



NEWSLETTER

Week 4 Term 1, 2019

PREMIER'S DEBATING WORKSHOP

Lucie, Charli, Phoebe, Jarryd and Lucas attended the Premier's Debating Workshop with Mrs Whiteman this week. Students refined their rebuttal and argument techniques, and participated in games and activities developing confidence in preparation for the Premier's Debating Challenge later this year.



YOU CAN DO IT AWARDS

CONNIE CONFIDENCE

Lucas

Displaying confidence in Geography

PETE PERSEVERANCE

Taimana

Displaying great determination and perseverance

OSCAR ORGANISATION

Dawson

Demonstrating great organisational skills at assembly

GABBY GET-ALONG

Jack A

Demonstrating kindness and support to a fellow classmate

RICKY RESILIENCE

Benji

Demonstrating resilience in classroom activities

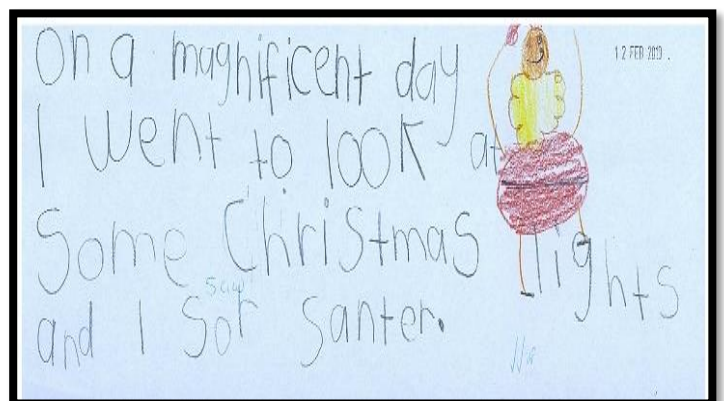
KIDS CORNER

Haylee
Year 1
Outstanding writing



WONDERFUL WORKERS

- K - Bonnie & Sophia
- 1 - Haylee & Alice
- 2 - Zavier & Declan
- 3 - Eddy & Hannah
- 4 - Brodie & Rongomai
- 5 - Caitlyn W & Jesse
- 6 - Amelia & Samuel





MERIT AWARDS

Congratulations to the following students who will receive merit awards next week.

- K - Carlin & Alex**
- 1 - Evellyn & Charlie**
- 2 - Harmony & Elsie**
- 3 - Xavier & William**
- 4 - Keira & Max**
- 5 - Abby & Lucy W**
- 6 - Brodie & Lillian**
- Library - Caitlyn W & Sarah**

CONGRATULATIONS!

LIBRARY NEWS

Children are enjoying library lessons and taking advantage of the wonderful selection of books we have for borrowing. Please refer to the table below for your child's library day. Infants children may borrow two books each week. Primary students may borrow 3 books each week. Students will not be able to borrow new books until they have returned previous books. All children must have a library bag for borrowing.

2019 LIBRARY DAYS	
Kindergarten	Thursday
Year 1	Thursday
Year 2	Thursday
Year 3	Tuesday
Year 4	Tuesday
Year 5	Wednesday
Year 6	Tuesday

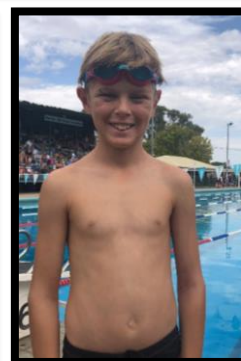


PSSA ZONE SWIMMING CARNIVAL
ZONE SWIMMING CARNIVAL

On Tuesday 19th February 2019, 21 students attended the PSSA Zone swimming carnival in Scone. All students swam competitively and many personal bests were achieved on the day. Student behaviour and sportsmanship was exceptional! Congratulations to Max S, Tyler, Charlotte, Isla, Gabbie, Ruby, Archie, Keedan, Eddy, Theo, Ella, Mercy, Georga, Jonathan, Rory, Indya, Caitlyn, Lucy, Matilda, Phoebe and Jeb! Thank you to the parents who transported children to and from the carnival and assisted with time keeping duties throughout the day. Special congratulations to Archie, Keedan, Eddy, Jonathan, Indya, Matilda W, Phoebe and Caitlyn W, who have qualified for the Regional swimming carnival to be held on Tuesday 5th March, 2019. We wish them well for the next level of competition.

