10 minute time slot on the uEducateUs app for a 'meet and greet' session between the student, teacher and parent/s on Tuesday the 2nd and Wednesday the 3rd of March between 3:40 – 6pm. This will be a great opportunity for you to meet your child's teacher and have a look inside their classrooms.

Our Meet and Greet sessions will replace the traditional Parent/Teacher Interviews. Please feel free to bring your child along as they can add to the conversation and share their learning with you.

Due to the current Covid requirements, we will require you to sign in. We will have QR codes on classroom doors for your convenience.

Emily Forbes, PLC Link Leader & Maths Learning Specialist

ART SMOCKS

All students from prep to grade 6 are required to have an art smock when it is their turn for Visual Arts.

Creativity can be a rather messy business at times and the paints and glues that we use can be difficult to remove from clothing. In our art program at Lucknow, students are encouraged to experiment with a wide variety of equipment and techniques and it is important that they can explore freely without worrying too much about getting a bit of paint on their clothes or the clothes of those around them.

It is essential that your child brings a smock to protect their clothes and to fully participate in art activities. Once the art smock is at school it is kept in your child's classroom ready to be brought along each week. Of course it can be taken home from time to time for a wash but needs to be returned to school again in time for their next art session.

Please note that a parent's or older sibling's old shirt is quite an adequate option for an art smock so long as the fabric is not too thin and your child can put it on easily themselves (preferably big enough to go over jumpers too). If the sleeves are too long please cut them off at the wrists, as folded sleeves often dangle in paint.

If you have difficulty providing your child with a smock, please contact me or have your child come and see me before their next class, as I have a limited supply of spare second or third hand art smocks that I am happy to pass on to them.

Please make sure your child's smock is clearly named with both first and last names so that it can be returned easily if misplaced.

During this semester, students from grades 1VG, 1GD, 2KE, 3NP, 3MP, 4JR, 4LF, 5/6W, 6DP and 6TA will all be attending Visual Arts classes in the Art Room, so they need an art smock ASAP. However all students from prep to grade 6 will be required to have an art smock when it is their turn for Visual Arts. Thank you for your support.

Jenni Cox, Visual Arts Facilitator

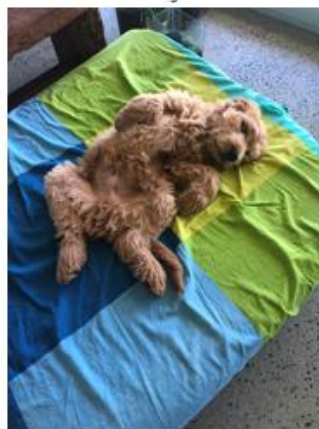
Milo's Journal



Hello! You can see I'm a bit sad I wasn't able to come to school last week as planned, just like you I had 5 days of lockdown. So I've spent the week keeping busy. Terri keeps making me show her that I can sit, lay down, get on my mat and now even stay there, I'm not so happy about that one. I'm in the "learning pit", I'm hoping you'll all give me some strategies to help work my way out. I have had fun playing with Pepper, she's that big Groodle, we chase each other around the yard, and then I sneak off for a rest or to find cow poo to sniff. I still have lots of day time naps. I'm a bit nervous about my first day at school, Grant from Dogs Connect said he'd help and remind you all how you can help me to feel comfortable.

I can't wait to meet you all!

I've got a special bandana I'll be wearing.



