A belated welcome back to term 3, I had a lovely three week break in Central Australia. It was all a new experience for me and one I would recommend for all families. I wish now that I had taken my children there when they were younger. I have decided that I am too young to be a grey nomad so you will have to put up with me for a bit longer. Thank you to Kyla Mamic for acting in my role in week one of the term.

PORTABLE CLASSROOM
We will be receiving another portable classroom this term to accommodate the growing numbers of students at Coburg North PS. This will be placed on the eastern side of the school so it will not affect our garden area. It is good that we will receive this room so early and not experience a rushed installation over the Christmas holidays as we have in the past.

TREE PLANTING WEEK
This week has been tree planting week and has been a busy time in the garden. Each grade has been involved in planting for one hour during the week. Thank you to parents Emma and Di who have been driving this initiative. They have put a lot of time and thought into the plans for Coburg North. Teachers Michael and Kyla have also put a lot of time and energy into this project. Thank you to the many parents and grandparents who have joined the children in these activities during the week. The work is not completed yet as there are many more plants still to go in.

BUGS
The prep students had a visit from Angela Foley from the Merri Management Committee who ran a session on insects with them. Read more about this next week on their grade page on the website.

PRINCIPAL MENTOR PROGRAM
Next week Dennis Osborne who is an Assistant Principal will be at Coburg North Primary for the week shadowing Helen Zull in her role as Principal. Please make Dennis welcome if you see him.

PARENT OPINION SURVEYS
Parent Opinion surveys were sent home to 40 families on Monday. These families are randomly chosen by the computer. These surveys need to be returned by next Monday so I can send them to the department. The school gains valuable information and feedback from these surveys and is keen to get as many as possible back.
Education Maintenance Allowance (EMA):

The Education Maintenance Allowance (EMA) is provided by the Victorian Government to lower-income families to help with education-related costs.

If you have a child under 16, and you hold a valid Health Care Card, Pension Card, or are a temporary foster parent, you may be eligible to receive the EMA. The allowance is paid in two instalments, one in March and one in August.

The payment is intended to assist with education-related costs such as; uniforms, excursions, textbooks, and stationery. You can elect to have your EMA paid in one of the following ways:

- Paid by direct deposit (Electronic Funds Transfer) into your own nominated bank account; or
- Paid to the school to be held as credit which you can use towards education expenses; or
- Paid by cheque which will be posted to the school for collection.

In 2014, the annual EMA amount per student is:

- $200 for prep students (instalment one $140, instalment two $60).
- $150 for students in years 1 – 6 (instalment one $105, instalment two $45).

A pro-rata amount is payable for students turning 16 in 2014.

How to Apply: Contact the school office to obtain an EMA application form.

Closing Date: You need to obtain an EMA application form* from the school office and return by 1 August 2014.

* Parents who received the first instalment EMA payment through this school don’t need to lodge another EMA application form to receive the second instalment payment.

WEEK 1: PEER LEADERS PROGRAM

We have commenced our peer Support lessons this week. The whole school participated in Peer Support for 30 minutes. Two Peer Leaders facilitate a small group of 8-10 younger students, who work together through a number of structured activities. Each group is supervised by a teacher. We are working on a module called Keeping Friends, helping us explore the concept of friendship, build relationships and develop skills in empathy and critical thinking. The module runs for 8 sessions. Our first session enables the children to get to know everyone in their group, agreeing on how they will work together and interact cooperatively with others. They will also begin to think about the meaning of friendship. We encourage you to talk to your children about Peer Support every week as it will help to reinforce the concept learnt in each session.

SECONDHAND UNIFORM STALL
This Monday 28th July from 8.45 to 9.30 am (with a break for assembly), a second hand uniform stall will be held in the hall.
All items $2.
You can donate any clean used items of uniform by taking them to the office.

STEPPING STONES … … INTO THE FUTURE DESIGN COMPETITION

Last week, all students were set the challenge of designing how they would like to see Coburg North Primary School develop in the coming years. We received quite a number of entries and these will all be displayed at this week ends Farmer’s Market, so come on down and check out the student’s work.

The winners will be announced at the Monday assembly held on the 4th of August. This shall allow time for School Council to also peruse the student’s work.

I would like to thank all students for their amazing entries and wish everyone good luck in the competition.

Lisa

OSHP

There is a Curriculum Day scheduled for the Wed 13/8/2014, anyone one requiring care MUST notify Kerryn at the After Care Program. The cut-off date will be Monday 11/8/2014. The cost for the day is $60, lunch and afternoon snacks supplied. Childcare rebates do apply for this day. The program requires a minimum of 10 children to run the program.

