It was a wonderful camp. The three teachers there were Cate, Michael and Marcus. The students were Jayden, Nathan, Anamar, Lilian, Sharlene, Michael and Geoff.

On the first day we rode for 17km, then a few people went swimming in the camp pool. The campsite was fabulous and we each had our own tent. We had lots of good food and barbecues for dinner.

On the second day we got up and had breakfast, then a group stretch to warm us up. Cate drove the bus 18km away and we rode back to the campsite. The bike ride was terrific, and then everyone got in the pool to cool down.

We then had lunch and went to a waterfall. I went swimming but it was really cold. We went to another waterfall and did a 5km walk. After the waterfall we went back to the camp for tea. We had chicken kebabs and salad, and I ate all the coleslaw!

We were all pretty tired so we had a pretty early night. The next day we packed up the wet tents and went home. We had lunch at Eastern Beach in Geelong.

By Jayden Cooney (Year 9)
I would like to take this opportunity to thank all outgoing members of school council for the hard work that they have done in the past year & to wish the new school council members all the very best for the coming year.

The final student audit numbers at census date were 97 students at Lynall Hall & 16 students at Mission Australia, VCAL link program, total of 113 students. This is a little down on last year’s census figure, but enrolments are still coming in. We will have the DEECD student audit around May which will set our final SRP (Confirmed Global Budget) figure. I have carried out a financial school model based on these figures and including our staffing mix and it indicates that we would not need to cut any budgets for the remainder of this year.

The LCC committee have also recommended that we advertise for a maths teacher for terms 2 & 3, and a replacement for Helen Hatzikonstantinos (general office) while she is overseas for terms 2, 3 & 4. These positions have been advertised and will close at the end of this week.

I would like to take this opportunity to thank Helen for her hard work and wish her all the very best of luck to her and her family while she is overseas.

Joanna Karakousis has also indicated that she would like to take family leave from the beginning of term 3.

Over the past two weeks I have attended the Northern Metropolitan Regional Principals Conference ‘Going wider and deeper with school improvement for every child, every classroom, every day’ which will set the future direction of Education across the State of Victoria for the next four years. Next week I will be attending the State wide Principals ‘Blueprint Wider Workforce Forum’ with Mary Barclay & I also attended the Northern Metropolitan Regional Network meeting to be briefed on the ‘Building the Education Revolution’ (BER) & the Inner North Networks ‘Self Evaluation Plan’ & ‘Strategic Plan’ & to develop working ‘Protocols’ for this group.

The administration & staff have been working on a number of policy documents that now have school council approval, these include ‘Attendance Policy’, Occupational Health & Safety Policy & the ‘Emergency Management Policy’,

Madeleine Wright has been working with the school on Wednesday’s as a volunteer to chase up students who have had poor attendance records to find out why they have not been coming to school & to try to support them to attend school on a more regular basis.

All students have been undergoing ‘On Demand’ testing in Literacy & Numeracy, there are three types of tests ‘Adaptive’, ‘Linear’ & ‘Progress’. The testing will be carried out twice a year. The data will then be used to support the teaching & learning for each student. Thank you to Kate Story & Cynthia Young for conducting the online testing with each student.

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For students and staff another term has now finished. Many of our students can congratulate themselves on a great effort.

Several Lynall Hall students have successfully completed courses at HEAT and also in Hair and Beauty. HEADSTART have also successfully completed a number of informative sessions with Year 10 students planning their pathways for future educational and work options.

Additionally many students have taken the opportunity to participate in Bike Camp, Outdoor Education at Wilson’s Promontory and also TAFE at Wodonga. Surfing has continued as part of the 9/10 Physical Education Elective and VCE Physical Education. These opportunities enrich the educational experiences of our students as well as strengthen relationships and self esteem.

Rylie, Josh, Cate and Peter have also been running highly successful educational and work options.

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Rylie, Josh, Cate and Peter have also been running highly successful and popular sport afternoons on Wednesdays. A number of students have practised their football and soccer skills, and some friendly matches have been held against Kensington Community School. Students appreciate and value the work done by our staff in this area.

