

Marong Primary School Newsletter

Volume 29 Issue 3, 16th February, 2024

	February		March
21st, 28th	Prep Days Off	4th	Curriculum Day (Pupil Free Day)
		11th	Labour Day Public Holiday
		13th-25th	NAPLAN Assessments Grade 3&5
		28th	Last Day of Term- 2:30 Dismissal

RESPECT RESPONSIBILITY HONESTY

From the Principal

Dear Parents and Care Givers,

New Fence

I am sure everyone is aware that we finally have a new fence along the Calder Hwy boundary of the school. As a consequence of significant delays in 2023 this project has been a long time in the making. The delays, whilst frustrating did not detract from the Marong Primary School Council's determination to have the project completed as originally planned. As noted in last week's newsletter Murray Wearne and staff ensured that the intended outcome was reached. To assist Murray in completing the fence a number of parents and staff volunteered their time to assist him. I wish to acknowledge the following people for their time and effort: Darren Turnbull , Chris Lakey , Brenton Pyper , Rob Grant , Corbin Stacey , Greg Anderson and Hayden Boorn . Thank you all! A second stage is being planned to update the Leslie Street entrance and we will release information around the proposed completion date for this stage as soon as possible.

Curriculum Day

I wish to advise that on Monday March 4th the school will be closed as staff will be participating in Day 3 of the Berry Street Education program. This program has been developed in response to the growing number of students who are suffering from the effects of chronic stress or traumatic stressors that impact negatively on their development and classroom learning on a daily basis. Staff undertook the first 2 days of training in 2023 and we will be undertaking days 3 and 4 in 2024.

Recourse Contribution

Our school does not issue booklists, consequently each year we request a financial contribution from parents so that we can provide every student with all the necessary items and resources they need throughout the year. I have listed below the financial contributions we are requesting from you.

Students in Grade P-2 \$170 per student

Students in Grades 3-6 \$195 per student

Additional costs for extra curricula activities are requested for activities such as camps and excursions or special events and/or performances are scheduled. Parents will be notified of these events in advance.

Family Law Courts and Intervention Orders

Families that have Family Law Court Orders or Intervention Orders are requested to provide a copy to the school so that the school can act in accordance with any orders. Family Law Court Orders stipulate the rights of both parties and enable us to act appropriately and lawfully. It is also appropriate that the school is in possession of the most recent Family Law Court Orders or Intervention Orders.

Camps, Sports & Excursions Fund (CSEF)

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

For further information and application forms, please visit the community tab on our school's website; <https://www.marongps.vic.edu.au/page/248/CSEF-Information>

Our Local SES

A big thank you to one of our parents, Renae Knight and the members of our local SES team who responded to our call for help this week. Several tree limbs and debris fell in the storm Tuesday evening and our local SES team responded quickly to help tidy up our school yard so we could all safely return to school the next day. Our community and emergency services do such a wonderful job during weather events such as these and we are truly grateful for their assistance.

Royal Australian Naval Band Performance

On Wednesday March 13th our grade 3-6 students will be going to the Ulumbarra Theatre to see a performance presented by the Royal Australian Naval Band. The local excursions permission form will cover students for this event. The cost will be \$7 per student. Please make payment to the office by Friday 8th of March. If you are eligible for the CSEF funding the cost for this event can be deducted from your allocation.

Russell Jeffrey

Grade Prep

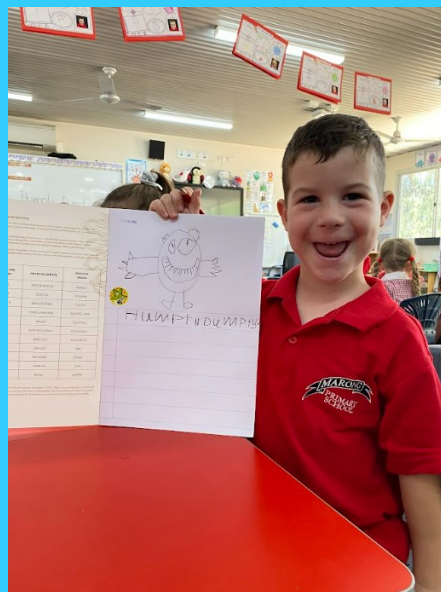
What another fun week in Prep!

