



Melbourne Archdiocese
Catholic Schools



OUR LADY'S SCHOOL NEWSLETTER 7 June 2024 olsunshine.catholic.edu.au

Parish Priest: Fr. Peter-Damien McKinley
Principal: Ms. Patrizia Bertani
Parish Mass Times:
English: Saturday 9.00am, 5.30pm, Sunday 9.00am, 10.30am & 5.30pm
Vietnamese: Saturday 7.00pm, Sunday 12.30pm, Friday 7.30pm
Chin Hakha/Burmese: 2.30pm
Tongan: Every 1st Sunday 3.00pm
School Phone: 9312 2230
School website: www.olsunshine.catholic.edu.au
Our Lady's is a Child Safe School

*The Lord God took the man and put him in the garden of Eden to till it and keep it.
Genesis 2:15*

DATES FOR THE DIARY

Fri 7 June 9.00am Sacred Heart Mass
Mon 10 June King's Birthday Public Holiday
Wed 12 June 7.00pm Parent Cyber Safety Session
Mon 17 June Yr 1 Kororoit Creek
Tues 18 June Yr 2 Kororoit Creek
Fri 21 June Second Hand Uniform Sale 3.00pm
Wed 26 June & Thurs 27 June - Three Way Learning Conversations
Fri 28 June 1.00pm End of Term 2
Mon 15 July Pupil Free Day - Staff First Aid Training
Tues 16 July Term 3 begins at 8.35am
Wed 17 July 7.00pm Confirmation Parent Evening
Fri 26 July Yr 6 Reflection Day (St Joseph's By The Sea)

SACRAMENTS

Fri 2 Aug 7.00pm Confirmation for Year 6

PROFESSIONAL LEARNING DAYS - PUPIL FREE DAYS

Mon 15 July Staff First Aid Training

NO CLASSES

Wed 26 June & Thurs 27 June - Three Way Learning Conversations

Dear Parents and Carers,

Today we celebrated the Feast of the Sacred Heart in Our Lady's church with our Parish Priest Father Peter. A big thank you to the students of Year 1K and 1L and their teachers Miss Scarlett and Miss Shai who together with Mrs Cuni organised the songs and readings for the mass. It was a beautiful celebration of this very important Feast day in the life of the church.

The Feast of the Sacred Heart celebrates love and invites us to love others by showing care, compassion and reaching out to support those in need and less fortunate. St Mary of the Cross MacKillop lived her whole life committed to the service of those in her community who were in need. Our Lady's school is following St Mary's compassionate example. I would like to say a big thank you to all the parents for their generous donations which today the Year 6 Social Justice Committee presented to the St Vinnie's representative.

'Never see a need without doing something about it'
St Mary of the Cross MacKillop

A HUGE Thank you to the Year 6 Social Justice Committee (Ivan, Michelle, Will, William and Grace) for organising the team colours/multicultural dress day on Thursday.

The students had so much fun and you raised a huge amount, **\$1158**, to go to St. Vinnies to provide much needed support for families in our local area who are finding it difficult to provide for their families.

A BIG THANK YOU TO OUR SCHOOL COMMUNITY FOR GIVING SO GENEROUSLY

We raised a total of.....

\$1,158.00



Feast of the Sacred Heart of Jesus



Generous God,
You are always loving and merciful.
Give us loving hearts so that we will never be separated from the love of your Son, Jesus.
May we always remember those who do not have food, clothing or shelter.
We ask this through Christ our Lord.
Amen

Our Lady's School community working together to create a school environment where all students feel safe, cared for and supported.

"To nurture wellbeing, the unique story, giftedness and temperament of every child must be understood and valued in a way that enables love, respect, compassion, forgiveness and hope to thrive"

CEM: Horizons of Hope: Wellbeing Statement, 2017, p. 7.

At the last Parent Advisory Board meeting it was suggested that it would be great if the school could share some of the Positive Behaviour strategies that we use at school and which come from our Positive Behaviour Support Policy. This policy is followed by all staff at Our Lady's school so that we have an aligned approach. You can find the full policy on our school website, I have included some parts of the policy below. It would be good if you could speak to your child/children about why it is important to follow school rules.

