

# Melton South Primary School

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THURSDAY 22ND APRIL 2021

## Melton South Primary School Mission:

Melton South Primary School is a progressive community who lead the way. Together we create motivated, respectful learners who achieve excellence.

This newsletter is available from our school website [www.meltonsthps.vic.edu.au](http://www.meltonsthps.vic.edu.au) or the Melton South Primary School Skoolbag App.

## DATES TO REMEMBER



Tuesday 27th April-Friday 7th May	Grade 4 Swimming Program
Thursday 29th April	Prep Twilight Games
Friday 30th April	Last day to pay Grade 3 and 4 Campaspe Downs Camp Deposit
	MPSSA Winter Sport Round 1 Grade 5/6
Monday 3rd May	After school sports commence
Tuesday 4th May	Mothers Day Stall Grade Prep—2
Wednesday 5th May	Mothers Day Stall Grade 3—6
Wednesday 5th May	MPSSA District Cross Country
Friday 7th May	MPSSA Winter Sport Round 2 Grade 5/6
Wednesday 12th May	Animal Land excursion Grades 1B, 1C, 1D, 1G & 1H
Thursday 13th May	Animal Land excursion Grades 1A, 1E, 1F & 1I
Tuesday 18th May	Athletics Day Grade 3
Wednesday 19th May	Athletics Day Grade 4
Thursday 20th May	Athletics Day Grade 5
Friday 21st May	Train to Bacchus Marsh Excursion GRADE 2
Friday 28th May	MPSSA Winter Sports Round 3 Grade 5/6
Thursday 3rd June	MPSSA 5/6 Soccer
Monday 7th June	Queen's Birthday PUBLIC HOLIDAY
Friday 11th June	MPSSA Lightning Cup
Tuesday 22nd June	MPSSA 5/6 Girls AFL Day



**SCHOOL CROSSINGS:** Students and parents are reminded to ALWAYS use the school crossings around our school. Please do not cross at the speed humps and only use the designated supervised crossings.

## MESSAGE FROM THE PRINCIPAL

**STAFF, STUDENTS, PARENTS AND CARERS ALL HAVE THE SAME RIGHTS AT  
MELTON SOUTH PRIMARY SCHOOL.**

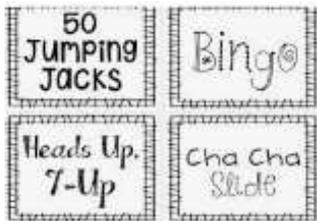
**EVERYONE HAS THE RIGHT TO BE SAFE**  
**EVERYONE HAS THE RIGHT TO BE RESPECTED**  
**EVERYONE HAS THE RIGHT TO LEARN**



Welcome to Term 2. I hope that everyone has had a wonderful break, enjoying the sunshine and catching up with family and friends over the Easter holidays.

Post COVID-19 the Victorian Education Department directed schools to have a high priority in 2021 on the Health and Wellbeing of students with a Happy, Active and Healthy Kids initiative. At Melton South PS every grade level kick started the year with a Healthy and Engaged Learners Unit of Investigation learning the importance of self-care, relaxation, stress reduction and the development of inner resources in order to learn and grow from experiences. To complement this we have introduced Physical Literacy which involves holistic lifelong learning through movement and physical activity.

Classroom teachers now provide more opportunities for students to increase movement throughout the day, eg. "Stand & Talks".



Teachers provide opportunities for students to have active Brain Breaks. Each classroom has created a list of Brain Break activities. These are done for 5 minutes in the middle of learning sessions encouraging movement and fun.

Teachers also provide opportunities for students to engage in Mindfulness activities. These are done twice a day via the Smiling Mind app or the like.

To support the WELLBEING of our students please consider providing your child/children with **only** healthy snacks that supports not only their learning but their overall wellbeing.



I look forward to a fun filled term of happy and engaged students.

Angie Lanza, Acting Principal

### PICKING UP STUDENTS EARLY:

**PLEASE REFRAIN FROM PICKING STUDENTS UP PRIOR TO DISMISSAL TIME  
UNLESS IT IS AN EMERGENCY**

We are running a staggered timetable for students breaks, which often makes it impossible to locate a child when they are out in the playground. If it is unavoidable and you do need to collect your child for an appointment etc. send a note to the child's class teacher so they are aware and can organise for your child to be waiting at the office for you.