This week the preps have started a more structured learning timetable and they have been total superstars. We began our new spelling program, focusing on the sounds that the letters a, m, i, s and t make. We have also been exploring the different the words we can make using those sounds.

In Math, we have continued learning all about the numbers 1 to 5. The preps also learnt a new counting game called 'Buzz'!

We are all so proud of the preps for their awesome efforts this week. Keep it up!!

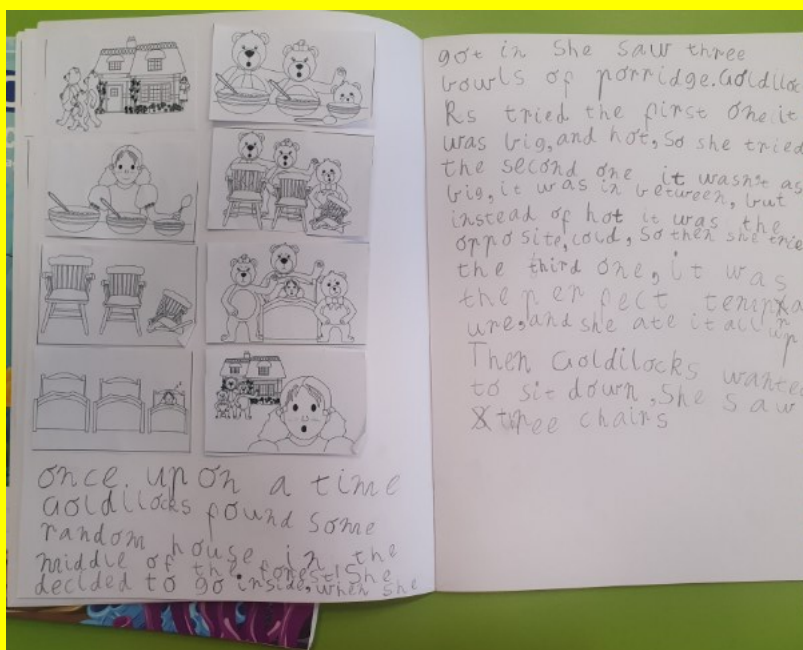
Miss Maddern, Mrs Cook, Jess, Fraser, and Christine



Grade 1/2

The 1/2s have put in a solid week of learning and have been working very hard. During reading this week, we have been focusing on fluency during independent and partner reading. We have been exploring narrative in writing and have been learning about what makes a great story, including a problem and solution and detailing events in order. In maths we looked at place value, warming up with Wishball, an online game we encourage kids to play at home. We have been using MAB to create numbers and looking at the many ways we can make a number. In integrated studies, we have continued to look at our school values at Marong P.S. focusing on honesty and what this looks like at school and at home. Well done on another awesome week grade 1/2s!

Ms Thorn, Mr Saddler, Mr Westcott and Mr Fry



Grade 3/4

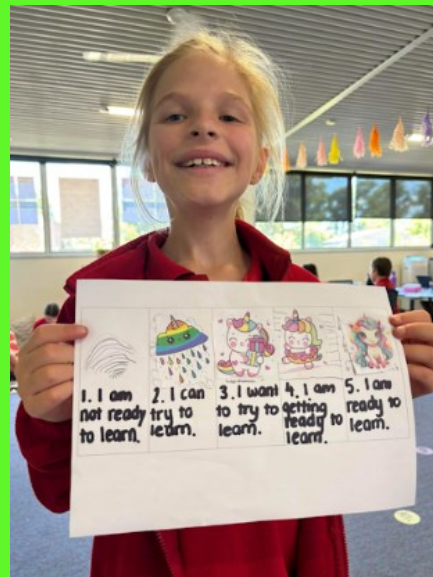
The 3/4's have had another great week and we've been busy getting back into routine.