Casual Users: As our numbers are increasing, parents are required to notify the program by 9.00am on the day of care required as extra staff may need to be employed to cover our staff/student ratio. Food is purchased daily and only for the numbers booked.

Parents MUST notify the program or the school if their child will not be attending care on a booked day. Your child’s safety is very important and it is up to you to let us know. OSH staff and office staff spend time searching for children only to find out they have gone home or to a friend’s place.
Sustainability Committee Announced

We are proud to announce that our Sustainability Committee has now been finalised. We are eager to begin raise awareness within the school community and to engage students in fun, hands-on sustainable activities.

Our Sustainability Committee consists of:

- Sarah
- Courtney
- Kyla
- Michael
- Lucy
- Emma
- Diana

Thank you to these wonderful people for getting involved and sharing our vision. The passionate parents in this group have plenty of great ideas and a wealth of knowledge to share with us. We can’t wait to reduce our schools impact and contribute to a more sustainable future for all.

Thank you for your support.

Courtney and Sarah

(Sustainability Coordinators)

RESPONSIBLE STUDENT AWARDS

Week Ending: 18/07/14

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Right/Responsibility</th>
<th>As demonstrated by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romany</td>
<td>1B</td>
<td>Personally responsible - as much work as possible</td>
<td>Using fantastic adjectives such as 'bossy' to describe a character</td>
</tr>
<tr>
<td>Celia</td>
<td>1B</td>
<td>Personally responsible - as much work as possible</td>
<td>Correctly recognising and describing one half of an object</td>
</tr>
<tr>
<td>Jordan</td>
<td>2A</td>
<td>Personally responsible - as much work as possible</td>
<td>Being empathetic and aware of other people's allergies.</td>
</tr>
<tr>
<td>Matilda</td>
<td>2B</td>
<td>Personally responsible - as much work as possible</td>
<td>Creating a detailed orientation that captured the readers interest.</td>
</tr>
<tr>
<td>Yathrib</td>
<td>4/5</td>
<td>Personally responsible - as much work as possible</td>
<td>Coming up with some great interview questions.</td>
</tr>
<tr>
<td>Rebecca</td>
<td>1A</td>
<td>Personally Responsible</td>
<td>Trying to speak using English words</td>
</tr>
<tr>
<td>Browen</td>
<td>3/4 B</td>
<td>Communally Responsible - safe &amp; comfortable</td>
<td>Always completing his composting duties and reminding others when they too are on duty.</td>
</tr>
<tr>
<td>Pascal</td>
<td>3/4 B</td>
<td>Personally Responsible - as much work as possible</td>
<td>Concentrating and completing his multiplication math work last week.</td>
</tr>
<tr>
<td>Liam</td>
<td>3/4 A</td>
<td>Personally Responsible - as much work as possible</td>
<td>Beginning term 3 with great focus and commitment to competing work.</td>
</tr>
<tr>
<td>Ariadne</td>
<td>PA</td>
<td>Personally Responsible - as much work as possible</td>
<td>Trying her best during reading and writing</td>
</tr>
<tr>
<td>Oscar</td>
<td>PB</td>
<td>Personally Responsible - as much work as possible</td>
<td>Taking his time and finishing work to a high standard</td>
</tr>
</tbody>
</table>
About the Competition

Entry is NOW OPEN in the 2014 Schools Writing Competition! Students all over Australia are invited to enter their short stories OR poems, and battle it out for the great cash prizes on offer.

There is no theme! Entrants are encouraged to let their imaginations run wild and get their creative juices flowing to write on ANY TOPIC and in ANY STYLE. Students from ALL GRADES are welcome to enter - Kindergarten to Grade 12.

Entry is FREE and all entries must be in by Sunday 31st August 2014.
ENTRY FORM AT http://www.write4fun.net/competitions/

The Book
Poems and short stories entered into the competition will be considered for inclusion into the 2014 Write4fun anthology! Those selected will have the opportunity to purchase the edition at a discounted rate. 1st, 2nd and 3rd prizewinners will receive a complimentary copy of the book.

