

Marong Primary School Newsletter

Volume 28 Issue 22, 28th July, 2023

	AUGUST		SEPTEMBER
21st-23rd	Grade 3 Creswick Camp	4th-8th	Whole School Swimming Program
23rd-25th	Grade 4 Creswick Camp		
28th	Scott's BMX Bike Trick Show		

RESPECT RESPONSIBILITY HONESTY

From the Principal

Dear Parents and Care Givers,

Welcome to Term 3!

Enrolling students at Marong Primary School for the 2024 School Year I have been provided with a letter from the Regional Manager of the Dept of Education advising me of the following:

1. Students who reside within our school zone are guaranteed a placement at Marong PS.
2. Students who live outside our school zone but currently have siblings enrolled at our school may enrol at Marong PS.
3. Students residing outside our school zone without siblings attending our school will not be permitted to enrol at Marong PS once our enrolments reach 225 students unless a special consideration case is raised.

Parents of students in this situation can make a written application for special consideration. Please note the limit of 225 does not apply to students in point 1 and 2 above. For further information please contact the principal.

From the Principal Cont'd...

Parent Teacher Conferences – repeat notice

Our parent teacher conferences will be undertaken in next week. Teachers will soon notify you as to their available times however I can inform you which days each team will be available to meet with you to discuss the progress of your child\children.

Monday 31st July – Grade 4/5/6 team will conduct parent teacher conferences

Tuesday 1st August – Grade 2/3 team will conduct parent teacher conferences

Wednesday 2nd August – Foundation and Grade 1 team will conduct parent teacher conferences.

Staff will be released in teams and available during the school day and after school hours on their nominated day only.

We understand this format is not ideal for families with children in different teams across the school however when taking into account industrial workforce agreements, our reluctance to close the school for the day and time in lieu affordability, we deem this as being the most appropriate and accommodating to our school community.

Parent Portal on SENTRAL.

Our school is delighted to introduce Sentral for Parents, powered by Sentral. This free app will allow parents to keep track of permission slips for school activities, access to academic reports and even inform the school of future student absences.

Families will receive a letter next week outlining the process required to login to our Parent Portal on Sentral.

As we progress this initiative, I am confident that the Parent Portal will become more and more significant in your day to day management of your child\'s enrolment at our school.

Should you experience difficulties please do not hesitate to contact Mr Saddler for assistance. I also look forward to hearing from you about your experience with our Parent Portal, and any feedback will be gratefully received with a view to adding further functionality and improvement.

Visiting Performing Artist

As announced yester the Ring of Rhythm had to be unfortunately cancelled. However I am very please to announce that I have been able to book a replacement performance entitled 'Scott's Trick BMX show". This performance is presented by Scott Hone, please see the information re Scott below. This program will be presented on Monday August 28th. The cost will be \$6 per student. Families who had paid for the Ring of Rhythm performance will have this credited towards to the new show. Scott Hone is a father of two, BMX rider, juggler, acrobat, clown, photographer and teacher who started his performing career with Circus Oz and has gone on to perform at countless festivals around Australia and the world. He has performed in prestigious locations such as Broadway New York City, London's Royal Festival Hall and the Royal Albert Hall and Australia's own Sydney Opera House. As well as teaching tumbling and acro at local dance and circus schools, Scott is a qualified school teacher.

Thank you!

A big thank you is extended to Mr Saddlier who tidied up the back of Beyond area and took a load of rubbish to the tip . Well done Mr Saddlier!

Grade Prep/One

A great week for our juniors with everyone working hard and trying their best. In Writing we have continued to look at question marks. The students have had lots of fun coming up with some silly and fun questions. In Maths we have been exploring data collection, tally marks and we have been experimenting with graphing.

As mentioned on Dojo, next Tuesday 1/8 we will celebrate 100 days at school and have invited all prep and grade 1 students to dress up in their brightest clothes. We can't wait to see everyone all colourful to celebrate 100 days brighter!

We hope you all have a wonderful weekend and keep warm.

The Prep/One Team



Grade 2/3!

It's been a short but busy week for the grade 2/3s! Our poetry writing has been in full swing this week, learning how to write Kennings poems, Diamante poems and Cinquain poems. Students have done a fantastic job learning the structures and creating their own creative pieces of writing! Our poetry work has extended into reading as well this week. We learnt about inferencing and how to use the clues in a poem to infer what it means.

We continued our work on fractions in maths this week! Students practiced making and finding equivalent fractions, learning all about what different fractions are the same size. We also had a look how to convert between different units of time. We converted hours to minutes, minutes to seconds, months to days and many more.

Finally, in science we have continue to explore chemistry and different chemical processes. This week our focus was on bi-carbonate soda and how different liquids react with it. There are some budding scientist amongst the 2/3s and we can wait to see how they continue to use these skills in the future.