This week our literacy unit has seen us focus on utilising our adjectives and verbs to enhance our character description. There have been some amazing paragraphs that the 3/4's have created so far!

For Numeracy we have begun to revisit place value and looking at numbers up to hundreds of thousands in some instances! In doing so, we have been working well in small groups and learning some quick new games. Integrated has started and we have started investigating and learning about rivers, some flora and fauna and soon we will be researching and looking into other countries, continents and their special features.

We hope you all have a fantastic weekend!

Mr Johnstone, Miss Williams, Miss Craven and Macey



Grade 5/6

For math this week we have finished off all the essential assessments. The kids aced the first few and they are going to get harder as it goes by!

For literacy we have been studying about African Lakes and South American Lakes. We found out what is important about the lakes and why they are so valuable.

On Tuesday or 'Toasty Tuesday' students in 5/6 O can bring their own toasties and get toasted by Miss O. They look appetizing and good. In the afternoon Calton footy players came and taught us what it is like on the field and what is their daily schedule and training.

I can't wait for the rest of 2024!

By Andrie Cuento



Performing Arts News

This week we formally welcomed students into our PAC ready for an engaging year of all things Performing Arts. A huge thankyou to our wonderful Parents Club for donating funds to purchase our costume and prop storage racks! This helps tremendously in keeping our space organised. Our P-2 students certainly loved dressing up to get into character. This week we enjoyed singing, dancing and role play. We look forward to developing our confidence in using our voice, changing our facial expressions and moving our bodies to show how a character might be feeling.



WHOLE SCHOOL PRODUCTION

Grade 3/4 have begun rehearsing songs and dances for our next production, CHARLIE AND THE CHOCOLATE FACTORY! The enthusiasm is already infectious. Grade 5/6 students are preparing to audition for lead roles, this will be announced in the coming weeks. Our students will be working incredibly hard both in front of and behind the theatre curtain to ensure a SCRUMMDIDDLYUMPTIOUS performance for all. We will be sure to keep you up to date with all the details of the show times/dates as it becomes available.



COSTUME DONATIONS

Do you have any costumes that perhaps your older children have grown out of? Our Performing Arts program would really appreciate your donations! I will be placing a donation basket near the front office for any suitable items that you may be willing to part with. Dress up hats, jewellery, skirts, capes...anything that would allow our students to 'get into character' or perform small plays.

Miss Whatley

STUDENT OF THE WEEK

Prep Maddern

Arhlo P - Arhlo has settled into school beautifully. He has taken an enthusiastic approach towards all learning activities, and he has been a lovely friend to everyone in the class. Well done Arhlo, keep up the awesome work!

Prep Cook & Jess

Max A- Max has been on fire this week! He was an outstanding leader in our Sounds-Write sessions, listening carefully and modelling how to write neatly on his whiteboard. He also worked really well independently at his table, completing work to the best of his ability. We are super proud of your efforts Max, well done!

1/2 Thorn

Iszak D- For demonstrating persistence and resilience. He has worked particularly hard during Reading and Writing and has produced some fantastic work. Keep up the huge effort Iszak!

1/2 Fry

Charlotte W- Charlotte has set the standard for how to start the year with success! She has been a reliable leader for others in our grade and has excellent work habits. I am so happy to see Charlotte giving everything a go and putting up her hand to help others. Well done Charlotte!

1/2 Westcott

Charlie W- Charlie is off to a flying start this year. He is one of the first to begin his work and completes activities to a high standard. Charlie enjoys contributing to class discussion especially during number talks in maths. Charlie demonstrates respect by waiting his turn to speak. Keep up the AWESOME work Charlie!

3/4 Johnstone

Olivia S- Well done Olivia on a fantastic start to the year. She's done a super job with her character description and writing this week. Awesome work Olivia!