At Our Lady of the Immaculate Conception Primary School, a whole-school approach for positive behavior is implemented using the following school rules:

- We show our School Values in our words and actions.
- We follow directions.
- We keep our hands, feet and objects to ourselves.
- We move around the school safely.
- We treat all property with care.
- We speak appropriately and listen respectfully.

Consequences for deliberate inappropriate behaviour includes (not limited to):

- Removal from classroom to calm down.
- Informing parents of their child's actions/decisions.
- Completion of Solve It! sheet (as needed).
- Missing half of break/play times (as appropriate).
- If required, parents will have to collect their child from the school if violent behaviour is displayed (or moved to another room in the school with a leadership team member).
- If required, suspension in consultation with the Principal first, followed by a discussion with the student's parent. (Principal refers to CEM Suspension Guidelines).

In addition, if another student has been involved, restorative conversations will be held and students will need to decide how they can restore their relationship.

I think it is important to clarify what is bullying. Sometimes the term bullying is used inaccurately. Below is a definition of bullying.

Bullying: Repeated unreasonable behaviour directed towards a person that creates a risk to health and safety. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation, or social acceptance on more than one occasion.

All staff at our school will respond to all reported incidents of bullying, perceived or actual, sensitively, fairly and promptly. All staff at our school will treat all members of the school community with dignity and respect and build respectful relationships that respond effectively and sensitively to the needs of each student.

Students at our school will demonstrate respectful behaviour towards all members of the school community. Parents / guardians / carers at our school will demonstrate and model respectful behaviour towards all members of the school community. Our school will work in partnership with parents / guardians / carers in responding to incidents of bullying.

Creating a school environment where all children feel safe is the joint responsibility of staff and parents. Please take some time to speak to your child about how they can model respect and appropriate behaviour towards others when at school.

IMPORTANT INFORMATION

We have revised our procedure for parents to report their child/children's absence from school. Instead of communicating to the class teacher we now ask you to communicate your child/children's absence to the office and this will be recorded into your child's class roll.

Parents can let the office know via the following:

- Email to enquiries@olsunshine.catholic.edu.au
- Written note
- Seesaw App to Jayne Hill
- Audiri App
- Verbally to the teacher when dropping off a sibling
- Telephone call to the Office

Parents must communicate their child's absence prior to the start of the school day.

Parents need to let the office staff know why their child will be absent from school so that this can be recorded in the roll.

I would like to advise parents that the school has 3 telephone numbers you can ring:

9310 2457 (is the main number which you will see when you have a missed call from the school)

9312 4383

9312 2230

Please put all these numbers in your phone under Our Lady's School so you know it is us calling.

At 9.00am the office staff print a report identifying all unexplained absences. This means a child is away but the school has not had any communication from the parent for their absence.

In this case the Office staff then ring the parents, and if they respond ask for the reason their child is absent.

If the parents do not respond the office staff will ring the emergency contact numbers.

The office staff will continue to ring these until there is a response.

If by 10.00am there is no response the school will ring the police.

Please contact me if you would like to discuss any aspect of this important school procedure.

Yours sincerely,

Patrizia Bertani

Ms Patrizia Bertani

Principal

principal@olsunshine.catholic.edu.au



FI

Giselle - For taking on teacher feedback and speaking honestly to solve problems. You were able to successfully resolve an issue and move forward appropriately. Well done Giselle! *From Miss Seona*

Riley: For taking on teacher feedback and trying new things to help you learn and for being open and honest about how it's working for you. Well done, Riley! *From Miss Seona*

FJ

Elliott For telling a joke perfectly and making us all laugh. You are a great communicator Elliott! *From Miss Wendy*

Jay For showing the Gospel Value Respect in the friendliness you show to everyone each day. Well done! *From Miss Wendy*

1K

Violet - for showing the Our Lady's School Gospel Value of Courage by volunteering to read in front of everyone at Mass. Well done, Violet! *From Miss Shai*

Sean - for stepping outside of your comfort zone to write about a new topic, Keep it up Sean! *From Miss Shai*

