Twelve students aged 9 – 16 years were invited to engage in the Leadership Program as a means of developing their skills to become major contributors and leaders within the school environment. All students were elected by their peers to serve as school and house leaders.

The program commenced with discussions about why they were elected and what they hoped to achieve during the year. This lead to further discussions on the importance of leadership, the critical role of good communication and the ability to act on their leadership aspirations. Students watched a video on riding a big wave and all the emotions, knowledge and skills required to survive. They also came up with a view or theme that:

**Leaders help others to do the best they can!**

**Leadership is Change** (and what they would like to change in Leonora)

Students were introduced to the following three elements that underpin the program:

- **HEAD** - (knowledge)
- **HEART** - (values)
- **HAND** - (practice/doing)

The key elements or values were linked in with the school’s motto of **WE CARE WE SUCCEED!**

After the ice-breaking activity of ‘**Reflex**’ students engaged in the **Group Juggle Activity**, which required them to pass beanbags around the group without passing to the person next to them. Once they became comfortable with the process another beanbag was introduced to add to the complexity of the task. Students commented that **co-operation** was the key to this activity and that leadership cannot work without people co-operating and communicating. The implicit message was that when people work together, **amazing things may be achieved**. Furthermore, blaming group members for mistakes is not productive and it’s about everyone being a contributor.

**Post Lunch Enigma Activity**

Following a quick debrief after lunch, students engaged in outdoor activities to broaden their understandings of the leadership concept. The Enigma activity saw students blindfolded and required to move through a maze both individually and in pairs.

This activity emphasized the importance of co-operation and communication. It became very evident that when people work in teams they are able to overcome problems more readily and with greater success.

**Day 2** commenced with some reflective practices on the previous day’s activities. Students saw ‘perseverance’ or **hanging in there** as the main element in achieving eventual success. They were asked to re-think the concept of **FAIL** as being the First Attempt in Learning. Tackling the issue of **Shame** was another important theme that ran through day 2 because the interconnectedness of students / families meant that students were both self and group conscious.

In addressing the ‘shame factor’ three students were invited to come up with their understandings of the term leadership and present their views to the group. Three of the students stepped outside their comfort zones, talking about leadership from the perspectives of Communication, Problem Solving and Co-operation. They did a fine job and were applauded by their classmates. These activities were important in promoting student confidence and self-esteem.

After lunch on day 2 students engaged in the **towers activity** and **traffic jam challenge**. These activities required higher levels of engagement aimed at understanding problems and how to solve them.

Prior to the conclusion of the first workshop, students were required to present some ideas that they could explore for their leadership projects or challenges. They were also required to think about how they could go about preparing and presenting at school assemblies. All in all the class of school leaders had a productive two days as they slowly began to gel as a team.

Students are looking forward to the camp in April and are keen to find out where the ‘Leadership Program’ is going to take them in 2014 and beyond.

**Philip PAIOFF**
This term in Home Economics, the Junior Primary will be focusing on the book Wombat Stew and cooking recipes from the Wombat Stew Cook Book by Marcia K Vaughan and Pamela Lofts, including the recipe below. So far the students have made Wombat Stew and Spoonbill Scones.

**Spoonbill Scones**

**Ingredients:**
- 2 cups self-raising flour
- 1 tablespoon butter
- 170 ml (¾ cup) milk
- ½ teaspoon salt
- 2 teaspoons sugar
- extra milk
- extra flour

**Utensils:**
- measuring cups and spoons
- mixing bowl
- scone cutter
- rolling pin
- 2 saucers
- pastry brush
- fork
- spoon
- baking tray
- piece of paper the size of your hand plate

