Dear Parents, Friends and Carers,

Student Centred Funding Model - This week I attended an introduction to the new Student Centred Funded Model. You may have already read about this in the media. I have attached information regarding a link to where you can read more about this new model of funding for WA schools. http://www.education.wa.edu.au/home/detcms/navigation/about-us/programs-and-initiatives/student-centred-funding-model?oid=MultiPartArticle-id:14753788 At this site you will be able to view a range of information about the new model of Funding including an animated video. The Student Centred Funding Model Brochure contains a more detailed description of changes that will take place; also available at the site listed above. Included with this newsletter on the back page is a SCFM Fact sheet.

At present I have been asked to preliminarily plan for 2015 using projected enrolments numbers. These numbers are the drivers for the funding we will receive. Our final funding for 2015 will be calculated upon the Census return (students numbers) on the 13 February 2015. Until that time we will review our student estimates and plan accordingly. It is important to us that during term 4 we have very accurate information about students that are returning and I will ask for confirmation from families about their enrolment plans in 2015.

Ms Clegg and New Staff - Ms Leah Clegg has been successfully appointed to a Deputy Principal position at Takari Primary School in the Perth area for the remainder of the year. Ms Clegg has made several positive contributions in our ECE area, while Deputy in our own school and across the Karratha schools network. She has also been greatly valued for the support she has given to many students and families as a teacher and administrator while in our school. We will certainly miss her passion and energy but wish her the very best and congratulate her on her new appointment.

Ms Clegg’s last day in our K/PP was Friday 8th August. I have been working through the placement process for a new early childhood teacher and have identified a teacher through the Department of Education Appointment and Selection Process’s. I anticipate that this will be confirmed and approved. Once this is approved I will then be able to inform you about the new teacher and their commencement. In the meantime, next week we have arranged for Mrs Carissa Russell to be the K/PP teacher. Mrs Russell is an experienced and trained early childhood teacher who has visited the K/PP class recently working alongside Ms Clegg and with students. I am sure you will join me in wishing Ms Clegg all the best and warmly welcome Mrs Russell in the interim.

Transition for Year 6 and Year 7 commences - On Tuesday this week our Year 6 and Year 7 students took their first steps into a secondary school environment. They will continue to take part in this program every Tuesday for the following weeks with their class teacher but hosted at the Karratha Senior High School Campus. I hope that they enjoy this opportunity and recognise the subtle differences between High School and Primary School contexts.

Junior Crew - Junior Crew is a Boating Safety Awareness program delivered by the Department of Transport and their personnel were in our school Tuesday to talk with middle primary children about boating safety. They provided a flare display which was quite exciting for most students and also a walk around their very impressive boat. More information about Junior Crew can be found at http://www.transport.wa.gov.au/imarine/junior-crew-program.asp The Junior Crew Pack is a marine safety educational resource for primary school students in Years 3, 4 and 5 and it focuses on 3 key marine safety topics: safe use of boats, personal boating safety and safety of others when boating.

Professional Learning - Our staff (teachers and education assistants) took part in full day of professional learning recently and the feedback from staff was that it was very useful and worthwhile. There is now great accountability in the Early Years of school.

Stop Think Do – is one approach to help in difficult situations. Every now and then when we work with students that have a problem we go through the following steps.

Stop – When things go wrong we generally have a very strong sense that something is wrong. – that is when we need to stop.

Think – We need to have some thinking time, to reflect and assess how bad is this? What are some options?

Do – What can be done about it? Sometimes we need to get help from someone else about what we can do, or who can help.

Sounds simple enough but often we go straight from Stop to Do in less time than we should take, with the result that we do something we regret. At school we strongly encourage students to talk about difficult situations with the class teacher, a member of staff, or Admin and always their parents. If you think you or your child may need some support with something, please give the teacher, my deputies or myself a call.

Kind regards,
Weston Jackson
Principal
VALUE FOCUS - RESILIENCE

What helps you to become resilient?
- A caring and supportive family
- Caring friends who you can trust
- Being encouraged to try
- Setting yourself realistic goals and reaching them

How to build up your own resilience
- Get connected. Make friends, get to know people, join in with teams, clubs and organisations.
- Don’t give up. Everyone has to deal with a crisis from time to time, try to work your way through it. Things will get better
- Change is here to stay – accept it! Of course, it’s unsettling when you feel comfortable with something, then it all changes. Try to see change as a chance to alter the future, not the end of the world as you know it!
- Get good at making realistic goals. Make long-term goals and then work out the steps you have to take to achieve them.
- Remember that being realistic doesn’t mean accepting second best. As you reach each goal, you can aim higher.
- Face up to problems. Think about how you can solve them instead of wishing that they would go away.
- Learn from the bad times. Often people find that they have developed better skills, made new friends and got to know themselves better after they have gone through some crisis.
- Trust yourself. Develop your skills [eg. communication, problem solving, conflict resolving] and instincts, and then develop confidence in your ability to use them.
- Practise thinking positive thoughts. Always be hopeful of your ability to get through, and that things will improve.

