

MACGREGOR PRIMARY SCHOOL

LINKED BY LEARNING... EXPERIENCE, EXPRESSION & EXCELLENCE

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Volume 44, Issue 8

Term 2 Week 10 4 July 2019



Dates to Remember

Friday 5 July 2019 - Athletics Ribbon Assembly 2:10 pm	Friday 5 July 2019 - Last day of term 2
Monday 22 July 2019 - First day of term 3	Friday 26 July 2019 - Junior Assembly 2:10 pm
Monday 29 July 2019 - NAIDOC Workshops this week	Friday 2 August - Senior Assembly 2:10 pm

Principal's page

Dear Parents and Carers,

We have had a couple of exciting weeks at Macgregor with a dazzling performance at the Royal Theatre by our Kulture Break dancers, Mikayla from Year 4 representing our school at the Belconnen Regional Rostrum Finals, a fun 'pyjama day' led by Mel Cook and SL@M to raise money for 'Give Me Five for Kids' today, and a Spanish speaking read-a-thon last Tuesday! Thank you also to all our families who were able to meet with their child's teacher last night at the parent/teacher interviews. Our school was buzzing into the evening.

Nationally Consistent Collection of Data (NCCD)

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year. The NCCD is a collection that counts the number of school students receiving an adjustment or 'help' due to disability and the level of adjustment they are receiving to access education on the same basis as other students. Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. Our teachers have completed online professional learning so that they are able to confidently identify which students can be counted in the NCCD. Further information about this collection has been attached to this newsletter.

Capturing Children's ideas

The children have been contributing wonderful ideas about ways to improve our school culture. Classroom pets, planting of sunflowers, homework for the children who would like some, uniform free days, mirrors in the bathrooms, drama classes and 'more fun' are just some of the suggestions. It is great to have a system in place for children to have their ideas captured regularly. This philosophy supports an element of the ACT Education Directorate's Strategic Plan to combine student agency, professional expertise, and the best evidence to make decisions. If your child has a great idea, please encourage them to write the idea down and slip it into the brightly coloured box in the school's front foyer. Pencils and slips of paper have been supplied for the children to access.

School Improvement Update

As highlighted in the last school newsletter, over the last few months school staff, community members and the leadership team, have been discussing possibilities across the school for improving our school culture. These discussions have been prompted through feedback from our community consultation sessions, school satisfaction survey data, feedback from staff and analysis of our student wellbeing data. The end of every school term is a great time to reflect on the things that are going well and also put strategies in place to maintain our journey of continuous school improvement into the new school term. I would like to provide you with an update on the progress of some new initiatives;

1. Assemblies and awards

As part of our community consultation sessions, families provided us with feedback regarding the need to further develop the awards structure within the school so as to recognise the efforts of a range of children. Together, we have identified some additional awards to be introduced in the new school term;

- Super W@M Award
- Academic Achievement Award
- BRICK Values Award
- A Kindness Award (sponsorship of this award is being discussed by our P&C Assoc.)

Principal's page continued

In addition, a citation will be read as Growth Awards are presented so that audience members are aware of the reason why a child has been selected for a Growth Award. For the remainder of this year, we will trial the new awards and a revised assembly structure to include both junior and senior assemblies (which will have slightly different agendas and flavours as we will be presenting to different ages of children with vastly different developmental levels). All assemblies will continue to be hosted at 2.10pm each Friday and family members are always invited to attend these special community gatherings. Please refer to the timetable below for our schedule of assemblies;

Week 1 – junior assembly	Week 6 - whole school Growth Mindset assembly
Week 2 – senior assembly	Week 7 - junior assembly
Week 3 – whole school Growth Mindset assembly	Week 8 - senior assembly
Week 4 - junior assembly	Week 9 - whole school Growth Mindset assembly
Week 5 - senior assembly	<i>Week 10 – whole school Shout Out assembly</i>

2. End of year school concert – 5 December

Many members of our school community have suggested that an end of year school concert would be a great way to celebrate a child's 'year of learning'. Teachers have also been considering this suggestion and agree that a school concert based around a theme can have countless benefits for our students at Macgregor. It will be lovely for the children to have the opportunity to showcase their dancing, singing and acting talents. We are currently considering the logistics and would like to provide the children with some stage experience. We have pencilled in, the early evening of Thursday 5 December (week 8). We will provide more details closer towards the beginning of term 4, and feel quite excited that the children will confidently stand up on a stage in front of a welcoming audience of family and friends, to put on a marvellous show. Of course, the most rewarding aspect of a concert is the enjoyment and fulfilment the children get out of it and the dedication and enthusiasm they display. Rock on Macgregor!