There will be further opportunities for all students to participate in the camps program at Lynall Hall. A big thankyou to all the staff who offer their time and expertise in these programs.

Eddie Crouch, Principal,
2009 FEES
A BIG Thank you to those people who have paid the 2009 Essential fees. If you have not done so yet, can you please arrange to make payment as soon as possible. Programs such as lunch, camps and excursions will be under threat if we cannot collect enough funds. As of this year, you can opt to pay by BPay as well as cash or cheque. Statements will be included in this newsletter— if you have any queries, please call Shirley on 9428 4421.

ABSENCES
Please notify the office on 9428 4421, if your child is absent any day. Department of Education policy requires us to also obtain the reason for a student’s absence. Electronic rolls will be marked each period (4 each day). SMS messages will be sent to parents/guardians at the end of period one to notify you if your child is absent during this time.

ATTENDANCE
School Council has recently endorsed Lynall Hall’s new Attendance Policy. The policy stresses the importance of the partnership between parents, teachers and students in achieving satisfactory attendance. You will have already noticed that the school sends an SMS to parents each day their child is away. Additionally a monthly report of absence is sent home. It is extremely important for parents to return this report with an explanation of absence. Each week a number of parents are personally contacted by our Community Liaison Coordinator. The Coordinator’s role is identifying reasons for absence and to encourage better attendance outcomes. Remember one absence a week is almost a term a year. Long term absence at this level is detrimental to learning.

The purpose of the policy is to:
- Maximise the attendance of all students
- Support families in achieving regular attendance for their children
- Provide organisational structures which support the early detection and identification of causes of student non- attendance
- Identify and support all students at risk of non- attendance
- Support staff in monitoring and following up all absences
- Ensure the efficiency and accuracy of data collection for school, legal and audit requirements

Department guidelines state that: “Attendance depends on active cooperation between the school, parent/carers and the student. Whilst the primary responsibility for meeting the legal requirement for student attendance rests with the parent/carer, the school has the responsibility to record and monitor attendance and take appropriate action to rectify problems of non- attendance. Within the school the principal has the overall responsibility for student attendance, but as attendance is fundamental to the role of teachers, all staff are actively and cooperatively involved in its maintenance.’

Expectations of parents
- Promote and provide organizational support to their child for full attendance and participation at school on all designated school days
- Ensure that the student attends and is punctual each school day
- Notify the school on the first day of absence
- Notify the school (preferably in advance) if a student is to be absent
- Provide written explanation to the school for each student absence
- Work cooperatively and collaboratively with the school and their child to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- Support their child’s learning during consistent or prolonged absence
- Work cooperatively the school in supporting the child to return to school and reintegrate after prolonged absence
- Contact the homeroom teacher or year level coordinator for assistance if a student is resistant to attending school
- Ensure that contact details for the child are correct and up to date

As you can see from the parts of the policy quoted above, improved attendance outcomes are a high priority for the school. Please work with us to deliver the best outcomes we can to improve attendance.

I would like to take this opportunity to wish all members of the Lynall Hall community a safe and happy holiday.

Mary Barclay
Assistant Principal

Expectations of Student attendance
- Attend and be punctual for all timetabled classes
- Notify school on the first day of absence
- Provide a medical certificate/written note to homeroom teacher on return to school
- Sign in at office and provide explanation if late for school
- Work cooperatively with the school to develop personal attendance improvement goals and strategies when their attendance has been inconsistent
- Discuss with each teacher procedures for catching up on any work missed through lateness or absence

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From the Office...
Throughout the term Year 10’s have been delving into the concepts of "sustainability" and sustainable living. Our overarching question was "What is the price of our lifestyles?" All work has been towards answering this one question.

Below is a piece of work submitted by Jess Duigan that gives an insight into the bigger question.