**Method:**
1. Ask an adult to preheat the oven to 200°C.
2. Grease the baking tray by placing a little piece of butter on the paper. Using the paper, spread the butter over the inside of the baking tray.
3. Measure the flour, salt and sugar into the mixing bowl. Stir together 20 times so that the ingredients are all well mixed.
4. Using your fingertips and thumb rub the butter into the flour until the butter disappears.
5. Add the milk and stir quickly with a fork until you have a soft dough.
6. Put some extra flour in a saucer. Dip your hands in the flour, then rub them together so that the palms of your hands are covered with flour.
7. Sprinkle some extra flour on a board. Spoon the dough onto the flour.
8. Knead the dough by pressing it away from you with the heel of your hand. Then turn the dough over. Sprinkle some more flour on it. Fold it in half and knead it again. Do this 10 times or until the dough is smooth and firm.
9. Wipe off the board so it is not sticky. Sprinkle the board with some more flour. Rub flour on the rolling pin. Set the dough on the board. Sprinkle some flour on top of the dough.
10. Using the rolling pin roll out the dough till it is as thick as your thumbnail (1.5 cm).
11. Dip the scone cutter into the saucer of flour. Now press the scone cutter into the dough. Place the cut scone onto the baking tray. Cut all the dough in this way and arrange them on the tray. Be sure that you leave 2 cm between each scone.
12. Pour the extra milk (about ¼ cup) into the second saucer. Using the pastry brush, paint the top of each scone with a little milk.
13. Ask an adult to place the tray in the oven and cook for 10 minutes.
14. After 10 minutes the scones should be golden brown. If they are ready, ask an adult to remove the tray from the oven.
15. Let the scones cool on the tray for 3 minutes before removing to a plate.
This year all staff are committed to ensuring that all students are given the opportunity to be the best they possibly can. Education is one of the most valuable life opportunities that can be given to a person and with regular attendance, some hard work and application the young people will set themselves up with a skill set that will allow for them to enjoy a happy, fulfilling and successful life. The young person will also be equipped to participate fully and make a valuable contribution to the community in which they will live.

On staffing matters I would like to welcome the school’s Deputy Principal Mrs Claire Backhouse who comes to the school with a wealth of experience and has made a valuable contribution to assisting with a successful start to the school year. The school also has two new teachers and I extend a warm welcome to Ms Caroline Bentley, and Ms Sandra Spring. Fortunately the school is well served by continuing staff, both teaching and support, who have been working hard to assist those who are new to the school.

On matters of communication, apart from the formal reporting process that takes place at the end of Semester one and two, you can expect to be kept informed by staff about your child’s progress and I would like to encourage all parents to make contact with the teachers. I am keen to ensure that the school establishes a strong relationship with the school community, based on an open dialogue with students, parents and teachers and through this warrant that students at this school receive an education that is meaningful and relevant. We have already had our first parent information night where staff shared important information about their expectations and general classroom procedures with parents. Thank you to all staff and parents who attended the evening. Staff are always available before and after school to discuss such information with parents.

Involvement with the school’s Parent and Citizen Group and or School Council is an excellent way to make a contribution to the school and active participation assists in strengthening the relationship between school and community. I personally am looking forward to meeting parents and welcome any parent to the school who wishes to discuss their child’s educational program with me. The School Council will be continuing with its’ School Community Partnership Project in 2014.

I have been pleased with the way in which the school has settled down and have observed the pride and respect that the student’s have for their school. I will make every effort to ensure this continues with the provision of quality teaching and learning programmes and the continued maintenance and upgrading of school facilities and grounds. I would like to encourage all parents to ensure that student dress standards are maintained and that students come to school dressed in full school uniform and that student’s feet are protected by wearing closed in shoes. The school considers the provision of a safe and happy school environment of paramount importance.

The On - Entry Testing Programme for Pre Primary, Yr one and two students will be conducted between weeks three to six. (Monday Feb 17 – Friday March 14) The main purpose of the program is to provide teachers with an opportunity, early in the year, to collect information on the essential numeracy and literacy skills and understandings of each child in their class. This will assist your child’s teacher to develop informed and intentional teaching for play based programs, designed to foster each child’s learning based on individual needs.

The school also welcomes Clare Bradshaw and Jamie Puls who have been capably conducting the school’s in - term swimming lessons. I have been impressed with the participation level of students in this program and will look to continue with the program next year. Mr Reddingius has also been conducting swimming training for students in preparation for both the school and interschool carnivals which will be run on Friday March 14 (school carnival) and Wednesday April 9 (inter school carnival). Again the level of participation has been encouraging.

Finally a reminder to parents that a healthy eating menu is available to order lunches from.

Ian Masarei
Principal
LDHS P&C would like to invite all interested persons to attend their Annual General Meeting and first meeting for 2014 at 5:30pm on Thursday 20th March 2014 in the school staff room. Anyone who attends this meeting can become a financial member of the P&C (cost of $1). Financial members have the right to vote on all P&C matters at any meetings they attend throughout the year. Becoming a financial member will allow you the right to vote on issues you feel passionate about.