3. School Timetable Trial

Over the last term, Macgregor's school staff have been discussing a split timetable structure. The school currently accommodates approximately 530 students on the primary campus playgrounds, with continued expected growth over the coming years, we would like to trial a split timetable approach for next term. This means that the children will access the playgrounds at different times during the school day. The table below provides an overview of the play breaks:

	Break 1	Break 2
'Red Timetable' Years K, 2, 4, and 6	10.30 to 11.20	12.55 to 1.20
'Green Timetable' Years 1, 3, 5, and LSG	11.25 to 12.15	1.25 to 1.50

This important structure allows for smaller groups of children to play together, and enables teachers to support play behaviours and relationships in a way that is consistent with our student wellbeing philosophy. The pastoral care and welfare benefits of this approach includes students connecting with peers in less crowded areas, opportunities for children to practise their social-emotional skills in a calm environment, and the teacher's role changing to one of being a play supporter rather than a supervisor of the playground. The children will have access to less crowded spaces around the canteen, under the COLA, on the sporting fields, on the play equipment and across other areas of the school, while students on the other timetable are in classrooms continuing with their learning programs. We would like to trial this approach for ten weeks with reflections scheduled at regular intervals to tweak our approaches. The library will continue to be open and eating times remain closely scheduled at the same times as our current timetable. We have provided both Years 5&6 with leadership opportunities on their respective timetables and expect the Year 5 children to have peer mediation training early in Term 3. There are a variety of primary schools who have operationalised this approach in the Belconnen, City and Gungahlin areas of Canberra with pleasing results. We will keep you briefed about our progress.

4. School bells

We also intend to cease the school's traditional bell system which currently announces the start or end of particular school learning and eating times. We are establishing a calm, positive learning environment to support our student wellbeing philosophy where the children are guided by their teacher's time management skills. Therefore, we will trial the use of small hand bells for use on the playgrounds. By not having a loud hooter and bell, we are demonstrating respect for our community, many of whom have watches, and do not need to be irritated by the regular periodic unpleasant noise of an electric bell. We are determined to establish a culture that promotes wellbeing and is in the best interests of our children and our community. We believe that school bells may be an unnecessary relic from the past (the factories of an industrial age) that have no frequent place in our beautiful calm school. We will trial this approach in partnership with the revised timetable structure.

5. Weekly reminders on Facebook

Following a trial of broadcasting messages through the school's FB page (after the school's app was deactivated by the company), Tracey Reis will continue to post a dot point list of important school information, activities or events that are scheduled for the following week, to the school's FB page. This 'list' is posted on Friday afternoons to assist families with organisation for the following week. Please let us know about its usefulness. The school newsletter, Facebook page and school website will continue to provide families with information about current happenings and updated calendars.

6. Term letters

With the first newsletter in term 3, families will receive a one page term letter from their teacher which will list the Australian Curriculum content their child will be learning about in the different disciplines over the term, and also provide an overview of important dates for their child's year level during the term. We are introducing this new 'easier to read' format as a result of families providing feedback. This information indicated that if teachers could provide more specific information about the children's learning program, then families could support their child at home with additional discussions, problem solving, specific metalanguage of the content area, or providing cultural experiences that could support a deeper conceptual understanding of the topic.

Congratulations

We are delighted to report that the Macgregor Primary Canteen has been assessed by the ACT Nutrition Support Service as being a 'green canteen' for the third year in a row.