Milo

SCHOOL CROSS COUNTRY/FUN RUN REMINDER

Just a reminder that our School Cross Country/Fun Run is scheduled to be held on **Friday, the 12th of March**. Children in the 5/6/7 and 8 year old age groups will complete their course from 9.00am to 10.30am and children in the 9/10/11 and 12 year old age groups will complete their course from 11.30am to 1.30pm. **A child's age is determined by the age they are turning by the 31st of December, 2021.** Children are encouraged to come dressed in their house colours for the day and will need to remember to wear suitable clothing and footwear. The order of racing in the first session will be 8 year old boys, 8 year old girls, 7 year old boys, 7 year old girls, 5/6 year old boys, 5/6 year old girls. The order of racing in the second session will be 12 year old boys, 12 year old girls, 11 year old boys, 11 year old girls, 10 year old boys, 10 year old girls, 9 year old boys and 9 year old girls. Children who place 1st, 2nd and 3rd in their age group will receive ribbons and the first 6 children across the line in the 10/11 and 12 year old age groups and the first 3 children across the line in the 9 year old age group will have the opportunity to represent the school at the Division Cross Country to be held at Nagle College on the 26th of April.

All children will receive a certificate of participation, encouragement wrist band, UV400 sunglasses and rainbow headband for completing their course and having a go. Children who have raised a minimum of \$10.00 are also eligible to choose a fantastic prize from the fun run booklet. So far as a school we have raised a total of \$2579.00, which is an incredible effort. Great work everyone!!

Please remember that all online fundraising or fun run forms and money must be completed and handed in to the office by Monday the 15th of March so prizes can be ordered.

Parents are more than welcome to come and provide support and encouragement to children as they complete their course.

We look forward to a fun day and we wish all children the best of luck.

Debbie Dooley, Physical Education Teacher

GUIDED READING AT LUCKNOW PRIMARY SCHOOL

Guided Reading is an evidence based practice we use at Lucknow Primary School to cater to the differentiated needs of our students in reading. It is one of our core teaching practices for reading. It forms a part of our Reading Workshop. During the Reading Workshop a range of core teaching can be used including Modelled Reading, Read Aloud, Shared Reading, Independent Reading, Reciprocal teaching, Literature Circles and Language Experience.

The main goal of Guided Reading is to help students use reading strategies whilst reading for meaning independently.

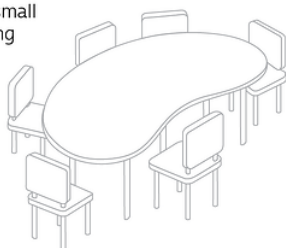
Students read books or text at an instructional level- meaning it poses a slight challenge to them. Teachers guide students to develop and articulate the strategies that help them read at increasingly challenging levels.

Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and constructing meaning. The teacher guides or 'scaffolds' their students as they read, talk and think their way through a text (Department of Education, 1997).

"In Guided Reading, you meet students where they are and lead them forward with intention and precision." Irene C Fountas and Gay Su Pinnell.

Guided Reading At A Glance

- Small-group instruction
- Children read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts
- Texts are at children's instructional reading level
- Children read the whole text
- Teaching is responsive to individual student strengths and needs.



Guided reading sessions are made up of three parts:

- Before reading discussion
- Independent reading
- After reading discussion

The role of teachers and students during a guided reading session:

	Teacher	Student
Before reading	<ul style="list-style-type: none"> • selects an appropriate text, one that will be supportive but with a few problems to solve • Prepares an introduction to the text • Briefly introduces the text, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and the skills of the reader • Leaves some questions to be answered through reading 	<ul style="list-style-type: none"> • Engage in conversation about the story/text • Raise questions • Build expectations • Notice information in the text
During reading	<ul style="list-style-type: none"> • "listens in" • Observes the reader's behaviours for evidence of strategy use • Confirms children's problem-solving attempts and successes • Interacts with individuals to assist with problem-solving at difficulty (when appropriate) • Makes notes about the strategy use of individual readers 	<ul style="list-style-type: none"> • Read the whole text or a unified part to themselves (softly or silently) • Request help in problem solving when needed
After reading	<ul style="list-style-type: none"> • Talks about the text with the children • Invites personal response • Returns to the text for one or two teaching opportunities such as finding evidence or discussing problem solving • Assesses children's understanding of what they read • Sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading • Engages the children for 9 minute or two of word work (as appropriate) 	<ul style="list-style-type: none"> • Talk about the whole story/text • Check predictions and react personally to the story or information • Revisit the text at points of problem solving as guided by the teacher • May reread the story to a partner or independently • Sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing) • Engage in a minute or two of word work (as appropriate)