Prizes

Poetry Prizes

1st $1,000 CASH and YOUR CHOICE of a:

**Xbox 360 AND a 16GB Apple Ipod Touch OR Xbox One OR Playstation 4**

2nd $250 CASH + Write4fun Gift Pack
3rd $150 CASH + Write4fun Gift Pack
15 x Finalists Write4fun Gift Pack

Short Story Prizes

1st $1,000 CASH and YOUR CHOICE of a:

**Xbox 360 AND a 16GB Apple Ipod Touch OR Xbox One OR Playstation 4**

2nd $250 CASH + Write4fun Gift Pack
3rd $150 CASH + Write4fun Gift Pack
15 x Finalists Write4fun Gift Pack
Rules

1. The judges’ decision is final and no correspondence will be entered into.
2. All entrants must be currently enrolled and attending as students at the school under which they enter or be Home School Primary or High students.
3. Entries must not exceed 16 lines in length or 64 characters in width for poems and must not exceed 500 words for short stories.
4. Entries must be typed or neatly hand written.
5. Typed entries are to be presented on one side of a single A4 sheet of paper.
6. One entry per student only.
7. Co-written entries will be disqualified.
8. Entries are to be postmarked no later than August 31, 2014.
9. Copying an existing poem/story is called plagiarising and it is against the law. If plagiarism occurs, the entrant will be disqualified and their parents and teachers notified. Write4fun will not be held responsible for any plagiarised work entered into the competition.
10. The author's name, age, address, grade level and school must appear on the page with each entry.
11. Write4fun reserves the right to disqualify unsuitable entries.
12. All care will be taken but no responsibility will be accepted for any misplaced work.
13. No updated, revised versions of entries will be considered after initial entry.
14. All prize winners will be notified by mail and a winners list will be available to view on our website.
15. Entries will not be returned.
16. If insufficient entries have been received in the opinion of the organisers, Write4fun reserves the right to cancel the competition.
17. There will be separate judging and prizes for poems and short stories as follows:-

Poetry:-
First prize is AUD$1000.00 to be divided AUD$500.00 to the school and AUD$500.00 to the winning student plus the choice of either a Xbox 360 AND an iPod Touch 16GB OR a Xbox One OR a Playstation 4. We will also be awarding one Second Prize in each division of AUD$250 and one Third Prize of AUD$150.

Short Story:-
First prize is AUD$1000.00 to be divided AUD$500.00 to the school and AUD$500.00 to the winning student plus the choice of either a Xbox 360 AND an iPod Touch 16GB OR a Xbox One OR a Playstation 4. We will also be awarding one Second Prize in each division of AUD$250 and one Third Prize of AUD$150.
CNPS P&F invite YOU
to a family night out at
Alasya Turkish Restaurant
555 Sydney Rd (Upstairs)
Friday August 1st from 5.30 pm
BYO drinks
All welcome

Please leave prams at home if possible due to stair access only
## DIARY DATES 2014

<table>
<thead>
<tr>
<th>JULY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>School Council Meeting 6.30 Staffroom</td>
</tr>
<tr>
<td>AUGUST</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Parents &amp; Friends Social Night</td>
</tr>
<tr>
<td>13</td>
<td>Curriculum Day</td>
</tr>
<tr>
<td>27</td>
<td>Author Visit (Kym Lardner) Whole School Incursion</td>
</tr>
<tr>
<td>28</td>
<td>Grade 1 Dinner</td>
</tr>
<tr>
<td>31</td>
<td>Working Bee</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>School Council Meeting 6.30 Staffroom</td>
</tr>
<tr>
<td>5</td>
<td>Coburg District Athletics</td>
</tr>
<tr>
<td>11</td>
<td>SCHOOL CONCERT</td>
</tr>
<tr>
<td>18</td>
<td>WORLD OF MATHS INCURSION (Whole School)</td>
</tr>
<tr>
<td>19</td>
<td>Last day of Term 3 FOOTY PARADE DAY</td>
</tr>
<tr>
<td>OCTOBER</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Curriculum Day</td>
</tr>
<tr>
<td>21</td>
<td>School Council Meeting 6.30 Staffroom</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Report Writing Day</td>
</tr>
<tr>
<td>7</td>
<td>Prep Transition Program – Week 1</td>
</tr>
<tr>
<td>14</td>
<td>Prep Transition Program – Week 2</td>
</tr>
<tr>
<td>17-20</td>
<td>Swimming Program</td>
</tr>
<tr>
<td>21</td>
<td>Prep Transition Program – Week 3</td>
</tr>
<tr>
<td>24-27</td>
<td>Swimming Program</td>
</tr>
<tr>
<td>28</td>
<td>Prep Transition Program – Week 4</td>
</tr>
<tr>
<td>17-27</td>
<td>Swimming Program</td>
</tr>
<tr>
<td>DECEMBER</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>School Council Dinner</td>
</tr>
<tr>
<td>19</td>
<td>Last Day School Year</td>
</tr>
</tbody>
</table>
**TERM 3 CURRICULUM OUTLINE**

