IMPORTANT DATES:

11th March  
Labour Day weekend  
(public holiday-pupil free)

15th March  
S2S Yr 3 ‘The Arts’  
Sheepyard Flat  
School Photo order forms due to school  
Book Club orders due  
Whole school assembly

18th March  
School Council meeting  
7pm

19th to 21st March  
School Photos

22nd March  
End Term 1 early dismissal 2.30pm

28th March  
Term 2 commences

15th April  
End Term 1 early dismissal 2.30pm

Bernie will be absent from school for an extended period of time after taking some leave, but plans to return to school toward the middle of term two.

Events such as this demonstrate the strength of our wonderful Mansfield community and it is heartening to know that Bernie is so well supported.

All children have been informed about Derek’s passing and as a consequence, Bernie’s absence. The students have also been offered counselling support if needed.

Parents similarly should feel free to contact the school if there is anything they need in terms of support either for themselves or for their children.

Paul Volkering  
Principal.

Volunteers/Classroom Helpers/Parents

We are in urgent need of at least two or three parents to help collate and collect Canteen orders. Our new Canteen arrangements have been well received by families, but we do need at least another two or three parents to help coordinate and collect the orders. If you can help, please see Lisa or Joan in the school office.

Parents are advised that the School Council election process has closed. Our next meeting of School Council is on Monday, March 18th and is also an Annual Reporting meeting. Any interested parents are invited to attend. The Annual Reporting meeting outlines the school performance over the last 12 months.

The composition of the new School Council is as follows.
NATIONAL NO BULLYING DAY. Next week, March 15th, is National No Bullying Day coinciding with our whole school Assembly. Parents are invited along to our Assemblies.

PUPIL FREE DAYS 2013
January 29th (Staff commence)
April 26th (Friday after Anzac Day)
June 7th (Friday before Queen’s birthday)
November 4th (Monday before Cup Day)

TRAFFIC CHANGES
With works commencing at the Mansfield Recreation Reserve road conditions in Apollo Street will change slightly. From Curia Street to Olympic Street will be two way while works are in progress, this will stop trucks passing through the school zone. Signage will be placed in Apollo Street.

BOOK CLUB
Scholastic Book Club Issue 2 has been sent home with your child today. This issue is due to be returned to school by Friday 15th March. Please return orders to the book club boxes located outside the school library by this date. If you are paying by cheque please make the payment out to Mansfield Primary School. No late orders can be accepted.

RELIGIOUS EDUCATION
The RE program has commenced for the school year. The program teaches children about values and respect. These values are consistent with our school values. Permission for RE is given on your child’s enrolment form, if your situation has changed please notify the RE Coordinator- Nicole Comerford in writing.

LOST SCHOOL UNIFORM
We have had a number of enquiries regarding lost items of uniform, especially while we are having cooler mornings and warmer afternoons. Could you please remind students to put their clothes in their school bags and could you also please check the names on your items of clothes. It is important that your child’s school uniform is labelled.

SCHOOL LEADERSHIP
There have been a number of leadership roles filled this week. The grade 6 students created a curriculum vitae and wrote an application letter to the teacher in charge outlining leadership qualities they have demonstrated. All submissions were excellent and of a high standard.

Congratulations to the following students.

Media team
Luke Nash
Darcy Bowker
Patrick Smith
Riana Allen

Sports team
Bella Butterworth
Huey Madden
Chloe Garoni
Connor Humphrey
Heath Kirley
Hayley Wilson
Kai Symonds
Aden Philips
Jaia Wincer
Caleb Anusheit
Ollie Macdonald
Mitchell Smith
Josh Hamstead

Junior School Council
Lily Harris
Grace Whyte

ICT
Josh Payne
Jaidyn Peck
Artie Pinder
Tynan Mims

Environment Team
Tallulah Madden
Amber Eccles
Mickey Wilkinson

Library
Aaliyah Lloyd-Roma
Josh Jenkins
Bella Dolling
Leah Healy
Caitlin Francis
Mikaylah Cummins
Jacqueline Lewis
Ella Schulz