Pauline Canfield, Literacy Learning Specialist

GRADE 6 TRANSITION



Nagle College Transition Timeline

TALK AND WALK TOURS: Ongoing throughout the year
Tours are offered to past, present and prospective families throughout the year. Tours are offered for Monday or Thursday mornings, leaving reception at 9.00 am. Tours take approximately 75 minutes and visit all learning areas of the College. Places are limited so families are asked to book ahead by contacting the College Registrar. Tours are conducted by our Year 9 Ambassadors.

SCHOLARSHIPS: Applications close Monday 1 March for 2022 Scholarships;
Scholarship Testing Saturday 13 March
Applications for 2023 Scholarships will open on Monday 18 October 2021

Nagle College offers scholarships for entry at all year levels. Scholarships are provided in three categories - Academic Excellence, The Arts, and Sport. Applications for Scholarships is a two-part process: students need to register to sit the ACER exam via the Nagle College website. A non-refundable payment is paid at the time of registering online. An application form is downloaded, completed and submitted to the College once registration has been completed. Full details of the scholarship process, eligibility, testing, etc are available from the College Website: www.nagle.vic.edu.au/enrolment.

SCHOOL VISITS: Late Term 1
These visits involve a member of our Transition Team (Registrar, Junior School Co-ordinators, Principal) visiting Primary Schools with a past student (where possible) to speak to Grade 5 and 6 students. The past student will speak briefly about their transition experience from primary to secondary school and answer those frequently asked questions about moving to a 'big' school. Visits last for approximately 30 minutes.

OPEN NIGHT: Wednesday 17 March, 4:00 to 7:00 pm
The Nagle College Open Night is for the whole family – parents and children of any age, but especially those children in Years 5 and 6. The evening will provide prospective students and their parents the opportunity to tour Nagle College and learn about our comprehensive curriculum. Staff will be on hand to answer queries and all learning areas will be open. Brief Information Sessions will be scheduled during the evening.

NAGLE EXPO: Monday 17, Tuesday 18, Thursday 20 and Friday 21 May (week 5 of Term 2);
Monday 24 to Friday 28 May (week 6 of Term 2)
Grade 5 and 6 students from all East Gippsland primary schools are invited to participate in organised visits to Nagle College. These visits involve students spending a morning at Nagle College (9.30 am to 12.00 pm) when they will participate in timetabled activities designed to experience aspects of secondary education. Participating Primary Schools are required to send a staff member with their students. Transport from and to Primary Schools is provided by Nagle College at no cost to your school.

ENROLMENT APPLICATIONS DUE: Friday 28 May
Applications for Year 7 2022 are due by this date. It is strongly recommended that enrolment forms are lodged with the College on or by this date to ensure that all aspects of the enrolment process can be completed within the recommended timeline.

ENROLMENT DISCUSSIONS: 13 to 23 July (first two weeks of Term 3)
All parents making application for a Year 7 placement will be asked to attend an enrolment discussion with their child in July. These meetings, with one of our Leadership staff, is the first opportunity to start the relationship between the school and families. Discussions last for approximately 30 minutes and will be conducted over a two-week period. Full details are provided to families closer to the time.

OFFERS OF PLACEMENT: August
On completion of the enrolment discussion process the College will send out Offers of Placement to the families. It is at this point that families need to make a firm commitment to accept the offer and pay an enrolment deposit. At this time we also provide families with a Transition Booklet. This booklet provides helpful hints and some answers to questions to assist with the transition from primary to secondary school.

TRANSITION DATA: Term 3 (early September)
Transition data is collected through Class Creator. Information is emailed directly to Year 6 teachers asking them to enter their students' data. Details for individual teachers will be collected from each school by our Registrar during Term 1.

