We respect and acknowledge the Dharruk people as the traditional custodians of this land.

The Principal's Message

Dear Parents & Caregivers

Welcome back to another very busy and productive term. The teachers spent the Staff Development Day on Monday planning and preparing lessons and activities for the students throughout the term.

Contact Details
If you change your contact details especially MOBILE PHONE NUMBERS, please inform the office immediately as the school is having great difficulty contacting some parents, especially in an emergency.

Kindergarten 2016
If you have a child that will turn 5 before July 31st 2016, please enrol them now and get them involved in the transition to school program called the Busy Bees. If you would like more information please contact the school.

Over the Counter Medication
Parents please note that over the counter medication cannot be given to students without a Doctor's note explaining the need for such medicine.

Allergies, Asthma, Medical Conditions
Any students with any type of Allergy, Asthma or Medical Condition must have the appropriate forms completed by their treating Doctor and returned to the school as a matter of urgency. This is to keep your child safe while they are at school.

'5 Cent Competition'
Classes have been invited to compete in accumulating as many 5 cent coins as possible leading up to Tuesday the 29th of July. All proceeds from the competition will be used for the Year 6 Farewell. Please support the efforts of your class. The winning class will have a pizza party.

NED'Show
A 45-minute, character education assembly, which aims to facilitate positive attitudes amongst students. A separate note will be sent home with further information about the show. You are welcome to attend.

Uniform Reminder
Remember to write your child's name on all clothing that can be taken off including hats, so that it can be returned easily. Please note that the school is not responsible for the loss or damage of student's uniform. Students are expected to wear full school uniform Monday to Thursday and can wear sport uniform on Friday.

Camp Reminder
A reminder for parents to continue making payments towards camp. There will be documentation coming home soon, please fill it out and return to the school as soon as possible.

Yours in partnership,
Mrs Carmen Cefai
Principal
Blacktown North Public School

Transition and Playgroup term 3 start dates

➢ *Transition To School* – for children who will be starting school in 2016. The program runs on Tuesday and Wednesday of each week.

➢ *“Learning Through Play” transition program* – for families and their children who will be starting school in 2016. Mum, dad, grandparent or carer – please come along, this program will help you to teach your child at home. Program is every Thursday from 9am to 11am in the Community Room. It will be run by an experienced teacher.

➢ *Playgroup* - for children 0 to 5 years old and their parents, grandparents or carers. Please come along and support your child’s development through play activities. On Monday each week from 9am to 11am in the Community Room.

➢ For all programs: bring a healthy snack, water and a hat for your child.

➢ For more information about programs please call the school on 9622 2968

A reminder that enrolments for 2016 Kindergarten classes are open. If you have a child that will be 5 years old by 31st July, you can enrol them to start school in 2016.

Yours sincerely

Mrs C Cefai
### Awards from Assembly Week 10

<table>
<thead>
<tr>
<th>Merit</th>
<th>Citizenship</th>
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<td>KM</td>
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<td>Smerika Rai</td>
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<td>Benymin Habibi</td>
<td>Maulik Mishra</td>
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<td>Steven Zhao</td>
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<td>Maria Alrahumi</td>
<td>Sreenath Srinivasan</td>
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<td>Eshan Binesh</td>
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<td>Sabrina Zeng</td>
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<td>Kaavya Udaya Kumar</td>
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<td>Yuvraj Singh</td>
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### Bronze Certificate Recipients

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<td>Mary-Jane Azzopardi</td>
<td>Yafi Yousef</td>
<td>Sagarika Sharma</td>
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<td>Aaron Gajurel</td>
<td>Gurvansh Singh</td>
<td>Visha Patel</td>
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<td>Smerika Rai</td>
<td>Garv Chaudhary</td>
<td>Jasmehe Kooner</td>
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<td>Harpreet Kaur</td>
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<td>Raghava Tirumala</td>
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<td>Popi Chorafili</td>
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<td>Jaimann Salih</td>
<td>Hemi Belvie</td>
<td>Ali Naderi Tehrani</td>
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<td>Karl De Leon</td>
<td>Kaavya Udaya Kumar</td>
<td>Naiia Tanweer</td>
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<td>Samarth Talati</td>
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### Silver Certificate Recipients

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<td>Garv Chaudhary</td>
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1/2P Assembly

The students of 1/2P presented a fun dance item 'Let's Star Jump' by Debbie Doo. They sang as they danced, entertaining all the students, parents and teachers with their wonderful dance moves.

The speakers confidently talked to the crowd and enjoyed speaking using the microphone. Well done 1/2P!

Congratulations to all the students who earned their Bronze and silver awards.
4/5L had a very busy Term 2 learning about Australia’s history.

Students learned about the First Fleet and important historical moments that led to Australia’s Federation in 1901.