Art Team
Connie Jacotine
Sammy Hardiman
Annie Lawson Carden
Eddie LeBrocque
Jessica Corpe

HEADLICE
These little critters are continuing to cause a problem for some of our families. Please ensure that you regularly check your child’s hair and if you find any evidence of headlice please treat them immediately before your child returns to school. Further information about headlice is included in this edition of the school newsletter.
Maths Tips for Parents

Encourage your child to have a positive attitude towards Maths.

Teaching of Maths has changed to reflect more closely what we know about children’s learning

- There is an emphasis on understanding rather than following procedures (borrow & pay back –trading)
- There is more emphasis on the relevance of maths to the ‘real’ world
- As they learn maths, children –talk (verbalise their thinking)
  -write (record their work/strategies)
  -build models (eg build 4\textsuperscript{th} with multilinks, make 3D shapes)
  -conduct experiments (What does a million look like?)

- Technology (particularly calculators & computers) can play a significant role in learning. It is OK to use a calculator to solve difficult equations if they can estimate an approximate answer or know whether an answer is reasonable or not.
- There is a greater emphasis in mental computation, as well written methods so it is vital that children learn basic number facts (tens facts, doubles, times tables)

More tips next time

Yvonne Robinson – Maths Specialist

SCHOOL LEADERSHIP DAY

On Friday 1\textsuperscript{st} of March the Mansfield Primary School leaders joined 3000 other students at the National Young Leaders Day in Melbourne. We saw lots of inspirational people with inspiring things to say. They spoke about integrity, respect, relationship and welfare. There were five speakers: Mike Martin, Creel Price, Dan Jackson, Susan Thomas and Ruben Meerman. Ruben Meerman was the most favourite speaker

A young man named Dan Jackson (Richmond footballer) talked about leadership. The key message was little things make a big difference. When he was in primary school he learned about leadership and stressed the importance of having young leaders in our school to mentor other students. Susan Thomas from the Victorian Police talked about learning from your mistakes and being confident to step out of your comfort zone. Susan described how she crashed her car during nightshift and is more careful now. Ruben Meerman (scientist/surfer) told us about being bystanders. The ‘bystander effect’ is when we follow and copy instead of standing up for what is right.

All the leaders would like to thank Paul Volkering and Jamie Butterworth for taking us down to Melbourne to be able to participate in such a valuable event.

We had an awesome day Pippa, Denny, Nick, Darcy, Annie, Heath, Chloe, Huey, Bella, Connor and Riana.

By Riana Alan and Darcy Bowker – Media Team.

PARENTS AND FRIENDS MEETING

………………..NEXT WEEK!

There will be a meeting in regards to fundraising for MPS and the new Parents &Friends Committee in the staff room at 2.30pm Wednesday 13\textsuperscript{th} March. Please come to talk about things we can do for our fantastic school, our kids and the staff. If you have any fundraising ideas and plans they would be greatly appreciated!

If you cannot make it but have something to say please contact;

Charlotte Lindsay (Eadie 2SC & Pippa 6CJ) on 0408 053 805 or lindsay@mansfield.net.au

Sonali LeBroque (Benny 2SC, Timmy 34J & Eddie 6LD) on 0437 958 968 or dse195@hotmail.com

Mansfield Junior Cricket Presentation Night

Will be held on Tuesday 12th March 6pm Lords Oval
$5.00 per family to cover BBQ
Please bring along your sold raffle tickets
Drinks Available
ICAS tests primary and secondary school students in the core curriculum subjects each year nationally and internationally. For over 20 years ICAS has taken place each year in schools throughout Australia, New Zealand, Singapore, Malaysia, Brunei, the Pacific region and South Africa. Your child is invited to participate in 2013.