During the AGM, all office bearer positions will become vacant and new office bearers are nominated. Any attendee of this meeting may nominate a person to become an office bearer. The office bearer positions available and a brief description follow:

The President is responsible for:
The successful functioning of the P&C Association
The attainment of the P&C Association’s objectives
Ensuring that the P&C Association takes part in decision-making processes in the school
Fostering fair participation of all members and ensuring that all new members are made to feel welcome
Supporting volunteers
Consistent adherence to the constitution
Acting as the P&C Association’s spokesperson when public statements or actions are needed
Setting up lines of communication with the Principal
Being signatory on the Association’s bank accounts
Chairing meetings (but, in the absence of the President, one of the Vice-Presidents will chair the meeting or the meeting can elect a chairperson from the members present for that meeting.

The Vice President is responsible for:
The successful functioning of the P&C Association
Fostering fair participation of all members and ensuring that all new members are made to feel welcome
Supporting volunteers, participating in P&C activities
Consistent adherence to the constitution
Acting when the President is not available as the P&C Association’s spokesperson when public statements or actions are needed
Being signatory on the Association’s bank accounts
Chairing meetings (in the event that the President is unavailable.

The Secretary
Is responsible for carrying out the administrative tasks related to the decisions of the meetings as resolved.
The Secretary prepares, in consultation with the President, all meeting agendas
The Secretary is required to attend every association meeting and take notes of the discussions in order to produce a set of Minutes for subsequent distribution to members and for receipt, possible amendment and adoption at the following meeting.
The receiving and tabling of all correspondence as well as writing and dispatching outgoing correspondence as resolved/appropriate.
The Secretary also issues notice of all meetings and maintains official records of the P&C Association such as the constitution, by-laws, rules of subcommittees, Incorporation Certificate, ABN details, list of financial (voting) members, Minutes, Attendance book.

The Treasurer
Receives and deposits monies
Draws cheques
Maintains all financial records
Presents a financial report at each general meeting
Presents all records for auditing each year

We look forward to seeing you at the AGM.

Cally Meynell
LDHS P&C President
Dear Parent/Caregiver

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION – ONLINE LITERACY AND NUMERACY ASSESSMENT

In January 2013, Minister for Education Peter Collier MLC announced students need to demonstrate a minimum standard of literacy and numeracy to achieve a Western Australian Certificate of Education (WACE) from 2016. This followed feedback from employers and training providers about the low literacy and numeracy capabilities of some school leavers.

The Online Literacy and Numeracy Assessment (OLNA) has been designed by the School Curriculum and Standards Authority to measure literacy and numeracy skills identified as necessary for functioning in society post-senior secondary schooling; for example, skills associated with shopping, managing a household budget, writing a job application and communicating with others.

Students currently in Year 10 will be the first to be required to meet a minimum standard for literacy and numeracy to achieve their Western Australian Certificate of Education from 2016.

Students can meet this minimum standard either by demonstrating Band 8 or higher in the NAPLAN reading, writing and numeracy tests in Year 9 or by meeting the minimum standard of the reading, writing and numeracy components of a new OLNA.

The implementation of the Online Literacy and Numeracy Assessment from March 2014 will provide students currently in Year 10 with up to six opportunities (two per year) from Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard. In 2014 the assessment periods are:

**Round One**
Writing: 10–12 March 2014
Numeracy and Reading: 10–21 March 2014

**Round Two**
Writing: 1–3 September 2014
Numeracy and Reading: 1–12 September 2014

The following should be noted:

- there are three components in the OLNA:
  - Reading
  - Writing and
  - Numeracy
- each component is one hour in duration and will typically be held on different days
- students will use a school computer and be supervised by a school teacher
- students will answer 60 multiple-choice questions for the reading and numeracy components
- students will write 300 to 600 words for the writing component.

The OLNA is compulsory for students who have not demonstrated the minimum standard and want to achieve a WACE. Schools will identify and advise students who are required to attempt the OLNA.

