

Marong Primary School Newsletter

Volume 28 Issue 20, 14th July, 2023

	JULY		AUGUST
18th-21st	Grade 5/6 camp	21st-23rd	Grade 3 Creswick Camp
25th	Curriculum Day- Staff professional development	23rd-25th	Grade 4 Creswick Camp
28th	Ring of Rhythm		
			SEPTEMBER
		4th-8th	Whole school swimming program

RESPECT RESPONSIBILITY HONESTY

From the Principal

Dear Parents and Care Givers,

Welcome to Term Three

To commence our 1st newsletter for Term 3, I am delighted to announce to our community, that Bridget Gallagher , Adrian Pappin and sons Will and Hugh were delighted to welcome to their family, twin girls over the break. Audrey Kate and Elsie May arrived quite quickly early on Sunday July 2nd. For those mathematically inclined I can advise you that Audrey weighed in at 5 pounds 5 ounces (2477 grams) and Elsie 5 pounds 1 ounce (2338 grams).

Welcome Back

As previously advised Alice Torn has returned to her role as a classroom teacher at Marong following some family leave. Welcome back Alice!

Curriculum Day

Parents and carers are advised that the school will be closed on Tuesday July 25th. Staff will be participating in day2 of the Berry Street training program.

From the Principal Cont'd...

Grade 5/5 Camp Queenscliff

Students attending the above camp will need to be at school no later than 8:30am on Tuesday 18th July. They will need to bring a packed lunch, snacks and a water bottle. Please ensure these items are in a back pack and NOT in their main luggage bags. Upon arrival in Queenscliff we will quickly drop our luggage off at the camp and then proceed to the Queenscliff Maritime museum where we will have lunch and then a tour of the museum. Please note, once the coach drops us at the museum the driver will return to Bendigo. Students and staff will be walking back to camp and hence they should ensure they have a warm top or jacket to wear with them if needed.

I have listed below the names of staff accompanying the students on this camp. School Staff: Matt Riordan, David Johnstone, Jake Saddlier, Chelsie Nickson, Abby Williams and Fraser Stewart.

Ring of Rhythm

On Friday July 28th students will be able to attend a Musical Performance entitled Ring of Rhythm. The presenter is Andy Jones. From a simple beat, Andy guides students through the process of layering up the sounds by adding Rhythmic Chants - Body Percussion - Vocalized Sounds and Words to produce their own, truly original Tribal Sound. Throughout this memorable process Andy Jones' cheeky boyish sense of fun is ever present and there's plenty of fun and laughter to be had.

This performance will take place in the PAC. The cost per student will be **\$6.00**.

From Mr Saddlier....

Parent Teacher Conferences

Our parent teacher conferences will be undertaken in week 4 of this term. 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.

Grade Prep/One

Welcome back to another wonderful term in P/1. It has been lovely to see everyone's smiling faces back in the classroom.

In Smart Spelling, the preps have been learning a new digraph and sentence of the week, whilst the Grade 1's have continued to work on their sound and word knowledge.

In Writing we have been working on building our knowledge of when to use question marks, exclamation marks and full stops. Students have written some awesome questions and sentences this week.

On Friday we FINALLY got to go on our trip the Op Shop! We had lots of fun waking around and discussing our community, as well as choosing a special something from the op shop!

The Prep/One Team.



Grade 2/3!

Welcome back grade 2/3s!! It was great to see everyone back and refreshed after the break, ready and pumped for a big term ahead.

This week saw us practising our predicting skills in reading. We have focused on finding examples in our books to support our predictions and following the clues left by the author to guess what is going to happen. In writing this week we have begun learning about creative writing through poetry. We have started with simple rhyming poems and look forward to learning some more types and structures in the coming weeks.

Maths this week and see us revisit some topics from earlier in the year, fractions and time. We have looked at placing fractions on a timeline and some old methods of telling the time like sundials.