STUDENT OF THE WEEK

3/4 Williams

Francis B - Francis has had an awesome week this week and I am super proud of the effort he is putting towards his work. Francis has been working super hard to improve his handwriting and is always happy to engage in classroom discussion. Keep it up Francis!

3/4 Craven

Harper B- Harper has shown great determination in all learning tasks this week. She has pushed herself to show what she is capable of in our numeracy assessments. Harper displays respect towards her peers always listening when they are speaking and asking thoughtful questions. Well done on a wonderful start to the school year Harper!

5/6 Stacey

Jett A- Jett has had a terrific start to the year and an even better week three. Nominated by multiple peers, we as a class have noticed his effort, his teamwork and honesty when faced with extra work and challenges. I'm proud to see you've set the bar for what will be a successful last year at Marong Primary School.

5/6 Riordan

Chayce S – For demonstrating all of our school values this week. Chayce has shown the he is confident in the classroom and focussed on all learning tasks. Super week Chayce! Well done.

5/6 O'Donoghue

Georgia H – I am beyond excited to see Georgia working so hard in our classroom. She is being the best kind of friend to our new students. 5/6O is stoked to have you!



Helping children & teenagers with anxiety: the stepladder approach

This week's article continues looking at strategies that we can use to support children in managing their anxiety. The following article explores the strategy of "laddering", which was briefly discussed last week.

This article can be found at www.raisingchildren.net.au

What is the stepladder approach for anxiety?

The stepladder approach is a step-by-step way of helping children and teenagers learn to handle anxious situations.

It works like this:

- Start with a situation or thing that causes your child the least anxiety. Sometimes your child might need to practise the situation a few times until they feel comfortable with it.
- Move on to another situation that makes your child feel a bit more anxious. Again, go through it a few times until your child can handle it. Practice is important.
- Work with your child on tackling situations that gradually get more challenging. Older children can choose these situations themselves.

Why and how the stepladder approach works

The stepladder approach works because children and teenagers:

- get used to facing the situations that make them anxious, which is better than avoiding them
- create new, safe memories of situations, which become stronger the more your child practises
- face their fears and find out that they might not be so bad after all
- use and practise the coping skills and techniques that they're developing
- get a strong sense of achievement as they progress 'up' the stepladder.

Tips for using the stepladder approach

When using the stepladder approach for anxiety, these tips can help your child get started and keep progressing through the steps:

- Talk with your child about how you're going to help them with their stepladder. Younger children might need you to choose stepladders for them. Older child and teenagers might want independence in choosing and working through stepladders of their choice.
- Turn the stepladder into a game for younger children. For example, if your child is afraid of eye contact, make a game where your child has to find 3 people with brown eyes at preschool.
- Help your child to come up with positive self-talk they can use in anxious situations. For example, 'I can be brave', 'This is a friendly dog' or 'Mum will come back'. This works well for children aged 3-6 years.

- Encourage your child to think realistically in anxious situations. For example, your child could ask themselves, 'What happened last time?' or 'How likely is it to happen?' This works well for children aged 7 years and older.
- Talk together after your child attempts or completes a step. You could talk about how it went and what your child could do next time.
- Use rewards when your child tries or completes a step on the ladder. Rewards could be an extra book at bedtime, a trip to the park or a later weekend bedtime. Make sure rewards match the difficulty of the steps and your child's age.
- Give your child plenty of praise for achieving each step on the ladder.

You can use the stepladder approach with children of all ages. Below are sample stepladders. You can adapt them to your situation and your child's age and particular fear or anxiety. If you're unsure about how to do this, consider talking to a professional – perhaps a child and family health nurse, GP, psychologist or school counsellor.

Stepladder approach for a 4-year-old with social anxiety

This child has social anxiety. They're afraid of meeting and talking to new people.

Here's a stepladder for this child:

1. They say goodbye to one friend that they've met a few times.
2. They say goodbye to a child they don't know at the park.
3. They say hello to a child they don't know at the park.
4. They say hello to the person at the supermarket checkout.
5. They say hello to an adult they've just met.
6. They say hello to an unfamiliar child at preschool.
7. They say 'Hello – can I play with you?' to a child they don't know at the park.
8. They talk to a child they don't know very well at preschool about what happened on the weekend.
9. They visit a new group or class and say hello and goodbye to a child in the class.
10. They visit the new group or class and talk with a child in the class.
11. They visit the new group or class and talk with 2 children in the class.

Stepladder approach for a 7-year-old with separation anxiety

This child has separation anxiety. They're afraid of leaving their mother, even for a short time. At the start of the stepladder, this child can't sleep alone and sleeps in their parents' bed.

Here's a stepladder for this child:

1. They stay inside and play while Mum puts the washing on the line.
2. They stay in their bedroom and play for 30 minutes while Mum is in a different room.

3. They stay at home with Dad while Mum visits the neighbour for 10 minutes.
4. They sleep on a mattress on the floor, next to Mum and Dad's bed.
5. They stay at home with Dad while Mum goes shopping for 30 minutes.
6. They stay at home with Dad while Mum goes out to lunch.
7. They sleep on the mattress on the floor but move it closer to the door, away from Mum and Dad's bed.
8. They stay at home with another trusted adult while Mum and Dad go out for lunch.
9. They stay at home with Dad while Mum goes out for the evening.
10. They stay at home with another trusted adult while Mum and Dad go out for the evening.
11. They sleep in their own bedroom.
12. They stay at home with another trusted adult and sleep in their own bedroom while Mum and Dad go out for the evening.

Stepladder approach for an 8-year-old with generalised anxiety

This child has generalised anxiety and fears being late, especially for school. They like to arrive early instead. They also constantly ask questions like 'What's the time?', 'Are we going to be late?' and 'What will happen if I'm late?'

Here's a stepladder for this child:

1. They ask no more than 2 questions about being late to soccer training and arrive no more than 5 minutes early.
2. They ask no more than 2 questions about being late to a friend's house and arrive on time.
3. They ask no more than 2 questions about being late to a friend's house and arrive 5 minutes late.
4. They ask no more than one question about being late to school and arrive at school 5 minutes before the bell goes.
5. They ask no more than one question about being late to soccer practice and arrive one minute late.
6. They ask no more than one question about being late to school and arrive at school one minute before the bell goes.
7. They ask no questions about being late to a friend's house and arrive 15 minutes late.
8. They ask no questions about being late to school and arrive at school as the bell goes.
9. They ask no questions about being late to soccer practice and arrive 5 minutes late.
10. They ask no questions about being late to school and arrive 10 minutes after the school bell goes (after their parents check that this is OK with the school).

Stepladder approach for a 14-year-old with social anxiety

This child is **afraid of asking questions and talking in class**, even when they're comfortable with the topic.

Here's a stepladder for this child:

1. They ask their aunt a question at a family dinner.
2. They ask the librarian a question at the school library.
3. They choose a teacher they feel comfortable with and ask that teacher a question at the end of class.
4. They choose a class they feel comfortable in and share an idea during a small group discussion in that class.
5. They choose a class they feel comfortable in and share an idea during a large group discussion in that class.
6. They choose a teacher they feel less comfortable with and ask that teacher a question at the end of class.
7. They choose a class they don't feel very comfortable in and share an idea during a small group discussion in that class.
8. They choose a class they don't feel very comfortable in and share an idea during a large group discussion in that class.

Children learn how to cope with difficult situations by watching their role models and listening to what those people say. So, think about how you act and what you say in situations that you find stressful. For example, if you see a spider, you might calmly say, 'It's a spider. What do you know about spiders? Do you know how to spot one that might be dangerous?'

I would also like to remind parents and guardians that myself and or Ms White are available to provide confidential advice and access to support for you and your child. Please don't hesitate to contact the school to discuss how we might be able to best help you.

Marc Cowan

Chaplain & Student Wellbeing Officer

Marc Cowan

School Chaplain & Student Wellbeing Officer

Library News!

This year we are very excited to have refurbished our school library and it is looking amazing. All students will get the opportunity to borrow books every week and bring them home if they choose. Could you please ensure they return on their borrowing days.

These are the following allocated days for grades.

Monday 5/6

Tuesday 3/4

Wednesday Prep

Thursday 1/2

Bookclub:

Last week all students had the opportunity to take home a Scholastic Bookclub catalogue. If you are interested in purchasing anything either drop in your order and money to the front office or complete the order online through Loop. All orders must be in by Friday the 16th of February.

Book Donations:

The Library is always needing new books if you have any books that are no longer read by your family and they are school appropriate we would love to give them a be home. We have a donation box at the front office.

If you have any library enquires please come and see me.

Christine





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CAMPS ASSOCIATION
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Adventure for All!





FC Eaglehawk
JUNIOR



COME & TRY DAY / REGISTRATION DAY !

What to Expect

- * Come & try ; Drills, games with our senior players.
- * Register your interest/ Register to play
- * Get answers to any questions you may have from our Club members .
- * Find out how to become a volunteer
- * Meet & Greet junior committee members ,club players , club coaches & President !

Sausage Sizzle \$2
Drinks \$1-\$2
Zooper Doopers \$1

Sunday 18th February
9.30am - 12.30pm

HUNTLY FAMILY FUN DAY



Proudly sponsored by Agnico Eagle Fosterville

**FREE
ENTRY**

**SUNDAY
FEB 25, 2024**

**10AM
TO 1PM**

FREE ACTIVITIES:

THE ZONE JUMPING CASTLE AND INFLATABLE WATER SLIDE
WATER FUN WITH HUNTLY CFA ♥ ART AND CRAFT
SPORTING ACTIVITIES ♥ FACE PAINTING ♥ FREE GIVEAWAYS!
RENEGADES FAN VAN - INFLATABLE CATCH MAT

*Don't forget
a towel!*

FOOD/DRINKS:

BBQ (MEAT AND VEGETARIAN OPTIONS) AND DRINKS
- ALL \$2 EACH ♥ FREE FRESH FRUIT ♥ COLIBAN WATER
REFILL UNIT (BYO DRINK BOTTLE)

*Limited shade - bring
along your hat and chair.*



**STRAUCH RESERVE
14 GUNGURRU ROAD, HUNTLY**



SGUSC

FAMILY FUN DAY

FEBRUARY 25

STANLEY AVENUE, SPRING GULLY



- ✓ **SKILLS AND DRILLS**
- ✓ **SMALL SIDED GAMES**
- ✓ **UNIFORM SALES**
- ✓ **REGISTRATION ASSISTANCE**

UNDER 6 TO UNDER 10: 10 AM - 12 PM

UNDER 12: 10 AM - 11 AM

UNDER 14 TO UNDER 16: 11 AM - 12 PM

GOLD COIN DONATION - BBQ LUNCH SERVED AT 12 PM

NEW AND RETURNING PLAYERS WELCOME!

PLAY FOR KICKS



Superkick is next level fun for 7 to 12 year olds who are new to footy, or want to continue to grow their skill levels.

BENDIGO ALL GIRLS

SUPERKICK CENTRE

MONDAY'S STARTING 26TH FEB

4 WEEKS

4:30PM - 5:30PM

SHADFORTH PARK, NORTH BENDIGO





GIANT *Tennis*

COACHING PROGRAMS

HOT SHOTS 3-12YRS
JUNIORS & ADULTS
GROUPS & PRIVATE LESSONS
HOLIDAY PROGRAMS
CARDIO TENNIS
SQUADS
MATCH PLAY



BENDIGO • MAIDEN GULLY • MARONG • SOUTH BENDIGO

PLAY PARK

5 YRS & UNDER
10-11AM SUNDAY'S
STARTING 18 FEB
REGISTER ONLINE:

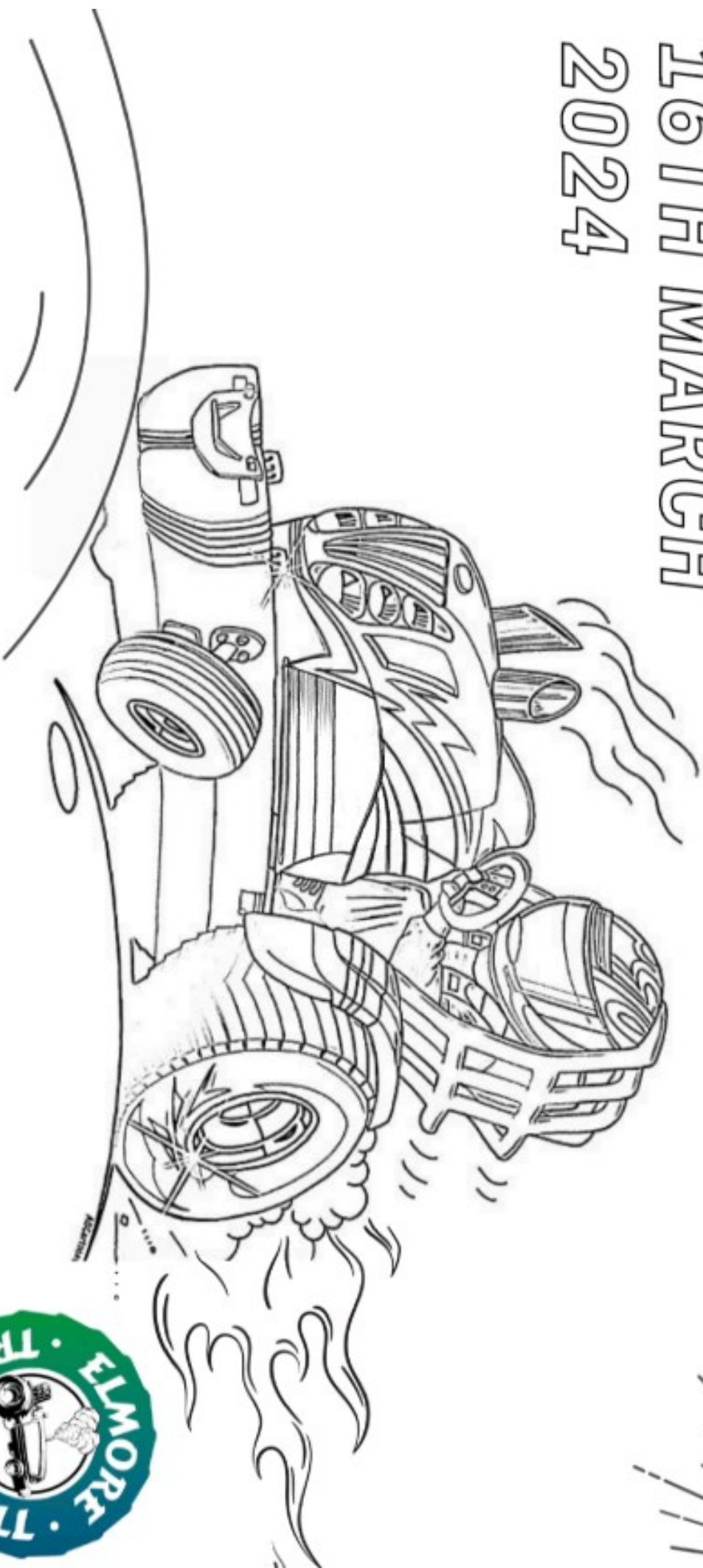


gianttennis.com.au  

ELMORE TRACTOR PULL

16TH MARCH

2024



PRIZES FOR WINNERS: FAMILY PASSES AND CHILDREN'S PASSES!
ENTRIES CLOSE 8TH MARCH 2024.

Name:

Age:

School:

Phone:

Please post to:

Elmore Events Centre

PO Box 27, Elmore VIC 3558

Or scan to:

info@elmorefielddays.com.au



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