Dear Parents and Carers

As we complete our ‘Meet the Teacher- Curriculum Information’ evenings for 2010 and begin the first Family Teacher Conferences for the year it is timely to review the philosophy underpinning the communication that occurs between school and home.

As a school we try very hard to ensure that all parents are well informed. We use a variety of methods to ensure that this happens such as the school website, emails, letters, parent booklets, Communiqués, Newsletters, diaries, phone-calls, information nights and interviews. We know that a positive parent-teacher partnership is crucial in order to provide the very best education for your child. Good communication from both sides is extremely important. You need information from us about what and how your child is learning, and we need important feedback from you about your child. If both parties do this respectfully, promptly, sensitively and positively this will certainly contribute to the child’s school success.

As a staff we regularly discuss ways to improve our communication skills. Below are some ideas and procedures that may help you.

Please keep informed. Read all the correspondence, check and sign the diary, and ensure that the school has your current contact details.

Stick to the most direct communication channels. Go to the source! If for example there is an issue that has cropped up in Music, speak to the Music teacher. If it is an issue in the class, speak to the class teacher. If it is an issue regarding Curriculum or reports, please see Mrs Sue Hasenkam. If you think it is an issue across classes or a Junior School issue or an issue that wasn’t resolved at the class level, please speak to me and so the chain goes on.

Find the right time to speak to the teacher. Make an appointment. Ask the teacher when a convenient time is to speak, either in person or on the phone and indicate how long you might need. This means teachers can organise a time when they are free of other responsibilities and they are able to give you their undivided attention.

If it is a small issue, write short effective notes (via email or diary. If you want a quick response, keep your correspondence brief. Be specific about the issue. E.g. ‘Edward struggled with his decimal homework last night.’ If it is an urgent message either see the teacher in person, write in the diary, or ring the Junior School Secretary, Mrs Priest, and ask for confirmation that the teacher received the message.

Please give time for a teacher to respond. Please remember that teachers are very busy and they may not get to their email or phone messages until very late in the day, well after the children have gone home. Teachers also have many other extra-curricula duties after school. If the issue is a complex one teachers will also need time to gather the facts before they respond. However, if in doubt, please also check that messages got through (as some emails may have been sent to the wrong email address and in some cases they have been straight to junk mail without the teacher’s knowledge.)

Approach the relationship with respect. Treat the teacher-parent-child relationship the way you would any other important relationship in your life. Create a problem-solving partnership, rather than a confrontational one. Before jumping to conclusions it is important for both parties to share all the facts and to fit all the jigsaw pieces together as sometimes the picture that you end up with is quite different from the original perception.

Come prepared to a meeting. Make a list in advance of what you want to discuss. Be specific. E.g. Don’t make sweeping comments such as “Johnny is having a terrible year.” Offer tangible data e.g. “At least twice a week Johnny really struggles with his Magic 100 words. He is in tears and often puts himself down saying that he doesn’t understand and he is stupid”. This way you can collaborate with the teacher on solutions.

Discuss what matters most. With the first Parent Teacher nights coming up this is a chance for teachers and parents to ask questions and to share information. Your teacher wants to know about how best to teach your child, so share what your child loves to learn about as well as any struggles he may have. This way you can look at the whole picture of your child together and can work out how best to support your child. Ask how your child functions in the classroom as a person. Does he make friends? How does he resolve conflicts? Remember that the teacher will see your child function in ways you rarely will and vice-versa.

Supply data and information. If you have previous reports or test results or psychological reports that the school doesn’t have and that would be useful, please supply them. If there is a family issue that may have an impact on your child please let the school know (e.g. a pet dying.) Don’t forget that you may also come in to look at your child’s work or you may ask your child to bring some books home to look at together.

Accept differences. There is no one way to be a good parent and there is no one way to be a good teacher. Instead, there are many different styles of good teaching and there are many different styles of good parenting. We are all here because we care about your child but mistakes will be made. The best way to clear them up is through good communication.

Please be careful what you discuss in front of your child. Even if you disagree with a teacher or the school, show your child that you respect the profession and you respect and support the school. Your child will take his cues from what is being modeled by the adults around him (teachers and parents.) Research has shown that a positive parent-teacher relationship contributes to your child’s school success. So if there is an issue that needs clarification or resolving please come and speak to us, the door is always open!

Jenny Manthey - Head of Junior School/Early Learning Centre

Friday 5 March 2010
Early Learning Centre

Kindergarten
James Greenaway, Archie Simondson and Toby Manning are interested in the human body. Archie shared his book from home and he and Toby took their shirts off to see if they could see and feel their skeletons.

Prep
We have been very busy learning about lions over the past few weeks. Some of the boys have done some fantastic black fine line drawings.

Year One
On Friday the boys in Prep, Year 1 and Year 2 had a “Swap” afternoon. That meant that we could go to any of the classrooms and choose to play or do an activity there.