Grade 4/5/6!

This week for reading the grade 4/5/6's have been continuing with making connections. This week we have been working on making text-to-text connections.

Our writing focus is poetry, which has shown some students producing some amazing pieces. We have focused on shape, cinquain and limericks while trying to include figurative language and the correct number of syllables. We have been working on our strategies during Math this week, trying to find multiple ways to solve questions and then being able to justify our responses. The second half of the week is looking at volume and capacity, having competitions trying to transfer water from container to container using only sponges! Integrated has seen our attention shift to, solids, liquids, and gases. This week students looked at the properties of liquids, describing and identifying the changing viscosity of liquids such as, honey, laundry detergent, water and oil.



Just reminder parent/teacher interviews are happening on Monday 31st.

We hope you have a great weekend!
Mr Johnstone, Mr Riordan, Ms Thorn, Miss Williams.



Outside School Hours Care





Prep/One Maddern

Oliver P - Oliver has been kicking goals this week. He has been super focused during independent learning tasks and as a result he has been producing some beautiful and neat work. It has been lovely to see Oliver challenging himself and trying his best. Keep up the great work Oliver!

Prep/One O

Ryder B – Ryder has worked so hard this week to extend himself within his learning. He has shown some great improvement in his small group work and it is lovely to celebrate his success. Go Ryder

Prep/One Mrs Cook & Jess

Riley M- Riley comes to school with a positive attitude and approaches each task with enthusiasm. She shows all of our school values and her smile brings joy to our classroom. We are very proud of the wonderful effort Riley shows in every aspect of her schooling. Super work Riley!

2/3 Fry

Xavier O- Xavier has had an outstanding start to life at Marong P.S. He loves to keep our grade entertained with his sense of humour and has terrific drawing skills.

Xavier has a competitive nature and enjoys being amongst the frontrunners during our 'Otable' challenge. Congratulations Xav, you're a star!

2/3 Stacey

Kyle M- Kyle has been very impressive this week with his enthusiasm and effort towards his writing and numeracy. He is loving the challenges he's facing with fractions and has come in leaps and bounds when assessed, well done Kyle!

2/3 Maher

Rheef S- Rheef has been a superstar this week! He has been applying himself to all tasks and his hard work in showing in the high quality work he is producing. Rheef has continued to work hard on his multiplication challenge and is adding lots of detail and creativity to his poetry. Fantastic work Rheef

4/5/6 Johnstone

Ruby R- Ruby has had a great week and is someone who consistently displays our school values. Ruby has really stood out this fortnight, she was fantastic on school camp and during our football carnival this week. In class, she works well with everyone and always gives her best. Keep up the great work Ruby!

4/5/6 Riordan

Jy B- For demonstrating 'Respect' and 'Responsibility' in his learning. Jy is a great worker in our classroom, working hard to ensure all tasks are completed to his best ability. Jy is always respectful to his classmates and a deserving winner this week. Well done Jy.

4/5/6 Thorn & Williams

Kobei B - Kobei has had a great week in the classroom. He has been an enthusiastic and motivated learner. Kobei has created some great poetry pieces, particularly his limerick. Keep it up!



Self-compassion for pre-teens and teenagers

(The following article can be found at www.raisingchildren.net.au)

Self-compassion: what is it?

Self-compassion is being kind to yourself even when things don't happen the way you expect. It's being aware of your feelings and treating yourself with the same warmth, care and understanding you'd give to someone you care about.

It's also acknowledging that struggles and challenges are a part of life and that everyone goes through them.

Self-compassion: why it's important for pre-teens and teenagers

Pre-Teens and teenagers can be very hard on themselves. They can also be very self-conscious, care a lot about what others think of them, and compare themselves to others. And they might experience intense emotions like shame and humiliation.

Self-compassion helps pre-teens / teenagers deal more positively with failures, mistakes, setbacks and other tough times. For example, if your child gets a bad grade on an assignment or isn't picked for a sports team, they might feel disappointed. But self-compassion helps your child to handle the disappointment positively. Your child might say to themselves, 'It's OK, I've tried my best', 'I'll keep practising and try again' or 'I might ask for some help next time'.

When pre-teens / teenagers treat themselves with self-compassion, they:

- are happier
- get along well with others
- have the confidence to try new things or try again if things don't work out as planned

- take responsibility for their actions
- have more resilience, so they can 'bounce back' during or after difficult times.

Self-compassion helps protect pre-teens / teenagers against mental health problems like anxiety or depression. Pre-teens / teenagers with self-compassion are also less likely to self-harm, feel suicidal, or show signs of eating disorders or substance abuse.

Self-compassion and strong parent-child relationships

Adolescence can be a difficult time. During this time a strong relationship with you helps your child feel loved, accepted and secure, no matter what's going on in their life. When your child feels like this, they also feel more confident to face challenges. And they're more likely to be kind to themselves when things don't work out. This is because they know you won't judge or criticise them.