We have also begun a new science unit this term. There has been a lot of excitement around our new topic, Chemistry. We have begun exploring chemistry through melting and freezing, already conducting some experiments and learning about how temperature can change the state of some things.

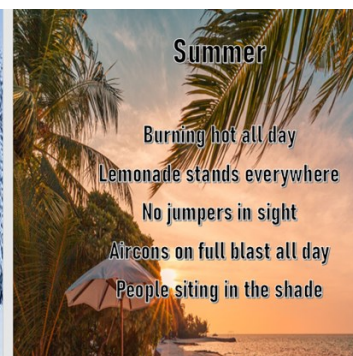
We look forward to a busy and exciting term!

Mr Fry, Mrs Maher and Mr Stacey.



Grade 4/5/6!

We welcome everyone back for a busy term 3. We hope everyone enjoyed their holidays. We welcome Miss Thorn and Ms William who will be teaching grade 4/5/6 GW for the remainder of the year. A big congratulations to Ms Gallagher for having twin girls, Audrey and Elsie over the holidays. We wish her all the best.



This week, students have been straight back into it. We have worked on a range of activities including setting up reading goals and having students work on their reading goals during class time. Students will be showing multiple pieces of evidence to ensure they are completing their goals.

In writing, students have been continuing on with a focus on poetry. This time, creating Tanka poems. This style of poetry is a 5 lined poem using a structure of 5 syllables, 7 syllables, 5 syllables, 7 syllables and 7 syllables. Students have been creating their own poetry using figurative language including similes, metaphors and personification.

In mathematics, our beginning focus have been on division. Students have modelled different strategies to solve division equations including sharing into groups and solving equally and with remainders. We have also looked at the connection between multiplication. Later in the week, we taught lessons on Area and Perimeter, using geoboards to create and find the area and perimeter of these shapes.

We have introduced our integrated topic for this term, being titled 'What's the matter?'. This is a chemical science unit looking at physical change. Students will be learning about the states of matter; solids, liquids and gases.

In our Rights, Resilience and Respectful classes, students have been looking at personal qualities and strengths, as well as identify their own and others personal qualities.

We look forward to our grade 5/6 camp to Queenscliff next week. Students have been given a camp list on what to bring on camp. Please pack for a winter camp to the beach, with lots of warm clothes and changes of clothes for when we get wet. A dojo post has been made with all the details for the camp.

Have a great weekend,
Mr Riordan, Ms Thorn, Mr Johnstone, and Ms Williams



Outside School Hours Care

We had such a fun time over the holidays. This holiday program was such a success. The students enjoyed a wide range of activities including sport, clay creations, a movie and free choice play. We were also able to get out into the community and enjoy some of our local spots. We visited the parks, walked around Marong and enjoyed an excursion to the great stupa. The inhouse disco what a big hit- Thanks to DJ Fry for the tunes.

I would like to express a huge thank you to the teachers and school staff who worked over the holidays to ensure we were able to fully staff the program.



the 'person with management and control' has now been changed over into his name.

We appreciate your patience and understanding while Russell and I have been trying to get this sorted.

Our next step is back date just about every child's CCS. This may take a few days but I will try my best to do it in a timely manner.

If you think your child's CCS is not correct please contact me

Please note next week I am on camp with the 5/6s. for any OSHC bookings, cancellations or queries please contact the office.

Friendly reminder breaky club will run Friday mornings again this term in the beehive.
8:30-8:45





Prep/One Maddern

Amelia G - Amelia has come back from school holidays to work hard and achieve her learning goals. She has been super focused and is challenging herself in all tasks. It has been wonderful to see Amelia participating more in class discussions and watching her confidence build. Well done Amelia!

Prep/One O

Taj S- Taj has been working incredibly hard this week to stay on task and complete his work to the best of his abilities. He has excelled during our writing sessions and enjoyed playing our maths learning games. Taj continues to be a great friend to all his classmates and is often seen with a bright beaming smile. Keep up the great work Taj.