1L

Lincoln - For showing enthusiasm and positivity when practising for the Sacred Heart Mass. Well done! *From Miss Scarlett*

Esha - For showing the Our Lady's Gospel Value of Respect when using her manners and showing whole body listening. Well done! *From Miss Scarlett*

2M

Lucas - For showing compassion and understanding towards your classmates and being able to be flexible when needed. Your kind and positive attitude is wonderful to have in our classroom! *From Ms Rochelle*

Victoria - For all of your hard work you have shown when writing your persuasive text. You were able to challenge your learning by being determined to publish it in time. Keep it up! *From Ms Rochelle*

2N

Angela- For always trying your best, you are always up for a challenge. Keep it up! *From Ms Robles*

Chloe- For sharing the resources you have with your peers. Keep it up! *From Ms Robles*

3E

Sang Cung C - For showing improvement as a Self-Manager when organising your time to publish your recount. Keep it up! *From Ms Steph*

Samara S - For showing inclusivity in our classroom community. Thank you for looking out for others and making sure everyone is included. *From Ms Steph*

3F

Chelsea V- For demonstrating the Learning Asset Thinker by making inferences about an image during reading time. Great work! *From Ms Christine & Mrs Majczak*

Mia N- For showing her understanding of being inclusive of others through her actions and words. Keep it up! *From Ms Christine & Mrs Majczak*

4G

David- For showing a tremendous attitude towards your learning. Keep it up! *From Ms Karen & Mrs Mendoza*

b- For showing the Our Lady's Gospel value of Peace when you work so quietly and independently with your learning. *From Ms Karen & Mrs Mendoza*

4H

Joanne H - For showing enthusiasm when writing an information report. *From Ms Rebecca*

Damien C - For showing a positive attitude towards your learning. *From Ms Rebecca*



5C

Ben - For showing great resilience in challenging situations. Keep it up Ben! *From Ms Huyen*

Ngun - For being a motivated student who participates with interest in class activities and is keen to learn. Well done Ngun! *From Ms Huyen*

5D

Imogen - For consistently displaying Our Lady's Gospel Values of peace and respect. Your calm presence is appreciated in 5D! *From Ms Gurry*

Lara - For being a great communicator during the Phoenix Soar Program! Well done! *From Ms. Gurry*

6A

William - For a consistent effort and accuracy in Mathematics. Well done William. *From Mr Wickham*

Ivan - For living out the School Gospel Values of Respect and Peace through her polite and well mannered nature. *From Mr Wickham*

6B

Bailey - For your excellent participation, wonderful contributions, and thoughtful response to our classroom Bibliodrama. Well done! *From Mrs Belinda & Ms McManus*

Kayla - For creating a fabulously clear, organised and visually appealing infographic on how we can reduce our carbon footprint. Amazing work! *From Mrs Belinda & Ms McManus*



FI: Martin L

FJ: Leon L

1L: Chi N, Anderson V

2M: Dylan K

3F: Savannah H

5C: Danny B

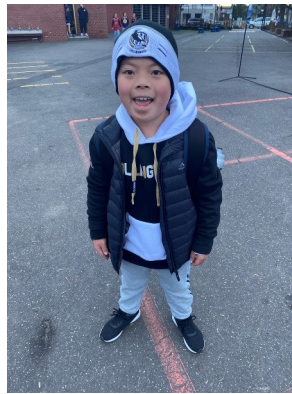
5D: Imogen T

6B: David H

STAFF: Mrs Sales, Ms Seona

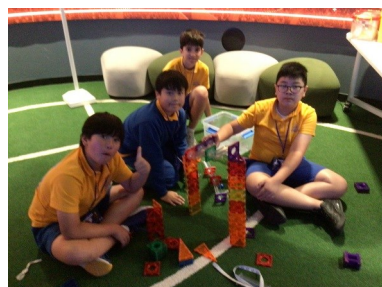
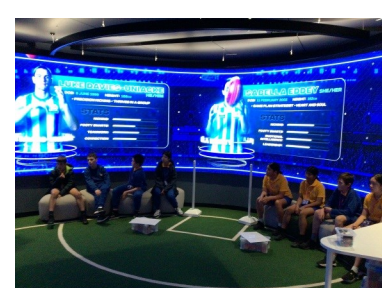


June is devoted to the
SACRED HEART
of **JESUS**
Christ is King!