#### Prep—2

Recess 11.00am—11.30am  
Lunch 1.30pm— 2.15pm (eat at 1.15pm)

#### Year 3-6

Recess 10.00am—10.30am  
Lunch 12.30pm—1.15pm (eat at 1.15pm)

## BREAKFAST CLUB:

Students Breakfast Club '**Grab and Go Menu**'.

Every Tuesday and Thursday from **8.30-8.50am** will be serving fruit cups, mini milk, cereal in cups and fresh fruits in our School Gym Foyer.



## FRENCH NEWS

Bonjour tout le monde!

Bienvenu à Term 2, we are very excited to see everyone back in our French class. This term we are going to be learning about les membres de la famille, les animaux, days of the week, seasons and Bastille Day.

This week our students have been learning about possessive adjectives such as mon, ma and mes when talking about family members. We also used the word voici (this is) to explain who is in the picture.



In order to support their learning at home you can ask them to log on Linguascope and complete the online activities on there, especially the topics that they have learnt in class. Please follow this link

<https://www.linguascope.com/>

Merci beaucoup. Au revoir.

## GRADE 6 - LEADERSHIP AND TEAMWORK WORKSHOP

**OPERATION RE-ENGAGE:** Grade 6 students will have the opportunity to develop their leadership teamwork and leadership skills by participating in a 4 week incursion workshop.

Incursion dates: Wednesday 5th, 12th, 19th and 26th May 2021.

The cost for each session will be **\$11.00**

Total cost for the program will be **\$44.00**



Payment due Tuesday 4th May 2021

## AFTER SCHOOL SPORTS:

After school sports will commence on Monday 3rd May until Monday 7th June 2021.

The sports for this term are Lacrosse and Badminton.

Forms will be available from the office next Monday 26th April.



## SCHOOL UNIFORM:

The Uniform Shop is only open on the days and times listed below.

You can still order school uniform by placing an order over the phone or by email to [uniform@meltonsths.vic.edu.au](mailto:uniform@meltonsths.vic.edu.au)

Should you need to visit the Uniform Shop, opening times are:

- Monday 2.30pm to 3.45pm
- Wednesday 2.30pm to 3.45pm
- Thursday 8.30am to 9.00am



**WHOLE SCHOOL LEARNING INTENTIONS - TERM 2- WEEK 1**

LI- Learning Intention

SC- Success Criteria

Year	Reading	Writing	Maths
<b>PREP</b>	LI: Good readers use strategies to help understand a text. SC: I can use the pictures in the text to help them tell the story. I can use the pictures to help predict the words in a text.	LI: Good writers know that their ideas can be used to convey a message. SC: I can think about what I am going to write/draw about to plan my writing. I can use pictures/ words to convey a message.	LI. Good mathematicians recognise that numbers can be partitioned into parts to build their number sense. SC. I can spill my counters out and count how many I have of each colour. I can say how many I have altogether. I can draw how many I have of each colour.
<b>1</b>	LI: Good readers understand the purpose of a narrative. SC: I can explain why the author writes a book.	LI: Good writers understand that sentences have patterns. SC: I can use nouns and adjectives in my writing.	LI: Good mathematicians are able to locate and represent numbers on a number line. SC: I can place the numbers between 1 to 100 in the correct position on the number line.
<b>2</b>	LI: Good readers understand that information texts are written for an audience. SC: I can identify who an information text is written for.	LI: Good writers understand that they can reflect on their own experiences. SC: I can use the DIP model to write a reflective text based on my experience.	LI: Good Mathematicians are able to understand that different shaped objects can have the same area. SC: I can design a veggie patch using a certain area of measurement.
<b>3</b>	LI: Good readers understand the purpose, structure and text features of a narrative text. SC: I can identify the purpose and audience of a narrative text. I can identify the orientation, complication and resolution.	LI: Good writers plan and draft narrative texts to entertain their audience. SC: I can include an orientation, complication and resolution in my narrative. I can use expanded noun groups to build descriptions of the characters and settings.	LI: Good mathematicians use computation strategies to solve multiplication problems. SC: I can define an array through pictures and words.
<b>4</b>	LI: Good readers understand the purpose and structure of Dreamtime stories. SC: I can identify the purpose and author's message. I can identify the structure.	LI: Good writers make entries in their writer's notebook about things they notice, record, think and observe about memories and experiences. SC: I can choose a seed to write about in my writer's notebook.	LI: Good mathematicians show their knowledge of place value. SC: I can rename numbers.
<b>5</b>	LI: Good readers can identify the narrative voice (the person or entity through whom the audience experiences the story) in a literary work and can discuss the impact of first person narration on empathy and engagement. SC: I can explain what 'writing in the 1st person means'. I can identify the features of a narrative text that have been written in the first person.	LI: Good writers examine structures of mentor texts and then try these out in their own writing SC: I can use my pre-write and plan to support my ideas. I can use a range of vocabulary and varying sentence structures. I think about the voice and attitude I want to convey to the reader .	LI: Good mathematicians use efficient mental and written strategies to solve problems. SC: I can solve addition problems using: - Make to 10 (mental) - Near Doubles (mental) - Partitioning (written)
<b>6</b>	LI: Good Readers paraphrase information to summarise a text. SC: I can; read a text thoroughly, identify three or four key ideas in the text and use paraphrasing to record these in my own words.	LI: Good writers are aware of how noun groups are used in their writing SC: I can; identify a noun group and include a noun group for the purpose of providing detail.	LI: Good Mathematicians show their thinking when solving a scale drawing worded problem. SC: I can; read a problem solving question and use my problem solving routine to try and find a solution.



