Dear Parents

Clayton South Primary School Athletics

Tomorrow is our Athletics Day at Davies Reserve Huntingdale so please come along and support our students with their enthusiasm for their athletic ability. We all love to be encouraged to do our best! From 9.25am. the track events commence with hurdles and sprints. Field events take place from 10.45am until 2.35pm when the shuttle bus will return the students to school.

A big thank you to the terrific work by Mrs Douglass, our Physical Education teacher, for planning and organising this much loved annual event.

Step Into Prep

Please remember Step Into Prep is happening in Mrs Halligan's Prep Grade this Friday 16th August. This is a fantastic opportunity for our new preps (Foundation Year) students in 2014 to become familiar with school routine and enjoy activities with our preps. Please remind friends and neighbours that Step Into Prep is every second Friday from 2.30 - 3.30pm.

Bendigo Community Bank Invitation

Not one person in our school community has informed me that they will attend this very important meeting this Saturday 17th August at Clayton Community Centre Cooke Street, Clayton. If we get a Bendigo Community Bank in Clayton the benefits to our community will really make a difference.

PLEASE let me know if you are interested in attending the Community Bank Meeting! We require 2 local residents from our school to attend. I am not permitted to speak on your behalf. For more details on Saturday's meeting, please read the information brochure further on in this newsletter.
** BOOK WEEK **   **BOOK WEEK **  19th-23rd August ** BOOK WEEK **

We are having Clayton South Primary “Book Character Parade” next week on Thursday 22nd August at 9.00am. This year’s theme is *Read across the Universe*.

This is a great opportunity to promote literacy and I hope you all encourage your children to dress up in a costume depicting a book character. Enjoy reading books to your children every day.

So the more you read
the more you know,
the more you know,
the more you grow,
so read, read, read!

Year 5/6 are visiting Clarinda Library on Wednesday 21st August from 1-3pm to enjoy reading books as part of Book Week!

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**Science Maths Evening**

*Keep Wednesday 28th August free because we invite you to accompany your child/children to come back to our school from 5.30-7.00pm to work your way from classroom to classroom playing maths games, cards games and doing science experiments.*

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**How do we teach Maths at Clayton South Primary?**

We teach AUSvels, the Australian Curriculum for Maths, at CSPS.

Mathematics is organised around **WHAT** we teach (referred to as “content strands”) and **HOW** we teach (referred to as “proficiency strands”).

This is **WHAT** we teach
(the "content strands")

- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability.

Content Strands describe what is to be taught and learnt

At CSPS this year, we are developing the **Number and Algebra** content strand.

This is **HOW** we teach
(the "proficiency strands")

- Understanding,
- Fluency,
- Problem Solving, and
- Reasoning.

Proficiency strands describe how content is explored or developed, that is, the thinking and doing of mathematics.
**How do we teach Science at Clayton South Primary?**

We teach AUSvels, the Australian Curriculum for Science, at CSPS. Science is organised around different curriculum focus areas for:

- **Prep (Foundation) to Grade 2**, and
- **Grade 3 to Grade 6**

**Prep (Foundation) to Grade 2**

**Curriculum focus:** awareness of self and the local world

Young children have an intrinsic curiosity about their immediate world. Asking questions leads to speculation and the testing of ideas. Exploratory, purposeful play is a central feature of their investigations.

**Grade 3 to Grade 6**

**Curriculum focus:** recognising questions that can be investigated scientifically and investigating them

During these levels, students can develop ideas about science that relate to their lives, answer questions, and solve mysteries of particular interest to their age group. In this stage of schooling students tend to use a trial-and-error approach to their science investigations. As they progress, they begin to work in a more systematic way. The notion of a ‘fair test’ and the idea of variables are developed, as well as other forms of science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered.

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**Curriculum Day**

Yesterday **Wednesday 14th August** all staff completed their compulsory Cardiopulmonary resuscitation (CPR) training. Cardiopulmonary resuscitation (CPR) is a combination of mouth-to-mouth resuscitation and chest compressions that delivers oxygen and artificial circulation to a person whose heart has stopped. If the heart stops pumping, it is known as a cardiac arrest. Performing CPR on someone whose heart has stopped can be life-saving first aid.