6A at The Huddle North Melbourne



F-6 Social and Emotional Learning (SEL) Incursions

Dear Parents,

You may remember one of our newsletters last term featured many pictures and information regarding the five Social and Emotional Learning (SEL) Incursions that our F-2 students experienced last term.

The Years 3-6 students have had a series of four SEL incursions in over the past few weeks this term. We have been able to have these excellent learning opportunities due to the one off government boost funding we will receive, as well as the school's Wellbeing budget funds.

The F-2 incursions were facilitated by The Drama Toolbox. The Year 3 and 4 student incursions were facilitated by Melbourne United and the Year 5-6 incursions were facilitated by Phoenix Soar.

All the incursions were rich and relevant learning experiences for all our students which strongly connects to the skills and outcomes we teach, being the *Resilience, Rights and Respectful Relationships Program*.

At our assembly this week, each class shared a class reflection based on their experiences and learning. We have included the reflections in our newsletter edition for you to enjoy as well as some of the photos.

Regards

Mrs Christine Carabott



Deputy Principal and Student Wellbeing Leader

Incursion reflections

Foundation I

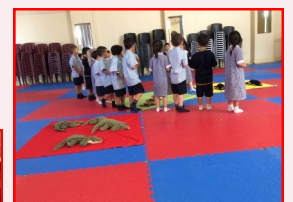
We learnt that we can all work together to help each other.
We all help each other clean the classroom, everybody works together so it's done quickly.



Foundation J

We learnt that we are good at lots of things.

We are good at helping each other. We worked together to get all the animals across to the island.



Incursion reflections

1K

In term 1, we did the SEL incursion. It was run by Mikayla and Delise from the Drama Toolbox. We loved using the animal puppets to act out different problems that they had to solve. The monkey was silly and he was saying mean things to the other animals and the owl was sensitive to loud noises and bright lights. We had to work together to find good solutions to the problems, like being kind to others, understanding their feelings and making sure our learning space is safe for everyone. We can make sure we use these ideas at our own school so that everyone feels safe and happy at school.



1L

We enjoyed our SEL incursion last term. We really liked that the stories were funny, interesting and had different characters. We especially liked leaving our classroom and going to the hall. We learnt about how people can have different feelings and how to create a safe place for people who aren't feeling very safe. We also learnt about encouraging people when they aren't feeling confident. We have been implementing all of these things in our classroom. We have also started doing the five finger breathing tool, a breathing technique we learnt during the incursion. We loved the SEL incursion!



2M

We really enjoyed using the puppets and liked the way they looked and felt. Each time we came, there was a fun story to learn from. We also really liked how they explained different feelings using puppets. This made it fun to learn!

We learnt that everyone is different and shows their feelings in a different way. We also learnt that we need to do things that include others. If you are feeling left out, it is important to let your friends know so they can try to help you feel included. It is important to be a good friend to others so they would also want to be your friend.



2N

What you enjoyed about the incursions?

Zephy: I enjoyed using the puppets because you can move its mouth and get it to speak.

Kitty: I enjoyed the different stories and when the puppets joined in the stories.

Lan: I enjoyed the puppets because I was able to move them and make different sounds.

What you learnt?

Maria: I learnt about the different emotions.

Chloe: I learnt how the monkey made lots of friends at the end of the story

Isabella: I learnt that all stories need to have a problem to make it interesting.

How can we apply what we learnt to our everyday life?

Will: Be nice to everyone because you don't know what someone is going through.

Tanishka: Not tricking people if you want to be friends with them.



Incursion reflections

3E

We have been learning about Excellence, Selfless, Inclusive and Community with Jen and Kayden from Melbourne United Basketball Team. Each session was about these topics and how we can use these skills on and off the court. One thing we all enjoyed was the activities outside because it was fun and we got to practice our teamwork. We had to collaborate and it helped us get connected together. A lot of people enjoyed a thing called the 'Slam Dunk Challenge' too. This is where you can nominate other people if they showed the skills of Excellence, Selfless, Inclusive and Community. This was a highlight for many people because we practiced our skills of noticing others' hard work and how they helped others. It was also a chance for us to celebrate each other. We also watched some videos about the players on the Melbourne United Basketball Team and how they are like role models to us in showing these actions on and off the court. Teamwork makes the dream work!



