

Marong Primary School Newsletter

Volume 27 Issue 35, 10th November, 2022

	November		November Cont'd
Wed 16th	2023 Foundation Transition (Extra Sessions)	Tues 22nd & 29th	2023 Foundation Transition (Core Sessions) (6th & 13th December)
Fri 11th	Curriculum Day - Student Free	Wed 23- Fri 25th	Grade 3/4 Camp – Camp Kookaburra, Corop
Tues 15th-Fri 18th	Grade 5/6 Camp – Halls Gap		December
Thurs 17th & Fri 18th	Grade Two Camp – Pioneer Settlement CANCELLED	Thurs 1st Dec	Grade One sleepover

RESPECT RESPONSIBILITY HONESTY

From the Principal

Dear Parents/Caregivers,

School Camps

Grade Two Camp

For the information of parents of grade two students, I write to advise that the planned overnight camp to Swan Hill Pioneer Settlement has unfortunately been cancelled. The on-going uncertainty with regards to the effect of flood waters in and around Swan Hill coupled with the Pioneer Settlement's decision to cancel two major attractions until further notice, has prompted this decision. We were advised that the paddle steamer cruise and sound and light show would not be running whilst the river remains at peak levels. In addition we had concerns about access to Swan Hill by road given the current situation and potentially more rain this week. Our grade 1/2 staff are planning an alternative for the students in light of this decision.

End of Year Concert

We are very pleased to advise the community that we will be presenting an end of year, whole school concert on the 14th and 15th of December. This event will be held in the Performing Arts Centre (PAC). To accommodate as many people as possible we will present a matinee session and two evening sessions of our production. Information around times and ticketing will be released in next weeks newsletter.

From the Principal Cont'd...

School Camp Dates

Grade 5/6	Halls Gap	15-18th Nov	Nil Cost
Grade 3/4	Camp Kooka-	23-25 Nov	Nil Cost
Grade 2 Cancelled	Swan Hill Pioneer Settlement Camp	17-18 Nov	\$100 per student
Grade 1	Marong P.S. Sleepover	1st Dec	\$5 per student
Prep	End of year activity	To be advised	To be advised

Russell Jeffrey

Principal

Hockey One Finals Hookin2Hockey Clinic

Date: Thursday 17th November, 4pm

Cost: None

Location: The Bendigo Regional Hockey Complex, 14-30 Ashley St Ironbark 3550

Age: Primary school aged children, Prep- grade 6.

Details: A one hour super clinic aimed at learning the basic skills of hockey in a fun, safe and interactive environment. This session will be run by previous Kookaburra, Mark Knowles OAM and Blair Chalmers along with local coaches. Register below to get amongst the athletes and hockey action this November during the Hockey One finals series! This clinic has limited spaces, so get in fast!

[Hookin2Hockey Hockey One Finals Super Clinic | Hockey Australia.](#)

Grade Prep

Another fantastic week in the prep room was had by all! Our beans and parsley are getting soooo big now which is very exciting. In writing we continued with frogs, however this week looked at narratives and how to give a retell to a friend or the class. In mathematics, we revised sharing and what makes a fair share or unfair share. We also explored money and loved spending money in our little shop and learning through money games. Thank you all for another wonderful week.

Mrs Cook, Jess & Kate



Grades One/Two

After another short week, the 1/2s have been very productive getting to the final stages of their animal projects, some very interesting animals including geckos, flamingos, dingos and crocodillios being covered. In numeracy we have been continuing our patterns in shapes, numbers and colours, we also went outside and looked for real world examples such as pavers, fences, landscaping and playground equipment. Spelling this week looked at a variety of blends including sh, ck, ch and er.

Miss O, Ms Whatley, Mr Stacey, Mrs White & Christine



Grades Three/Four

End of week six already, which marks halfway through term four!

The 3/4's have been hard at work this week and absolutely smashing it.

For reading we have shifted our focus to summarising and identifying the key characteristics and components of fiction and non-fiction texts.

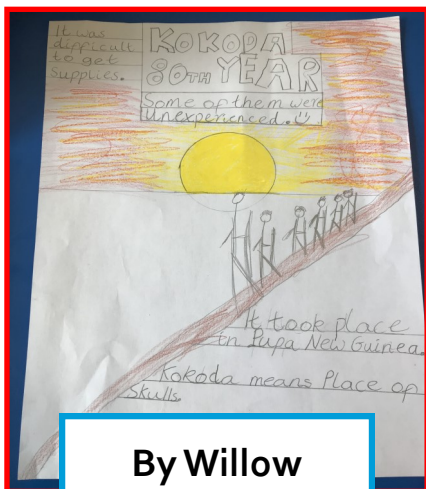
The writing has been on fire lately, we have been looking at ways to improve and 'bump up' our text using the checklists, which has been all student lead. Numeracy has seen the 3/4's revisiting multiplication and division and investigating time. Students have been reviewing which method is their favourite, lattice, box or bowtie.

