An overview of Big Write and VCOP

'Big Write and VCOP' is a fun-filled and exciting literacy program designed and proven to raise standards in writing regardless of ability. This is achieved through highly motivating, differentiated lessons and games that embed all the skills and knowledge required to be successful, to continue to improve, and achieve amazing results. Big Write and VCOP is a writing program that aims to raise the writing standards of all students at TPS, regardless of ability, gender or age.

The results of the program are well documented in the UK, where Big Write schools on average, achieve 15% higher scores in national tests. In Australia the results have also been impressive where the program has been trialled at Pearcedale Primary School. In 2010, the Grade 2 cohort of students were identified as low achievers from the Prep intake, comprising of a higher than normal number of funded students, deaf facility students and students just missing out on funding. In 2011, Big Write and VCOP was used in the hope of helping these students improve. After only eight weeks, the students were able to achieve results higher than the national average in both 'Writing' and 'Grammar and Punctuation' in the Naplan tests. By the end of the year, all of the students had progressed from a mere 42% achieving the expected level, to 65%, an increase of 23%!

Big Write and VCOP uses continuous formative assessment through the use of the Australian Criterion Scale, which has been developed in line with the Australian National Curriculum. It ensures consistency in marking between grades and across grade levels. It empowers the children to assess their own progress, set their own goals and thus form an ownership of their learning journey. The success of this program has generated a level of excitement at TPS that we wish to share with all our stakeholders.

FOOTBALL AT SCHOOL

We will continue to remind children who play football regularly at recess and lunch time, about some very important rules and guidelines related to football ‘play’ at school;

Football ‘play’ at school recess and lunch times is not the same as playing football in an actual match that has the luxury of wide open spaces, coaches and umpires to monitor the game. The space available at school is still not big enough for ‘match like’ play.

The system of football ‘play’ at school needs to be very different to how an actual match is played within a ‘club’ or ‘team’ environment and the rules need to be adjusted accordingly.

Physical contact, rough play or tackling is therefore not allowed at school.

‘Kick to kick’ is a good form of football ‘play’ at our school, given the high numbers of participants assigned to a limited space and, although we do have teachers on yard duty, they are not there to act as umpires, coaches or trainers. It is important to note that these principles also apply to other team sports, such as rugby, soccer and basketball; however, at this time of the year it is Aussie Rules football that seems to be causing the most issues. It is often necessary to clarify and reinforce these rules as a result of injuries that have been sustained in recent times by children playing Aussie Rules football. Some of these injuries were caused by simple, unintentional clashes, slips or falls, making it even more important to reinforce the ‘no-contact’ or ‘rough play’ rule.

Please discuss this issue with your child to help reinforce the need for us all to do our best to make TPS a safe and enjoyable environment for children to learn and have fun with their friends.
PARENT OPINION SURVEY

Last Monday we mailed in excess of 30 parent opinion surveys to randomly selected families across the school. This is a very important part of the school’s accountability framework and we do really value the feedback we get through this survey to help further inform our school’s ongoing commitment to continuous improvement. It would be great if we could get a 100% return rate this year. We would be grateful if parents could ensure that these surveys are returned to the office by the end of this week.

HEAD LICE INFORMATION SESSION

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.

In addition the school has an information session taking place on Monday 5th August commencing at 2pm. Once the session has been completed we will be looking for interested parents to be trained in a systematic checking concept throughout the school. In the meantime I have attached further information in regard to the prevention of head lice.

About Head Lice

Enlarged image of head louse. Actual size 2 to 4 mm.

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. 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 60ºC) 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 (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 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.

**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.

**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 childcare 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.
A BIG THANKYOU to the following market helpers: Darren Walker, Cheryl Hughes, Jeff Hughes, Janine Mcdonald, Grant Wilson, Chris + Jayden Holliss, Maria Dingwall, Mel Zuccarini, Stefan Wycisk, Maria, Dezi, Zoe Samas, Mikayla Davies, Rachel Nevins, Donna Thomson, Wendy Sharrock, Alicia Perkins, Chloe Sharrock, Grant Wilson, Belinda German, Lisa Bateman however there was not enough helpers to receive the $100 for the classroom. Our next market is Saturday 24th August with 3/4T – Miss Withers grade rostered on.

Students of the Week

Prep B - Mrs Bos –

Prep P - Mrs. Morssinkhof – Max Gorton – for being a great class member and always having wonderful manners. Well done Max.

1/2B-Mrs Baird- Charli Kelly – Welcome to Tootgarook Primary School.

1/2H-Mrs. Hughes –Niall Harbour - for being an enthusiastic student with a wonderful general knowledge. Keep up the great work Niall.

1/2P-Miss Perkins – Paige Wood – for settling back into Tootgarook Primary School with a beautiful smile and a hardworking attitude.

3/4T- Miss Withers – Thomas Flynn – welcome to 3/4T, you’ve settled in quickly and have shown that you are a valued class member. Keep up the great work!

3/4W-Ms. Walton – Keely Nevinson – for her increased confidence. She always tries her hardest in everything she does. Well done Keely!!

5/6B-Mrs. Bruin – Emma Kennedy – for being a responsible member of 5/6B and a dedicated Junior School Council representative. Keep up the great work!

5/6Q-Miss Quintin –

Art / Craft – Gr 3-6 – Ms Lee – Olivia Barrett – 5/6B – for her positive attitude and her application to all activities in the Art room. Well done!

Music (Mrs Young) – Samuel Alesci-Bateman – 3/4T – welcome back into band. You tried out a different instrument for a while, but realised the clarinet is for you. It is great to have you back in the band. Alexandra McIlfatrick – 5/6Q – welcome to band. Your practise have paid off and I am looking forward to have you playing the clarinet in band.

BERNIE WALSH ART AWARD – 5/6Q – for their sewing skills, celebrating their creativity and persistence to succeed.

If anyone has any Chess Sets they no longer want please send along to school for Chess Club – thanks!!

Wish List for Art Room – if you have any of the following items that you think could be of use for the Art room, please see Ms Lee
Ice-cream containers, wool, buttons, embroidery cotton, sewing cotton thread, tapestry wool, polycotton thread, bias binding, newspapers, design magazines…………..Thank you!!!

EMA
If you were not eligible for EMA during the first semester but now have a current Healthcare Card or Pension Card which was valid on the 15th July. Please see Fran or Judy at the School Office to fill in a form and present your Health Care Card.