3F

We enjoyed the basketball incursion because it was fun to play and learn new skills. We learned how to dribble, pass, and shoot the ball, and how to work as a team. We can use what we learned by playing basketball with friends, practicing teamwork, and staying active every day. It also taught us to be patient and support each other, which is important in everyday life.



4G

What you have enjoyed about the incursions?

We like the Stand Tall program because you get prizes. We played games to help us stay active. We could nominate our class mates for the good values they showed. We enjoyed watching the videos about Melbourne United players and the challenges they overcame.



What have you learnt?

We learnt about different values to help other people. Their values were Excellence, Selflessness, Inclusivity, Community. We learnt basketball skills each week. We learnt to encourage our team mates.

How can we apply what we learnt to our everyday life?

Be kind to others. We can be selfless and give others a turn. Include everyone in games. We belong to a community so we can support each other. We learnt that we should never give up.



4H

What you have enjoyed about the incursions?

The Stand Tall program was a very educational program. We enjoyed playing the basketball game called 'Golden Child'. It was also fun shooting hoops.



What have you learnt?

We learnt how to be inclusive of others and being part of a community. Jen and Caden taught us to be selfless and to encourage others.

How can we apply what we learnt to our everyday life?

We can now apply the values of excellence, selfless, inclusivity and community to others and our surroundings.



Incursion reflections

5C

We, in 5C, think the Phoenix Soar incursion was excellent! We had fun doing basketball activities such as the Survivor game and shooting hoops. We also enjoyed writing our thoughts down in the Phoenix Soar Handbook, and viewing and listening to the tips given by the NBL basketball players. We have learnt to identify the things that we can do when we feel uncomfortable or when we don't feel well. We have also learnt that when we are feeling down or when we have problems in our lives we should seek help from others. We aim to apply these valuable learnings in our school and home situations. We highly recommend having Phoenix Soar visit our school again.



5D

Stephanie: Yesterday was the last session with the Phoenix Soar people and we all enjoyed the program. We enjoyed the outdoor activities the most where we practiced ball skills and teamwork. We learned a lot of skills which we can apply to our everyday life such as how to control our emotions when we get stressed and where we can go to get help.



Jay: Today was the last Phoenix excursion. We all enjoyed the wonderful things we learnt like shooting hoops and dribbling around the court. Whatever we learnt we could use this information to be more like a leader than a follower.



6A

As part of the Phoenix Soar incursions, we learnt about who we can go to when we need help in our lives especially when we are in tough times. We also learned how to manage and recognise our emotions during both uncomfortable and comfortable situations.

We really enjoyed the mix of being in class and then applying what we had learnt outside playing games. The games gave us the opportunity to work together with other people in our class as a team to succeed. We really liked the competitive spirit that the games produced. We liked how Phoenix Soar combined SEL and sport as it was creative and it was a real life situation. We really enjoyed the basketball players talking about how they managed their emotions in basketball and real life.



We will apply what we have learnt by using and practicing the skills in our everyday life and thinking back to what we learnt when we are in both comfortable and uncomfortable situations, especially moving to secondary school next year.



6B

What you have enjoyed about the incursions?

We've enjoyed how the incursions make you think deeply about your emotions and how you can manage them. The outdoor activities have been a highlight, for example, the in and out warm-up game. Additionally, we enjoyed working with peers that we don't normally get the chance to work with.

What have you learnt?

We learnt what to do when your emotions are in the red and yellow zones, as well as how to maintain positive emotions and remain in the zone. We also discovered who we can turn to when we are not feeling our best. Additionally, we realized that we can't always get what we want in life, and it's important to learn to be grateful for the things that we have.



How can we apply what we learnt to our everyday life?

