



Kilmore Primary School

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Acting Principal: Mrs. Jennene Cooney

Kind Proud Safe

Issue No. 16

Wednesday, 27 May 2015

Excursion Payments Due

Please Note Any Payment After The Due Date Will Not Be Accepted.

Dates to Remember



May is National Family Reading Month

JUNE

- | | |
|----|--------------------------------|
| 1 | Whole School Assembly |
| 8 | Queens Birthday Holiday |
| 15 | Whole School Assembly |
| 26 | Last day Term 2, 2.30pm finish |

JULY

- | | |
|----|------------------|
| 13 | First Day Term 3 |
|----|------------------|

AUGUST

- | | |
|---------|----------------|
| 24 - 26 | Grade 5/6 Camp |
|---------|----------------|

OCTOBER

- | | |
|---------|----------------|
| 14 - 16 | Grade 3/4 Camp |
|---------|----------------|

Acting Principal's Report

Welcome to Week 7

Education Week Success

Last week there was a hive of activity at Kilmore Primary School as we celebrated Education Week. Students and families were involved in a number of special activities ranging from the Big Breakfast, Book Fair, Science Night, 2016 Foundation tours, Open morning and the *Kings, Queens & Castles* dress up day. It was fantastic to see so many people participating in these events and to see and hear the excitement they generated. Thank you to Jenny Renton and her team of helpers who organised many of the activities during the week.

Welcome

Last week we farewelled Jenny Clark from the office as she takes up a new role at Wallan Secondary College. This week we welcome Robyn Dwyer to Kilmore Primary School. Robyn will be working in the office and will be able to assist families with any enquiries they may have.

Cross Country

This Friday 54 of our grade 3-6 students will be travelling to Broadford to compete in the Mitchell South District Cross Country. We wish them all the best of luck and know that their behaviour and displays of sportsmanship will make us proud.

3 Way Conferences

Teachers are currently writing end of Semester reports. These reports will provide you with information about your student's progress, their attitude to learning, areas of strength and the next step in their learning. Reports will be sent home at the end of week 10. These will be followed with 3-Way conferences in the last week of term. The conferences are an opportunity for you and your child to meet together with your child's teacher to discuss their learning. This year we have added additional booking times over more than one day, to allow more opportunities for parents to attend. More information regarding bookings will be in next week's newsletter.

Have a great week.

Mrs. Jennene Cooney
Acting Principal

Our kids matter.

KidsMatter helps our school nurture happy, balanced kids.



kidsmatterprimary.edu.au

Notices Handed Out This Week

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Student News

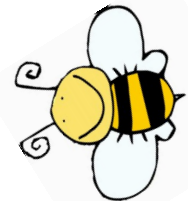


Kind, Proud and Safe in Grade One!

The grade 1's have been focusing on being Kind, Proud and Safe this term. We have been exploring Feelings and different ways we can lend a helping hand to someone in our classrooms or out in the yard. By participating in 'Manners Matter' we have learnt some different strategies on how to ignore distractions, accept changes and give each other compliments.



Be Kind Be Proud Be Safe



The 5/6 Unit are **proud** of their Extreme Weather and Events Projects!

The 5/6 unit have spent the last 6 weeks exploring types of extreme weather and consequences of these events.

the





Kings, Queens & Castles Dress Up Day at KPS

Thank-you to all the children and staff who got into the medieval spirit and dressed up last Friday for our 'King, Queens & Castles' whole school event. What a wonderful finale to the celebrations experienced during Education Week. Congratulations to all for participating and to those junior and senior students who won prizes for most authentic costume. Well Done!



Parent Pipeline



CAFÉ Strategy: Use Text Features

Non-fiction texts contain information that is true. They also contain features such as titles, headings and subheadings, captions, maps, diagrams, charts and graphs, legends, bold and italicized text, glossaries, indexes, and cutaways. These features are a common part of non-fiction reading that we often use or reference to help gain understanding of what is being read. As experienced readers, we do this without notice.

