



# KOJONUP DISTRICT HIGH SCHOOL

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NEWSLETTER TERM 3 WEEK 5

17<sup>th</sup> August 2017

## PAMELA HUMPHREY'S DANCE WEEK

Kojonup DHS students were busy learning a variety of dances last week, from Bollywood to traditional partner dances. The traditional partner dances raised a few grumbles but all students in the end took this on board and were enjoying themselves. We would like to thank Debbie-Anne from Pamela Humphrey's Dance Studio for her wonderful, enthusiastic teaching of our students from Kindy to Year 10. The students attended an hour lesson each day and then on Friday 11<sup>th</sup> August, hosted a demonstration to parents and fellow students to showcase what they have learnt. We would like to thank the P&C, Renew and Kellie Miles for their generous donations towards this program.



## FROM THE PRINCIPAL – Peter Callaghan

Dear Parents and Carers,

At Week 5 we are half way through this cold Term! Although, as if to tease us, Sunday afternoon was a taste of what Spring will bring us – and then Monday came with strong winds and rain! Please try to send your children to school dressed for the weather.

Staffing - We are facing quite a significant change as Mrs Dezotti-Hartnup leaves us. Miss D as she has always been known has been successful in her application for the position of Principal at Broomehill PS and after a few weeks of long planned leave at the end of this Term she will commence her Principalship in Term 4. This is a permanent promotional position and as her colleagues we are all very proud of her achievement. I hope you join with me in wishing her all the best for this new role in education. Miss Rosie Matthew, who has been in the Year 5 class one day per week, will take over the full time position for Term 4.

Mrs Hewson originally left us for a Term 2 Acting Principalship at Albany PS but has now been successful in her application for the permanent position. Mr Gill has been acting in her place and will remain with us until the end of the year. I have begun the process of securing a permanent Primary Deputy Principal.

Dancing - For the second year we have had a week of dance with our *Artist in Residence*, Debbie-Anne. Very much like last year many students were not keen to begin with but they soon warmed up and by the time of the presentation concert on a chilly Friday afternoon everyone was a hop 'n and a bop 'n. In 2016 this was a fully P & C funded initiative but quite rightly they indicated they could not maintain that level of funding. This year the School undertook to cover the costs and in this we were generously assisted by Renew, our P & C, and the proceeds of a community fundraising activity that Ms Miles had undertaken late last year. With such good sponsorship we were able to keep the cost per child to parents very low. I saw so many parents with their toes tapping I wonder if we should have a Mums and Dads section in future?

Our next 'fun' activity will be Book Week which will culminate in a "dress as your favourite character" day with a parade. Caught in a moment of weakness I have agreed to dress up along with others! Book Week is next week, 21<sup>st</sup> – 25<sup>th</sup> August.

And just for something different, I visit classes as often as my duties allow but I rarely have a camera with me. On this occasion earlier in the Term I did, so I share these two rare pictures to show the earnest engagement I found in this group!



## FROM THE PRIMARY DEPUTY PRINCIPAL – Dean Gill

Dear Parents and Community Members,

Bullying is a topic of conversation that often comes up in education as you can probably imagine. The direction of conversation is usually aimed at establishing whether bullying is taking place, signs and symptoms of bullying or whether it is something else occurring. What I can say with a great amount of certainty is that the word bullying is not used as freely in education as it's seen in main stream media and social media. That may be a surprising statement to hear but a large reason why is because of how bullying is classified and what actually constitutes bullying. In education we work to understand whether the incident and situation in question was an occurrence of rudeness, meanness or bullying. It's important to note that we often hear the word bullying being used as a general term to cover all three of these words but there are differences in between each of the terms. Written below is an article from a much published writer and author in this area. Her name is Signe Whitson and although primarily based in America, has received significant global attention for her work. I hope this article sheds some light on the subtle differences between the terms.