ICAS provides an opportunity for all Years 3 – 12 students to gain a measure of their own achievement in an external testing situation. It provides teachers, parents and students with comprehensive reporting of results in the areas of Computer Skills, English, Mathematics, Science, Spelling and Writing.

All students receive a certificate and an individual student report indicating which questions they answered correctly and their score compared with the rest of the students tested. The tests are an excellent preparation for National tests and the student report is useful for highlighting your child’s strengths and weaknesses.

High quality UNSW certificates are awarded for each year level as follows:
- High Distinction to the top 1% of entrants
- Distinction to the next 10% of entrants
- Credit to the next 25% of entrants
- Participation to all other participating students.

If you would like your child/children to participate in the 2013 ICAS tests, please fill out the tear off slip below and return it to school with the appropriate entry fee by Friday 15th March.

For further information, please contact Hazel Bell.

I would like my child/children……………………………………….. of Grade/s ……………………………

to enter the following competitions.

Please tick the competitions for your child/children.

☐ Computer Skills – 21st May ($8.80 GST inclusive)
☐ Science – 5th June  ($8.80 GST inclusive)
☐ Writing – 17th June ($18.70 GST inclusive)
☐ Spelling – 18th June ($12.10 GST inclusive)
☐ English – 31st July ($8.80 GST inclusive)
☐ Mathematics – 13th August ($8.80 GST inclusive)
☐ All of the above ($66.00 GST inclusive)

I have enclosed $ ........................... for the entry fee/s.

Parent’s Name ..................................................  Signature............................................
On Thursday March 14th Mr MacMunn and Mr Muscari are going to take part in the Leukaemia Foundation’s ‘World’s Greatest Shave’. Ms Robertson has kindly offered to shave Mr MacMunn’s hair (she thought about shaving her own head but then got scared). Students, parents and teachers are welcome to come along to the basketball court at 1:45pm to observe. Students, parents and teachers who would like to donate can do so at the front office. Lisa and Joan also have a receipt book as all donations above $2 are tax deductible.

Did you know?
- Blood cancer is Australia’s biggest cancer killer, after lung cancer
- More than 11,500 Australians will develop leukaemia, lymphoma or myeloma this year – or a person every 46 minutes
- Right now, more than 50,000 Australian families are facing the physical, emotional, and financial challenges of blood cancer
- Money raised from the World's Greatest Shave funds blood cancer research and free support through the Leukaemia Foundation
- The Leukaemia Foundation is the only national not-for-profit organisation dedicated to the care and cure of people with leukaemia, lymphoma, myeloma and related blood disorders.

From the school chaplain
Mystery and Wonder

A few weeks ago my husband and I were watching Jupiter (the fourth brightest natural object in the sky) through binoculars. It was disappearing behind the moon (the second brightest natural object in the sky). If we had a telescope, we could have watched several of Jupiter's moons disappearing as well.

I was wondering what it would be like to be a pre-scientific person watching such an event. What sort of story would such a person construct to explain this amazing event?

In a scientific world, we can miss the mystery and wonder of such events because we explain them with numbers, rules, predictions and theories of gravity. But science can also add to our sense of awe. Professor Brian Cox presents TV shows about the solar system. He is a scientist, and he is absolutely enthralled with his subject.

Watching Jupiter disappear the other night was awe inspiring and I didn’t want to miss the moment when the planet disappeared completely.

Take time to be enthralled.

Sue McDonald
(Sue is employed under the National Schools Chaplaincy and Well Being programme. The opinions expressed here are her own.)

Morning Coffee Discovery Tour

Every Monday 9.00 – 9.30am
Coffee and Tea in the staff room for parents
Monday 18th March - how do you show love towards your children, and does it make sense to them? Hear some thoughts and share your ideas.

All welcome.
Building Respectful and Safe Schools

A fact sheet for parents and carers about responding to bullying and unacceptable behaviour

Discovering that your child is being bullied or that your child is bullying others is very stressful and upsetting. Most parents and carers initially experience anger, confusion and guilt.