When students read nonfiction material, they will also encounter text features that are different from those they come across when reading fiction. Students who have had experience and know the purpose of text features improve their comprehension of the text.

How can you help your child with this strategy at home?

1. When reading with your child, tune in to these features and think out loud when you use them. For example, when coming across a word in bold print you might say, "I notice this word is darker than the rest of the words. It is in bold print. I bet the author wanted me to notice this word because it stands out. I need to make sure I know what this word means."
2. Break it down into individual text features to bring awareness to your child about these features in text. Begin by asking your child to look for words in **bold**. Then, have your child list any words in *italics*. You can also have your child look for titles, headings, charts, legends, glossaries, and captions.
3. Guide your child in using his/her background knowledge about text features to aid in comprehension. Have your child read a non-fiction selection to you, stopping when a text feature is used. Ask your child to explain his/her thinking about that text feature to you.

Thank you for your continued support at home!

* Ideas and strategies are taken from: The CAFÉ Book, written by Gail Boushey & Joan Moser
Written by: Allison Behne ©2010 www.thedailycafe.com

Student and Parent News

Manners Matter!

This weeks focus

I can be kind



***Kind, Proud and Safe
at all times***

Happy Birthday

Happy Birthday to the following students who are celebrating their birthday in the coming week. We hope you have a lovely day.

May

28 Damian 56C
31 Ella 56B



June

1 Taliyah 1A
2 Ben 56L

Student Banking



School Banking Day is Tuesday so bring your deposit books to the office.

Student Absences – Term 2

Starting from Term 2, a new system will begin regarding notification of absences.

Every Monday, an email will be sent requesting explanation for unexplained absences from the previous week. If we do not have an email address, we will be sending you a text message on your phone. For those who do not have either of the above a letter will be posted.

Please note: We are still encouraging phone calls or notes to the teacher when your child is going to be absent.

When you receive an email, simply send a reply email, or for text message phone the school office on 5782 1268

Thanks for your help with making "Every Day Count"



Head Lice



This is just a friendly reminder for parents/guardians to continue to check their child's hair on a regular basis.

SICK BAY LINEN ROSTER TERM 2

May

29 Noleen Cornish

June

5 Jenni Peggie
12 Kristy Brookes
19 Tina Leslie
26 Shanelle Scarlett



Thank You

STEVE CARELL

JENNIFER GARNER

One day
can change
everything.



Disney
ALEXANDER
and the Terrible, Horrible,
NO GOOD, VERY BAD DAY

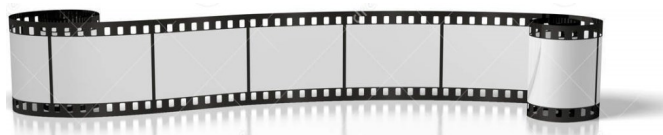
getdvdcovers.com

DISNEY PRESENTS "ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY" A 21 LAPS/JIM HENSON COMPANY PRODUCTION STEVE CARELL JENNIFER GARNER ED OXBENBOLD MUSIC BY CHRISTOPHE YOUNG
EXECUTIVE PRODUCERS NANCY STEINER PRODUCED BY PAMELA MARTIN, A.C.E. PRODUCED BY MICHAEL CORENBLOTH DIRECTED BY TERRY STACEY ASC. EXECUTIVE PRODUCERS PHILIP STEUER JASON LUST PRODUCED BY SHAWN LEVY, P.G.A. DAN LEVINE, P.G.A. LISA HENSON, P.G.A.
SCREENPLAY BY ROB LIEBER DIRECTED BY MIGUEL ARTETA
CASTING BY JUDITH VORST
21
PG
Disney.com/Alexander

DVD
VIDEO

MOVIE NIGHT

FAMILY EVENT



ALEXANDER

and the Terrible, Horrible, NO GOOD, VERY BAD DAY

Friday, 19th June - 7.00pm
in the stadium

Family Tickets (Admit 4) \$15.00
Individual Ticket \$5.00

All children must be accompanied by an adult

Food packages available, snacks, ice creams and drinks
(Cash Only)

Order forms will go home Wednesday.