All food and drinks provided for sale by Macgregor Primary School at the time of the canteen site visit, were assessed against the *National Healthy School Canteen Guidelines* under the *ACT Public School Food and Drink Policy*. The canteen menu assessment was undertaken using the *Methodology for Assessing ACT Public School Canteen Menus against the National Healthy School Canteen Guidelines*. The *National Healthy School Canteen Guidelines* uses a traffic light system to categorise food and drinks according to their nutritional value and levels of energy, saturated fat, fibre, sugar and salt.

Cheers and thank you to Mandy and Lauren!



Staffing update

We say farewell to Deon Norval who is moving interstate during the school holidays and welcome Damien Trask to the Year 6 Team. Hope Auth is also reducing her classroom teaching hours with Year 4 as she prepares for an interstate move later in the year. Hope will join the year 1 team on Mondays. We welcome Simone Xirakis to the Year 4 teaching team and Susan Christiansen to the Year 5 team. We also welcome Jennifer Hall back to school for Term 3.



Condolences

It is with great sadness that we would like to let our Macgregor Primary School and Preschool families know about the recent passing of Meleane Maka, cherished mother of Viliami, Fiesita, Diosa and Anaise, following a long illness. We have met with Meleane's husband (who likes to be called Maka) and sent our condolences on behalf of the school community.

Enjoy your beautiful children during the school holiday period. We look forward to starting the new term either trialling, or fully implementing, the school improvement strategies that are provided above.

Warm regards,

Catherine Dillon

Principal



Spotlight on Learning 4HA



Students in 4HA have been working hard to meet Macgregor's W@M expectations to earn W@M tickets. Almost every student has earned a W@M badge and a few students have collected their bronze, silver and gold badges. Way to go 4HA!

In term 1, 4HA went to the Recycling Centre at Mugga Lane as part of our Inquiry unit, which was focused on the environment. We learnt what happens to our recycling when it is taken to the centre and how long our products take to decompose in landfill.

What did you enjoy about the excursion? "I enjoyed when the presenter gave us a tour around the landfill and she showed us how different types of materials decompose (Danika)."

What did you learn? "I learnt that the recycling trucks that collect our recycling take 600 bins every load to the recycling centre (Daniel)."

"The 4 rs: reduce, reuse, recycle, refuse. We have to recycle! If we recycle we save the world! So, please recycle you won't regret it (James)."

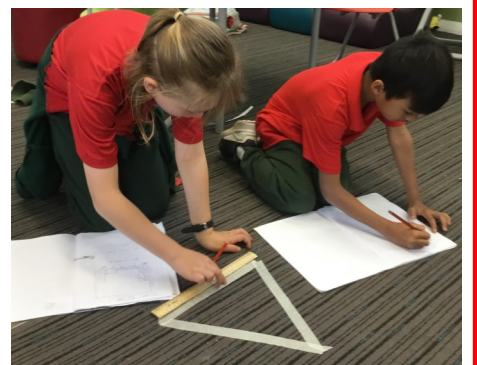
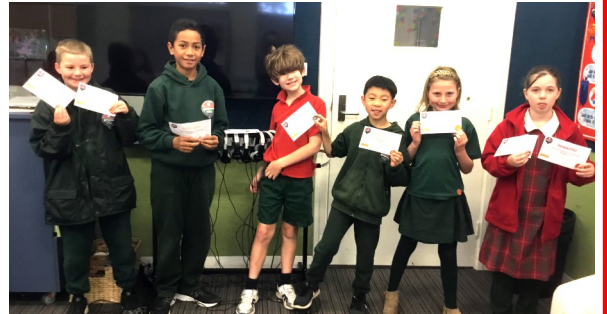
We have been busy in maths consolidating our learning of area and perimeter. Students enjoyed using the old fashioned trundle wheels to measure the perimeter of different parts of the oval. On return to the classroom, students found different shapes stuck to the floor to measure the area and perimeter.

4HA have been exploring how the building blocks of art are made up of lines, shapes, tones, colours, patterns, textures and form. We explored these elements in detail creating a sky fire city art, animal collage, a shaded tree and a pop art portrait.

Last year Macgregor Primary School had the pleasure of receiving a new student, James all the way from Saxony in Germany. James is returning home to Germany soon. James, it has been an absolute pleasure learning with you. We will miss your contribution and friendship!



Hope Auth and 4HA.