**What is a heart attack?**

A heart attack occurs when the heart is starved of oxygen. A heart attack can ‘stun’ the heart and interrupt its rhythm and ability to pump. This is because the heart does not receive enough oxygen and cannot pump blood around the body. There is no heartbeat (pulse) because the heart is not working. The medical term for a heart attack is an acute myocardial infarction (AMI). When the blood stops circulating, the brain is starved of oxygen and the person quickly becomes unconscious and stops breathing. Without treatment the person will die.

**Causes of cardiac arrest**

A cardiac arrest can be caused by: heart disease (this is the most common cause of cardiac arrest and is the leading cause of death in Victoria), drowning, suffocation, poisonous gases, head injury, drug overdose and electric shock.
CPR can be life-saving first aid

CPR can be life-saving first aid and increases the person’s chances of survival if started soon after the heart has stopped beating. If no CPR is performed, it only takes three to four minutes for the person to become brain dead due to a lack of oxygen. By performing CPR, you circulate the blood so it can provide oxygen to the body, and the brain and other organs stay alive while you wait for the ambulance. CPR does not guarantee that the person will survive, but it does give that person a chance when otherwise there would have been none.

This is a DEECD directive that we must be able to administer if needed in an emergency situation within our School Community. We were taught by a qualified ambulance officer from Peninsula Health what to do with an unconscious person. We were informed how to identify dangers to health and safety and how to respond to the health and safety of our self and the casualty. We learnt how to:

- approach the unconscious person in calm, culturally aware, sensitive and respectful manner.
- seek emergency assistance
- assess vital signs
- recognise the need for CPR, and
- Perform CPR

Many schools now have a Defibrillator! These external units, known as automated external defibrillators (AEDs), automate the diagnosis of treatable rhythms, meaning that people who are not medically or first-aid qualified are able to use them successfully with little, or in some cases no, training at all. These machines cost about $2,595.00 but it is a very worthwhile purchase as it may save someone’s life in our school community.

The picture, above, is the Ambi Saver One D Biphasic Defibrillator with screen.

Are you scratching for answers on Head Lice Management?

Head lice management is a complex issue for schools and head lice infections can be difficult to manage. The responsibility for detecting and treating head lice rests primarily with the parents, but it is important for our parents to be given practical advice and support.

The Head Lice Management Toolkit has been developed for our school to assist in the management of head lice. The toolkit supports the development of school based policy on head lice.

The school office has useful resources and practices for managing head lice. The following pages in the newsletter show two examples of the information that is available from, or required by, the school. The full set of head lice documentation is referred to as a “Head Lice Tool Kit” and consists of:

- a pro forma consent form to conduct head lice inspections to cover the duration of the student’s schooling
- a pro forma head lice management agreement between schools and parents/guardians/carers
- a pro forma alert notice for you to use at your discretion when wishing to alert the school community about head lice infection
- a pro forma action taken form for parents/guardians/carers to complete to inform the school about treatment used and when it commenced, when their child has head lice.

These pro formas have been translated into 21 languages.

(Continued from Page 3)
THEY’RE BACK. IT’S FOLLOW UP TIME

IT’S TIME TO CONDITION AND COMB AGAIN. 7-10 DAYS LATER, YOU MUST FOLLOW UP.

Regular head checks are essential for controlling head lice. By using the conditioner and comb method shown below, on an at least weekly basis, the infestations we so dread can be made a thing of the past. Remember to comb the conditioner through normally, then use a special metal nit comb, available from chemists, to comb out live and nits.

Make sure you divide the hair into sections, wipe the comb on a paper towel or tissue after each pass through the hair, and do each section twice. Any lice or eggs gathered will be visible on the paper, and don’t panic if you find any. Simply get on with the job, do it well and do it regularly.

Don’t be panicked into fumigating the house. Head lice are head lice, and don’t survive long away from heads.