Provisions apply for students with a language background other than English, who arrived from overseas and have attended school in Australia for less than a year. Provisions also apply for students with disabilities and/or co-existing conditions. Please contact the school for further information.
Pre Primary - Shakayla D
   Pre Primary - Oliver A
   Year 1 - Edwina B
   Year 2 - Dakota S
   Year 3 - Vanya B
   Year 3 - Khaidyn B
   Art - Manny W
   Art - Alystina B
   History - Valentino R
   Cooking - Year 7/8/9’s
## Leonora District High School
### Term 1 Planner

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>27-Jan</td>
<td>28-Jan</td>
<td>29-Jan</td>
<td>30-Jan</td>
<td>31-Jan</td>
</tr>
<tr>
<td></td>
<td>Australia Day</td>
<td>School Office Opens</td>
<td></td>
<td>Professional Learning Teacher Induction</td>
<td>Professional Learning Cultural Diversity Workshop</td>
</tr>
<tr>
<td>1</td>
<td>3-Feb</td>
<td>4-Feb</td>
<td>5-Feb</td>
<td>6-Feb</td>
<td>7-Feb</td>
</tr>
<tr>
<td></td>
<td>First Day for Students</td>
<td></td>
<td>Phase Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Full School Assembly</td>
</tr>
<tr>
<td>2</td>
<td>10-Feb</td>
<td>11-Feb</td>
<td>12-Feb</td>
<td>13-Feb</td>
<td>14-Feb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swimming Training In Term Swimming Starts</td>
<td>Professional Learning Australian Curriculum 2 HR</td>
<td>Swimming Training</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>17-Feb</td>
<td>18-Feb</td>
<td>19-Feb</td>
<td>20-Feb</td>
<td>21-Feb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-12 Parent Information Evening Swimming Training</td>
<td>Phase Meeting Swimming Training</td>
<td>Swimming Training In Term Swimming Finishes</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24-Feb</td>
<td>25-Feb</td>
<td>26-Feb</td>
<td>27-Feb</td>
<td>28-Feb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swimming Training</td>
<td>Professional Learning Australian Curriculum 2 HR</td>
<td>Junior Primary Assembly Swimming Training</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3-Mar</td>
<td>4-Mar</td>
<td>5-Mar</td>
<td>6-Mar</td>
<td>7-Mar</td>
</tr>
<tr>
<td></td>
<td>Labour Day</td>
<td>Full School Assembly Swimming Training</td>
<td>Phase Meeting Swimming Training</td>
<td></td>
<td>Newsletter Issued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swimming Training</td>
<td>Professional Learning Australian Curriculum 2 HR</td>
<td>Junior Primary Assembly Swimming Training</td>
<td>Faction Swimming Carnival</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swimming training</td>
<td>School Photographs Phase Meeting</td>
<td>Swimming Training P&amp;C Meeting 5.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Learning Australian Curriculum 1HR</td>
<td>Junior Primary Assembly</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>31-Mar</td>
<td>1-Apr</td>
<td>2-Apr</td>
<td>3-Apr</td>
<td>4-Apr</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phase Meeting</td>
<td></td>
<td>Interschool swimming Carnival</td>
</tr>
<tr>
<td>10</td>
<td>7-Apr</td>
<td>8-Apr</td>
<td>9-Apr</td>
<td>10-Apr</td>
<td>11-Apr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full School Assembly</td>
<td>Professional Learning Australian Curriculum 1HR</td>
<td>• Interim Reports Issued. Anzac Service. Junior Primary Assembly</td>
<td>Newsletter issued</td>
</tr>
</tbody>
</table>

### School times:
- 8:40am School finishes
- 10:40 - 11:00am Teaching starts
- 1:00 - 1:30pm Recess
- 2:55pm Lunch

**Students not at school**
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Quantity x Sizes</th>
<th>Total $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt – High School Black</td>
<td>25.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Polo Shirt – Primary School - Maroon</td>
<td>25.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Sports/Faction Shirt Emus / Roos</td>
<td>25.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Kindy Shirt</td>
<td>15.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Princess Dress</td>
<td>60.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Shorts - Microfibre</td>
<td>15.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Rash Vests</td>
<td>20.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Trousers – Gabardine Cargo</td>
<td>25.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Jumper (Zip) – High School – Black</td>
<td>35.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Jumper (Zip) – Primary School - Maroon</td>
<td>35.00</td>
<td>4 6 8 10 12 14 16 18 20</td>
<td></td>
</tr>
<tr>
<td>Hat - Bucket</td>
<td>10.00</td>
<td>XS/S S/M M/L</td>
<td></td>
</tr>
<tr>
<td>Hat – Cap</td>
<td>10.00</td>
<td>XS/S S/M M/L</td>
<td></td>
</tr>
<tr>
<td>Library Bag</td>
<td>13.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Bag</td>
<td>45.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** $ ____________________