Spotlight on Learning 4MS

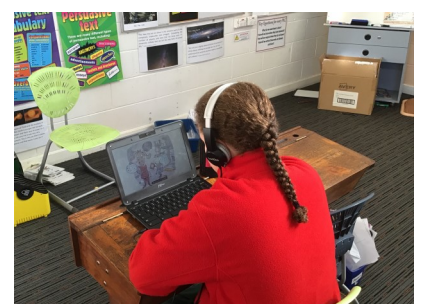
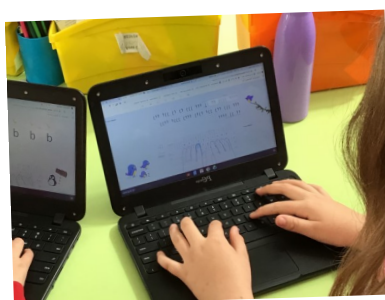
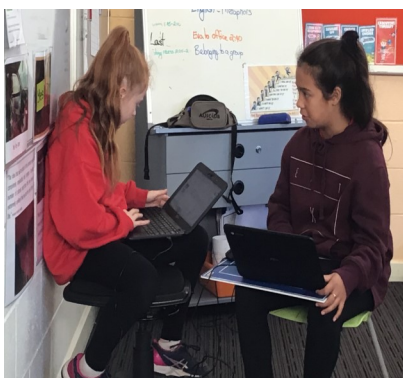
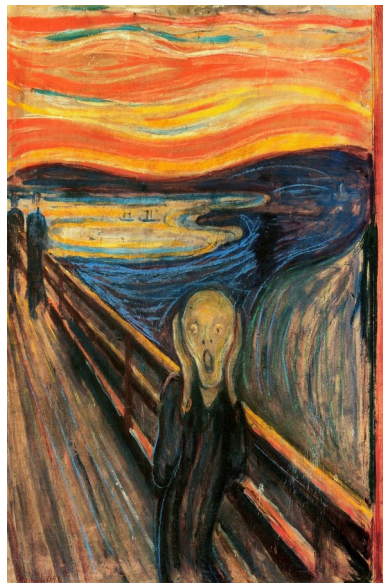
Where has the term, or even the semester gone?! Before we know, it will be Christmas and time to say goodbye. 4MS have been looking at a wide range of topics, concepts and skills. Following a library lesson last term with our FABULOUS school librarian Norma John, we started using audio and E books twice a week during the whole school silent reading time. Students have really embraced this as an appealing alternative to traditional books. Students love the fact that these digital books can be accessed at home too. Thanks Mrs John !!

Maths lessons have been a mixture of practical measuring skills, telling the time and angle work along with some mind stretching mental arithmetic. Recent maths work included some initially challenging repeat pattern tasks with a touch of algebra thrown in for good measure. Students have been working well through their times tables facts by completing the weekly 'speed' sheets. 100 questions in five minutes is challenging to say the least.

Our regular Chromebook times have been used for a variety of tasks including a Google Slide presentation on the life cycle of a chosen creature or plant. This helped crystallise discussions in class about just what a life cycle is and why living things have them.

The class has also been working on their typing skills to produce a digital 'good copy' of a handwritten draft of one of two 'Harris Burdick' mystery stories. Students have been looking for opportunities to incorporate some of the figurative language techniques learned this year.

Class art lessons have involved learning about Norwegian artist Edvard Munch and one of his 1885 'Scream of Nature' paintings. We have made connections from this Krakatoa eruption inspired work to learnings in science and geography on life cycles and how they would have been effected by this massive 1883 global weather impacting eruption.



Spotlight on Library



I understand that the annual costume parade at Macgregor Primary School is a big part of Book Week and for those planning to get organised over the school holidays, the following excerpt from an article that I read last year. It could be helpful to many. Book Week is on next term and the theme this year is *Reading is my Secret Power* (more information available later).

Novel approach to Book Week — less time on elaborate costumes, more actual reading of books

Taken from an article written by R. Digirolamo, Sunday Mail (SA) August 22, 2018.

Research has shown that reading helps parents and children build strong relationships. “It can be part of the glue that keeps families together,” said Erindale mum Sarah Marshall.