<table>
<thead>
<tr>
<th>Class/Unit: Prep</th>
<th>Teachers: Marianne, Michael &amp; Kyla</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>- Match print and spoken text in their immediate environment</td>
<td></td>
</tr>
<tr>
<td>- Use title, illustrations and knowledge of text topic to predict meaning</td>
<td></td>
</tr>
<tr>
<td>- Identify sound-letter relationships</td>
<td></td>
</tr>
<tr>
<td>- Use context and information about words, letters, combinations of letters and sounds to gain meaning from a range of genres</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>- Write personal recounts and simple texts about familiar topics</td>
<td></td>
</tr>
<tr>
<td>- Form letters correctly using a range of implements and software</td>
<td></td>
</tr>
<tr>
<td>- Use simple punctuation such as full stops and capital letters</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Key Concepts to Be Explored</td>
<td></td>
</tr>
<tr>
<td>- Recognising, naming and writing numbers</td>
<td></td>
</tr>
<tr>
<td>- Counting from different starting points</td>
<td></td>
</tr>
<tr>
<td>- Subitising and comparing collections</td>
<td></td>
</tr>
<tr>
<td>- Making and interpreting graphs</td>
<td></td>
</tr>
<tr>
<td>- Describing position and movement</td>
<td></td>
</tr>
<tr>
<td>- Time sequencing</td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Students in Prep will start the term exploring what keeps them safe and healthy. This will be followed by the topic ‘Celebrations’. Children will develop an understanding that people celebrate different special events and in different ways.</td>
<td></td>
</tr>
</tbody>
</table>
TERM 3 CURRICULUM OUTLINE

Class: 1A and 1B  Teachers: Courtney and Alyce

**English**

**Reading**
In Grade 1 reading we will be doing:
- Guided reading groups focusing on decoding strategies (reading on, chunking, blending sounds, using synonyms), literal comprehension strategies (locating key words, finding the main idea), and inferential comprehension strategies (reading between the lines).
- Oral retelling, summarising, paraphrasing and linking texts to our own personal experiences
- Developing reading fluency and accuracy
- Developing vocabulary

**Writing**
In Grade 1 writing this term we will be looking at:
- Narratives: the structure, features and purpose
- Grammar and punctuation: verbs, synonyms, commas, exclamation marks, question marks, apostrophes for contraction, talking marks.
- Handwriting: focused on correct formation and sizing, and writing legibly with growing fluency.

**Spelling**
Children will be given an individualised program and will take home ten spelling words from the Oxford Wordlists to learn each week.

**Speaking and Listening**
Students will be focussing on:
- Speaking clearly, with appropriate pitch and volume.
- Listening to other students sharing ideas and views.
- Taking part in pair work.

**Mathematics**
- Number and Place Value: predicting the next number or object in a pattern, renaming a number in different ways, solving addition and subtraction by rearranging parts.
- Chance: identifying outcomes of familiar events involving chance.
- Fractions: recognising and describing one half of an object, sharing objects into two equal groups.
- Shape and Units of measurement: measure and compare the capacity of familiar objects using informal and formal units, recognise and classify familiar three-dimensional objects.
- Data: asking simple questions to gather responses, selecting appropriate data displays,
- Problem Solving: introducing the strategies ‘Guess, check, improve’, looking for a pattern, using concrete materials and drawing a diagram to solve a range of worded problems.

**Integrated Topic**
This term we are learning about communication in the past and the present and how it has changed over time. In this unit of study, students will explore communication and learn that:

- Communication is the exchange of information and ideas from one person or place, to another. This can be done through words, pictures, movement, sounds, etc.
- There are two main forms of communication, oral and print.
- Some forms of communication are more reliable than others.
- We are able to communicate without spoken words or language.
## TERM 3 CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Class: 2A and 2B</th>
<th>Teacher: Kristin and Sarah</th>
</tr>
</thead>
</table>

### English

#### Reading

Although each reading group has a focus specific to their learning needs, these are some of the reading and comprehension skills we will be focussing on as a whole class throughout the term:

- Recalling story facts and details in sequence
- Accurate retelling of fiction and non-fiction texts
- Making predictions before and during reading, including identifying the most likely prediction, as well as accepting, modifying or rejecting our predictions as we read on and learn new information
- Comparing and contrasting characters, ideas and events in fiction and non-fiction texts
- Building our literal and inferential comprehension skills

### Writing

The two genres that we will explore through the writing cycle are narratives and explanations. As we are revisiting narratives, we are aiming to improve the quality of our narratives, particularly making sure that we write an orientation that “hooks” the reader and that our complication makes sense. For explanations, we will be writing texts related to our Integrated Unit, explaining how a technological artefact has changed over time.