Tickets are on sale from the picnic tables on Monday mornings
or Friday afternoons or order forms and money can be left at the office

Free Glow Sticks upon entry for pre purchased tickets prior to 3.00 pm, 17th June

Treating and controlling headlice

health

While children are at school many families will have contact with head lice. The information contained here will help you treat and control head lice.

Catching head lice

Head lice have been around for many thousands of years. Anyone can get head lice.

Head lice are small, wingless, blood sucking insects. Their colour varies from whitish-brown to reddish-brown. Head lice only survive on humans. If isolated from the head they die very quickly (usually within 24 hours).

People get head lice from direct hair to hair contact with another person who has head lice. This can happen when people play, cuddle or work closely together.

Head lice do not have wings or jumping legs so they cannot fly or jump from head to head. They can only crawl.

Finding head lice

Many lice do not cause an itch, so you have to **look carefully to find them**.

Head lice are found on the hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5 cm of the scalp and are firmly attached to the hair. They resemble dandruff, but can't be brushed off.

Lice can crawl and hide. The easiest and most effective way to find them is to follow these steps:

- Step 1** Comb any type of hair conditioner on to dry, brushed (detangled) hair. This stuns the lice and makes it difficult for them to grip the hair or crawl around.
- Step 2** Now comb sections of the hair with a fine tooth, head lice comb.
- Step 3** Wipe the conditioner from the comb onto a paper towel or tissue.
- Step 4** Look on the tissue and on the comb for lice and eggs.
- Step 5** Repeat the combing for every part of the head at least four or five times.

If lice or eggs are found, the hair should be treated.

If the person has been treated recently and you only find empty hatched eggs, you may not have to treat, as the empty eggs could be from a previous episode.

Treating head lice

Treating head lice involves removing lice and eggs from the hair. There are two ways you can do this:

1. Buying and using a head lice lotion or shampoo, following the instructions on the product
2. Using the conditioner and comb method (described under 'finding head lice') every second day until there have been no live lice found for ten days.

If you choose to use a head lice product always read and follow the instructions provided with the product carefully. The following points may also be helpful:

- Head lice products must be applied to all parts of the hair and scalp.
- No treatment kills all of the eggs so treatment must involve two applications, seven days apart. The first treatment kills all lice; the second treatment kills the lice that may have hatched from eggs not killed by the first treatment.
- Cover the person's eyes while the treatment is being applied. A towel is a good way to do this.
- If you are using a lotion, apply the product to dry hair.
- If you are using a shampoo, wet the hair, but use the least amount of water possible.
- Apply the treatment near the scalp, using an ordinary comb to cover the hair from root to tip. Repeat this several times until all the hair is covered.

There is no need to treat the whole family - unless they also have head lice.

Concentrate on the head - there is no need to clean the house or the classroom.

Only the pillowcase requires washing - either wash it in hot water (at least 60°C) or dry it using a clothes dryer on the hot or warm setting.

Testing resistance

Head lice products belong in one of the following categories depending on the active compound they contain:

- pyrethrins
- synthetic pyrethroids (permethrin, bioallethrin)
- organophosphates (maldison or malathion)
- herbal with or without natural (non-chemical) pyrethrins.

Insecticide resistance is common, so you should test if lice are dead. If they are, treat again in seven days using the same product. If the lice are not dead, the treatment has not worked and the lice may be resistant to the product and all products containing the same active compound. Wash off the product and treat as soon as possible using a product containing a different active compound. If the insecticide has worked, the lice will be dead within 20 minutes.

Any head lice product could cause a reaction and should be used with care by women who are pregnant or breastfeeding, children less than 12 months old and people with allergies, asthma or open wounds on the scalp. If you are unsure, please check with your pharmacist or doctor.