OLIVE OIL OR CONDITIONER

COWS THROUGH THE HAIR IN SECTIONS, USING METAL NET COMB. Wipe AFTER EACH PASS ONTO WHITE PAPER TOWEL. CHECK FOR BROWN EGGS OR LIVE LICE.

RUB OR COMB COMPLETELY TO TIPS AND THEN WAIT FOR TWENTY MINUTES.

YOU NEVER GET THEM ALL THE 1ST TIME!!

7-10 DAYS AFTER THE FIRST CONDITION AND COMB, CONDITION AND COMB AGAIN, AND KEEP FOLLOWING UP. KEEP YOUR WITS, NOT YOUR NITS.

World head lice authority Richard Spears, of James Cook University, considers the washing of sheets, clothes, beddings etc, “an unnecessary waste of time.”

“I suspect the environment is unimportant because: 1. Few headlice fall off the head. 2. Those that do fall off are probably the ones that are about to die - headlice only live about 30 days. 3. If a healthy house falls off, it will dehydrate at a rate dependent on the relative humidity of its microenvironment.” This could mean it is dead in as little as 6 hours. “Head lice are easy to kill on items… tap water at 60c for 10 minutes causes 100% mortality in head lice on brushes and combs.” Using hot water to kill head lice is much safer than using insecticide solutions.”

Also if you are worried about head lice in hats or bedding, put them in a dryer on hot cycle. At 4 schools we checked about 1000 hats and found no head lice although about 200 of those kids had head lice.

HEADLICE POSE NO HEALTH RISK. THE NEGATIVE IMPACT IS MOSTLY PSYCHOLOGICAL (STRESS), EMOTIONAL (UPSET) AND SOCIAL (STIGMA). REMEMBER, THEY ARE SPREAD THROUGH NORMAL, HEALTHY SOCIAL INTERACTION. HUGS, CUDDLES, GAMES AND PLAY. IF YOU OR YOUR CHILD CATCH THEM, YOU HAVE DONE NOTHING WRONG. RELAX AND JUST FOLLOW THE PROCEDURE ABOVE.

All information has been gathered from the James Cook University head lice treatments website www.cdc.gov/nceh/lead/lice.html and through the National Lice Support and Education’re site www.headlice.com.au.

RUB IT COMPETELY TO TIPS AND THEN WAIT FOR TWENTY MINUTES TO KILL THEM.
Go Cats! What a great win playing against Port Adelaide at Simond Stadium last Saturday. This week we play West Coast in Perth. Geelong do not like travelling interstate so it may be hard to win!

Keep smiling, stay warm and read every night with your children!

Lynne Dickins
Principal
Science and Sustainability News…

Planting, growing and more planting…

In our kitchen garden - all students have participated in preparing our wonderful kitchen garden. Students have been removing weeds, turning over the soil and mulching to improve the health of the soil. Students also planted a variety of vegetables such as cauliflower, broccoli, bok-choy, lettuce, silverbeet, cabbage, spring onions and peas. We also developed a herb garden where we transplanted herbs such as sage, oregano and mint and planted some coriander and parsley. We also have some basil and rocket growing from seed!

In class - you may have seen your child come home with a cup with seeds growing on cotton? In class most students have also had the opportunity to germinate their own vegetable seeds to take home and watch grow! We have been learning about worm farms, recycling, native plants and animals, habitats, vegetables and healthy foods.

Activities - On Wednesday 24th and Friday 26th July all students took part in Planet Arks Schools Tree Day event. The students planted 35 native plants, grasses and lilies in our school grounds and propagated 14 trays of native plants and grasses to eventually plant around our school. The propagation involved having to treat the Acacia (wattle) seeds by scarifying and using smoke water.

The students are currently taking care of these seed trays in their classroom until they grow into seedlings. Once the seeds have grown they trays will be homed at the Kingston City Council nursery. Some of the Junior Rangers will have the opportunity to transplant these into larger pots. We now have around 30 students from Grade 3-6 that are involved in our Junior Rangers group! These students are responsible for helping look after the chickens, worm farm, vegetable garden and paper recycling.