During Reading Groups students collated information from X-Zone books and presented their findings to the class.
Parents, students and teachers enjoyed the last day of semester 1 by participating in fun filled activities including disco, face painting, hair decoration, henna hands, bracelet making and lots more raising around $600. A big thank you to the parents for organising a fantastic day!
UPCOMING EVENTS:
- School Photos Tuesday 11th August
- Every Thursday 9 – 11 am Transition through Play program is running
- 6th August Athletics Carnival (weather permitting)
- Week 5 - Sharing week

Bumble Bees Playtime is on Monday mornings in the Community Room.
Transition classes on Tuesday & Wednesday

HAPPY BIRTHDAY

to the following students who will celebrate a birthday in

Morsal Amiri
Ezekiel Aviles
Natasha Bajkanovic
Tamamutu Belvie
Meghal Bhatt
Benymin Habibi
Sameer Habibi
Mohammad Hussain
Ravneet Kaur
Hasini Konduru

Mae-Anne Prado
Mahuta-Kite-Ton Puru-Maher
Tonmoy Roychowdhury
Safiya
Jaimann Salh
Ojasvi Sharma
Udhayraj Singh
Razia Tanweer
Rudra Vekariya
Steven Zhao

Important Information from the Office

- Welcome back to Blacktown North for term 3
- Reminder – All money has to be handed in directly to the office
- Earn and Learn promotion – there is a box on the front office for the collection of the completed pages, if you are able to pick up a sheet for your stickers at Woolworths that would helpful as we were only issued with approx. 20 sheets.
- School Banking for the Dollarmite accounts are still being done, a Parent will be in the library Monday morning before school starts. If your child has 10 tokens they are eligible for a reward, there is new award added to the number available each term.
- The sports uniform is also available in the office.

Mrs Sheena Johnston
Mrs Wendy McCarthy
2015 information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection will count students who have been identified as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect better information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory across government, Catholic and independent school sectors.

When implementing the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same opportunities for a high quality education as students without disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child’s school will collect the following information for each student with a disability:

- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.

The information collected by schools will be provided to all governments to inform policy and
programme improvement for students with disability.

**WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

**WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team’s observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

**HOW WILL MY CHILD’S PRIVACY BE PROTECTED?**

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


**IS THE NATIONAL DATA COLLECTION COMPULSORY?**

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the relevant education authority or association of independent schools.

Even if your child’s information is not included in the national data collection, the school is still required to provide support to your child with education needs.

**FURTHER INFORMATION**

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may involve your child.


An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at http://resource.dse.theeducationinstitute.edu.au.
Wonderful children’s picture books:


"Fiona the pig's big day" by Leigh Hobbs (Penguin, 2008)

"First day" by Margaret Wild and Kim Gamble (Allen & Unwin, 1998)

"Tom goes to kindergarten" by Margaret Wild and David Legge (ABC Books, 2010)

"I am too absolutely small for school" by Lauren Child (Candlewick Press, 2005)

"Welcome to Kindergarten" by Anne Rockwell (Walker & Co, 2004)

When your child listens to stories or looks at books;

He learns to listen
He has an opportunity to increase his vocabulary by hearing new words read to him
He learns about different concepts, people and places
He learns to enjoy books and reading
His mind is stimulated, visualising the things he is hearing about

http://www.kinderteacher.com/ValueOfPlay.htm
Natalie shares her family’s story......

We participated in the ‘Transitions’ supported playgroup located at our local school with our eldest daughter Grace, our first baby to attend school.

‘Transition’ was definitely the operative word for this fantastic program and we saw the gradual changes in our daughter Grace as she attended each week. Although Grace was excited about the idea of school because her older cousin attends, she was initially apprehensive about going. However, the familiar play based learning environment that was set up for the children put her at ease. The school hall where the program was hosted was set up with different activity stations for the kids to join in as they pleased, including a quieter place to read a story with mum or dad.

Later in the program the kids visited the library, the office and some of the kindy classes. Grace found the visits to the kindergarten classes one the most valuable experiences. She loved meeting the teachers and doing some ‘real work’. Looking back I realise that these visits also allowed her to practice separating from us in the new school environment. This was good practice for us too and gave us a level of confidence in how she might cope on her first day of school.

Attending the playgroup each week allowed Grace to gain familiarity with both the layout and noise of the playground, some of the teachers and the Principal, who she felt confident to approach to say hello and occasionally hug! She also made some new friends and became more used to introducing herself to new people. It gave her familiar faces to find at recess and lunchtime, which we all know can make or break a child’s school experience. By the end of the program Grace felt confident and excited about attending school, which really showed in her language as she now called it ‘my school’, rather than her cousin’s.