We can apply what we learnt to our everyday life by learning to be more thankful for the things we have. When we are upset, it's important to know that we can ask for help and not be afraid. Recognizing our difficult emotions and expressing how we feel, rather than bottling things up, will help us get further in life.





Year 3-6 SEL incursions





Year 3-6 SEL incursions



RAISING KIDS IN A DIGITAL WORLD

FOR
PARENTS &
CARERS

Social Media

Impacts of
Screen Time

Online Gaming

Cyber
Bullying

Child & Tween
Online Trends

Managing Devices
in the Home

Explicit/Adult
Content

Strengthening Family
Communication

Our Lady of Immaculate Conception School

Wednesday 12 June | 7.00pm



Martin McGauran
Primary School Teacher
& Digital Safety Educator

- 90 minute presentation
- Parents/carers only
- Exclusive access to resources

Register to come along:
bit.ly/olsunshine2024



Carley McGauran
Psychologist & Mum to
3 school-aged kids

Marty and Carley were simply sensational. Their presentation was relevant, honest and informative. A MUST for each school, every year."

Principal

An evening that provided some reality checks!
A few new changes in our home this week!"

Parent of 9yo & 11yo

INFORM & EMPOWER

Trusted
eSafety Provider
esafety.gov.au

Auction & Fundraising Dinner

Funding for Life Changing Small Projects within Australia

SAVE THE DATE

WHEN

Friday 23rd August 2024
Commences 6.30pm

WHERE

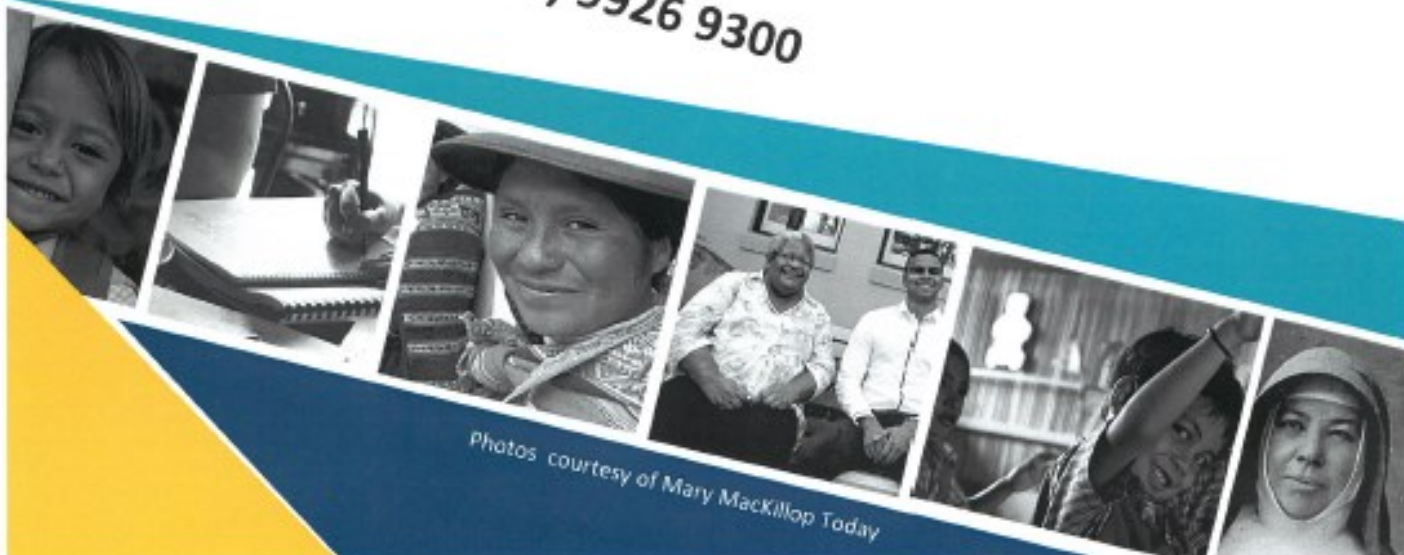
Mount St Joseph Girls' College
133 Maidstone St, Altona
(2 course meal & dessert, BYO drinks)

TICKETS

Call MMHC (03) 9926 9300

MARY MACKILLOP

Today



Photos courtesy of Mary MacKillop Today



MARIAN COLLEGE

A Kildare Education Ministries Catholic School for girls in the Brigidine Tradition.