These activities would not have been possible without the support and donations from Toyota Chadstone (new gloves, t-shirts, tattoos and bags & stakes). Kingston City Council (propagation materials - soil, seed, trays, tags and smoke water). Bunning's South Oakleigh (new gloves, small shovels, rakes and trowels). Peter from Scotsburn Nursery (vegetables and herbs).

From all the students and teachers from Clayton South Primary School we would like to say a big Thank-you for these wonderful donations!

We look forward to cooking some of the delicious food we have grown!

Sarah Halligan
Science and Sustainability Teacher
STUDENT AWARDS — PRESENTED AT ASSEMBLY THURSDAY AUGUST 15

<table>
<thead>
<tr>
<th>Prep A</th>
<th>Kabir</th>
<th>For making wonderful progress in his personal writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 A</td>
<td>Elissa</td>
<td>For working hard to learn her sounds and M100W words</td>
</tr>
<tr>
<td>1/2 B</td>
<td>Krish</td>
<td>For always making great contributions to class discussions</td>
</tr>
<tr>
<td>3/4 A</td>
<td>Dhruv</td>
<td>For his enthusiastic attitude to all classroom activities</td>
</tr>
<tr>
<td>3/4 B</td>
<td>Gunveen</td>
<td>For her conscientious efforts at completing class tasks</td>
</tr>
<tr>
<td>5/6 A</td>
<td>Chelsea</td>
<td>For approaching her class activities and homework with enthusiasm and dedication - Well Done!</td>
</tr>
<tr>
<td>5/6 B</td>
<td>Kevin</td>
<td>For his excellent budgeting skill in Excel</td>
</tr>
</tbody>
</table>

NEWSLETTER COMPETITION—Enter this week’s comp for your chance to win an icy pole!

Name 2 of the Maths “content strands” that are taught at CSPS.

Answer 1: ______________________________
Answer 2:______________________________

Term 3 and the newsletter is ONLINE! Select the Newsletter button from the school’s home page.

Do you still wish to receive a printed copy? Requests for printed copies can be made at the school office.

Have your say in our transport consultation to help Council develop a comprehensive picture about how people in our community are travelling around, what makes it easy and what the issues are. This consultation will help shape an Integrated Transport Strategy that will be an important guide for the future of transport in Kingston.


Contact Erin Pattie, Acting Coordinator Social Planning, Kingston City Council if you have questions about this survey – tel: 9581 4806 or email: erin.pattie@kingston.vic.gov.au

Your answers will be kept private and anonymous.
Looking for a Tutor?

We offer Mathematics and English - from remedial recovery to accelerated and enhanced levels.

$35 per hour / Small Group Session

Tuition is held at our centre in Moorabbin.
We offer all Primary and Secondary (including VCE) levels.
4th floor, 1001 Nepean Highway, Moorabbin 3189
Inquiry: admin@teamtutormelbourne.com
0450 911 881
www.teamtutormelbourne.com
Invite a little bit of Italy into your home!

Become second parents to an exchange student as they adapt themselves to the Aussie way of life and share their cuisine, history and culture with you. Volunteer host families come from all walks of life and communities: rural, suburban and urban.

Contact WEP for more information: 1300 884 733 or wep.org.au

Costanza participated in a semester-long student exchange program with World Education Program (WEP) Australia. At the end of her program, Costi shared the following:

Thank You! Two weeks that I probably didn’t have the chance to say properly so far. Thank you to the coolest host mum, to the nicest host dad and to the funniest host sisters ever! Thank you for making every day of my stay so wonderful and keeping away that homesickness that could have shown up without you. Thank you for all the little moments we shared together, Riley’s birthday, the pizza night and all our ‘Australian’s Next Top Model’ nights. Thank you for having been there for me even in the worst moments. Of course it hasn’t been always smooth and soft, no one is perfect, and you got to know me and eventually accept me even when I make mistakes.

This is what I thank you for, for letting me into your family and say one more time: Thank you! You’ve been the most wonderful host family that I could possibly have!