The spelling codes and strategies that we will focus on are:

- Contractions (e.g. “don’t” for “do not”)
- Using the suffix ‘ed’ to show past tense
- ‘wr’ blend (e.g. wrote, wring, wrapped)
- Understanding the plural forms ‘s’ and ‘es’ and the rules for using these (e.g. ‘es’ is used to create a plural when the word ends in ch, sh, o, x or s)
- Adding the suffix ‘er’ to change a verb into a noun (e.g. swim to swimmer)

### Mathematics

**Key Concepts to Be Explored:**

- Addition and subtraction, including developing efficient mental and written strategies to solve number sentences and recognising which operation to use in worded problems.
- Describing and identifying the features of simple 2D shapes and 3D objects.
- Sharing and grouping, such as recognising multiplication as repeated addition, groups and arrays, and division as grouping into equal sets.
- Identifying practical activities and everyday events that involve chance.
- Recognising and interpreting common uses of halves, quarters and eighths of shapes and collections.
- Comparing lengths using direct and indirect comparisons

### Integrated Topic

Students will undertake a unit of work exploring technology over several generations (past to present) and begin to investigate and identify the impact on people’s lives.
TERM 3 CURRICULUM OUTLINE 2014

Class/Unit: 3 / 4 A & B  Teachers: Lockhart & Lisa

**English**

**Reading**
- This term we have streamed the students from 3/4A and 3/4B into groups across the classrooms to better cater for individual student needs in reading.
- Understanding the various ways in which authors set the scene, atmosphere and character motives in their texts.
- Identify the point of view of a text and suggesting alternatives.
- Continuing to develop our literal and inferred comprehension skills.
- Narrative, persuasive and poetry will all be explored this term.

**Writing**
- Extensive investigation of verbs and the different ways they are used.
- Experimenting with writing about familiar events from others point of view.
- Using quotation marks appropriately.
- Using ICT to combine visual images, sound effects, music and voice to enhance our written texts.
- Letter writing, procedural, reviews and poetry will be the focus for our writing.

**Mathematics**

**Key Concepts to Be Explored:**
- Multiplication – repeating addition, using arrays, multiples of
- Division – repeating subtraction, linking to multiplication
- Shapes (linking 2D and 3D together) and Symmetry
- Angles
- Fractions and Decimals
- Time
- Problem Solving skills using a variety of strategies to solve problems relating to all of the above mathematical concepts.

**Integrated Studies – 20th Century: Past to Present**

During Term 3, we shall be taking a step back in time, exploring the various ways in which Communication, Transport, Fashion and Music have changed. The students will be identifying significant events in our past that continue to impact upon our lives today. Not only may you see some unflattering, but memorable fashions being produced in our room, you may just hear that ‘golden oldie’ being hummed by your child on their way home.
TERM 3 CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Class: 4/5A</th>
<th>Teacher: Sebastian</th>
</tr>
</thead>
</table>

**English**

**Reading**
Fiction – Small Steps by Louis Sachar (Narrative) level 5.
  - Hoot by Carl Hiaasen (Narrative) level 4.

Non-Fiction – different texts, including electronic resources, relating to the inventions and technological advancements, major events of the 20th century and their impact on Australia.

**Writing**
- Information Reports
- Discussions
- Explanations

**Mathematics**
Data Representation – collecting, presenting and interpreting data
Location/Direction – grid references, translations, reflections and rotations of two-dimensional shapes, line and rotational symmetries
Fractions – ordering fractions on a number line, compare fractions with related denominators
Chance - possible outcomes and predicting likely outcomes
Measurement – Calculating area of shapes, converting between metric units of measurement, comparing and classifying angles
Problem Solving skills using a variety of strategies to solve problems

**Integrated Topic – Changing Communities**
Students investigate global developments in transport, communication and scientific knowledge and their impact on Australia. Students will explore the concept of multiculturalism and major events that led to migration to Australia in the second half of the 20th century. Students will examine the contribution of various cultural groups to Australia’s identity.
### TERM 3 CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Class: 5/6A</th>
<th>Teacher: Tim</th>
</tr>
</thead>
</table>

#### English

**Reading**  
Fiction – Small Steps by Louis Sachar (Narrative)  
Non-Fiction – different texts, including electronic resources, relating to the inventions and technological advancements, major events of the 20th century and their impact on Australia.