"In the end the price we are paying for some of our lifestyle is mostly unnecessary. Most non-eco friendly productions that are contributing to the cost of our lifestyle, I find are mainly due to efficiency, convenience, and of course, money. E.g. coffee bean crops, natural harvesting worked just fine until big companies came along and decided it would be much easier to cut down a ridiculous amount of trees and crop the coffee beans and stick to artificial fertilisers in the ground, all for the convenience. Not only is this stupid and unnecessary, it's forcing 3rd world country coffee bean harvesters to crop like the big name companies in order to stay in the market. I think another example would be the production of milk now compared to last decade, a tonne of plastic goes into the making of the packaging for milk, this is also unnecessary but another case of convenience. The concept of the milkman delivering glass bottles (with recyclable aluminium lids), us drinking the milk, leaving glass bottles for the milkman to collect, the bottles get sterilized, they get re-used, this is called recycling, it works, it may not necessarily be as quick, certainly more effort is required for these things to work, but who would like to live on this earth for as long as possible? I know I do."

In English they have been reading and evaluating the book "Holes" to improve understanding of text and text types.

Maths has seen a change from the traditional to a more open ended, discovery hands on approach. They have started with shape, learned to use a compass and protractor well, measured and calculated angles, drawn plan shapes and transformed these into nets and ultimately 3D shapes that have to be accurately measured and constructed.

We are now working on area, perimeter and volume measurements by creating a new zoo enclosure for a Malaysian Sun Bear, the goal is to then create a scale model of the enclosure.

Science has seen them engrossed in the ancient world of volcanoes and plate tectonics and they have enjoyed excursions to Monash and the Organ Pipes National Park.

PE has seen the boys improving their swimming and water safety skills an activity that has been enjoyed by all. Of course cooking skills an activity that has been enjoyed by all. Of course cooking ran activities.

One new aspect of Yr7/8 is the introduction of a Community Action Project. We have started this by introducing the "You can do it" program by Doctor Michael Bernard. The program looks at the social and emotional skills that young people need to be effective members of the community, skills such as confidence and resilience. It looks at goal setting, managing emotions and making more appropriate decisions. It is intended that these skills can then transpose into a more confident approach and appropriate behaviour in both the classroom and out of school settings. The hope is that by the end of the year that the student’s can be taken out to local primary schools to devise and run activities.

Please encourage your child to attend school on a regular basis as this is the key to enjoying greater success and having some real achievable goals.

In Psychology, the Yr 7-8 students have been considering the issue of goal setting. They are learning how to set real achievable goals.

As term one draws to an end it’s time to reflect on what has happened down at No1. In our now “all boy environment”, things can be hectic and noisy. All boys have made a real effort to engage in the 20 minutes reading at the beginning of each day, the primary purpose of the exercise to increase confidence in them as readers and writers, and to increase the level of understanding from written text. A valuable life long skill.

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As you can see, the VCE courses require regular attendance and a committed approach for successful completion. Encourage your students to discuss any difficulties with their teachers. Thank you for your interest and support, Deborah Bibby.

Students have outcomes due in all subjects by the end of term. Following is a brief outline of current requirements for units 3 and 4 English and Psychology. If you would like an overview of content and requirements in other studies, contact Deb or the subject teacher and we will be happy to provide this information.

**English - Units 3 and 4 (VCE Year 12)**

We are studying 'Don't Start Me Talking,' by Paul Kelly. This is a collection of Kelly’s lyrics. I can provide photo-copies of some song lyrics, but students should obtain their own copies of the book if possible.

Students are discussing and writing about a selection of the song lyrics. There is an analytical essay of 800 words due for completion by 26 March. There is a choice of four topics. Students are expected to analyse the meanings, ideas and values, and different interpretations of various songs.

We are also looking at texts related to the context 'Identity and Belonging'. These include the film 'Witness' and the novel 'The Catcher in the Rye.' I have copies of the novel available for borrowing, and a copy of the film. Students are expected to create and present written pieces related to the theme 'Identity and Belonging.' These may include analytical, personal and creative pieces. Students may write one piece or 3-5 shorter pieces of approximately 1000 words in total, due end of term 1.

**Psychology - Units 3 and 4 (VCE Year 12)**

Semester One topics are The Brain and Nervous System, Visual Perception, and Consciousness and Altered States of Consciousness.

Students are expected to complete questions and ERAs (Empirical Research Activities). Students are to complete annotated posters of the brain by the 26 March. There is a Psychology examination in early June for students wanting scored assessment.