For me and Dan it was great to meet other parents, some of whom were first timers like us and others who had older kids already at school. It also helped us practice getting her out the door with her lunch box packed and to trouble shoot things like opening containers and using the school toilets, which are very different from the open plan of a day care or preschool. These aspects definitely helped with preparing Grace and improving her independence, as well as reinforcing concepts such as personal privacy which vary greatly from a preschool environment.

Transitions also helped our younger daughter Amelia adapt to the idea of Grace going to school and understand that she would not be at home or preschool during the day to play with. This was really important, as Grace starting school has been a big change for her as well.

I really can’t praise the Transitions to School program highly enough. It was a really positive experience for our family and I know it was instrumental in helping Grace to settle into the routine of school with confidence.

Natalie and her family participated in a two-term, 2 hour per week supported playgroup at her local school.

It might be time to find out what is happening at your child’s school this year.

Starting school is an important time for children and families. Children who make a positive start to school are more likely to feel comfortable, relaxed and valued, feel excited and motivated to learn, have good relationships with others, develop a sense of belonging within the school community.

Starting school is not just about the first day. It’s a process that begins when children and families start to prepare in the year before, and continues as children experience their first days, weeks and months of school. The process involves a number of changes for children and families, and everyone reacts differently.

For some children the change brings excitement about making friends and learning new things, while for others the change can leave them feeling nervous and overwhelmed. You may reflect on your own school experiences and be reminded of the mix of emotions you felt when starting school.

Families play an important role in supporting children to manage the transition to primary school. With the support of your child’s early childhood educator and school teacher, you can help them to cope with the new challenges by developing their social, emotional and learning skills. Supporting your child’s skills in these areas contributes to their mental health and wellbeing.

Children who are mentally healthy are better learners, have stronger relationships and are better able to meet life’s challenges.

For more information go to: Kids Matter, https://www.kidsmatter.edu.au/families/starting-school/1-thinking-about-transition-school
Information for Parents & Carers - Head Lice

Information for parents and carers

Head lice are small parasitic insects that only live on the human head. They do not live on any other part of the body or on any other animal. Head lice crawl very fast over the human head, grasping hair shafts to move quickly. Their grasp is very strong which makes them hard to dislodge from the scalp and hair. Head lice do not burrow into the skin. They feed only on human blood and they need to feed several times a day. Eggs (nits) are laid by adult females close to the scalp on the hair shaft, usually no more than 1.5 centimetres from the scalp. These eggs are attached to the hair with incredibly strong glue.

Do head lice cause illness or disease?

Head lice do not carry any disease. Constant scratching may lead to sores on the scalp, however this is very rare. Parents should keep cases of head lice in their children in perspective. There are far worse health issues to concern a parent than head lice. Adults, more than children, suffer from considerable outrage at the presence of these parasites. This outrage usually outweighs any public health significance that head lice may present. The most likely harm caused by head lice is from the inappropriate use of chemicals in an attempt to treat them. The continued application of chemicals to the scalp can cause severe reactions on some heads.

Parents, in their frustration, can resort to applying products not tested for human use and not shown to have any effect on reducing head lice.

How are head lice spread?

Head lice are spread by contact occurring between one human head and another human head. The head lice move along the hair shaft from the head of an infested person to the hair of another person. Head lice cannot fly or jump and they do not crawl along furniture or hop between car seats. Head lice cannot survive off the human head for more than a few hours. Thorough cleaning of your home, washing bedding and toys and rigorous vacuum cleaning do not affect the head lice population on a human head. It is thought that increased human contact, especially among young children, may have contributed to an increase in head lice because of increased opportunities for transmission.

Treatment options

Chemical treatments

Before you choose a chemical treatment for head lice, consider the following:

* Make sure that the heads you treat actually do have head lice and do not treat unless they do. There is no preventative treatment available so treating members of the family who do not have lice has no effect but can contribute to the problem of lice building up resistance to the chemical treatments.
* Babies under twelve months of age, pregnant or breastfeeding women or people with irritated or inflamed scalps should not be treated. Consult a health professional for advice.
* Do not let the product get into eyes.
* Many products have a very strong smell. A strong smelling substance left on the hair for any length of time may irritate your child.
* When trying a commercial head lice preparation, make sure you read the label first and apply strictly as directed. In desperation it can be tempting to use more of the product than is recommended in an effort to kill the lice. However, increasing the dose does not have any effect on how well the treatment works.
* Do not use insecticides, methylated spirits or kerosene on your child's head.
* Do not blow dry the hair after treatment as the heat may inactivate the product.
* Do not rewash hair for 1-2 days after treatment.
* Apply product to every strand of hair and work through. Leave for 20 minutes, and comb out with a good quality lice comb, wiping the comb onto paper towel.
* If dead lice are found, the product has worked. However it is important to remember that since no product has been shown to kill eggs, any chemical treatment must be reapplied after seven days to kill any lice that may have hatched since the initial treatment.
* If you find live lice, the treatment probably hasn't worked. Either use another product with a different active ingredient (read the label) or try the comb and conditioner method.
Comb and conditioner method
Head lice breathe through small openings along their abdomens. By coating the hair and therefore the louse in something thick and sticky, these openings close over, shutting down the breathing of lice for about 20 minutes. While unfortunately the lice don’t die using this method, it does slow them down so that you can catch them. Nitbusting is a method of using a comb and conditioner (or another sticky product) to manage head lice. Using this method will not kill the lice or eggs but some good quality lice combs will remove them.