Integrated has seen us reach halfway of our 'Passion Projects'. There are some great ideas that are starting to take shape and we can't wait to see the finished product of these.

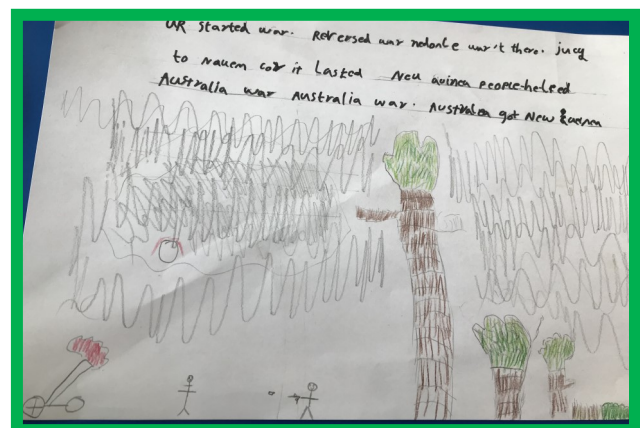
School camp coming up, so please bring back any forms ASAP so we can finalise arrangements.

Have a great weekend everyone.

Mr Johnstone, Mrs Maher, Chelsie, Fraser and Rose



By Willow



By Zayde

Grades Five/Six

This week has seen some great individual success as students have demonstrated creativity in their writing and persistence with their math.

We have been enjoying the warmer weather and students personalities appear to be brighter too.

A very exciting new arrival joined the 5/6 cohort this week, with Mr Wardell, his wife Jessie, Ellie and Billy welcoming baby Imogen on Friday night. We all hope you're all enjoying this special time as a family and we can't wait for Mr Wardell to re-join us later in the term.

This week, students have blown us away with their creativity in their writing. We have been working up to this point over the past couple of weeks with students focussing on sentence structure and text features. Below is an excerpt from Charlotte's introduction – and this was before she was at the editing stage.

"Cindy sat at the trunk of a tree with nature gracefully glowing around her presence. Her mind filled with questions from her life, unravelling every past detail. Cindy often sat by that tree. She figured she should call it the 'thinking tree' as all that crossed her mind was questions, followed by more questions.

The bees, birds and flowers all stand out against her glowing coal coloured, shoulder-length hair. Her hazel eyes popped with different shades of colours.

Cindy's mind had cleared instantly at the sound on a twig snapping in close proximity."

A wonderful start to a story that I'm sure will only improve with time spent editing. Well done!

In math, students have delved further into fractions, exploring the lowest common denominator and using this skill when adding and subtraction unlike fractions. They also looked into probability and the chance of events occurring, however this was more difficult as they related the chance to a number line than ran from 0-1.

Students are in full swing working towards their integrated projects with the tag line "Think Globally, Act Locally". This topic has also been a learning curve for teachers as we have spent time researching foundations such as Blaze Aid which aims to help famers rebuild their fences after fires, also Bendigo Foodshare which aims to assist food poverty in Bendigo and limit food making its way to landfill.

The big build up for the year is finally upon us as we head off on four days of camp next week to Halls Gap adventure camp. If you like to look into the camp and activities, please look through the website <https://www.uccamping.org.au/grampians/>. We have watched the You Tube clip in the classroom and the children are very excited.

A gear list and itinerary has been sent home. There is also a copy on Dojo. Please contact your teacher if you have any questions.

The weather forecast has the weather ranging from 14-18 degrees. Please be mindful of this when packing. A warm jacket and wet weather clothes will be required. The students will still be busy all day outside doing activities, so I'm sure they will warm up quickly. Also look at bringing at least two pairs of sturdy shoes and footwear for canoeing.

Any student that requires medication on camp (asthmatics, hay fever, etc) please ensure a medication form is filled out and medication is provided to Miss Gallagher on Monday or Tuesday.

The teaching staff attending this trip will be Miss Gallagher, Mr Riordan, Mr Saddler, Abby, Jasmin, Marc and Mr J will make a visit for a night or two.

We aim to be leaving around 9:00am on Tuesday morning.

If there are any questions, please don't hesitate to see your classroom teacher.

Ms Gallagher, Mr Wardell, Mr Riordan, Jasmin and Abby.