Children's Book Council of Australia (SA Branch) secretary said [that] while not all schools celebrate with the traditional Book Week parade, those that did would dissuade parents from spending too much time or money on costumes and, rather, use creative ideas based on available materials. “Book Week is a great opportunity for parents to connect their children with whatever it is that they enjoy reading.” If a child has a superhero costume that they are desperate to wear then let them wear it, but then connect them back to a superhero literary experience with the help of their school or librarian.”

School Library Association of SA president said the best costumes were those made cheaply and simply and in reference to a favourite book character. “Kids and parents working together making a costume and talking about the book and the character is a great way to honour Book Week,” she said.

So, the message for our Book Week in week 5 of next term, is to keep it simple (a mask or a hat or anything made by or with kids). There will be no prizes for the ‘best costumes’ but plenty of congratulations and pats on the back for enthusiasm and participation. Keep on Reading!

Norma John, Teacher Librarian

Spanish Speaking Community

We held ‘El Día de los libros’ in the library on the 2nd of July. Thank you to our lovely volunteers from the Spanish speaking community and the Uruguayan Embassy who read stories to our engaged and inquisitive students ! A great day of bilingual learning.



WHAT IF MY CHILD 'READS' THE PICTURES?

Most children go through a stage of looking at the pictures in order to 'read' the book, but at some point there will be fewer or no pictures in some books. If your child appears to read the pictures, you may like to use the following strategies to encourage them to focus on the words:

- As a page is turned, cover the picture(s) and have your child read the words on the page. *Ask your child: What do you think the picture(s) will look like?*
- As a page is turned, cover the words and ask your child to look at the picture(s). *Ask your child: What do you think the words will be?* Uncover the words then have your child read the words to check whether their predictions were correct.



TALKING FOR UNDERSTANDING

Sometimes it's useful to ask a question while your child is reading, to confirm his or her understandings or to suggest a strategy, for example:

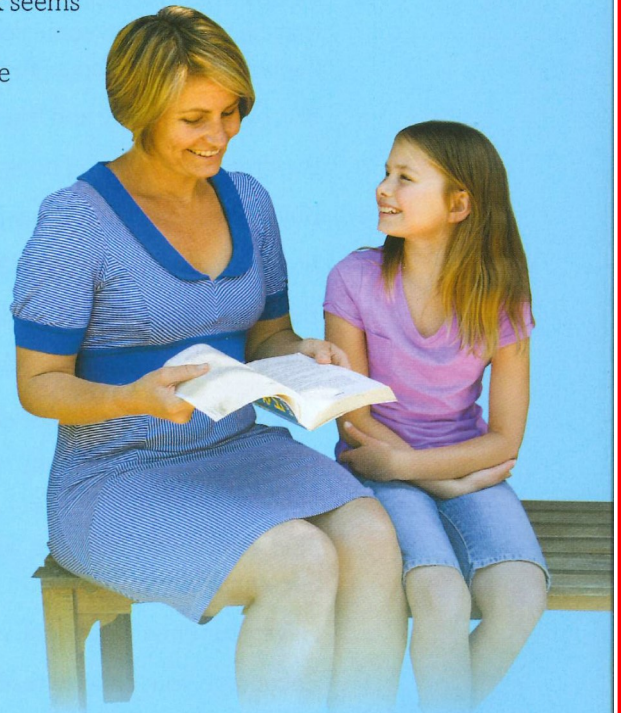
- *What do you think this says here?*
- *Find the part where it says that...*
- *On this page, I can see a word you've learned. Can you find it?*
- *What word on this line tells you that...?*
- *Listen while I read a line. See if you can find it. (Hint: Select a line near the bottom of the page.)*
- *How do you know that...?*
- *Find the words starting with the letter...on this page.*
- *Do you see any of the letters in your name on this page?*
- *Find the words with...on this page, for example, 'in'.*
- *With your finger, cover a word that can be predicted. What word do you think it might be?*
- *Show me the part that tells us about the picture.*

WHAT IF THE BOOK SEEMS TOO HARD OR TOO EASY FOR MY CHILD TO READ?

