CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 June</td>
<td>Second Hand Uniform Sale 8.30am</td>
</tr>
<tr>
<td>24 June</td>
<td>Parent Teacher Interviews Early dismissal 12.30pm</td>
</tr>
<tr>
<td>26 June</td>
<td>CSEF application form due Last Day Term DISMISSAL 2.30PM</td>
</tr>
<tr>
<td>13 July</td>
<td>Term 3 Begins</td>
</tr>
<tr>
<td>23 July</td>
<td>Raising Resilient, Independent &amp; Confident Kids with Jo Lange 7 – 9pm</td>
</tr>
<tr>
<td>27 July</td>
<td>Prep Enrolments Due Back</td>
</tr>
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FROM THE EXECUTIVE TEAM

REPORTS

Semester One reports will be distributed on Friday 19 June, the week prior to interviews.

The reports will look a little different to our previous reports, but the content is generally the same. We are using Compass Student Management System for the first time to prepare the reports and, in future, parents will be able to access a portal in Compass with reporting information along with other information pertinent to their child.

Please note that one little issue we have discovered is that half day absences (in the attendance section) are rounded up to the next whole number (e.g. 4.5 days will be rounded to 5.0 days). Compass are looking into this for us for future reports.

Assessment against the AusVELS (Australian Curriculum version of the Victorian Essential Learning Standards) will reflect your child’s current point of progress and provide you with an indication of growth over time (since this time last year – except for preps). A letter is also allocated according to the level of achievement compared to expected standard:

- **A** indicates achievement that is well above the standard expected for your child’s year level at the time of reporting. It means that your child understands and is able to successfully work with knowledge and skills that are significantly more complex than would normally be expected.
- **B** indicates achievement that is above the standard expected for your child’s year level at the time of reporting. It means that your child understands more complex ideas and has a broader range of skills than would normally be expected.
- **C** indicates achievement that is at the standard expected for your child’s year level at the time of reporting. It means that your child’s learning is on track and that they understand and can apply the range of knowledge and skills expected for their year level at the time of reporting.
- **D** indicates achievement that is below the standard expected for your child’s year level at the time of reporting. It means there are some skills and knowledge that your child has yet to acquire before they can be said to be achieving at the expected standard.
- **E** indicates achievement that is well below the standard expected for your child’s year level at the time of reporting. It means there are significant areas of knowledge and skills your child needs to acquire before they can be said to be achieving at the expected standard.

A chart indicating effort and classroom behaviour is also provided and is scaled according to a scale ranging from “Needs Attention” to “Excellent”.

We encourage you to use the reports to have a conversation with your child. The written section provides information relating to achievements, lists areas for future improvement and records some aspects of the school program designed to assist with the improvement areas, along with ideas for parent support.

Students have also recorded their comments and have highlighted their successes and future goals.

Specialist reports are also recorded in the written section, along with the achievement progress for the specialist area where appropriate.

PARENT TEACHER INTERVIEWS

These will be conducted on Wednesday 24 June between 12:30 and 8:00pm

**BOOKINGS CLOSE TOMORROW 20 JUNE AT 10:00am**


Event code: EP734

We hope you find the Parent / Teacher Interview(s) a valuable experience to discuss your child(ren)’s progress.

Interviews are strictly 15 minutes and spaces are limited. You are able to book a time with your child’s classroom teacher and, if you wish, with the Specialist teachers.

For parents that don’t have access to the internet at home, at work, at a friend’s house or on their phones, you may send a note to school with the approximate times you require, or phone the school on 97446432 and the office staff will assist with this process.

Parents can change their interview bookings, any time prior to the closing date, by re-Visiting the [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au) website, and using the event code which is EP734. Parents wishing to change their interview times after the closing date, should contact the school directly on: 97446432

END OF TERM

A reminder that the last day of term is Friday June 26. On this day, students will be dismissed at 2:30pm. Please make arrangements to ensure that all students are picked up on time.
HOLIDAY SECURITY
I would like to encourage the school community to ‘keep an eye’ on the school over the holidays. Please report any unwanted or illegal behaviours to the police on ‘000’, even if you only have suspicions.
We unfortunately continue to experience occasional vandalism and damage to our school by people using the school grounds. The costs involved with repairing damage cannot be afforded by our school and means that valuable funds that should be used to support our students may be used to make such repairs.

Also, as a result, I issue this statement:
“Except for certain limited purposes under the Summary Offences Act 1966, a school is not a ‘public place’. There is no general right of the public at large to be there, either within or outside school hours. A school ground is not ‘public land’. It is land held by the Minister for Education for educational purposes.” (Victorian Government Schools Reference Guide, Section 6.16 Legal Liability and Associated Matters)

ENROLMENTS 2016
Enrolments are currently being accepted for 2016.
Enrolments should be made by Monday 27 July 2015.
This will assist the school with planning for 2016.
Existing families who have previously indicated they will have enrolments for 2016 will have received enrolment forms and these should be returned as soon as possible.
If you require enrolment forms please see the office.
Enrolments should be accompanied by a birth certificate and immunisation certificate. Copies of these documents are acceptable.