Outside School Hours Care



Cooking in 'Around the World Club'



Breakfast Club



It's safe to say that hot chocolates have been a crowd favourite. We have been getting on average around 50 students each Wednesday and Friday morning.

Please note during the week of the 21st of November there will be no breakfast club.

I would like to put out a big thank you to the Medhurst family for their kind donation of breakfast cereal, it is much appreciated.

PLEASE NOTE:

BREAKFAST CLUB WILL BE CANCELLED WEDNESDAY 16TH & WEDNESDAY 23RD OF NOVEMBER DUE TO SCHOOL CAMP.

Wellbeing



Helping children learn to self-regulate their emotions.

Part 4 continues our series of articles aimed at providing parents and care givers with helpful information and strategies that will assist you raise confident, independent, and healthy children.

The following articles have been obtained from Raising Children; who's focus is providing free, reliable, up-to-date and independent information to help families grow and thrive together. They are funded by the Australian Federal Government.

<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Part 4. Calming down from strong emotions (helping pre-teens and teenagers)

Pre-teens and teenagers often feel and express strong emotions. For example, they might feel really angry if something seems unfair, or really disappointed if something doesn't turn out the way they wanted.

These emotions can be overwhelming. At the same time, because of teenage brain development, teenagers don't always have the skills to think about things rationally. They might have trouble solving problems. They might also do things without thinking them through.

Pre-teens and teenagers might behave in these ways even if they had fewer difficulties in these areas when they were younger.

Your child's personality or particular circumstances like family changes or stress from schoolwork or relationships can also affect pre-teens' and teenagers' abilities to deal with emotions.

Learning to calm down is an important part of learning to understand and manage emotions for pre-teens and teenagers.

Five steps to help pre-teens and teenagers calm down:

Here are five steps to help your child calm down from a strong emotion:

1. Notice and identify the emotion.
2. Name and connect the emotion.
3. Pause and say nothing.
4. Support your child while they calm down.
5. Address the issue.

Wellbeing Cont'd...

1. Notice and identify the emotion

If your child looks like they need help to calm down, stop. **Pay attention to what your child's behaviour is telling you** about their feelings before you do or say anything else.

Here are some ideas to help you identify your child's feelings:

- Try to stay calm and listen to what your child is saying. For example, if your child does badly on an assessment, they might be feeling disappointed. But they might complain that the teacher hates them or that their chores don't give them enough time to study.
- Try 'standing in their shoes' by remembering or imagining yourself in a similar situation. For example, you might think about how you feel when you make a mistake at work.
- Be patient. You might need a lot of practice to identify your child's emotions.

2. Name and connect the emotion

The second step is to label the emotion and connect it with the event. For example, 'I think you might be feeling frustrated and disappointed with that grade'. This helps your child understand what they're feeling and why. It also helps them understand what happens in their body when they feel this way.

Labelling the emotion also **shows your child that you understand how they feel** and that this emotion is OK, even if their behaviour isn't OK.

It can be hard for your child to work out what the emotion is when they're very upset, particularly if they're still learning to identify their emotions. That's why it's best to label the emotion rather than asking about it. So you might say, 'You seem really angry' rather than 'Are you feeling angry?'

3. Pause and say nothing

Pausing and saying nothing for a few seconds gives your child time to take in what you've just said. It's hard not to jump in and start talking. You might find it helps to **count slowly to five in your head** while you wait.

This pause might be enough for your child to calm down. Or they might solve the problem for themselves. For example, 'I think I didn't put much effort into studying. I'll put more effort into the next assignment'.

Also, a pause can sometimes give your child time to think more about why they're feeling the strong emotion. If they want to talk through their thoughts, you might need to wait a little longer.

4. Support your child while they calm down

If your child is very upset, they might need more time to calm down. For example, they might keep shouting or acting out physically. Or they might shut themselves in their room or leave the house.

Here's what to do if your child needs more time:

- ⇒ Make sure that they're safe, you're safe and the people around you are safe.
- ⇒ Get someone to help you if you need it – for example, your partner, if you have one.
- ⇒ Stay calm. Stay close to your child if it's safe to do so. Staying close shows your child that you understand and that you can handle whatever their emotions are. It also helps them understand that emotions don't have to be overwhelming.

Wellbeing Cont'd...

- ⇒ Give your child some space if they want it, but let them know you're close by – for example, 'I'm just going to sit outside your door'.
- ⇒ If your child leaves the house, match your response to your child's age and maturity. For example, you could follow them, let them 'walk it off' for a few minutes then call them, or just wait for them to come back.
- ⇒ If your child's emotions don't seem to be passing, go back to step 1 – for example, 'I can see you're really furious about this'.

