14 April 2016

2016 City of Casey Student Leader Reception

On Thursday 17 March our School Captains attended the 2016 Casey Student Leaders Reception hosted by the Mayor, Cr Sam Aziz. They were inspired by young leaders from the City of Casey, entertained by a musical performance by Oliver Thompson, the City of Casey Young Citizen of the year 2016, and motivated by an address from Mile Rolls. Mike Rolls told his amazing and moving story of his life after surviving a Meningococcal infection. This is Mike’s story as told at http://mikerolls.com.au

I’m a survivor of one of the deadliest diseases on the planet, Meningococcal. This lethal, fast acting and brutal infection left me with horrific internal and external injuries, including amputation of my right leg and half of my left foot. It completely derailed my life. This all happened to me at the age of 18, when I decided to celebrate a successful football season with a team trip to Tasmania. Excited with my bags packed, off we went to the airport.

My next memory was waking up at the Alfred Hospital after 5 and a half weeks in an induced coma, I was terrified, confused and in enormous pain. I couldn’t even spell “Meningococcal” let alone comprehend how this had all happened. My family was told to say goodbye on numerous occasions. Miraculously, I survived.

The recovery process took years, but my attitude at the time was, and still is today: Focus on what you CAN change rather than what you can’t.

My legs weren’t going to grow back so let’s give some new ones a crack! This mindset has allowed me to identify opportunities and adapt to any situation rather than becoming fixated on the negatives.

Using this philosophy has propelled me to achieve some great things, like running again after 13 years, representing Australia in Golf and even becoming an ambassador for Interplast at the annual Eureka climb in Melbourne.

I believe we are ALL far more capable than we give ourselves credit for. Doubt will inevitably creep in from time to time, it’s up to each of us as to whether we allow it to stay.

Life is full of surprises, some good, some not so good and it rarely goes exactly as we plan. Being adaptive is crucial to all interpretations of success.
The Great Egg Drop and PJ Day

The last day of term one was a very busy day. Firstly, staff and students were invited to wear their PJs to school in return for a gold coin donation. All monies collected were donated to the Royal Children’s Hospital Good Friday Appeal. We were delighted to raise $231.90 for this extremely worthwhile cause. Thank you for your support of this fundraising endeavour.

Secondly, we had “The Great Egg Drop Challenge”. Students were invited to design and build a structure that would protect an Easter egg from a drop of more than two metres. Easter eggs that smashed or cracked failed the test whilst eggs that survived without a scratch passed. We were thrilled with the number of entries that we had in the competition and with the ingenuity and creativity demonstrated. Thanks to Mrs Begg-Boyle and her helpers for arranging this event.

Defibrillator Purchase

We have purchased a Defibrillator and staff were trained in its use on Tuesday 12 April. The machine is housed just inside the General Office. We bought the machine because Sudden Cardiac Arrest (SCA) is the leading cause of death in Australia. Over 30,000 people died from SCA in 2013 compared to the nation’s road toll of 1,193. Further, 1 in every 500 people has an undiagnosed heart condition which significantly increases the chance of Sudden Cardiac Arrest.

When a cardiac arrest occurs seconds become crucial. Every minute that passes equates to a 10% less chance of survival. The average ambulance response time in metro areas is 9-14 minutes. 95% of sufferers die before reaching the hospital. Having a defibrillator on hand can make the difference in the first few minutes of a Sudden Cardiac Arrest incident. We sincerely hope that we are never called upon to have to use the Defibrillator, but having it may save a life.
Parent Cybersafety Forum

On Tuesday 22nd March, our school was host to Susan McLean who came to educate our parents on how to keep their children safe online. It was 100 minutes worth of very valuable information in this age of technology. If you were not able to make it on the evening but have since heard how invaluable the information was, you can go to this website www.cybersafetysolutions.com.au/ and navigate your way through some of the tips given on the night.

Woodlands Walk Excursion

On Wednesday 13 April our Foundation students participated in their first school excursion. They headed to the Botanic Gardens, Cranbourne to take part in the annual Woodlands Walk. Watch out in our next newsletter for photographs of the excursion.