CAMPS, EXCURSIONS AND SPORTS FUND
All eligible families are reminded to apply for this funding, as previously explained. If you have a Health Care Card or Pension Card, you are eligible to receive government assistance.
By applying for this funding, if eligible, the school will receive $125 to be used for your child’s excursions, camps and sporting activities. This amount will be held against each eligible child’s name and utilised accordingly.
Applications MUST be finalised by next Friday June 26.
Forms were can be picked up from the office if needed.

Best wishes,
Phil, Andrew and Pete

CURRENT NEWS

GOOD CITIZEN
Prep – Vanessa V Rm 4
Year 1/2 – Clancy E Rm 23
Year 3/4 – Alysha T Rm 21
Year 5/6 – Lauren K Rm 5

PUPIL OF THE WEEK
TERM 2, WEEK 8

<table>
<thead>
<tr>
<th>Junior School</th>
<th>Middle School</th>
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<tbody>
<tr>
<td>Preps</td>
<td>For demonstrating the Habit of Mind ‘finding humour’ during class discussions</td>
</tr>
<tr>
<td>R1</td>
<td>R11</td>
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<tr>
<td>R2</td>
<td>R12</td>
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<td>R3</td>
<td>R13</td>
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<tr>
<td>R4</td>
<td>R14</td>
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<tr>
<td>Year 1/2</td>
<td>Demonstrating confidence when using the classroom devices during eLearning</td>
</tr>
<tr>
<td>R15</td>
<td>Charlie K</td>
</tr>
<tr>
<td>R16</td>
<td>Cameron R</td>
</tr>
<tr>
<td>R21</td>
<td>Angel C</td>
</tr>
<tr>
<td>R22</td>
<td>Ben C</td>
</tr>
<tr>
<td>R17</td>
<td>Cruz T</td>
</tr>
<tr>
<td>R18</td>
<td>Mitchell R</td>
</tr>
<tr>
<td>R19</td>
<td>Lucas S</td>
</tr>
<tr>
<td>R20</td>
<td>Carly C</td>
</tr>
<tr>
<td>R23</td>
<td>Clancy E</td>
</tr>
<tr>
<td>R24</td>
<td>Isabella D</td>
</tr>
<tr>
<td>R25</td>
<td>Sienna S</td>
</tr>
<tr>
<td>R26</td>
<td>Abigail C</td>
</tr>
<tr>
<td>R5</td>
<td>Jasmine P</td>
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<tr>
<td>R6</td>
<td>Izrael W</td>
</tr>
<tr>
<td>R7</td>
<td>Isaac M</td>
</tr>
<tr>
<td>R8</td>
<td>Georgia E</td>
</tr>
<tr>
<td>R9</td>
<td>Joshua E</td>
</tr>
<tr>
<td>R10</td>
<td>Seth M</td>
</tr>
</tbody>
</table>

Senior School
Improving their work presentation

Performing Arts
3/4 B – Rachel Withers
The way they have worked together to learn songs in band groups

Visual Arts
1/2 E – Sam Burnett
Fantastic effort when creating their hand flower designs

Physical Education
Prep B – Michelle Douglas
Fantastic strategies playing thunderball

Library
3/4 D – Katelyn Fraser
Excellent choice of new books for reading

Auslan
1/2 C – Susan Moloney
Fantastic effort when making their masks

SECOND HAND UNIFORM SALE
MONDAY 22 JUNE AT 8:30AM IN THE STAFFROOM

PAYMENTS DUE
Netbook Term 3: due 26th June
2. Do you believe that children learn at different rates?
There are slow bloomers, late developers and steady-as-you-go kids in every classroom, so avoid comparing your child to siblings, your friends’ children and even yourself when you were a child. Instead look for individual progress.

3. Are you willing to safeguard your child’s self-esteem rather than deflate it?
Self-confidence is a pre-requisite for learning, so be prepared to be as positive and encouraging as possible.

School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child’s progress in all subject areas, their attitude and social development.

Here are some ideas to consider when you open your child’s report:

Focus on strengths. Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.

Take into account your child’s effort and attitude to learning. If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

Broaden your focus away from academic performance to form a picture of your child’s progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don’t dismiss these as unimportant.

Take note of student self-assessment. Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.

Discuss the report with your son or daughter talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

After reports are read and discussed celebrate your child’s efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.

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**READING YOUR CHILD’S REPORT**

By Michael Grose

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

_Could try harder . . . always does her best . . . lacks concentration . . . easily distracted . . . a pleasure to teach . . ._

Do these comments, taken from a batch of student reports sound familiar? Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

1. **Are your expectations for your son or daughter realistic and in line with their ability?**
   Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child’s abilities. A quick check of your child’s last report cards may provide you with a good yardstick.

While children are at school many families will have contact with head lice. The information contained here
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 60ºC) 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.