INFORMATION PACKS: Late October/early November
Families enrolled for 2022 are sent a comprehensive pack of information that deals with Language and House placements, Orientation Day, first day for Year 7s, bus travel arrangements, music program, immunisations, school fees, uniform requirements and price list, parent support, communications, etc. These are posted to families and an SMS/Email is sent to advise they have been posted.

TRANSITION VISITS: Late October/early November
A Transition Visit is offered to all schools who have children enrolled with us. These visits are conducted by the Junior School Co-ordinators, the SEED Co-ordinator and/or the Registrar. They will meet with the enrolling students for approximately 20 minutes, providing a Q&A time for them to ask those questions they all have at this important time leading up to the Orientation Day in December. Time is also allowed to meet with the Year 6 teacher to further discuss any aspects of the children's transition.

ORIENTATION DAY: Tuesday 30 November
The Orientation Day is for students enrolled at Nagle College for 2022 and will be a full school day participating in classroom activities. Students will be able to access their allocated buses for this day and will be advised of these arrangements later in the year as part of the Information Pack.

TRANSITION CONTACTS:
School staff and/or parents are welcome to make contact if they have any enquiries regarding transition from primary school to Nagle College. For enrolment information and tours, contact should be directed to the Registrar.

Mrs Wilma Collier
Junior School Co-ordinator
E: wcollier@nagle.vic.edu.au

Mr Steve Dunning
Junior School Co-ordinator
E: sdunning@nagle.vic.edu.au

Ms Rhonda Lawrence, Registrar
D: 5152 9928 | E: registrar@nagle.vic.edu.au



STUDENT OF THE WEEK



Class	Student
PAS	Camilla for her enthusiasm towards all her learning and always working hard to do her best. Well done Camilla, what an amazing job you are doing!
PJS	Mischa for being a kind and caring member of our class. You are always willing to help your peers wherever you can. Thank you Mischa!
PLB	Maggie for confident and well explained answers to questions and her contributions to class discussions. Well done Maggie. We love hearing your thoughts.
1CB	Max for being in charge of his own learning and really showing how responsible he can be both in the classroom and out. Great job Max!
1VG	Kace for his great mathematical thinking and sharing of his strategies, it was fantastic to see the excitement you had for your learning.
1GD	Beau for his enthusiasm towards his learning in all areas and his willingness to support others. You are a good friend Beau and I really enjoy seeing your eager attentive face through learning time.
2IM	Jimmy for being a responsible student and working hard, well done Jimmy!
2MC	William for his dedication to his leaning and the calmness he brings to our class. Keep up the great work!
2KE	Ellen for working so hard staying focused on tasks and showing great learning behaviours.
23H	Aiden for having an excellent learning attitude and always being positive!
3MP	Raiven for letting others join in her play and activities, being honest in a kind way and showing commitment to her learning by always joining in. Well done on showing our school values Raiven!
3NP	Analeigh has been an excellent role model for our class respecting her peers, her teachers and our classroom environment. Well done Analeigh!
3CM	Evie for the effort she always puts into her her learning and for using feedback from the teacher and her peers to improve. Superstar material Evie!
4CT	Sophie for always being an eager class member to share her ideas in our class discussions.
4JR	Georgia for your fabulous reading response to Sink or Swim. You showed that you are spending your independent reading time thinking about your reading and have reflected on this with your 3 2 1. Well done!
4LF	Banjo for demonstrating growth mindset when undertaking a math pre-test and for participating when he felt like he was in the Learning Pit. Well done!
5CA	Jet for her mathematical thinking and willingness to take on challenges and be in the learning pit.
5JW	Max for using materials to help him problem solve. His attitude to maths has been fantastic and he is believing in himself more and more!
56W	Pippa for having an amazing sense of humour and being a pleasure to have in class.
6CM	Cody for making some great connections in reading groups this week. Keep up the great work Cody!
6TA	Ava for a fantastic job on your volcano narrative Ava. I can't wait to see what you can achieve in your writing this year.
6DP	Thomas for your growth mind set. The persistence and commitment you showed when working on our numeracy problem solving this week was to be commended.