Special Morning Tea

On Tuesday 26 April, students will have the opportunity to participate in a whole school special morning tea consisting of two ANZAC biscuits and a drink. All monies raised will go towards the SRC fundraising.

To order a lunch please fill in an order form (available from the office) and return it with the correct money to school by 3:15pm on Friday 22 April, 2016.

Due to purchasing requirements we are not able to accept late orders.
Please note: refunds are not available as all food is pre-ordered and pre-purchased.

Klub Makan

Thank you to Mr Damiun Passmore for the wonderful job he did running the Klub Makan over the last twelve months.
Mrs Rina Shields is now running our Breakfast Club, Klub Makan which is available to all Cranbourne Park Primary School students.

From the week commencing Monday 25 April, I am delighted to announce that Klub Makan will operate each school day morning in our Multi-Purpose Room. It is free of charge. Klub Makan provides children with a healthy brekkie and is a positive social experience! Breakfast Club opens at 8:15am and runs until 8:50am (children will be required to stay in the multipurpose room until 8:45am)
Breakfast consists of a choice of toast and spreads, cereal and milk or juice.

Students who use the breakfast club are required to pre-register. If your child is interested in joining the Breakfast Club please obtain a registration form from the Office and return it as soon as possible so we can organise catering! Please note that the registration form requires medical and food allergy details to be provided.

Staff Changes

At the end of term 1 we farewelled Mrs Julie Joachim and Mrs Talina Birkett. We thank Julie and Talina for their hard work and commitment whilst working at Cranbourne Park. We wish them all the best for the future and their work at Hallam Primary School and Koo Wee Rup Secondary School respectively.

We are thrilled that Mr Damiun Passmore, Mrs Monika Bradford, Mrs Marcela Sanyai, Mrs Chitra Sundramoorthy and Mrs Rina Shields were successful applicants and will continue their great work at Cranbourne Park Primary School. In addition we welcome Ms Kandice Young, Mrs Janet Azzopardi and Ms Purdy Rawlinson to our staff.

Student Free Day

School Council has approved Monday 2 May 2016 as a student free day. On this day staff will be working with Lyn Watts, an educational consultant, on CAFÉ Reading. Students are not required at school on this day.

Bicycles, Skateboards and Scooters

To protect the safety of all students, bikes, skateboards or scooters may not be ridden in the school grounds.

Students who ride bikes or scooters to school are required to wear an approved bike helmet. It is the law in Victoria that a helmet must be worn if a bike or scooter is being ridden. The school supports this law by asking all parents to ensure that their child has a helmet and actually wears it while riding. Any student who is seen riding without a helmet will have the privilege of riding a bike or scooter to school withdrawn.

Students who ride to school must put their bike or scooter in the bike shed as soon as they arrive at school. Whilst the bike shed is locked at 9.00 a.m. and reopened at 3.15 p.m. daily, it is strongly recommended that a bike chain be used to secure the bike to the bike racks provided. Due to space limitations and Occupational Health and Safety considerations, storage is not provided in classrooms or in the office area for scooters. The school cannot be responsible for any loss or damage to bikes or scooters brought to school.

Sun Protection Until the end of April

This is just a quick reminder to please keep sun protection on the agenda until the end of April. It’s important to continue to slip on covering clothing, slop on SPF 30 or higher broad-spectrum, water-resistant sunscreen, slap on a wide-brimmed hat, seek shade and slide on wrap-around sunglasses (labelled AS 1067). To be sure check the daily sun protection times for your area at sunsmart.com.au or via the free SunSmart app.
**Tobacco Bans At All Victorian Early Childhood Services and Schools**

Please note that laws ban smoking within the grounds of, and within four metres of entrances to childcare centres, kindergartens, preschools and schools from 13 April 2015, under an amendment to the *Tobacco Act 1987*. The purpose of this smoke free legislation is to protect children and young people from the harms of second hand smoke and to reduce role modelling of smoking behaviours to children and young people.

