

Partners in Learning Newsletter

Moving forward *With the Passion to Succeed*

Assistant Principal Message:

Wearing a Hat Protects Your Child

The sun's ultraviolet (UV) radiation is the main cause of skin cancer, sunburn, premature ageing and eye damage. So it is important to help children develop good sun protection habits. Show children how to be SunSmart through role modelling and encourage independent sun protection behaviours.

Australia has one of the highest rates of skin cancer in the world.

Two in three Australians will develop some form of skin cancer before the age of 70. Sun exposure during childhood has a significant impact on a person's risk of skin cancer. The good news is sun protection will cut your risk of skin cancer at any age, no matter if you are six months or 60 years old.

To protect skin and eyes from ultraviolet (UV) radiation, Cancer Council Victoria recommends hats that protect the face, back of the neck, eyes and ears. **Broad-brimmed, hats offer the best protection** from UV radiation, providing the brim is wide enough. Baseball or peaked caps and sun visors are not recommended as they do not offer enough protection for the cheeks, ears and neck.

During the daily sun protection times (when the UV Index is at 3 or above) SunSmart recommends using a combination of the five sun protection measures:

1. Slip on sun-protective clothing.
2. Slop on SPF30 or higher broad spectrum, water-resistant sunscreen.
3. Slap on a hat – that protects your face, head, neck and ears.
4. Seek shade.
5. Slide on sunglasses – make sure they meet Australian Standards.



Please have a read of the attached Melton West Primary School Sun Smart Policy.

Jennifer O'Connor

Assistant Principal Prep-2 Learning Community



IMPORTANT DATES

**Grade 5/6 Rugby– Wednesday
1st November**

**Grade 3/4 Basketball– Friday
17th November**

**3/4 Werribee Zoo– Wednesday
15th November**

**Prep Melbourne Aquarium–
Friday 17th November**



Jessica Hodge



Alith Panthum

A Word from Our School Vice Captains

Dear Parents/ Guardians,

Last Friday 13th October the Grade 5/6 students attended a Rugby clinic at the school.

On Friday 24th November MWPS will be holding a "School Colour Fun Run". To participate students need to raise a minimum of \$10.

In Term 4 students are required to wear a hat.

Thank you :)

Getting it right in English!

What is phonological awareness and why is it important?

Phonological awareness is the ability to hear and manipulate sounds in words. It is important that all children have secure phonological awareness. It has been found to be a key component needed for beginning readers to acquire skills in reading, as well as a predictor of reading achievement.

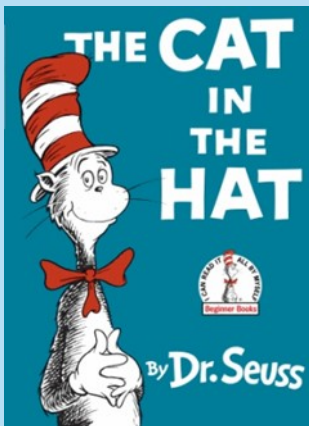
Children with low phonological awareness skills are at risk of developing reading and spelling difficulties. However, with practice of these key skills, reading and spelling outcomes can improve.

Below are some of the first phonological awareness skills children need to learn, as well as activities that you can do at home to practice these.

Syllables

Words can be broken up into 'beats' or syllables. A helpful strategy to help children recognise syllables is to place your hand under your chin and say a word. Each time your mouth opens is a syllable.

Play activities such as saying names of family members and objects around the home, counting the number of syllables. You could also sort pictures or words based on the number of syllables.



Rhyme Identification and Production

This is the ability to detect words that sound the same (not necessarily spelt the same) and to be able to generate words that rhyme.

One activity is to say two words to your child and get them to identify whether or not they rhyme by saying 'yes' or 'no.' e.g. bat & cat à yes, bat & cup à no.

Give your child two words and ask them to come up with another word that rhymes. E.g. tree, me, (nonsense words are ok).

Card games such as Snap, Go Fish! and Memory could also be played, using cards with pictures of rhyming objects.

Initial Sound Identification

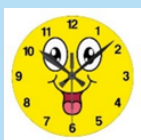
Initial sound identification is the ability to hear the first sound in a word e.g. What sound is at the beginning of sun? à s. It is also the ability to judge whether a word begins with the same sound.

A fun activity could be to present your child with three picture cards (two beginning with the same sound, one with a different sound) and say each one, identifying the first sound in each. Pick the odd one out!

When reading at home, look at pictures in books. Name the objects in the pictures (e.g. cow) and identify the first sound.

Ideas and information for this article were drawn from Phonological Awareness, Anne Bayetto, Flinders University and our speech therapists Jessica Lee and Sophie Cirillo.

Sarah Marshall- Leading Teacher Literacy



Marvellous Maths

About Time!



Telling time is an essential real life skill. While it is often taken for granted by adults it can be very confusing for children. Providing opportunities for children to engage in time related tasks inside and outside of the classroom will make it more understandable to them.