Prep/One Mrs Cook & Jess

Willow M- Willow has begun Term 3 with confidence and as always, has displayed a wonderful attitude towards her learning. We were blown away with the growth in her reading this week as she demonstrated a big improvement in fluency and the use of expression. Sensational effort Willow!

2/3 Fry

Alby T- Alby has had a terrific start to Term Three in 2/3 F. He has displayed a focused attitude towards learning and has tried his best. Alby loved showing the grade his understanding of fractions on a number line and telling the time. He enjoys making sure we are learning in a clean environment and regularly offers his time to help clean up. Keep up your positive attitude, Alby!

2/3 Stacey

Erika R- Erika has returned from holidays full of focus to do her best in and outside the classroom. Writing impressive poetry and making accurate predictions with her text this week as well as taking on keyboard lessons shows myself and her classmates her determination on a daily basis. Well done Erika!

2/3 Maher

Adeara S - Congratulations Adeara on a great start to term 3! Adeara has come back to school focused and ready to learn. She has been a strong contributor to class discussions this week, adding her thoughts and giving good reasoning for her answers. Keep up the great work Adeara!

4/5/6 Johnstone

Koby S- Koby has demonstrated 'Confidence' in his learning this week. It has been great to see Koby enjoying being at school, focusing hard on his tasks and producing some pleasing work. Well done Koby on a great week in the classroom, keep it up!

4/5/6 Riordan

Rhys L - For demonstrating 'Responsibility' in his learning this week. Rhys has started the term on fire, working hard and getting the most out of his learning. Rhys shows great focus and engagement in our lessons. Well done Rhys

4/5/6 Thorn & Williams

Morgan W- Morgan has come back after the holidays refreshed and ready for another term. She has taken responsibility for her learning and has put lots of effort into every task. Keep it up Morgan!



Understanding and managing emotions: why it's important

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

Understanding and managing emotions is important for development and wellbeing during childhood and adolescence.

Children and teenagers who can understand and manage their emotions are more likely to:

- express emotions by speaking calmly or in appropriate ways
- bounce back after feeling strong emotions like disappointment, frustration or excitement
- control impulses
- behave appropriately – that is, in ways that don't hurt other people, things or themselves.

And this is good for children because it helps them learn, make friends, become independent and more.

Your child's ability to understand and manage emotions develops over time. When your child is young, they'll need help with understanding emotions. This mostly involves recognising and naming emotions, which lays the groundwork for managing emotions as your child gets older.

As your child grows, they'll learn more strategies to manage their emotions without your help.

Understanding and managing emotions is also called emotional regulation. It's an important part of your child's self-regulation.

Children under 3 years: developing language for emotions

Children experience emotions before they can use words to describe those emotions. Children also understand language before they can use it themselves. So you can help your child understand what they're feeling by helping them develop 'emotional language'.

It might feel strange to talk to your child about feelings while they're still developing language skills. Here are ideas to help:

- When you see your child showing a particular emotion, label it for them and talk about it. For example, 'You have a big smile on your face. You must be happy to see me', or 'You're crying. You're frustrated because you can't play with the fish'.
- Label the emotions your child sees in you and other people. For example, 'Auntie's sad because she misses Grandpa'.
- Help your child explore emotions through play. Play ideas to develop young children's emotions include puppet play, singing, reading and messy play.

Big emotions like frustration, anger and embarrassment can be overwhelming for very young children. When these emotions happen, time-in can help children calm down and cope.

Children 3-8 years: learning to understand and manage emotions

Children develop their ability to recognise and name emotions through plenty of practice. It's easier for children to practise through play, when they're relaxed, or before their emotions get too intense.