You can build a relationship that helps your child feel secure and nurtures self-compassion in many ways. Here are some ideas:

- Spend time with your child doing things your child enjoys. It could be shopping, cooking, playing sport, watching TV and so on. This sends a simple message – you're important to me.
- Actively listen to your child's feelings. To listen actively, stop what you're doing when your child wants to talk. Try to understand your child's perspective, even if it's not the same as yours. For example, 'It sounds like you're feeling left out because you're not going to the party on Thursday night'.
- Forgive your child. This shows your child that it's OK to make mistakes. For example, your child forgets to call when they're late home from a friend's place. You could say, 'I stayed up late because you didn't let me know when you were going to be home, but it's OK. It's easy to forget about calling if you're having fun. What would help you remember next time?'
- Think of ways to show kindness in your family. For example, your family routines might allow for your child to have a break from the washing up on nights when they have a lot of homework. Or as one of your family rituals, you might take turns choosing favourite desserts for Sunday nights.

- Praise your child when they show themselves compassion. This builds your child's self-compassion even more. For example, you could say to your child, 'I know you're disappointed that they didn't pick you for the team. But it makes me so proud to hear that you'll try out again next season'.

Children of all ages learn about self-compassion by watching what you do and listening to what you say when things don't go as planned. By role-modelling self-compassion, you're helping your child learn that it's OK to make mistakes, forgive yourself and try to do better next time.

Building self-compassion in pre-teens and teenagers: three steps

Self-compassion is something pre-teens / teenagers need to learn and practise. Try these three steps to develop self-compassion in your child.

Step 1

Pause and notice when your child is angry, frustrated or disappointed because things haven't gone the way they wanted and they're being hard on themselves. For example, your child might be upset about how a haircut has turned out or sad and embarrassed that someone they care about doesn't feel the same way. Maybe your child is worried that they've said something hurtful to a friend.

You might hear your child say things like 'I'm so ugly', 'Nobody likes me', or 'I'm a horrible friend'. Or your child might just be quiet and withdrawn.

Step 2

Let your child know that it's OK to find things hard and that everyone makes mistakes. It's also OK to feel sad, angry, disappointed or frustrated – but it isn't OK to be harsh on yourself.

For example, you could say 'It's normal to feel unhappy with your body sometimes, but that doesn't mean you're ugly'. Or 'I'm sorry they don't feel the same way about you but you're still a lovable person.' Or 'We all say things without thinking. Perhaps you could think about how you can make it better'.

Step 3

Encourage your child to say something kind to themselves. It can help to ask your child what they might say to a friend who made a mistake or who's going through a tough time.

Here are some options you could suggest to your child:

- 'I'm doing the best I can.'
- 'I'm a good person.'
- 'We all make mistakes sometimes.'
- 'This is hard but I'm going to keep trying.'
- 'I can learn something from this.'

In some situations, it might be appropriate to get your child thinking about what they'd do differently next time.

Saying kind things to yourself is an important part of self-compassion. Doing kind things for yourself is important too. It's good if your child knows what helps them feel better when things haven't gone well – for example, going for a run, putting on loud music, meditating and so on. You can encourage your child to choose one of these things as a way of moving through their feelings.

When pre-teens and teenagers struggle with self-compassion or are very self-critical

Self-criticism is the opposite of self-compassion.

Self-criticism is judging yourself harshly or thinking mean thoughts about yourself. Everyone is self-critical sometimes, but if your child is very self-critical, it can increase their stress, affect their mental health, and lower their confidence.

Pre-teens / teenagers who are very self-critical often say very harsh things about themselves. They might also say they can't think of anything kind to say or do for themselves, even with your support. If this sounds like your child, it helps to be extra patient and persistent when helping your child learn to be kind to themselves.

If you're worried that your child's self-critical thinking is affecting their mental health, it's a good idea to seek advice. You can start by making an appointment with your child's GP. They can refer you to a suitable mental health professional if they think it will help.

Autistic pre-teens / teenagers might find it hard to use self-compassion, particularly if they have difficulty recognising and managing their emotions. You can use everyday interactions, as well as tools like emotion cards and social stories, to help autistic adolescences learn to recognise and manage emotions.

BOOK CLUB

Thank you to all the families that have purchased books through Book club this year, orders for issue 5 are due back no later than Monday the 31st of July. All orders go towards being able to purchase books for the school library.

Library news

The Library is seeking any donations of good quality books.

If your family has any picture story books, fiction, non fiction books that is appropriate for junior students we would love to take them off your hands. Please bring in undamaged suitable books to the front office to be donated.

A big thank you to the Marong Primary School Parents club for the beautiful new rug in the library. Not only does it look amazing but it has the Dewey decimal system on it so the students can find their non fiction books.