A book may be too difficult for your child if he or she hasn't been introduced to it or if it's written in an unfamiliar style. For example, your child may easily read a fiction book but find it difficult to read a non-fiction book. If a take-home book seems too difficult and your child is getting frustrated, then it's time to stop. You can ease out of the situation by making one of the following comments:

- This seems like hard work. Let's read something else.
- How about I finish reading the book and you can be ready to tell me what it was about?

Teachers introduce new reading strategies by using books at a slightly challenging level. They are not generally used as take-home books but on occasions a take-home book may seem too difficult. Be sure to let the teacher know. Reading easy and familiar books at home helps your child to develop confidence and skills.



WHAT IF MY CHILD WANTS TO READ THE SAME BOOK, OR BOOKS IN A SERIES?

- Reading the same book supports your child's development of fluency and confidence and some books are such a good read that they just want to enjoy them again and again.
- Books from a series offer familiar characters and themes and similar book layouts, so your child can quickly 'get into' them. For example, when reading fiction books the characters' names can already be pronounced.
- Over time your child's teachers will introduce new book types to broaden his or her reading diet.

WHAT IF MY CHILD IS STUCK ON THE SAME BOOK LEVEL?

While your child may effortlessly read a take-home book, this doesn't necessarily mean that he or she should be moved up to the next level. Why?

- Your child may read *that* book type (e.g. fiction book) very well, but still need practice developing skills to read other types of books at that same level (e.g. non-fiction books).
- Even if your child's reading is word-perfect, more practice may be needed to make sure that he or she understands what is being read.

Spotlight on Sport

Why isn't my child receiving an athletics ribbon?

At the athletics carnival there are numerous heats run for each age group. Upon the completion of each race the first, second and third runners are given a place card to take to the recording table. The times for the first, second and third runners of each race are recorded. The recorded times are then collated and the three fastest times are given the ribbons as the overall winners of the age group. Students that received a place card for the heat are not guaranteed to receive a ribbon at the Athletics Ribbon Assembly as the ribbons are allocated on times.

Millie Butt

Specialist Teacher | ICT Coordinator

Netball news

The netball season is now half way through, and our Macgregor netball team have been working hard to build their skills. They have started off the season well and are currently sitting 2nd on the ladder. Each week they improve their skills, take on feedback and support one another! We are looking forward to the rest of the season. Congratulations to Mikayla Mann and Skye Hunt for receiving 'player of the week' awards recently!

Netball ACT Schools Gala Day

The Netball ACT Schools Gala Day is an initiative by Netball ACT to provide ACT Primary School students with the opportunity to enjoy netball in an inclusive and enjoyable environment. The Primary Schools Gala Day is available to male and female students from Public, Independent and Catholic systems in Years 5 & 6. The format is as follows; Girls round-robin competition and Mixed round-robin competition. Northside Gala Day will occur on Tuesday 13th August 9:00am to 2:30pm at Lyneham Netball Centre. Macgregor are looking at entering 2 teams into the Schools Gala Day. 1 girls' team and 1 mixed team. These teams will be open to any year 5 or 6 girls and boys. Interested students and families will be notified of a short meeting at the beginning of term 3.

Thanks

Bec Bull and Georgia Starling

Macgregor Netball coaches

Leaving Macgregor Primary School?

If your Preschool to year 5 child is leaving Macgregor Primary School at the end of the year (or before), please notify us as soon as possible by letter or email to the Front Office.

If your child is in Year 6, could you please advise the front office or your child's classroom teacher which High School they will be enrolling into in 2020 if you haven't already, thank you.

Notifying the school of your child's absences

Sentral is the School Administration System (SAS) for all ACT Government Schools. SAS is a computerised program that is used for student attendance which replaces the roll marking paper version. If your child is going to be absent from school (short term or extended), please notify the school front office by sending an email to info@macgregorps.act.edu.au or phoning 61421600. Please notify the school as soon as you are aware that your child will be absent. Parents of students who are absent and have not notified the school (prior to the SMS) on that day will receive a message. The SMS will invite you to reply to the SMS to inform the school of your child's absence.