Here are ways you can help your child practise recognising and naming emotions:

- Talk about the emotions that characters in books, TV shows or movies might be experiencing. For example, 'Look at Bluey's face. She looks sad'.
- Read books about emotions with your child. To start with, you could try *The way I feel* by Janan Cain, *All about feelings* from Usborne, or *F is for feelings* by Goldie Millar and Lisa A. Berger.
- Show your child how you recognise your emotions and help them to recognise theirs. For example, 'When I broke that glass, I yelled really loudly. Does that happen to you when you make a mistake and feel angry?'
- Help your child work out how their body feels when they're experiencing an emotion. For example, 'You look nervous. Have you got butterflies in your tummy?'
- Give your child opportunities to explore emotions through play. Play ideas to develop preschooler emotions and play ideas to develop school-age emotions include messy play, drawing or painting, puppet play, dancing and music play.
- Do an emotions activity with your child. You choose an emotion like 'excited' and act it out with your child. You can turn this activity into a simple guessing game.

You can also start helping your child learn simple strategies to manage their emotions. For example:

- Teach your child ways to calm down from strong emotions like counting to 10 or taking 5 deep breaths.

- Suggest ways to react to strong emotions – for example, clap your hands when you're excited, ask for a hug when you're sad, or squeeze your cushion really hard when you're angry.

It can be hard for your child to use strategies like these when they're very upset. They might shout, hit things or behave in other inappropriate ways instead. So you might need to help your child calm down. When they're calm, you can help them understand that strong emotions are OK, but behaviour like shouting and hitting isn't.

Pre-teens and teenagers: strengthening emotional skills

Pre-teens and teenagers often feel strong and sometimes overwhelming emotions like shame and humiliation. They might know the words for these emotions but still have trouble recognising them when they're upset. Also, because of teenage brain development, teenagers don't always have the skills to express and manage emotions in an adult way.

That's why pre-teens and teenagers still need help with understanding and managing emotions. With practice, your child will be able to manage their emotions without you.

Here are ideas to strengthen your child's ability to understand and manage emotions in the teenage years:

- Step in when you can see emotions building up. The sooner your child can spot their emotional changes, the easier it will be for them to stay in control of their behaviour.
- Help your child notice early physical signs of strong emotions. For example, 'When I was stuck in traffic yesterday, my heart was racing and I felt really hot. Does that happen to you when you're frustrated?'
- Help your child notice early behaviour signs of strong emotions. For example, 'You're starting to hit that keyboard a bit hard. Do you need to stop for a minute and get some fresh air?'
- Talk with your child about what you do when you notice the signs that strong emotions are building up. For example, 'When I start to feel really angry with myself, I focus on something I'm really proud of instead. Would that work for you?'
- Work with your child on a list of things they could do when they notice strong emotions building up, like going for a run, listening to loud music on their headphones, or meditating. Try to include plenty of options so your child can choose ones that feel right in different situations.

Remember that talking with teenagers about emotions won't be as effective when they're struggling with the strong emotion. You need to step in early or wait until the emotion has passed.

Our 5 steps to calming down for teenagers (to be included in next week's article) can help your teenage child with managing emotions. When you work through this strategy with your child, you send the message that strong emotions are OK and that you understand what your child is going through.

Signs your child might need help to manage their emotions

All children need help and support to manage strong emotions sometimes, especially younger children or children dealing with extra challenges like a death in the family or other traumatic event.

Children might need help to manage strong emotions if they:

- feel upset or miserable about how overwhelming their emotions are
- feel very strong emotions that are out of proportion to the problem or situation
- still feel strong emotions for a long time after whatever sparked the emotions
- often go from being calm to feeling an intense emotion like anger very quickly
- express emotions inappropriately – for example, laughing in response to bad news
- go very quiet, hide or push people away when they're overwhelmed.

Also, pre-teen and teenage children might need help if they:

- seem to make poor decisions because they feel strong emotions like frustration
- find it hard to relax enough to enjoy their hobbies or be with family and friends.

You can use the tips above to support your child whenever they feel strong emotions. But if you think your child needs more help dealing with their emotions, 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.

Please don't hesitate to contact myself and or Ms White if you or your child are in need of support. We can provide you with confidential advice, support and information on the various services and support available to students and their families.

Marc Cowan

Chaplain & Student Wellbeing Officer