ZONE SWIMMING RIBBONS

Zone swimming carnival ribbons will be presented at an assembly in the coming weeks.





Visit our Facebook page for more great photos from the day!

ZONE CRICKET TRIALS

On Thursday 14th February, Jeb, Lucas, Blake, Jarryd and Eden participated in the PSSA Zone cricket trials. We are thrilled to announce that Eden, Jarryd and Blake have progressed to the next level of selections.



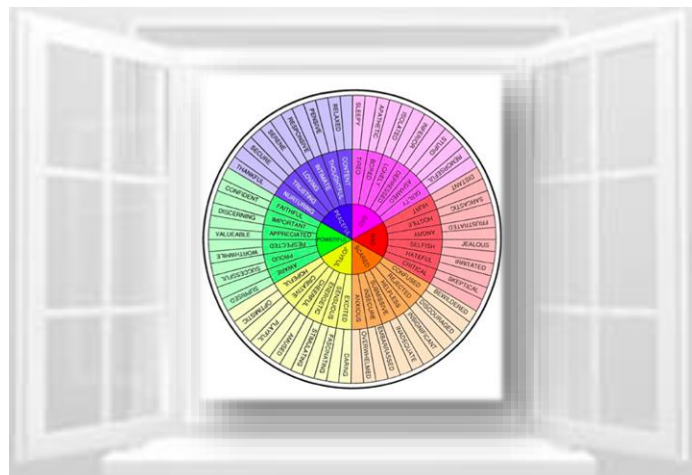
ZONE TENNIS TRIALS

On Monday 18th February, Jonathan attended the PSSA Zone tennis trials. Jonathan won two matches which is an amazing effort. Congratulations on a fantastic performance.

ZONE NETBALL TRIALS

Good luck to Charli, Remmi, Phoebe and Lauren who are attending the Upper Hunter PSSA Zone netball trials today. The girls will be competing against opponents from various Upper Hunter schools.

Wellbeing Window



Our staff wellbeing focus for this term will be emotional management



THANK YOU!
We would like to thank Mr David Roe for his generous donation to our school clothing pool and art supplies. These fantastic resources will be utilised by students and their families.



ANNUAL GENERAL MEETING

Monday March 18th, 2019

P & C Committee – 5.30pm

Everyone is welcome to attend. All financial members are entitled to vote or hold a position on the committee. If you have any questions about P&C please contact our current president

Christine Bailey – 0427 476 188

VOLUNTEERING AT OUR SCHOOL

To comply with NSW Department of Education regulations each year, all volunteers must complete an Appendix 5 form and supply the school with 100 points of identification. Please visit the school office for more information.



CALLING ALL NETBALLERS

REGISTRATIONS ARE NOW OPEN FOR THE 2019 WINTER COMPETITION

IF YOU DON'T ALREADY HAVE A TEAM BUT WOULD LIKE TO BE PLACED IN ONE PLEASE CONTACT US VIA EMAIL AT

muswellbrook.netball@gmail.com

FOR THOSE WHO HAVE A TEAM, REGISTRATION INSTRUCTIONS ARE AVAILABLE ON THE WEBSITE OR VIA YOUR TEAM CONTACT

TWO REGISTRATION DAYS WILL ALSO BE HELD ON THE 16TH FEBRUARY AT THE COLES COMPLEX, RUTHERFORD ROAD MUSWELLBROOK

AND

23RD FEBRUARY AT MUSWELLBROOK MARKET PLACE

COME ALONG AND TALK TO OUR HELPFUL COMMITTEE MEMBERS IF YOU HAVE ANY QUESTIONS OR ALTERNATIVELY CONTACT US VIA EMAIL AT THE EMAIL LISTED ABOVE, VISIT OUR WEBSITE OR FOLLOW US ON FACEBOOK