*"It is important for me to begin this article by establishing that without doubt, many of the stories of bullying that are shared with me are horrifying and some are unspeakably cruel. But now, I also want to be honest and share that some of the stories are...well...really not so bad. Take this story recently shared with me by an acquaintance who read about my professional work: "Signe, I saw your picture in the paper last week. Congratulations! I didn't know you worked with bullied students. It's so important that you do—things have gotten so bad! Last week, my daughter was bullied really badly after school! She was getting off of her bus when this kid from our neighbourhood threw a fist-full of leaves right in her face! When she got home, she still had leaves in the hood of her coat. It's just awful! I don't know what to do about these bullies." "Was she very upset when she got home?" I empathized. "No. She just brushed the leaves off and told me they were having fun together," she said. "Oh," I answered knowingly, aware that oftentimes kids try to downplay victimization by bullies from their parents, due to the embarrassment and shame they feel. "Did you get the sense she was covering for the boy?"*



"No, no. She really seemed to think it was fun. She said that she threw leaves back at him, which I told her NEVER to do again! The nerve of those kids."

"Those 'kids,' I clarified. "Was it just the one boy throwing leaves or were there a bunch of kids all ganging up on her?"

"No, it was just this one boy that lives about a block from us," she assured me.

"Is he usually mean to her? Has he bothered her after school before?" I asked, eager at this point to figure out what the bullying issue was.

"No. I don't think so at least. That was the first time she ever said anything about him. It was definitely the first time that I noticed the leaves all over her coat. But it better be the last time! I won't stand for her being bullied by that kid. Next time, I am going to make sure the Principal knows what is going on after school lets out!"

*While I always want to be careful not to minimize anyone's experience (it's the social worker in me!) and a part of me suspects that the sharing of this particular story may have been simply this parent's spontaneous way of making conversation with me in a store aisle, I hear these "alarming" stories often enough to conclude that there is a real need to draw a distinction between behaviour that is rude, behaviour that is mean, and behaviour that is characteristic of bullying. I first heard bestselling children's author, Trudy Ludwig, talk about these distinguishing terms and, finding them so helpful, have gone on to use them as follows:*

**Rude = inadvertently saying or doing something that hurts someone else.**

*A particular relative of mine (whose name it would be rude of me to mention) often looks my curly red hair up and down before inquiring in a sweet tone, "Have you ever thought about colouring your hair?" or "I think you look so much more sophisticated when you straighten your hair, Signe." This doting family member thinks she is helping me. The rest of the people in the room cringe at her boldness and I am left to wonder if being a brunette would suit me. Her comments can sting, but remembering that they come from a place of love—in her mind—helps me to remember what to do with the advice...*

*From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade, or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, or narcissism, but not meant to actually hurt someone.*

**Mean = purposefully saying or doing something to hurt someone once (or maybe twice).**

*The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness, or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger—impulsive cruelty that is often regretted in short order. Very often, mean behaviour in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:*

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid!"
- "I hate you!"

*Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.*

**Bullying = intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.**

*Experts agree that bullying entails three key elements: intent to harm, a power imbalance, and repeated acts or threats of aggressive behaviour. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse—even when targets of bullying show or express their hurt or tell the aggressors to stop.*

*Bullying may be physical, verbal, relational, or carried out via technology:*

- **Physical aggression** was once the gold standard of bullying—the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair-pulling, slamming a child into a locker, and a range of other behaviours that involve physical aggression.
- **Verbal aggression** is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- **Relational aggression** is a form of bullying in which kids use their friendship—or the threat of taking their friendship away—to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- **Cyber bullying** is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyber bullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

*So, why is it so important to make the distinction between rude, mean, and bullying? Can't I just let parents share with me stories about their kids?*

*Here's the thing; in our culture of 24/7 news cycles and social media sound bytes, we have a better opportunity than ever before to bring attention to important issues. In the last few years, Americans have collectively paid attention to the issue of bullying like never before; millions of school children have been given a voice, 49 states in the U.S. have passed anti-bullying legislation, and thousands of adults have been trained in important strategies to keep kids safe and dignified in schools and communities. These are significant achievements.*

*At the same time, however, I have already begun to see that gratuitous references to bullying are creating a bit of a “little boy who cried wolf” phenomena. In other words, if kids and parents improperly classify rudeness and mean behaviour as bullying—whether to simply make conversation or to bring attention to their short-term discomfort—we all run the risk of becoming so sick and tired of hearing the word that this actual life-and-death issue among young people loses its urgency as quickly as it rose to prominence.*

*It is important to distinguish between rude, mean, and bullying so that teachers, school administrators, police, youth workers, parents, and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child’s life may depend on a non-jaded adult’s ability to discern between rudeness at the bus stop and life-altering bullying.”*

At our school, we take transgressions of rudeness, meanness and bullying seriously but first it’s important for us to spend time investigating and clarifying all facts of incidents in question so that we can deal with the situation at the appropriate level. The situations that these incidents occur in usually aren’t cut and dry or as obvious as they may appear to be so please appreciate it can often take more time than we’d like to get to the truth of what has actually happened or what is occurring. We are very visible in the expectations we want our students to live up to and I’m very pleased to see that our teachers do a fantastic job of helping our students understand these values across the school.