#### Writing
- Information Reports  
- Discussions  
- Explanations

#### Mathematics

Data Representation – collecting, presenting and interpreting data  
Location/Direction – grid references, Cartesian Plane  
Fractions – ordering fractions on a number line, compare fractions with related denominators  
Chance - possible outcomes and predicting likely outcomes  
Measurement – Calculating area of shapes, converting between metric units of measurement

#### Integrated Topic – Changing Communities

Students investigate global developments in transport, communication and scientific knowledge and their impact on Australia. **Students will explore the concept of multiculturalism and major events that led to migration to Australia in the second half of the 20th century. Students will examine the contribution of various cultural groups to Australia’s identity.**
BULLA HILL RAILWAY – FREE TICKETS

Bulla Hill Railway is set in the Recreation Reserve at Green Street, Bulla. The Recreation reserve is located about 8 km past Tullamarine Airport, and 11 km from Sunbury. Melways Map reference 177 B7

You can ride behind steam or diesel locomotives around a scenic 1.5km track. The ride takes approximately 10 minutes and during the ride, you will pass over bridges, through cuttings with the scenic views of Mt Macedon in the background. During the trip, you might even see a dinosaur or two!

The large gauge track is approximately 1.5 kilometres metres long, with our smaller track closer to 700. There is an enclosed private picnic area complete with coin operated barbecue as well as toilet facilities and a kiosk at the station. There is a great children’s playground located right outside the gates in the public parkland area.

In the interests of safety, enclosed footwear must be worn if you wish to ride on the trains. Sneakers, lace up shoes or boots are ideal. Bare feet or thongs are not allowed.

Entry is free and train rides cost just $3.00 per person. There are 15 complimentary tickets available at the office (limit 1 per family).

More suitable for Grade Prep – 2 First in best dressed!

www.bullahillrailway.org.au

VOLUNTEERS NEEDED

Can you spare an hour or two each week to visit a newly arrived refugee or migrant in the home and help them learn English and settle in Australia? We have isolated people in the Broadmeadows, Coolaroo, Meadow Heights, Roxburgh Park and Craigieburn areas who are waiting for help. Northern AMEP (NMIT) is currently seeking volunteers. Free training and support are provided. If you are interested in being part of our team, contact Liesl Trenfield on 9269 1085 or email namephometutor@nmit.edu.au
First Aid For Families

**Course Information**

**Duration**
2 hours

**Group size**
Minimum of 6 participants

**Where and when**
WE COME TO YOU!

**Course Inclusions**
Take home course material

First Aid For You offer a 2 hour information and demonstration session on the most important child related first aid any parent to be, parent, grandparent, friend or person in care of children should learn!

In a relaxed and practical, hands on session each guest will learn the skills and gain understanding on how to manage child related emergencies, these include:

- **Child and Baby Resuscitation**
- **Choking Management**
- **Near Drowning**
- **Allergic Reaction Management**
- **Head Injuries and Fractures**

- **Asthma Management**
- **Blood loss**
- **Burns**
- **Poisoning & Stings**
- **Temperature & Convulsions**

First Aid For You conducts this course in an environment that is convenient and comfortable for YOU. This can be at work, in your lounge room, at a sports club, in the neighbors back yard or whilst having coffee at a kids play centre!

**We Come To You**

The 'First Aid For Families' course welcomes children to attend and feeding your child (including breastfeeding) during the course is not a problem at all.

For more information or to make your booking contact 1300 853 050 or E: info@firstaidforyou.com.au
www.firstaidforyou.com.au

Find us on facebook 🌐
What does it feel like?

- I can’t catch my breath. It’s hard to breathe.
- My breathing may sound funny, it may be a bit noisy (wheezing) or it may sound like a whistle.
- Sometimes it may feel like someone is squeezing my chest really tightly.
- I may cough a lot. Sometimes more at night or after sport.
- My throat may feel itchy.

What makes my asthma better?

- My Blue puffer. This is also called a reliever. The medicine in my reliever quickly makes it easier for me to breathe.
- I use my puffer with a Spacer. It helps to get more medicine into my lungs.