VACSWM OCTOBER SCHOOL HOLIDAY SWIMMING PROGRAMS
Swimming pools and beaches are part of our Western Australian lifestyle. It is important for every child to learn to swim properly and develop essential water safety skills. VacSwim’s October school holiday swimming program is conducted by qualified instructors who teach children the skills to be confident swimmers and safe in the water.

Enrolments for VacSwim's October school holiday swimming and water safety lessons opened on 1 August. VacSwim is available to all children five years old and under 18 years on the first day of each lesson. Details of dates, locations, costs and how to enrol are online. Enrolments close on 8 September. For further information and how to enrol, please visit education.wa.edu.au/swimming.

FOTOWORKS SCHOOL PHOTOS
The Fotoworks photographer will be taking school photos on Monday, 25 and Tuesday, 26 August (Week 6, Term 3).

Please make sure that your child returns their completed Fotoworks envelope to their class teacher at school on their scheduled photo day. The schedule for photos is on the right. Please note that these are approximate times only. Students should wear their yellow school shirt or dress not their faction shirt.

Family Portraits will be taken on Monday, 25 August at 10.20am and Tuesday, 26 August from 8.00am in TA 1. Family Portrait envelopes are available from the office with prices starting from $35 for one unit (various size options available). Don’t forget to book your spot.

SEATBELTS
Road safety reminder: The importance of using seatbelts
In the event of a crash you are 10 times more likely to be killed if you are not wearing a seatbelt. The Road Safety Council and School Drug Education and Road Aware are reminding local communities that wearing seatbelts is one of easiest ways to protect people when travelling in vehicles.

Wearing a seat belt is one of the most effective and proven means of reducing the likelihood of death and serious injury in a crash. Only three to five per cent of drivers and passengers do not wear a seat belt, however, 22 per cent of all those who died in a motor vehicle crash in 2012 were not wearing a seat belt.

Seat belts prevent vehicle occupants from being ejected from a vehicle. They reduce the time taken for the body to come to a stop in a crash, spread the impact force over a greater area of the body, and minimise the contact of the driver or passengers with the interior of the vehicle. It is one of the easiest ways of protecting drivers and passengers when travelling in a vehicle. Further information about the use of seatbelts is online http://www.ors.wa.gov.au/Campaigns-Programs.
Millars Well PS will be celebrating Book Week on Thursday, 14th August with a morning Assembly hosted by TA7 and TA8 including a parade of ‘Book Characters.’ All students are encouraged to dress up as their favourite author or character from a book! We look forward to seeing everyone there!

**EARLY CHILDHOOD CORNER**

In Kindy class we have been very busy learning our letters. We have been looking at all the different words that start with the sound “p” lately. On Tuesday we had a very busy pancake and pizza day where the Kindy students made their own pancakes and pizzas. We had to concentrate very hard because Ms Vidler wants us to sequence our cooking photos and then retell the cooking activities using order words like “first, second, and, then” and “last”. Pancakes and pizzas are yum!

**ECC are looking for donations of items for outdoor play activities. Items required are:**
Yoghurt pots
Old gardening pots
Old pots and pans
Potting mix
Compost
Cardboard tubes (not toilet roll) i.e. cling wrap
2L juice/milk cartons
1.25L/2L plastic bottles
Twine/string
Birdseed
### Student-centred funding model

#### Per student funding
- For all enrolled students based on their year levels.

#### Enrolment-linked base allocation
- To ensure schools are able to meet general operating costs.

#### Locality allocation
- To meet additional costs unique to schools in remote and outer regional areas of the State.

#### Aboriginality allocation
- To help schools address the learning needs of Aboriginal students and close the education achievement gap between Aboriginal and non-Aboriginal students.

#### Social disadvantage allocation
- To help schools address the higher and additional learning needs of students from the most disadvantaged backgrounds.

#### English as an additional language allocation
- To help schools address the learning needs of eligible students with English as an additional language.

#### Disability allocation
- To help schools address the learning needs of students with eligible disability.
- Separate educational adjustment allocation to enable mainstream schools to implement programs and learning supports for students with additional learning needs.

#### Targeted initiatives
- For schools providing specific programs and services, for example Gifted and Talented Programs.

### Budgets and costs

#### One line budgets
- All schools operate with one line budgets.
- Budget for each school is a total dollar amount.
- Principal determines the portion for salaries and the portion for cash.
- Majority of the budget for employing staff.

#### School costs paid centrally
- Some school costs continue to be paid centrally for efficiency and effectiveness.
- Costs currently include capital works, scheduled maintenance, staff leave, staff housing and workers’ compensation.

### Focus for change

#### Fairness for all students
- Funding for each student regardless of where they live or what school they go to.
- Additional funding for students who need special attention.

#### Early years of schooling
- Increased investment in students in the early years of schooling.
- Supported by research on children’s learning and development.

#### Transparency and flexibility
- Clear to see what is being funded and how it is being funded.
- Schools determine how they use the funding to deliver the best education for their students.