Head lice combs

Combs with long, rounded stainless steel teeth positioned very close together have been shown to be the most effective, however, any head lice comb can be used.

Head lice eggs

Head lice eggs are small (the size of a pinhead) and oval. A live egg will 'pop' when squashed between fingernails.



Dead eggs have crumpled sides and hatched eggs look like tiny boiled eggs with their tops cut off.

Regulations

According to the Public Health and Wellbeing Regulations 2009, children with head lice can be readmitted to school or children's service centres after treatment has commenced.

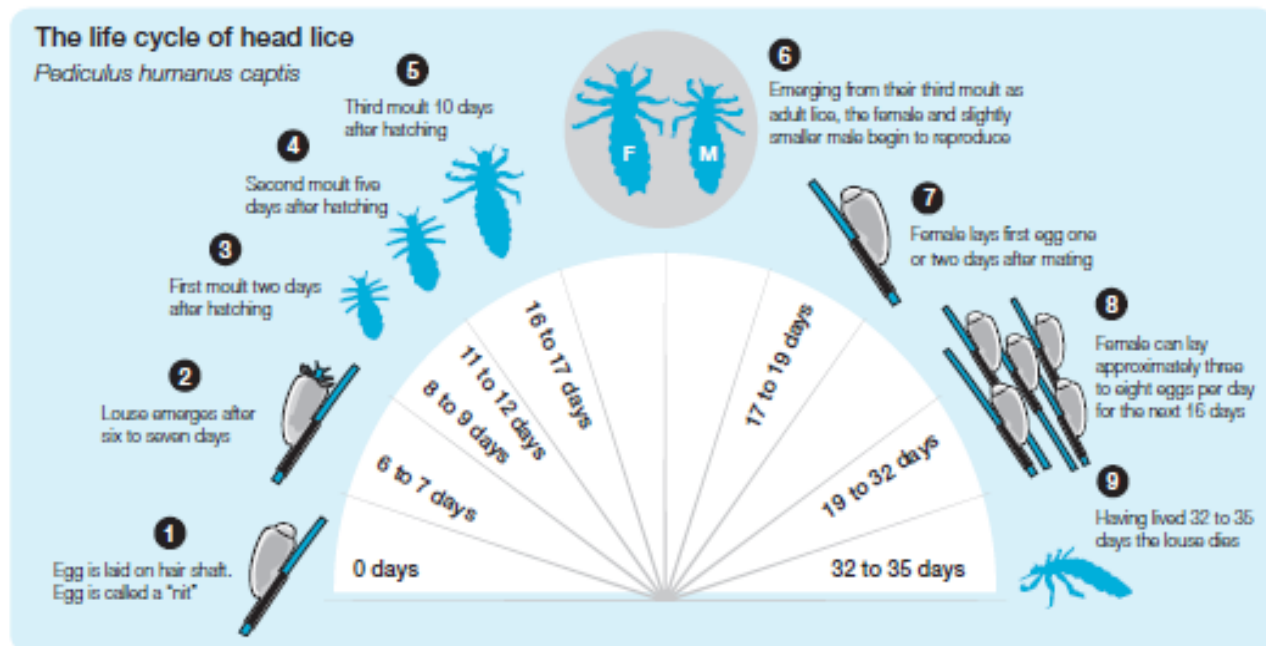
The department recommends a child with head lice can be treated one evening and return to school or children's service centres the next day, even if there are still some eggs present. There is no need to miss school or child care because of head lice.

Preventing head lice

Check your child's head regularly with comb and conditioner. There is no research to prove that chemical or herbal therapies can prevent head lice.

Further information

The following website offers further information:
www.health.vic.gov.au/headlice



The information in this pamphlet is based on the research conducted and written by Associate Professor Rick Speare and the team of researchers at, School of Public Health and Tropical Medicine, James Cook University.

Cover concept by students from St Patrick's Primary School, West Geelong. Life cycle diagram courtesy of Nitpickers Qld.
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