The following information has been developed to provide you with useful strategies in dealing with incidents of bullying or other forms of unacceptable behaviour.

What is bullying and unacceptable behaviour?

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, damage their property, reputation or social acceptance on more than one occasion. Bullying includes physical bullying such as hitting; verbal bullying such as name calling; indirect bullying such as spreading rumours and cyberbullying which includes the use of digital technologies to bully or harass someone.

Unacceptable behaviour refers to a wide range of behaviours that are not appropriate or acceptable, including harassment, discrimination and threats or acts of violence.

Bullying is NOT

- a situation where there is mutual conflict, that is a balance of power where students are both upset and usually want a resolution to the problem.

- Social rejection or dislike (unless it is a repeated act and directed towards a specific person).

- Single episodes of nastiness, meanness or one off acts of aggression or intimidation.

How do I know if my child is being bullied or a target of unacceptable behaviour?

Some of the signs that a child is being bullied or a target of unacceptable behaviour include:

- an unwillingness or refusal to go to school
- feeling ill in the mornings
- frightened to walk to and from school
- wagging school
- doing poorly in their school work
- becoming withdrawn, starting to stammer, lacking confidence
- crying themselves to sleep, having nightmares
- asking for money or starting to steal (to pay the bully)
- refusing to talk about what’s wrong
- having unexplained bruises, cuts, scratches
- beginning to bully other children or siblings
- becoming aggressive and unreasonable
- reluctance to discuss cyberbullying in case their computer of phone is taken away.

What can I do if my child is being bullied or targeted by unacceptable behaviour?

Step 1: Listen carefully to your child and show concern and support.

Step 2: Congratulate your child for confiding in you.

*Adapted from Kidscape, available at www.kidscape.org.uk/parents/signsof.shtml

Every child every opportunity
Step 3: Give sensible advice – don’t encourage your child to fight back; this will most likely increase the bullying or unacceptable behaviour.

Step 4: Assist your child to develop positive strategies including:
- ‘saying leave me alone’ and calmly walking away
- avoiding situations that might expose them to further bullying or unacceptable behaviour
- making new friends
- using technologies safely and responsibly.

Step 5: Ask your child the following questions to understand if there is a repeated pattern:
- What, where and when did the incident happen?
- Who was involved on each occasion?
- Did anybody else see it and, if so, who?
- What solutions have been tried so far?
- The names of any teachers who may be aware of the problem.

Step 6: Work with your child’s school to solve the problem. Schools take their responsibilities in relation to bullying and unacceptable behaviour very seriously and they have more success when parents work with the school to solve the bullying problem.

Remember, if you were not aware that your child was being bullied or the target of unacceptable behaviour, then perhaps your child’s teachers did not know about it either.

You should:
- Make an appointment with your child’s teacher and make notes of the points you want to discuss before the meeting.
- At the meeting try to stay clam and present information in a way that makes it clear that you and the school are working as partners in trying to fix this problem.

The school will need time to investigate and to talk to teachers and, perhaps, other students.

Step 7: Work with the school to establish a plan for dealing with the current situation and future incidents of bullying or unacceptable behaviour. Before you leave, ask for clarification about the next steps in the plan.

Step 8: If needed, ask for appropriate specialist staff to become involved.

Step 9: Encourage your child to report any further incidents of bullying or unacceptable behaviour to a teacher they trust at the school.

What should I NOT do if my child is being bullied or a target of unacceptable behaviour?
- Do not directly approach any other student who you believe may have been involved in bullying or targeting your child.
- Do not try to sort the issues out with their parents. This usually doesn’t work and makes the situation much worse.

What if my child is bullying or targeting others?
- Respond calmly and non-defensively, and commit to working with the school to manage the problem in a helpful way.
- See the situation as an opportunity for your child to learn important developmental lessons.

What should I NOT do if my child is bullying or targeting others?
- Do not directly approach the bullied student or their family or try to get other parents to take your child’s side.