Here are some ideas to encourage time related skills for our Foundation students.

The language of time. When a young student talks about past events such as, “Last night I went to Grandma’s house”, the event may have taken place at any time in the past. Likewise, any event in the future might be regarded as ‘tomorrow’. Students need to learn to use the terms such as today, tomorrow, yesterday, last night, this morning, this afternoon appropriately.

Ask questions about the events shown and encourage students to respond with a variety of time language:

What do you do first in the morning?

What do you do in the afternoon?

What happens after music and before you have your dinner?

Ask your child what day is it today, what day will it be tomorrow or was it yesterday?

Yesterday was		Yesterday was	Monday
Today is		Today is	Tuesday
Tomorrow will be		Tomorrow will be	Wednesday

Times during the day

Select a few significant times during the school day, for example:

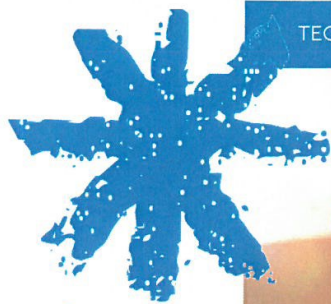
School starts at 9 o’clock.

We go home at 3:30 (three thirty).

We have dinner at 6 o’clock.

To ensure that children develop this new language, use frequent conversations about time in meaningful situations.

Leonie Hooke



The role of parents and screen time

by Martine Oglethorpe



These little devices that connect us, entertain us, provide us with information, show us where to go, keep us organised and allow us to indulge in retail therapy from almost anywhere, have become an integral part of our daily lives. Most of us won't leave home for long periods of time without being tethered to a digital device.

But when it comes to our children and their screen-time habits, we are often lamenting the role the devices play. These little screens that offer so much and answer so many of our needs also leave us wondering how much is too much for our kids, and how do we keep it under control?

When parents ask me this I urge them to dig a little deeper and look at what else they could really be asking. We need to look at how each individual child is coping with their screen time. Are they still doing the things they always enjoyed before they had access to a screen? Are they able to put the screen away without a fight? What sorts of things are they doing on the screen? Is it a positive experience? Are they learning something? Are they interacting with it or merely consuming media? These are questions we need to be constantly revisiting throughout their adolescent years.

At the same time, we need to make sure they are learning good habits from the beginning and gaining the skills and behaviours they need to stay in control of their screen time. To help form these habits, here are a few things you can do to keep screen time under control ... without your kids resorting to techno-tantrums.

Look at how you are role modelling screen-time behaviours

We know our kids learn much more from watching what we do, as opposed to listening to what we say. So how is your technology use affecting you? Are you ignoring others because you are scrolling? Are you falling asleep with a phone or tablet landing on your forehead? Are you able to give yourself over to certain tasks and focus without being distracted by beeps and notifications? Are you giving yourself some time without a device to enjoy family, friends and activities that keep you healthy and balanced?



Have rules that are 'no brainers' for your family

When it comes to technology, the rules often change as our children develop and mature. But we can also make some universal rules for the whole family based on our individual family values and what is important to us. It may be that there are no phones in the bedroom at night. It may be that there is no technology after a certain time of the day. It should certainly be that devices never ever come to the table at dinner time. Aiming for at least a few meals where the family is eating together is crucial. Your kids need this time to talk, connect with family and have a break from being 'switched on' to a device. They need to get into the habit of not eating and

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scrolling. So make your rules early and stick to them.

Build a culture of balanced play in your home

There is no doubt that we as parents need to work harder today to nurture all the many elements of a child's development. When a small device appears to provide them with so much it is little wonder our kids have trouble putting them down and going outside to play. Unlike a book or a game there is often no end to what happens with a device. There is always something more to see or do, another level to reach, another city to build or another army to destroy. So we need to get better at providing lots of other ways for our kids to be entertained, informed and connected to others. This may mean we have to physically go outside and play with them rather than simply tell them to go out. It may mean we have to insist on visits to places where devices don't come out. Kids still want to run and jump and play – they just need to be reminded and encouraged to do so even more today. By building other ways to learn, play and interact into our kids' lives from an early age, we are helping these things become part of their daily lives – habits that in turn become behaviours.

So while we often feel like the devices are taking over, all of these strategies rely on us – the parents. We need to be the ones to get in early and help show them the way. We need to take a look at what we are modelling to them in terms of our own device use and our own lifestyle. We need to be helping them form the right behaviours. There are many wonderful benefits that come with these devices, so ensuring we are using them in positive ways, and are in control, will go a long way to ensuring we are all reaping those benefits.