Here are some things that Year 1 boys did:
I played with the litter bugs in Mr Mirowski’s room. Zac Phair
I helped my brother build a kite in Year 2 Art room. Kilian Rankin

Year Two
The Scientists in Year 2 are conducting experiments to look at the conditions that help Living Things grow. Troy Kroon and Sebastian Longman have prepared a runner bean plant to investigate over the next few weeks.
**Year Three**

Year 3 are discovering Tasmania this term. Here are some of our favourite places.

Zane’s favourite place is Richmond because he loves the lolly shop.

Dean’s favourite place is The Nut because he likes riding to the top on the chairlift.

Luca’s favourite place is Orford because he can ride his bike and go on the boat.

Raiden’s favourite place is Port Arthur because he thinks the ghost tour is really cool.

George’s favourite place is Hobart because he can watch the cricket and football at Bellerive.

Jordan’s favourite place is Randall’s Bay because he can find lots of crabs and the water is warm.

Jordan Kiley

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**Year Four**

In Year 4 we have been well and truly bitten by the Mathletics bug. We have been working extremely hard in both classes to improve our Mathematics work by completing curriculum activities online and competing against other people from around the world.

The more answers we get right, the more points we earn for ourselves and our class. Class rankings are reset over the weekend and on Monday 4 Berry became the number one class in the world for this week. (There are more than 3000 schools participating in Mathletics worldwide.) A great effort!

Year 4 would also like to invite parents and friends to 4Mc’s Assembly to be held on Wednesday 10 March at 2:25 pm. 4B’s Assembly will be held on Wednesday 12 May.

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**Year Five**

**Geography Challenge**

At the start of this year four boys from Year 5 started a Geography Challenge set by Mr Palfreyman. The challenge involved going on a 6 week trip around the world.

You had to stay in each place for four days, stay at a five star hotel, visit a place of cultural significance, have a budget per day for usual expenses, travel clockwise at all times and have a certain amount of money to use for travel.

It is a difficult and challenging exercise in which we are required to work independently and think broadly about many variables.

Matthew Burgess


**Junior School / Early Learning Centre Newsletter**

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**Year Six**

**Population Statistics**

Year 6B used information from the Australian Bureau of Statistics. We were looking for the first really large jump in Australian population.

We found an historical data sheet that recorded Australia's population from 1788. We discussed how the number of indigenous people was not included in early records.

We used Excel to create data sheets and then produced graphs. We analysed the Australian population data between 1788 and 1888 and noticed a sharp increase in the amount of people between 1848 and 1858.

Liam James’ graph

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**The Historical Population of Australia 1788-2007**

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**The Hutchins School Intranet**

The Hutchins School Intranet is located at: [http://apollo.hutchins.tas.edu.au](http://apollo.hutchins.tas.edu.au) with details also in the School Diary page 9.

This Intranet site also doubles as the school's file server, meaning that all staff and student work stored here is accessible 24 hours, 7 days a week from anywhere in the world with an Internet connection.

On accessing the home page of the Intranet (at the link above) the public pages of the Intranet are accessible without a logon, allowing access to school newsletters, handbooks, calendars, sports news and general information about the school for parents, students, staff and the school community.

Accessing the Intranet home page from outside the school a sign in link will become visible in the top right of the page. To sign in, click this link and enter the following information:

User name: hutchins\your_user_name
Password: your password

Computer accounts with usernames and passwords are given to students in years 3-12 at the beginning of each school year upon signing and returning the computer acceptable use policy. If a username or password is lost or forgotten, please contact one of the schools’ libraries or the school IT departments.

Once signed in, students can view subject/class sites and download any documents their teachers have placed there for them and also submit assignments, using the submissions tab and also see the link on the home page for school email access.

Students can access their My Site, their own personal space on the Intranet, which will appear as a link in the top right corner of the page once signed in. Student work can be accessed and also saved in the Personal Documents area here using the Upload button.

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**JUNIOR SCHOOL GRANDPARENTS DAY IS NOW CALENDARED FOR FRIDAY 13 AUGUST**

Please make a note of this in your diary.

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**The Gruffalo**

This wonderful and much loved book comes to life on stage at the Theatre Royal in a wonderful production for children aged 3 years and up – and their adults!

Your imagination will run wild with colourful characters, toe tapping sing-along songs, laughs and fun when Gruffalo and Mouse commence their adventurous journey.

DON’T MISS THE GRUFFALO
Friday 19 March at 5.30 pm
Saturday 20 March at 11.00 am & 2.00 pm
Bookings: [www.theatreroyal.com.au](http://www.theatreroyal.com.au) or 6233 2299

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**Coming Events**

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<td>8 March</td>
<td>2.00</td>
<td>ELC Chapel</td>
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<td>9 Mar</td>
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<td>ELC/JS Assembly 4Mc host</td>
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<td>10 Mar</td>
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<td>12 Mar</td>
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<td>Family Teacher Conferences continue</td>
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<td>OPEN DAY</td>
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<td>21 Mar</td>
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<td>Reggio Information Evening for Kinder &amp; Prep Parents</td>
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