PROSPECTIVE FAMILY INFORMATION EVENING

TUESDAY 25 JUNE 2024
5.00PM– 6.30PM

MARIAN COLLEGE SUNSHINE WEST
196 Glengala Road
Sunshine West VIC 3020

T +61 3 9363 1711
E principal@mariansw.vic.edu.au
www.mariansw.catholic.edu.au

BOOK NOW VIA
THE QR CODE OR
OUR WEBSITE



It has come to our attention that some students in the school may have head lice and I seek your cooperation in checking your child's hair this week.

Head lice do not transmit infectious diseases – they are transmitted by having head to head contact with someone who has head lice. You may be reassured to know that head lice are commonly found in places other than at here at Our Lady's. Head lice are common in school-aged children and are the most adaptable of creatures. They have survived living solely on humans for 10,000 years!!!!

What can you do?

I seek your cooperation in checking your child's hair and in those instances where head lice or eggs are found, treating your child's hair. Please visit www.betterhealth.vic.gov.au and search for "head lice (nits)" for advice on finding, treating and preventing head lice.

When can my child return to school?

Health regulations requires that where a child has head lice, that 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. More information about exclusion requirements can be found by searching for "school exclusion table" at www.health.vic.gov.au.

Please read the next few pages for more information.

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.

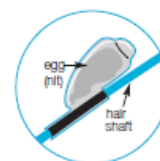
Any head lice product could cause a reaction and should be used with care by women who are pregnant or breastfeeding, children less than 12 months old and people with allergies, asthma or open wounds on the scalp. If you are unsure, please check with your pharmacist or doctor.

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.

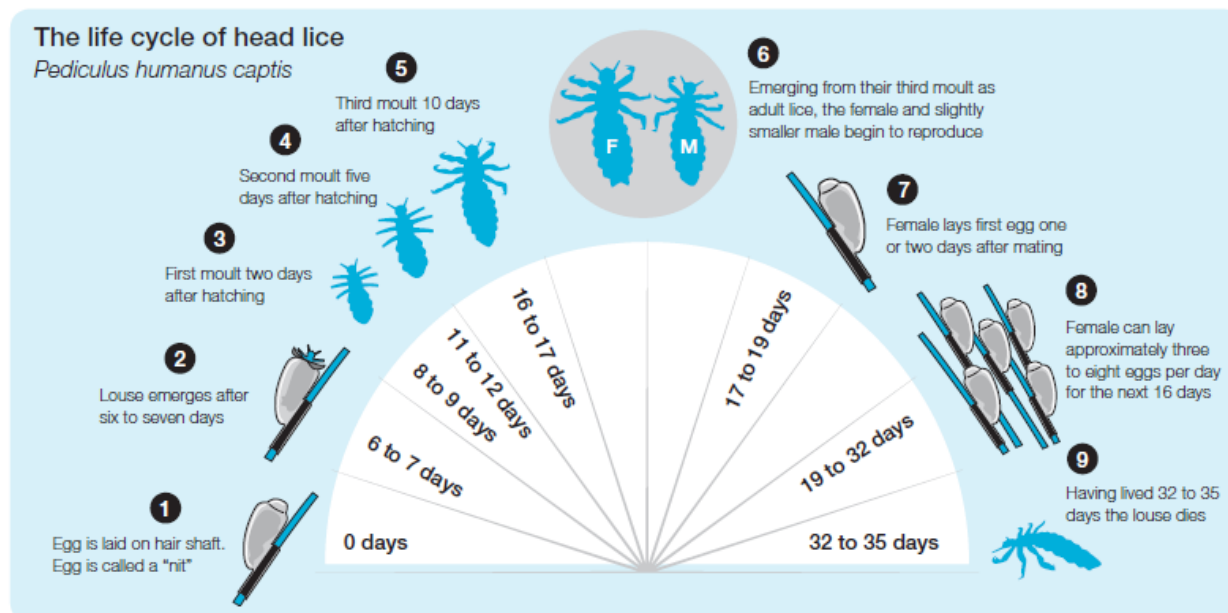
The department recommends a child with head lice can be treated one evening and return to school or children's service centres the next day, even if there are still some eggs present. There is no need to miss school or child care because of head lice.