## STUDENT OF THE WEEK AWARDS

Congratulations to the following students who have received awards.  
These awards are made to students in recognition of achievement.



GRADE	STUDENT	REASON FOR AWARD
PG	Mehakinder	For consistently having a positive attitude to her learning.
PI	Jazmin	For making good spelling choices when recording the sounds heard in words to write a sentence.
PJ	Isaac	Using great writing strategies in his retell writing.
1A	Boyoris	Using greta strategies in his writing.
1C	Augustin	Using adjectives and nouns in simple sentences. Awesome work!
1D	James	A great start to Term 2 in a new class.
1E	Trinity	For using excellent vocabulary to describe a character.
1G	Lanah	For using interesting adjectives to describe an animal.
1I	Maria	For showing great whole body listening.
2F	Corey	For working on his reading goal of inferring and demonstrating how he infers when reading both fiction and non-fiction texts.
Phys Ed	Fateh 2B	For helping his group with their gymnastics.
Phys Ed	Detroit	For helping his peers understand track a ball when performing a catch.

### GRADE 6 TRANSITION TO YEAR 7

The transition process for grade 6 students to year 7 has commenced. Please see the skoolbag and compass notifications that were sent out this week with the transition form, including an application.

The due date for the return of the transition form is Friday 14th May 2021.

*Year 7, 2022  
Enrolments*

**Attending school every day  
is vital for students of all ages to fully  
achieve.**

**As a parent/guardian:**

- ⇒ Commit to sending children to school every day.
- ⇒ Make sure children arrive at school on time.
- ⇒ Inform the school when they are away, sending medical certificates and other evidence of genuine absence.
- ⇒ Consider catching-up on missed work.

**EVERY  
DAY  
COUNTS**

The Mother's Day Stall will run over 2 days:

# Mothers Day Stall

Tuesday 4th May - Grade Prep to Grade 2 students

Wednesday 5th May – Grade 3 to Grade 6 students

Gifts range from \$2.00 to \$6.00

Students will be going to the stall with their class during school time.

Please remember to send a bag with your child to take home their purchases.

Parent helpers are needed to help run the stall. You will require a current working with children's check. Please let the office know if you are able to assist.

**HEAD LICE:** We have had quite a few reported cases of head lice in the school over the past few weeks. Head lice do not transmit infectious diseases—they are transmitted by having head to head contact with someone who has head lice. Head lice are common in school aged children and are the most adaptable of creatures.

What can you do? We seek your co-operation in checking your child's hair and in those instances where head lice or eggs are found, treating your child's hair.

If head lice or eggs are found on your child's hair you need to inform the school and advise when the treatment has started.

Health regulations require that where a child has head lice, the child should not return to school until the day after appropriate treatment has started. Please note this refers only to those children who have live head lice and does not refer to head lice eggs. Melton South Primary School is aware that head lice can be a sensitive issue and is committed to maintaining your confidentiality.

***For more information, please see attached flyer.***

## GRADE 3 AND 4 CAMPASPE DOWNS CAMP

Wednesday 24th to Friday 26th November 2021.

The total cost of this camp is \$360, it is a 2 night stay. A deposit of \$60.00 is due by Friday 30th April to secure a position on this camp.



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.