It's tempting to say things like 'Why don't you go for a walk?' or 'Try taking some deep breaths'. But your child might not be able to respond to these suggestions until their emotions have passed. It's often best just to wait and send the message that you're there if they need you.

It's important to let your child know that it's OK to feel strong emotions. When your child is calm, you might need to help your child understand the difference between the emotion and the behaviour. For example, 'It's OK to feel frustrated and disappointed. But it wasn't OK to swear at me and kick the wall'.

5. Address the behaviour or problem-solve

Your child needs to calm down before you can help them solve a problem or change a behaviour you don't like. What you do after your child has calmed down will depend on the situation – for example, what caused the outburst and how your child was behaving.

Here are some suggestions:

- ◇ If it's appropriate, ask your child whether they want some help with problem-solving. The first step in problem-solving is to identify the problem. For example, 'You have two big assignments due next Wednesday'.
- ◇ If your child is upset about a rule that you won't or can't change, acknowledge your child's emotions but avoid a debate. For example, 'I know you're angry because you can't go to that party. But we're not comfortable with you attending parties where there's no adult supervision'.
- ◇ If your child is behaving in physically or verbally harmful ways, let them know this behaviour is unacceptable. For example, 'It's not OK to speak to me like that', or 'We'll have to patch and paint that hole in the plaster this weekend. The cost of the materials will come out of your pocket money'.
- ◇ Give your child comfort and reassurance if they need it. For example, 'That was a scary thing to happen' or 'I'm sorry to see you so sad. Would you like a hug?'

Autistic teenagers who show aggressive behaviour and teenagers with ADHD often need extra support to cope with strong feelings and control their impulses. Your child's therapist can give you ideas for strategies that might help.

Calming down: getting help

If you think your child needs more help dealing with their feelings, start by talking to their GP. The GP can help you find support for your child, which might include seeing a counsellor or psychologist. A school counsellor might also be able to help.

These professionals can also recommend parenting programs that can help you learn more about teenagers' emotions.



Prep - Ruby H

Ruby has been on fire this week! She has written an amazing story about Stolen Gems, a wonderful retell about Tiddalik the Frog and has moved up multiple reading levels. It has been so exciting to see the super effort she has made this week and we are incredibly proud of her. Keep up the fantastic work Ruby!

Grade One/Two Stacey - Evie G

Terrific week Evie, you have been constantly spotted being responsible for your learning within the classroom. She has been seen persisting with tough assignments, respecting people while they talk by listening attentively and taking ownership of her own learning by asking questions when she is unsure. A great week Evie!

Grade One/Two Whatley/White - Marlo P

Marlo has shown great responsibility with her learning this week by responding to new routines and expectations in the classroom. Marlo is also taking extra personal responsibility with her learning by being more organised and ready to learn. She is also a kind and respectful towards her peers and teachers and loves to help out in our school. Great work Marlo!

Grade One/Two O'D - Alisha R

I am always impressed with Alisha's attitude towards learning and how hard she tries to be her best and succeed. Alisha speaks up when she knows an answer and is a kind friend. Well done Alisha.

Grade Three/Four M - Georgia W

Georgia has put in a superstar effort! She has approached this week with a positive, 'Can Do' attitude which has been fantastic to see. In maths, she didn't give up when faced with challenging problems and has worked hard to learn short division. Keep up the wonderful work Georgia!

Grade Three/Four J - Cogan

Cogan has had an excellent few weeks and it's really starting to show in his work in the classroom. This week, Cogan has really taken his time and applied himself to the writing task. He has excelled at using the writing checklist to improve and bump up his own writing and others in class, making use of adverbs, similes and dialogue. On top of that, he hasn't missed a week this term with his reading diary.

Great work Cogan!

Grade Five/Six R - Emily H

Emily has demonstrated all three school values this week, both in the classroom and in the school yard. Emily has been showing great focus in the classroom, listening and working hard. She is always kind, helpful and a great friend to others. Well done on a super week in the classroom Emily.

Grade Five/Six G/W - Kodi H

This weeks SotW is awarded to the ever-reliable Kodi. Kodi sets the bar very high for himself and is able to achieve success on a daily basis. He is kind and generous with his peers, and very helpful to all teaching staff. Kodi has been in his element this week as we have had a big focus on the planning, editing and publishing process of a narrative. He is incredibly creative and his writing oozes with description and detail. Well done on this week and every other Kodi. You are an absolute delight!