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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Every Day Counts

There's a relationship between how much your child attends school and their overall academic achievement. Regular school attendance is strongly correlated with academic success, and chronic absenteeism, or prolonged periods of school absence, can have a negative impact on a child's educational attainment.

There is also a relationship between attending school and social and emotional outcomes. On average, we see that regular interaction with peers and teachers fosters social skills, emotional intelligence, and a sense of belonging. Children who consistently miss school may experience feelings of isolation, struggle with forming positive relationships, and face challenges in developing essential life skills. School is often a place where students receive emotional support from educators and peers.

Additionally, completing education is often associated with better employment prospects, higher earning potential, and an improved overall quality of life. Children who miss substantial amounts of school may face difficulties transitioning to higher education or entering the workforce. This can limit their options and hinder their ability to pursue fulfilling and rewarding careers.

Based on research from around the country and the world, most Australian states have a mantra (and a marketing message) that every day counts. QLD Education, for example, states on their website that:

"Every Day Counts is a state-wide initiative that aims to assist in improving student attendance at school through a shared commitment by students, parents, caregivers, schools, and the community."

Multiple days of absence from school, especially consecutive days, can be problematic for students. But a day here or there is less about impacting learning outcomes for kids and more about:

- Making life harder for teachers who have to continually repeat work and try to help students catch up on missed content.
- Helping students with consistency.

- Allowing parents to complete their responsibilities, which can often be completed only when kids are at school.

So, when the kids are asking for days off, what's the best way forward?

Understand Root Causes

If kids are pulling a “sickie,” understanding what’s really going on is vital. It’s obvious, but often we miss the mark on this. Sometimes kids choose not to tell us what’s really going on. This is where we ***get curious, not furious.***

Do they need your attention because things aren’t good at home? Do they need your attention because things aren’t good at school? Are they saying they’re “sick,” but they’re struggling with a teacher, a peer, or a bully? Are they complaining about school, but they’re on their period and feel nervous about being at school at a sensitive time?

Pausing to really explore and understand is key.

Explore, Explain, Empower

When faced with the dilemma of kids wanting a day off, explore, explain, and empower. Discerning the underlying reasons, communicating a clear rationale for what you’re asking, and developing solutions together will usually be the best way forward. And if it’s something deeper (that could lead to school refusal), this process will generally help you discover that issue faster.

In doing these things we gain perspective, and we open a dialogue with our child that is more likely to lead to productive conversation and resolution.



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Those who obey God are my brother or sister or mother

10th Sunday in Ordinary Time, Year B



When Jesus spoke to the crowd of followers, he referred to them as his own family because they were following the will of God. Draw a picture of yourself surrounded by some people you know who also follow God's will.



Jesus tells us that a nation whose people fight each other won't last long. Write down some ways you can help to resolve the conflicts you might have with your family and friends.



I can resolve conflict with my family and my friends by...

Gospel Mark 3:20-26, 31-35

Jesus went home with his disciples, and such a crowd collected that they could not even have a meal. When his relatives heard of this, they set out to take charge of him, convinced he was out of his mind.

The scribes who had come down from Jerusalem were saying, 'Beelzebul is in him,' and, 'It is through the prince of devils that he casts devils out.' So he called them to him and spoke to them in parables, 'How can Satan cast out Satan? If a kingdom is divided against itself, that kingdom cannot last. And if a household is divided against itself, that household can never stand. Now if Satan has rebelled against himself and is divided, he cannot stand either - it is the end of him.

His mother and brothers now arrived and, standing outside, sent in a message asking for him. A crowd was sitting round him at the time the message was passed to him, 'Your mother and brothers and sisters are outside asking for you.' He replied, 'Who are my mother and my brothers?' And looking round at those sitting in a circle about him, he said, 'Here are my mother and my brothers. Anyone who does the will of God, that person is my brother and sister and mother.'