Macgregor Primary School Staff Snapshot

A snapshot of Norma John



What's your role at Macgregor Primary School? I teach information literacy and literature to K-6 each week, manage student and teacher book resources in the library and around the school, oversee Library as a 'safe-haven' for students with the help of Ira Patkar and Elizabeth and Margaret, our wonderful library volunteers.

What's your background before coming to Macgregor? I have taught K-7 for over twenty years in WA, NSW, ACT and overseas in the USA and UK. Before training as a teacher I was in the military for 8 years.

What makes Macgregor a great school? The staff, families and students who have been so welcoming and helpful since I started at Macgregor definitely make it the best. I also love how excited the children are about learning and their willingness to try new things is impressive.

What do you enjoy most about being a member of staff? Working with children every day is the joy of teaching. Inspiring children to love to read is the best job ever and builds wonderful relationships with them that make every day a pleasure to come to work.

Outcome of meeting with Transport Canberra

Thank you to Alison Elliott, Martin Ross, Marisa Chow, Tracey Barker, Catherine Dillon and Jenny Wynne for meeting a representative from Transport Canberra a fortnight ago. A strong recommendation is that as a community we develop some parking and traffic management guidelines for the school. This document would provide some simple guidance for our school community to highlight safe and legal parking options around the school (and where not to park). A first draft of the document is currently being developed by Transport Canberra. A number of newsletter articles (which include social media posts) were also provided to the school as a way to regularly promote safe traffic arrangements to the school community. Transport Canberra encourage children to walk and ride to school as the best way to combat congestion and illegal parking.

There are also a number of additional resources available on [Transport Canberra's](#) website (click on the 'Active Travel Toolkit' drop down menu). Within the toolkit there are videos and brochures that may be worthwhile promoting. Parking Operations use a [Licence Plate Recognition vehicle](#) (or electronic chalking), which regularly patrols school environments to increase safety for children. Motorists that commit an offence will receive their infringement notice in the mail (rather than on their windscreen) 5-7 days after the offence.

While the Macgregor Primary School can become congested during peak times, Transport Canberra recommends that illegal parking be avoided at all times as it creates an unsafe environment for children and local residents. Parents are welcome to park on side streets around the school, but please remember to park legally. Infringements for parking on nature strips, footpaths, verges, street corners and near children's crossings start from \$120. More information is available on the [Transport Canberra](#) website to promote safe behaviours around schools. Please help to make our school community safe.



We have received communication from *The Smith Family* who would like to provide educational support for eligible families. This program is called 'Learning for Life'. Macgregor Primary School has agreed to become a 'partnership school' in order for eligible student to either apply or benefit from scholarships. Further information is provided later in this newsletter.



Volume 8: Tier Two Targeted Intervention

Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will still need some additional support. These students may have academic and/or social-emotional learning needs that require more targeted supports. As with Tier 1 systems, Tier 2 targeted support is a team driven process designed to enhance and build upon what has been taught to students at the universal level.

Tier 2 interventions address students' social-emotional skills through evidence-based programs delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student to use new skills and builds the teacher's capacity to better understand and effectively respond to students with unproductive and challenging behaviours. Students are taught to self-regulate and learn from natural consequences. Small-group targeted interventions includes a skill building and a self-monitoring process. For example, students may check-in and out at a central location with an adult across the day with the aim of increasing productive behaviours such as attendance, work completion and academic engagement.

Examples of Tier Two targeted intervention strategies include, but are not limited to mentoring (specialist mentoring programs;

- **Mentoring** - *specialist mentoring programs are developed to target specific students and their needs*
- **Specific Behaviour Support Plans** – *teachers support students to reflect and consider their behaviour and make positive choices for the future. Flow charts are used to sequence choices and possible consequences*
- **Personalised notes** - *postcards or letters are to celebrate a child's social, emotional or academic successes*
- **Regular and direct parent communication** - *parents are informed about inappropriate behaviour using non-judgemental language, working towards hope for future improvement*
- **Specifically adapted and negotiated curriculum and routines** – *routine and learning activities are specifically adjusted to meet the child's social/emotional and academic need.*

Coming up in Volume 9: Tier Three Intensive Interventions

Reminder Student Stationery/Consumable purchases & Voluntary Contributions

Our voluntary contribution and consumable payment goes directly towards supporting your child's classroom stationery supplies. These supplies were purchased in bulk in January in preparation for the school year, in lieu of stationery pack lists being provided to families for private purchase. To date the school has spent \$32 000 on consumables for our students in 2019. Thank you to the families who have already made a contribution. We will always gratefully receive any further voluntary contributions or instalments throughout the remainder of this year. The photos show some of the items purchased this year.