COLOUR EXPLOSION SCHOOL RUN 4 FUN

Did you hear the exciting news? Due to persuasive writing from the grade sixes, we are again hosting a Colour Explosion School Run 4 Fun on November 30 @ Malone Park! 🏃‍♂️🎉

Fundraising will open within the next two weeks and more information will follow. Make sure you keep an eye out for your child's sponsorship booklet to get started, and updates on Facebook and in the newsletter.

As we gear up to the big day, we are calling for the following, if anyone can help out, it would be awesome!

- Big round hay bales x 4
- Rectangle hay bales x 30
- Truck/car tyres x 16
- Star pickets (min 1m) x 6
- Blow up slide

The hay bales and tyres would need to be delivered to Malone Park on Wednesday November 30 in the morning (or can be arranged for the night before if needed) and picked up any time after 4pm. Any questions - please reach out!



Thank you so much for continuously supporting our school,
especially through fundraising.

This term, we are hosting a Colour Explosion School Run4Fun to
raise money for some outdoor sports equipment to use on our new
facilities.

The big day is coming! We are so excited to host our Run on
Wednesday, November 30 from 1pm at Malone Park. Parents and
carers are invited to attend. On the day, make sure your child brings
a white shirt for the Fun Run. They will be covered in non-toxic,
gluten free, high quality colour powder, from head to toe!

Start fundraising today.

Visit www.plantadifference.com.au to create your child's cybersafe
fundraising profile for sharing with family and friends.

Cash donation booklets are available from the office.

We are Going Green! this year, we have again chosen to reduce our
impact on the environment and Go Green! Instead of the little prizes
you get, for every \$20 we raise, Carbon Neutral and the Great
Barrier Reef Foundation will plant one native tree/shrub or coral in
the Yarra Yarra Biodiversity Corridor or Great Barrier Reef.

All the fundraising still comes to our school, this is just in lieu of the
little prizes.

Please let your teacher know if you don't consent for your child to
participate.

We'll keep providing more details as we get closer, yell out if you
have any questions.





Tag-A-Long History Tour of East Shelbourne.

Sunday November 20th 2022

1pm start at East Shelbourne Recreation Reserve
Bendigo – Maryborough Road, East Shelbourne.

Tour - \$20.00 per vehicle.

Tour will start and finish at the East Shelbourne Recreation Reserve.

Join us in the old church hall after for a homemade afternoon tea (\$5.00/person). There will also be a historical photographic and book display.

We will be visiting historical sites, old school sites and old mining sites in and around Shelbourne. Each site will have a local person sharing the story of the site.

The tour will take approx. 2 1/2 hours in the car.

(Note: There will be approx. 20kms of good gravel road, rest 30kms bitumen)

All proceeds of the day will go to helping to preserve our Reserve and help to continue its present day story.

Further Information and to RSVP

Please contact Chris Johnson 0488 992 714.

Have your say on the proposed masterplan for Marong Kindergarten and Community Hub

This project will provide a proposed kindergarten and community hub in the centre of Marong.

Stage 1 99-place kindergarten and MCH/allied health rooms

Stage 2 Community hub (this is a long-term project)

Planning for both stages at once will help ensure we get the best community outcome for the site.

The masterplan shows how the proposed buildings will be located on the site (see over page).

WE WANT YOUR FEEDBACK!

You can find more information, view the plan and leave your comments on Let's Talk Greater Bendigo at www.letstalkgreaterbendigo.com.au or via the QR Code below by December 2, 2022.



CITY OF GREATER
BENDIGO

Community Christmas Festival



Bendigo
Garden
for the Future

DEC 3rd 4.30pm

Games & Food Trucks, Carols from 6pm

Community

PILATES WITH LEIGH

Marong Community Hall

THURSDAYS - 9.00 am & 7.00 pm

First come and try class \$15

Class packs 5 for \$85 (\$17 per class)

10 for \$150 (\$15 per class)

Casual \$22 per class



Please message via "Maiden Gully Pilates & Wellbeing" Facebook page
or text Leigh on 0417530628 for bookings and more details.

PEOPLE OUTDOORS

CAMPS FOR PEOPLE LIVING WITH DISABILITY

Adventure for All!



PEOPLE OUTDOORS
Adventure for All



- Overnight Camps
- Weekend Camps
- School Holiday Camps



All meals, activities, transport
and accommodation included.
Central pick up point.



We are a Registered NDIS
Service Provider. NDIS plan
not required to attend.



Kids, teens and adults
welcome.



Campers supported by
professional staff.

30 years experience!

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Ballarat - 0455 514 879

www.peopleoutdoors.org.au