If Nitbusting at home with your child, do the following:
1. Try sitting the child between your legs on a low stool and putting on a video for an hour while you work.
2. Wrap a towel or kitchen paper around the child’s shoulders to catch conditioner spill.
3. Remove all items from the hair and comb out plaits and braids.
4. Apply liberal amounts of conditioner to the scalp and massage it through all the hair shafts. You will use a lot of conditioner.
   Every hair has to be coated to ensure it reaches the lice.
5. Lice live close to the scalp, so make sure that you cover the hair shaft close to the scalp. You don’t have to work the conditioner onto the whole length of the hair. Combing will spread it well enough. The idea of the application is to restrict the movement of the head lice long enough for you to catch them with a comb.
6. After you’ve applied the conditioner, use a large comb to part small sections of the hair starting from the nape of the neck and working upwards toward the crown. Eggs are often found behind the ears and toward the back of the head. By using this method, you are more likely to find the head lice on top of and toward the front of the head.
7. When the hair is detangled and manageable, use a fine lice comb to comb out each section several times.
8. After each comb out, wipe the comb on the paper towel. If the child has head lice, you will see them on the towel.
9. Keep combing each section of hair until no further lice, nymphs (recently hatched lice) or eggs appear on the paper towel. Often you will see lots of old egg casings that may take some time to remove.
10. Once you have combed and re-combed each section of hair, either re-plait or tie it back. If it is very short, suggest to the child some interesting styling! Young boys often like their hair spiked up.

Other things you should know about the comb and conditioner method
Depending on the hair length and type, it is often easier to neatly section long and thick hair before applying conditioner to avoid getting the hair into a terrible tangle. Head lice often congregate on the crown of the head, so that it may not be until you reach these last sections of hair that you find adult lice. However, heads that are severely infested will have adult lice everywhere.
A good head lice comb should also remove nymphs. These can be difficult to identify with the naked eye, but appear as small insects on the paper towel.

General advice
* Regularly check your children’s hair. Young girls growing up often become very independent about their hair care and it can become difficult to convince them that it’s important for you to continue checking their hair. Try to persist or show them how they can check their own hair when they wash it.
* Tying long hair back or braiding it, may help to reduce the transmission of lice.
* Keep a good quality lice comb in the shower so that every time anyone washes their hair they use the comb. The more people know about simple management methods the easier it will be to reduce the problem.
* Head lice and detangle combs should be cleaned between treatments in hot soapy water and rinsed in running hot water.
* For more information in English on head lice or the Nitbusters Program go to www.health.nsw.gov.au/headlice
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>1</td>
<td>13th July Staff Development Day</td>
<td>14th July First Day back for students Transition class</td>
<td>15th July Transition class</td>
<td>16th July Transition through Play Program</td>
<td>17th July</td>
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<td>2</td>
<td>20th July</td>
<td>21st July Transition class Counsellor at school</td>
<td>22nd July Transition class Assembly</td>
<td>23rd July Transition through Play Program</td>
<td>24th July</td>
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<td>3</td>
<td>27th July Playgroup 28th July Transition class ICAS English</td>
<td>29th July Transition class</td>
<td>30th July Transition through Play Program</td>
<td>31st July</td>
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<td>3rd August Playgroup 4th August Transition class</td>
<td>5th August Transition class</td>
<td>6th August Transition through Play Program Athletics Carnival</td>
<td>7th August</td>
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<td>5</td>
<td>10th August Playgroup Sharing Week 11th August Transition class School Photographs ICAS Maths Sharing Week</td>
<td>12th August Transition class</td>
<td>13th August Transition through Play Program Sharing Week</td>
<td>14th August Sharing Week</td>
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<td>19th August Transition class Assembly</td>
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<td>21st August</td>
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<td>27th August Transition through Play Program</td>
<td>28th August</td>
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<td>2nd September Transition class Assembly</td>
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<td>7th September Playgroup 8th September Transition class</td>
<td>9th September Transition class</td>
<td>10th September Transition through Play Program</td>
<td>11th September</td>
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<td>14th September Playgroup 15th September Transition class Counsellor at school</td>
<td>16th September Transition class Assembly</td>
<td>17th September Transition through Play Program</td>
<td>18th September Last day of Term 3</td>
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