## **FROM THE SECONDARY DEPUTY PRINCIPAL – Bob Trouchet**

**PBS** – Our school behaviour management plan is based on the Positive Behaviour in Schools Program. This has been developed over the past five years with input from both students and staff. The starting point was looking at the type of behaviour which we wanted to see in our school. Each class made up their list and staff did the same. All the lists were then combined together. Many of the behaviours were similar and we were able to group them under four main ideas which became the School Expectations. These are: Show Respect, Be Safe, Follow Instructions and Have Pride.

On Wednesday afternoon we had Sarah Johnson visit Kojonup to speak with staff and parents about the PBS Program, discuss the background of the program and the components that make it up.

**Attendance** – At a recent assembly 100% attendance certificates were given out to over 20 students. These are made possible because of the support given by many parents. I realise that many other students only missed out on a certificate because they were off school due to sickness. Thank you to all parents for getting your children dressed, fed and packed ready for school each day. We certainly appreciate your efforts.

## **MERIT AWARD WINNERS 4<sup>th</sup> AUGUST 2017**



### **Primary**

Noah Worts  
Abigail Schinzig  
Amelia McGeachy  
Zander Chesson  
Addison Bower  
Amelia Robinson  
Emelia Michael  
Jazz Pedersen  
Tahlia Schinzig  
Jacob Sullivan  
Amelia Mills  
Taylor Watson  
Jack Crane  
Samarra Somerville  
Pippa Radford  
Joseph Retallack  
Lachlan Trezise  
Libby Hardingham  
Erica Bell



### **Secondary**

Andi Trezise  
Niwhai Tioke  
Claire Leusciatti  
Tara Coole  
Pania Watene  
Hohepa Watene  
Broughton Collins  
Riley McIlree  
Ashton Morrison-Gianatti  
Piper Daly  
Letitia Wallam  
John Blair  
Harmony Gissing  
Chanel Bowey  
Lily Hope

### **AUSSIE OF THE MONTH**

Harvey Robinson and  
Amelia Robinson



## **NAPLAN RESULTS**

Naplan results will be coming home this week. If you do not receive your child’s results please contact the school, 9831 2300.

### 100% ATTENDANCE TERM 3

Congratulations to the following students for obtaining 100% Attendance in Term 3.

Students received their certificates at Mini Assembly in Week 4.

|                  |                  |               |                 |
|------------------|------------------|---------------|-----------------|
| Thomas Bilney    | Lanii Brown      | Ruby Clews    | Emma Cowie      |
| Patrick Crapella | Fenella Fleay    | Kowhai Harris | Ebony Levis     |
| Georgia Malady   | Samantha Malady  | Lauren Marsh  | Asha Mason      |
| Jack Mason       | Lucy Mason       | Zoe Pexton    | Ethan Retallack |
| Joseph Retallack | Georgia Schinzig | Henry Simpson | Kirsten Simpson |
| Trenton Thomas   | Letitia Wallam   | Shiann Wallam | Ruger Watson    |
| Tess Webb        | Hugh Zacher      | Sophie Zacher |                 |

### Must I send my child to school every day?

Yes, you must, unless your child is unwell, has an infectious disease or the Principal is provided with a genuine and acceptable reason.

### KDHS ATHLETICS CARNIVAL PARENT HELP

Please contact the school on 9831 2300 or contact Maddy via email if you are available to help on either day or both days of the carnival. The Athletics Carnival is a major event and we need as many helpers as possible. I appreciate your support and assistance. Dates are Thursday 12<sup>th</sup> October and Friday 13<sup>th</sup> October.

Thank you, Maddelin Johnston.

[maddelin.johnston@education.wa.edu.au](mailto:maddelin.johnston@education.wa.edu.au)

### 2018 SCHOOL ENROLMENTS

Applications are open for 2018 Kindergarten enrolments for children turning four by 30<sup>th</sup> June 2018. Please contact the School Front Office, for an enrolment form on 9831 2300. Alternatively you can go to our website [www.kojonupdhs.wa.edu.au](http://www.kojonupdhs.wa.edu.au) and download the enrolment forms. If your child will be catching the school bus you will need to register at [www.schoolbuses.wa.gov.au](http://www.schoolbuses.wa.gov.au). If you know or have children that may be starting Pre-Primary (first year of compulsory school) – 5 years old by 30<sup>th</sup> June 2018 or starting Year 7 (first year of Secondary school) or Changing Schools, please contact the school.

### BUNBURY CATHEDRAL GRAMMAR SCHOOL BAND

On Wednesday 16<sup>th</sup> August we were visited by the Bunbury Cathedral Grammar School Band. St Bernard's Primary School came along to join our primary students to enjoy the entertainment. The school band have presented to five schools over the last three days, with Kojonup being their last stop before heading home. The students explained about the instruments in between songs and in the end had the audience up dancing. Thank you to Bunbury Cathedral Grammar for visiting our school with your very talented students.



### BETTER BEGINNINGS PROGRAM



The State Library of WA give to every four year old a beautiful book every year through the Better Beginnings Program. I was lucky enough to tell the children at KDHS about their gift and also to read the story to the children. Many thanks to Mrs Bignell and Mrs Milne for inviting me into their class and to the children....enjoy reading with Mum and Dad at home.

**Lorreen Greeuw**

## TERM PLANNER

| WEEK | MONDAY   | TUESDAY                                | WEDNESDAY                           | THURSDAY                                      | FRIDAY   |
|------|--|--|-------------------------------------|---|--|
| 6    | 21<br><b>Book Week</b><br><b>Book Week Dress Up Parade 11:20am</b><br>Kindy Day  | 22<br>Kindy Day<br>School Psychologist | 23                                  | 24<br>Kindy Day<br>Parent Bulletin            | 25 →   |
| 7    | 28<br>OLNA Testing starts for Year 10 students<br><br>Literacy and Numeracy Week | 29<br>Kindy Day<br>School Psychologist | 30<br>Yr 7 – 10 Questacom Incursion | 31<br>Kindy Day<br>ECE Father's Day Breakfast | 1 SEPTEMBER<br>Year 8 Whole School Assembly 2:15pm → |
| 8    | 4<br>Kindy Day<br>PP – Yr 10 Learning Journey 5:30pm – 7:00pm                    | 5<br>Kindy Day<br>School Psychologist  | 6                                   | 7<br>Kindy Day<br>Parent Bulletin             | 8  |
| 9    | 11<br>Year 8 & 9 Camp  | 12<br>Kindy Day<br>School Psychologist | 13                                  | 14<br>Year 4 Zoo Camp<br>Kindy Day            | 15 →<br>Year 5 Assembly 2:15pm                       |
| 10   | 18<br>Kindy Day  | 19<br>Kindy Day                        | 20                                  | 21<br>Kindy Day<br>Newsletter                 | 22<br><b>LAST DAY OF TERM</b>                        |

### BOOK WEEK DRESS UP DAY PARADE

On Monday 21<sup>st</sup> August at 11:20am we will be holding our Book Week Dress Up Parade, please come dressed as your favourite character. Parents/carers are welcome to come along.

### THE ACT, BELONG, COMMIT KOJONUP AGRICULTURAL SHOW

This year the Poultry Section at the Kojonup Show are asking for your **BEST CHICKEN – made from an egg carton**. So get your creative mind thinking about how you can make a chicken from an egg carton. All entries are to be taken to the Cackleberry Shed on show day, Saturday 21<sup>st</sup> October by 12:30pm ready for 1:00pm judging. Your age and name must be marked on your chicken in a place not visible to the judges.

### LOST KEYS

We have had a set of keys handed into the front office which were found in one of the Year 1 rooms, if you think they might be yours please give us a call, 9831 2300.

**FRIDAY 18<sup>TH</sup> AUGUST IS NOT A PUPIL FREE DAY,  
STUDENTS ARE TO ATTEND SCHOOL.**

#### Student Movement 2018

My child/children \_\_\_\_\_

Will be attending Kojonup DHS in 2018

Will NOT be attending Kojonup DHS in 2018, will be attending \_\_\_\_\_ School

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return this slip to the front office by 25<sup>th</sup> September 2017, or you can let us know by phone, 9831 2300.**