Martine Oglethorpe

Martine Oglethorpe is a speaker, counsellor and educator with a passion for building resilient kids in a digital world. Martine is available for student workshops focused on positive online behaviours, for teacher professional development on how the digital world affects what happens in the classroom and for corporate and parent information sessions. For more information head to her website themodernparent.net. Contact details: info@martineoglethorpe.com.au, themodernparent.net, facebook.com/themodernparent

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Policy No.	MELTON WEST PRIMARY SCHOOL	Reviewed
000	SUNSMART AND HEAT POLICY	August 2017

1. PURPOSE

- Over exposure to the sun presents a serious health risk. Students must therefore be educated as to the need for suitable sun protection, and protected from over exposure to the sun whilst at school. Sun protection is used 'during the daily local sun protection times (whenever UV levels are three or above)' and NOT just during terms one and four. The 'SunSmart UV Alert' is now just referred to as the **daily sun protection times**. The sun protection times are issued whenever UV levels reach three and above. It is important to use a combination of sun protection measures during these times and never just rely on one. Sun protection times are also available on the [free SunSmart app](#) or at sunsmart.com.au or myuv.com.au. If students are unable to follow the daily sun protection times, they are encouraged to use sun protection from **mid-August to the end of April** when average UV levels are three or higher in Victoria.
- To assist with the implementation of this policy, staff and students are encouraged to access the daily local sun protection times via the [SunSmart widget](#) on the school's website, the [free SunSmart app](#), or at sunsmart.com.au or myvu.com.au.

2. POLICY STATEMENT

- Ensure all children, educators and staff have some UV exposure for vitamin D.
- Ensure all children, educators and staff are well protected from too much UV exposure by using a combination of sun protection measures during the daily local sun protection times (issued whenever UV levels are 3 and above).
- Ensure the outdoor environment is sun safe and provides shade for children, educators and staff.
- Ensure children are encouraged and supported to develop independent sun protection skills.
- Support duty of care and regulatory requirements.
- Support appropriate OHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

3. IMPLEMENTATION

- a) The sun protection measures outlined in the policy are used for all outdoor activities during the daily local sun protection times.
- b) This policy is to be read as part of our Student Dress Code.
- c) Children will be required to wear School Council approved school uniform, which will include shirts with collars, longer styled shorts and skirts.
- d) Students and staff are required to wear broad brimmed hats, that protect their face, neck and ears (at least 5-6 cm rigid brim). Peak caps and visors are not considered a suitable alternative.
- e) Appropriate School Council approved school uniform hats for students will be readily available for purchase through Lowes available at Woodgrove Shopping Centre Melton.
- f) The school supplies SPF30 or higher broad spectrum, water-resistant sunscreen for staff and student use. Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices). Sunscreen is applied before going outdoors in Terms 1 and 4.
- g) School Assemblies will be held in the mornings in Terms 1 and 4 to avoid the heat of the later part of the day.
- h) School Council also approves students wearing close fitting UV protection wrap around AS1067 sunglasses whenever they are outside.

- i) Children without broad brimmed hats or appropriate clothing will be restricted to play in designated shaded areas.
- j) Whenever possible, outside activities will be planned in shaded areas.
- k) Hot Day timetable to be implemented (subject to extreme weather)
- l) The school council will provide adequate shade structures for students as practicable; particularly over high density play areas such as sand pits and play equipment.
- m) Students are encouraged to use available areas of shade when outside.
- n) The school newsletter and school assemblies will be used to highlight and reinforce the need for sun protection and using shaded areas.
- o) Our school is a member of the SunSmart Schools and Early Childhood Program at Cancer Council Victoria.

4. EVALUATION AND REVIEW

4.1 This policy will be reviewed as part of our school's regular three-year review cycle or more often if necessary due to changes in regulations or circumstances.

Date Reviewed (School Council Endorsement)	August 2017
Date of Last Review	Feb 2016
Next Review Due Date	Feb 2020
Responsible for Review	Assistant Principal
Frequency of Review Review Date (Yearly)	3 Year cycle
References	Victorian Government Schools Policy Advisory Guide

5. RELEVANT DOCUMENTS & LINKS

- DEAT The Compact: Roles and Responsibilities in Victorian government school education: Principle 3 (2012)
- DEAT School Policy & Advisory Guide (SPAG) Sun & UV protection (2011)
- DEAT OHSMS Implementation Guide (2009)
- DEAT Building Quality Standards Handbook (BQSH): Section 8.5.5 Shade Areas (Oct 2011)
- DEAT Guidelines for School Playgrounds – Playground safety management: Section 3.2.5 (2012)
- DEAT Outdoor activities
- Catholic Education Commission of Victoria (CECV) Occupational Health & Safety Checklist
- Independent Schools Victoria (ISV) Compliance Framework: Sun Protection / Health & safety
- Victorian Early Years Learning and Development Framework (VEYLDF)
- Education and Training Parliamentary Committee Inquiry into Dress Codes and School Uniforms in Victorian Schools – Government Response
- Safe Work Australia: Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight (2008)
- AS 4685.1: 2014 Playground equipment and surfacing – General safety requirements and test methods