Families with students:

- 1 child \$100
- 2 children \$130
- 3 or more children \$155

Stationery, ICT and ART contribution:

\$65 per student—stationery/consumables

\$5 per student—ART

\$5 per student—ICT

Payment can be made by:

- Direct Deposit BSB: 032-777 Account 001578 –
Remember to enter your child's surname & VolCo
- EFTPOS at front office
- Quickweb on our website
- Cash at front office

All contributions are voluntary.



Thank you for your support

REMINDERS FOR PARENTS

Late to School

It is important that children who arrive after 9:05am 'check-in' to the front office with their parent or carer, and our friendly staff will sign children into our database called 'Sentral'. A student who signs in late without parent/carer permission is recorded as an unexplained partial absence.

Early Leavers

Parents/carers who need to collect their child earlier than 3:00pm are asked to sign their child out at the front office.

Family Contact Details

It is important that the school maintains an accurate and up to date record of family/carers email, home addresses and telephone numbers for all children. Please notify the school immediately if there are changes to your contact details. To inform the school of any changes please send an email to info@macgregorps.act.edu.au, or phone the front office on 61421600 to inform the school of these changes.

Health

Please care for your child at home if they are unwell. The most important way to break the chain of infection and stop the spread of diseases is exclusion of ill children, educators and other staff. Your doctor or the school can provide information regarding recommended exclusion periods for illnesses. Following these guidelines helps prevent the spread of illnesses.

Community Announcements

Influenza

What is influenza? Influenza (commonly known as 'flu') is a highly contagious respiratory illness caused by the influenza virus. The main viruses that cause flu are influenza A and influenza B. They each have different strains. Each year there can be one or more strains of influenza circulating at the same time. Flu can occur at any time throughout the year, but the number of cases usually increases during the winter months (often referred to as the 'flu season')

What are the symptoms? Flu symptoms usually come on quickly (within 1-3 days of contact with the virus) and tend to last for a week or longer. Flu can cause some (or all) of the following symptoms:

- Fever and chills;
- Cough, sore throat, or runny nose;
- Muscle aches, joint pains, headaches and fatigue (feeling tired); or
- Nausea, vomiting and diarrhoea (more common in children than adults)

What can everyone do to stop the spread of influenza ? If you are unwell with flu, take action to stop its spread by:

- Frequently washing your hands (with soap and water) or use an alcohol-based hand rub, especially after coughing, sneezing or blowing your nose;
- Staying away from work, school, child care and other public places while you are infectious (while you have a fever and for 24 hours after your fever resolves);
- Covering your nose and mouth when you cough or sneeze; and
Throwing tissues straight into the bin after using them.

More information: For more information about influenza, contact your doctor or call the Health Protection Service Communicable Disease Information Line during business hours on **(02) 6205 2155**



With winter upon us, it's important to remember that Canberra has lots of health options that don't involve a trip to a hospital emergency department. Many of these are free and available after hours.

Walk-in Centres provide free, one-off treatment of minor injury and illness, including colds and flu. They're a great choice for children over 2 years of age – children under 2 should see their GP. Walk-in Centres are open from 7.30am to 10pm, every day of the year. They are staffed by highly skilled nurses who can provide you with a sick certificate and in some cases, medication, saving you time and money.

The service is free and no appointments are necessary. Walk-in Centres are located in Tuggeranong, Belconnen and Gungahlin. To find out more about getting the right health care for your symptoms, visit www.act.gov.au/yourhealthoptions

Notes Sent Home

- ★ Tea Towel fundraiser order form
- ★ 2019 Year 4 Camp Borambola Sport and Recreation Centre
- ★ Step into the Limelight 2019
- ★ Playgroup@Macgregor



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