What can I do to reduce bullying and unacceptable behaviour at school?
- Report all incidents of bullying and unacceptable behaviour to the school, not just incidents that happen to your own child.
- Let your child know how much you disapprove of bullying and unacceptable behaviour and why.
- Any type of bullying and unacceptable behaviour at home should be avoided, and respect for others should be modelled and encouraged.
- Talk to your child about the qualities associated with caring friendships and discourage them from staying in ‘friendships’ where they are mistreated or not respected.

Useful websites
Building Respectful and Safe Schools: A resource for school communities

Safe Schools are Effective Schools: Student Engagement Policy Guidelines

Bullying. No Way!
www.bullyingnoway.com.au

Learning On Line
Help kids face their fears

Navigating fear is part of growing up. It’s important to remember that fear decreases (and sometimes disappears) with positive experiences.

All kids experience fear at some stage.

Many fears are normal and developmental, such as fear of separation, fear of the dark and fear of new situations.

Other fears – such as fear of the dentist, fear of new social situations and fear of dogs – are more individual. They are often learned, or occur due to a bad experience.

Author Gisela Preuschoff, in her book Raising Girls, describes a recent longitudinal study that showed how girls are more fearful than boys. The physical signs of fear, including increased heart rate and enlarged pupils, are greater in girls than boys. As androgens (male hormones) have a calming effect, boys show less fear.

Jerome Kagan, Professor of Psychology at Harvard University, believes that excessive fear in girls is related to overprotective but well-intentioned caring they receive from parents and carers.

It’s been noted that many parents allow boys to take more physical risks than girls, and have different views of danger for each gender.

Fear is okay

Navigating fear is part of growing up. Fear plays an important role. It makes us cautious and causes us to prepare for a new or risky situation. The preparation may be physical (“I’ll walk on the other side of the street to avoid that mean dog.”) or psychological (“I’ll be brave when I visit the dentist!”)

Sometimes normal, healthy fears are confused with anxiety. Fear is unhealthy if it overwhelms kids, dominating their thinking and behaviour, or if it paralyses and prevents them from participating in everyday life. Fear is normal if it makes them wary but is not overwhelming.

Fears need to be faced

It’s important to remember that fear decreases (and sometimes disappears) with positive experiences. Walk past a scary dog without being bitten often enough and you’ll learn that it’s not so scary after all! Give enough talks at school and kids will wonder what all the fuss was about.

Scaffolding is one way to help kids beat their fears. That is, if they are fearful of going into a new situation on their own, go with them for a short time, then find an excuse to leave once they have settled. Alternatively, leave them to spend just a short time in an unknown situation at first. Increase the time as kids get used to the situation. Scaffolding beats avoidance and helps overcome fear.

Validate your child’s fears but let them know you have faith that they will be able to face them. Point out that they have conquered fear before – when they rode a bike for the first time, gave a talk, slept on their own with the light off for the first time – and they can do so again.

Other ways to help kids be brave and reduce their fears:

1. Increase their physical skills. Increased physical confidence comes when children explore and learn to control their bodies. Gymnastics and martial arts are two activities that give boys and girls greater physical confidence.

2. Teach them how... Parents protect kids best by teaching them how navigate new situations rather than by preventing participation. Teach kids how to hold a knife, how to walk home from the park safely on their own, and how to climb a tree and get down again.

3. Teach kids simple relaxation techniques. Babies learn to self-soothe by sucking their fingers. Older children use other relaxation methods ranging from deep breathing, singing and self-distraction by, say, reading a book or listening to a story.

4. Show confidence and hope. Kids often take their cues from their parents, so if you want your child to be brave then you need to be brave too. I’m not suggesting you be dismissive of real fears, but your confidence and reassurance can really help when kids have to face their fears.
Treating and controlling head lice

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. Louise 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.

A Victorian Government Initiative

Department of Health

[Logo]
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 (malathion 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: