Welcome back to Lundavra State School for 2010! The school year has begun with the kind of energy that implies rejuvenating holidays have been had by all. It has been a pleasure to see so many smiling faces arriving at school each morning.

We welcome two new/returning families to our school this year and hope that Zac Lowe and Warwick Nutt have an easy transition into school life here at Lundavra. The three new prep students; Annie, Clayton and Zac have been keen and participating with enthusiasm levels that we can only hope to maintain!

As most of you are already aware, I am new to Lundavra. I have already been very impressed with the obvious contributions the school has made to this community and its history. Prior to arriving here I knew Lundavra by reputation. I believe that in itself is quite a feat given I have come from the Longreach district (over 1000km away) and that this school has never been more than a two teacher school. The sense of pride evident to those who have come to this district has ensured that Lundavra State School is known as a passionate school community. I feel very fortunate to have the opportunity to work within a community that values and promotes education so highly.

Most faces appearing around the school are beginning to look familiar now and I look forward to meeting more of you as the term progresses.

NEW AND RETURNING FAMILIES
The Lowe Family (Zac in Prep)
The Nutt Family (Warwick in Yr 6).

Ailsa Bell

HELP WANTED: Someone to fix a split sprinkler pipe. Requires a ¾ inch poly pipe join. Someone to put together the new prep play equipment (3 flat packed items: BBQ, washing machine and dishwasher)
The school is implementing a new spelling program called Spelling Mastery.

Spelling Mastery teaches students reliable spelling skills by blending phonemic, whole-word and morphemic approaches.

The Phonemic approach teaches students predictable spelling for different sounds i.e. letter/sound. This approach helps beginning spellers generalize the spelling of many words and word parts that follow a regular letter/sound pattern.

The Whole-word approach helps students to memorize the spelling of high-frequency words that they use in writing. The whole-word approach teaches common, irregularly spelt words e.g. come, what.

The Morphemic approach teaches more advanced spellers to spell meaningful units of words and combine them to form multi syllable words. (not introduced until Level C)

The program was designed to be delivered by rapid instruction to ensure that students also learned, along with spelling, the skill of being able to follow quickly-given instructions.

Spelling Mastery provides essential and immediate, corrective feedback. Corrections are a positive, critical part of effective teaching and all mistakes need to be corrected immediately. Corrections are the equivalent of more instruction, and that instruction is prompted directly by needs that students demonstrate.

The research undertaken to produce Spelling Mastery has spanned forty to fifty years and it is a tried and true program that delivers lasting results. Your children have been allocated a level based on the results from their placement test. The placement test is designed to ascertain individual children’s existing knowledge to determine the level of teaching instruction. Therefore, children will not necessarily be in a spelling level that correlates with their year level.

Spelling sessions will be daily for no longer than 20 minutes. Spelling tests will be on Fridays.
Welcome back to 2010 at Lundavra. I am sure that everyone has had a good break from the five day school routine with your children. It has been a long, hot summer and this beautiful rain we are presently receiving is just the start we wanted.

We welcome our Acting Principal, Ms Ailsa Bell to Lundavra and we hope that her stay with us will be joyous and memorable. She has the country in her blood and I am sure she is going to fit into our community with ease. Please make her welcome.

We also welcome our new Prep students, Annie and Zac to our school and a return to Warwick who left us after Year 1 and has now returned to complete his primary education.

I will be continuing my role at Lundavra as the .3 teacher, to support Ms Bell. I will be in attendance each Thursday and every second Friday. My other role will be taken up at Bungunya State School in a similar situation.

I will continue with the PE/Swimming and Science Key Learning Areas and the Non Contact Time for the Principal at Lundavra.

The children commenced their daily Smart Moves last week and all seem to very keen to be back to the grind. The sporting calendar is soon to commence with the MacIntyre Zone Swimming Trials on Friday 12 February in Goondiwindi.

Ned has been nominated to attend the trials after his excellent swimming at the Small Schools Carnival held late last year. We wish Ned all the Lundavra best in his endeavours at the carnival. Several other children from the other small schools have also been nominated.

Swimming commences in Week 4 of term and an information sheet will be going out this week. I would like to encourage all students to return to wearing their bathing caps at swimming lessons this year.

Keep the Flame Burning,

Glenda Bignell

This week’s encouragement award……..

Zac Lowe – for settling into school so easily and participating with enthusiasm
Annie Zellers - for settling into school so easily and participating with enthusiasm
Tiggy Ladner – for finding patterns and colouring in neatly on her 100 windmill
Sam Webster – for excellent problem solving and concentration when working on the maths mat
Ned Ladner – for thoughtful contributions to class discussions

MANY THANKS TO...
Mark Ladner for chopping some fallen trees into manageable carting away size!
Christine Williamson for maintaining the school grounds so beautifully during the Christmas holidays.
Jenny Jackson for providing a sparkling clean school for the students to return to.
Can you read these right the first time?

1) The bandage was wound around the wound.
2) The farm was used to produce produce.
3) The dump was so full that it had to refuse more refuse.
4) We must polish the Polish furniture.
5) He could lead if he would get the lead out.
6) The soldier decided to desert his dessert in the desert.
7) Since there is no time like the present, he thought it was time to present the present.
8) A bass was painted on the head of the bass drum.
9) When shot at, the dove dove into the bushes.
10) I did not object to the object.
11) The insurance was invalid for the invalid.
12) There was a row among the oarsmen about how to row.
13) They were too close to the door to close it.
14) The buck does funny things when the does are present.
15) A seamstress and a sewer fell down into a sewer line.
16) To help with planting, the farmer taught his sow to sow.
17) The wind was too strong to wind the sail.
18) Upon seeing the tear in the painting I shed a tear.
19) I had to subject the subject to a series of tests.
20) How can I intimate this to my most intimate friend?

Let's face it - English is a crazy language. There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweet-breads, which aren't sweet, are meat. We take English for granted. But if we explore its paradoxes, we find that quick-sand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig. And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth, beeth? One goose, 2 geese. So one moose, 2 meese? One index, 2 indices? Doesn't it seem crazy that you can make amends but not one amend? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? Sometimes I think all the English speakers should be committed to an asylum for the verbally insane. In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which, an alarm goes off by going on.

English was invented by people, not computers, and it reflects the creativity of the human race, which, of course, is not a race at all. That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.

PS. - Why doesn't "Buick" rhyme with "quick"?

Lovers of the English language might enjoy this -
There is a two-letter word that perhaps has more meanings than any other two-letter word, and that is "UP."
It's easy to understand UP , meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake UP? At a meeting, why does a topic come UP? Why do we speak UP and why are the officers UP for election and why is it UP to the secretary to write UP a report?
We call UP our friends. And we use it to brighten UP a room, polish UP the silver, we warm UP the leftovers and clean UP the kitchen. We lock UP the house and some guys fix UP the old car. At other times the little word has real special meaning. People stir UP trouble, line UP for tickets, work UP an appetite, and think UP excuses. To be dressed is one thing, but to be dressed UP is special.

And this UP is confusing: A drain must be opened UP because it is stopped UP. We open UP a store in the morning but we close it UP at night.

We seem to be pretty mixed UP about UP! To be knowledgeable about the proper uses of UP , look the word UP in the dictionary. In a desk-sized dictionary, it takes UP almost 1/4th of the page and can add UP to about thirty definitions. If you are UP to it, you might try building UP a list of the many ways UP is used. It will take UP a lot of your time, but if you don't give UP , you may wind UP with a hundred or more. When it threatens to rain, we say it is clouding UP.
When the sun comes out we say it is clearing UP.
When it rains, it wets the earth and often messes things UP.
When it doesn't rain for awhile, things dry UP.

So you think English is easy??????