WHETHER YOU ARE 5 OR 55

..... COME ALONG AND CATCH NETBALL FEVER

muswellbrookna.nsw.netball.com.au

CANTEEN ROSTER

Friday 22/2	Sherann Buxton & Emilie Buxton
Monday 25/2	Amy White
Wednesday 27/2	Amy White & Simone Costa
Friday 1/3	Clare Thrift & Chantel Blake
Monday 4/3	Jackie & Scott Spicer
Wednesday 6/3	Sally Randle & Joy Midgley

DATES FOR YOUR DIARY 2019

Tuesday 26/2	Year 4 assembly
Friday 1/3	Clean up Australia Day Life Education - Years 1 & 5
Monday 4/3	Life Education - Year 6 & Kinder
Tuesday 5/3	Life Education - Years 2,3 & 4 Year 3 assembly PSSA Regional swimming carnival
Wednesday 6/3	SCHOOL PHOTO DAY
Thursday 7/3	Out of uniform day - Bandaged Bear
Friday 8/3	Horse Sports - Blandford PS

SAVE THE DATE

March 6th

School Photo Day

March 19th

Grandparents Assembly & Stage 3 Cake Day

March 20th – 22nd

Stage 3 excursion



BACK TO
SCHOOL

Back to school asthma checklist

1. ASTHMA ACTION PLAN

See a doctor for a signed Asthma Action Plan or Care Plan. Most schools require an up-to-date plan for each student with asthma at the start of the new school year.

Evidence tells us that using an Asthma Action Plan can help to reduce hospitalisations, improve lung function and reduce the number of days off school.

While with the doctor, why not combine this with a check-up for your child's asthma, including a check on their device technique.

2. RELIEVER MEDICATION

Check with the school about their medication policy and work with the staff to find the best way to manage your child's asthma medication, including before physical activity (where applicable).

- **Medication and devices are clearly labelled with your child's name**
- **Medication is in date and with sufficient medication remaining**

3. TALK TO SCHOOL STAFF

Make time to talk with the class teacher and the school nurse (where applicable) about your child's asthma, their Asthma Plan and their usual triggers, symptoms and medication.

Also talk to your child's sport coaches and supervisors of other school activities. Don't forget to keep staff up-to-date with any change to your child's asthma management.

Use this valuable time to:

- Go over your child's Asthma Plan
- Discuss the signs of asthma for your child
- Show them your child's asthma medication and demonstrate how to use it
- Talk about the extent to which your child can self-manage their asthma
- Provide details of how to contact you when:
 - They have asthma symptoms
 - They use a reliever medication at school



PROUDLY
PARTNERING
WITH



Call **1800 ASTHMA** Helpline (1800 278 462) or visit www.asthmaaustralia.org.au

Anaphylaxis fact sheet for parents of children at risk of anaphylaxis

What is anaphylaxis and how is it treated?

Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening. It usually occurs rapidly after exposure to a food, insect or medicine to which a person may already be allergic. Anaphylaxis must always be treated as a medical emergency and requires immediate treatment with adrenaline (epinephrine). **Adrenaline autoinjectors** are designed to be given by non-medical people, such as parents, school or childcare staff, friends, passers-by or the allergic person themselves (if they are well and old enough). Adrenaline autoinjector devices contain a single, fixed dose of adrenaline that works rapidly to reverse anaphylaxis. Instructions are included on the device labels, on ASCIA Action Plans for Anaphylaxis and on the ASCIA website: www.allergy.org.au/anaphylaxis

If your child has been diagnosed at risk of anaphylaxis, their treating doctor should provide:

- Education on avoidance of known allergens (substances causing the allergic reaction).** This is particularly important with anaphylaxis due to food allergy, which can be caused by very small amounts of food or accidental exposure. Strategies to avoid exposure to known food and insect allergens should be implemented at home and school, preschool or childcare. Further information is available on the ASCIA website: www.allergy.org.au/schools-childcare
- Food allergy - www.allergy.org.au/patients/food-allergy Insect allergy - www.allergy.org.au/patients/insect-allergy-bites-and-stings
- ASCIA Action Plan for Anaphylaxis.** This plan outlines what to do if your child is having an allergic reaction. It must be completed and signed by your child's doctor and stored with the adrenaline autoinjector, even if it is carried by your child. The plan includes personal details, signs of allergic reactions, instructions on how to use the device and whether to give any other medications.
- Prescription for two adrenaline autoinjectors.** This allows you to keep one with your child at all times (whilst in or out of the home) and another at school or childcare. High school and upper primary school students should usually carry one device on their person, whilst the second one should be kept at school. Two devices are PBS subsidised in Australia and additional devices can be purchased at full price from pharmacies. Further information: www.allergy.org.au/health-professionals/anaphylaxis-resources/adrenaline-autoinjectors-faq
- Education on how to use an adrenaline autoinjector.** It is recommended that you regularly practice using a trainer version of the adrenaline autoinjector that has been prescribed for your child. Trainer versions of the devices do not have a needle and do not contain adrenaline, so they can be used repeatedly for practice and to teach family and friends.
- Information on medical identification jewellery.** This is optional and does not replace the ASCIA Action Plan for Anaphylaxis.

What is the role of the parent?

- Notify school principal or preschool/childcare supervisor** if your child has been prescribed an adrenaline autoinjector; had previous or subsequent anaphylaxis; has any changes in allergies; and any other health care needs or disabilities (including learning difficulties) that may affect anaphylaxis management.
- Provide an ASCIA Action Plan for Anaphylaxis completed and signed by your child's treating doctor.** This should be updated (including photo) when adrenaline autoinjector prescriptions are renewed (usually every 12-18 months) or if allergies change. These plans are medical documents and must not be completed or altered by parents, school staff or childcare staff.
- Provide an adrenaline autoinjector to your child's school, preschool or childcare.** Always note the date on the label and replace the device before it expires. Even if your child carries their own adrenaline autoinjector you should provide another adrenaline autoinjector to the school. This is required in case your child does not have it on them when needed.
- Assist in the development of an Individual Health Care Plan or Risk Minimisation Plan.** This is a plan that school, preschool or childcare staff develop to support your child's health care needs.
- Age appropriate education.** Educate your child about how to avoid known allergens and why it is important. Remind them that if they feel sick, they should immediately tell someone nearby, such as a teacher or other adult. Assure them it is the right thing to do, and they should not be afraid of getting into trouble for doing this.

What are the responsibilities of your child's school, preschool or childcare service?

- Training of staff** in awareness, management, recognition and emergency treatment for anaphylaxis.
- Implementation of strategies** to minimise risk of accidental exposure to known allergens, including special events such as excursions.
- Appropriate storage of adrenaline autoinjectors** with an ASCIA Action Plan for Anaphylaxis in an easily accessible location, out of direct sunlight and heat. Staff also need to know the agreed location (e.g. pocket, belt bag, school bag) of the devices that are carried by students.

Further information

- Australasian Society of Clinical Immunology and Allergy (ASCIA)** www.allergy.org.au
Professional medical organisation that provides e-training, health professional resources, information for patients and consumers
- Allergy & Anaphylaxis Australia** www.allergyfacts.org.au
National patient support organisation that provides advice and resources on allergy and anaphylaxis
- Food Standards Australia and New Zealand (FSANZ)** www.foodstandards.org.au
Provides information about food labelling laws and food allergens on food labels

School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

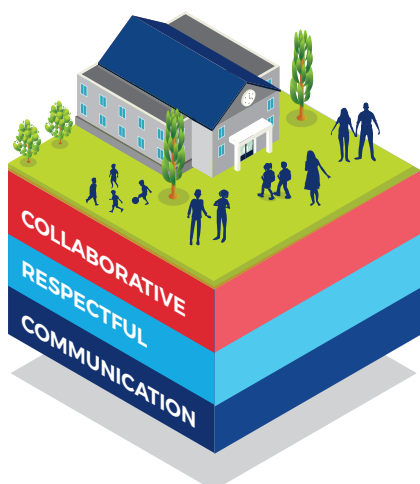
We treat each other with respect

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create **collaborative** learning environments

We all play **a part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

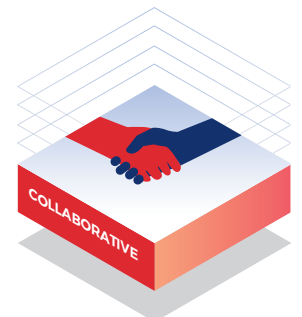
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au