**Attitudes to School Survey - we want our students to tell us what they think!**

Our school is conducting a survey to find out what your child thinks of our school. The Attitudes to School survey is an annual survey for Years 5 to 12 students offered by the Department of Education and Early Childhood Development. It is designed to assist schools in gaining an understanding of students' perceptions and experience of school. Our school will use the survey results to plan programs and activities to improve your child's experience at school.

Students in Year 5 and 6 will participate in this year’s survey. All responses to the survey are anonymous. This year the Attitudes to School survey will be conducted at our school over the period **Monday 20th April to Friday 1st May**. The survey only takes 20-30 minutes to complete and occurs during your child's class time. The survey results will be reported back to the school at the end of July. Please speak to your child’s teacher if you would like more information.

**Have you applied for the camps, sports and excursions fund (CSEF)?**

Parents are reminded that if you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for the CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child. The Camps, Sports and Excursions Fund helps ensure that no student misses out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their achievements.

The annual CSEF amount per student is:
- $125 for primary school students
- $225 for secondary school students

**How to Apply**

Contact the school office to obtain a CSEF application form or download from the CSEF website. Applications close 3 June 2016.

**Knowing Your Child’s Reading Stage and How To Help Them**

**AUTHOR: RYAN SPENCER**

Clinical Teaching Specialist; Lecturer in Literacy Education at University of Canberra
A child’s reading progression isn’t based on age, so you need to know what stage your child is up to in order to help them.

Learning to read is a complicated process and parents often wonder if their child is developing reading abilities at the rate they “should”. Research agrees, however, that reading (and writing) is very much a developmental process, which can look very different for different children, regardless of their age.

It can be very tempting to compare children of the same age in terms of their reading development. However, this is in no way a reliable indicator of how they should be reading at a certain age. Parents with multiple children can usually attest to the difference in their children’s reading abilities at similar ages.

Rather than judging progression by age, it’s important to think about learning to read as occurring in three stages.

1. **Emerging readers**

Readers in the emergent stage of reading are usually those who are just gaining an understanding of how a text works. They will display good book handling behaviours, they will know where the book begins and ends and they understand that print and pictures convey a message. In this stage readers can usually recognise a small number of high-frequency words (5-20 words) that occur regularly throughout a text.

When your child is displaying these reading behaviours, you can assist them by pointing out environmental print (words on signs, around the home, at the supermarket), talking about the meaning of favourite books at bedtime and making links between these stories and the child’s own experiences.

2. **Beginning readers**

In this stage of reading development, children are becoming much more familiar with different texts and usually start to read much more widely and independently. You may notice your child can identify many more high-frequency words (20 – 50 words) and they also begin to self-correct words as they are reading. While children may sometimes read slowly and word by word at this stage, they are still gaining valuable information from the text.

Parents that engage with their child at this stage of reading are assisting them best when they allow their discussions about the book to go a little deeper. Perhaps discuss what could happen next after the book is finished or explore different texts that the author has written.

3. **Fluent readers**

Fluent readers, as the title suggests, are those who can identify most high-frequency words automatically. They tend to read from a wide range of different texts with little or no assistance. Readers at the fluent stage tend to use a range of different strategies to figure out unknown words, including skipping the word and allowing the wider context to convey the message, reading on for more information, and substituting the word with a word that would also make sense.
When you are reading with a fluent reader, it is useful to begin discussions about different types of texts, their purposes and the characteristics of how these texts are made up. For instance, when looking at graphic novels, you could talk about how the author uses images to represent different aspects of the story and the impact that text placement has on how this is displayed.

**Some common questions from parents**

In my work with parents, I am frequently asked many questions about how best to assist their children at various stages of their reading progression. Some of the most common questions are answered below.

**What do I do when my child doesn’t know the word?**

There are a number of things that you can do when you are reading with your child and they come to a word they don’t know. My first piece of advice is to avoid eye contact with the child.

When a child looks to us for help with a word, we often want to save them, help the reading process move along and provide the word. However, this is an unsustainable strategy for the child as they need a set of skills to call upon when they are reading with you. Rather than looking at your child, focus your attention on the book. After all, this is where all the clues are to figuring out the word.

Encourage your child to skip the word and read on for more information, use the pictures for a clue, or even leave the word behind and continue reading. By refocusing the child’s attention back to the meaning of the text, the content of the text will help fill in the blanks. If your child has skipped the word and still can’t figure it out, drop the word into the conversation as you turn the page.

**Should I get my child to practise individual words they’re having trouble with?**

Learning words in isolation does not always translate to being able to figure out unknown words in texts. Consider learning the word duck: you could write this on a card for your child to learn, look at pictures of ducks when learning the word and talk about ducks that you’ve both seen at the park together. However, when your child reads the word duck in a passage about cricket, the meaning is considerably different.

The best way to learn words therefore is in context - in books. Point out interesting words that you encounter in the text after you’ve finished reading and think about where you’ve seen these before. Reading widely and frequently is the best way to build your child’s vocabulary and increase their bank of known words.
My child spends too long looking at the pictures when they are reading; should I cover the pictures so they can concentrate?

No! A frequent misconception about the reading process is that when children are spending too long looking at the pictures they are getting distracted. When a child is looking at the pictures, they are gaining valuable information about the meaning of the text.

The clues that are visible in the illustrations are often the best way to figure out the meaning of the text. Encouraging your child to flick though the text before reading, or doing “book orientation”, where you first discuss the book, its title and the pictures, is one of the best ways to help your child’s reading progression.

Is your child ready for an adult seatbelt?
Take the 5 Step Test today.

Children grow at different rates. To assist parents and carers to assess when their child is ready to use an adult seatbelt, new national Child Restraint Guidelines include an easy 5 Step Test.

VicRoads recommends parents and carers use this test to ensure their children’s safety at all times.

More information
Child Restraint Evaluation Program: crep.com.au
TAC: howsafeisyourcar.com.au
Kidsafe: kidsafievic.com.au
RACV: racv.com.au

Dates to Remember:

- April 18th – 20th: School Camp Years 3 – 6
- April 25th: ANZAC Day
- April 26th: Special morning tea
- May 2nd: Student free day
Counselling can support you and help treat or manage the symptoms of stress, anxiety, grief, loss, trauma, emotional distress and mental illness.

Consultations are confidential and usually up to an hour in length.

Counselling session times and frequency of visits are determined around the needs of the individual.

Referrals to other services and advocacy are also offered to clients.

Counselling can help you:

- Communicate more effectively
- Form and maintain relationships
- Relieve stress
- Manage symptoms of anxiety
- Manage depression
- Change unwanted behaviours
- Enhance self-esteem
- Uncover underlying problems
- Manage addictive behaviours
- Help you achieve goals
- Discover ways to solve problems

Eligibility:

Counselling is available to individuals and families of all ages.

Priority is given to residents of the City of Casey.

We operate in the support of youth aged 10-24 and adults.

Cost:

Merinda Park Adolescent & Adult Counselling Service aims to be affordable for the community, fees for under 18’s, unemployed or homeless individuals.

$31 per hour for concession holders and part-time workers.

$33 per hour for full-time workers.

Availability:

- 10am - 6pm Monday to Fridays
- Appointments outside these hours can be made dependent on the need of the client.
- Closed Public Holidays

MERINDA PARK
Adolescent & Adult
COUNSELLING
Service

Our counsellors are experienced with these issues:

- Domestic violence
- Crisis management
- Family breakdown
- Relationship problems
- Homelessness
- Post-migration issues
- Parenting skills
- Grief and loss
- Perinatal loss
- Trauma
- Education support
- Job-seeking skills
- Problem-solving skills
- Relationship skills
- Self-esteem
- Alcohol and drug dependence
- Behavioral problems
- Symptoms of mental illness

CONTACT:
Ph: 03 5958 6005
or MFLCC on (03) 5958 6006

EMAIL:
counselling@merindapark.com.au

ADDRESS:
14-16 Dobson Crescent, Cranbourne North 3977

WEBSITE:

Our counsellors are fully qualified & accredited

We employ person-centered methods

No mental health plan is required, referrals can be received directly