

Marong Primary School Newsletter

Volume 30, Issue 34, 31st October, 2025

<https://www.marongps.vic.edu.au/>

	November	26th	F/1 Excursion to Ballarat Wildlife Park
4th	Foundation Transition Begins		December
5th	School Council Meeting 7pm	8th	Student Free Day
12th	Crusoe Big Day Out	9th	Statewide Transition Day
12th	Stem Incursion Grades 4-6	11th	Grade 6 Graduation
13th/17th	Puberty Sessions Grade 6	12th	Grade 6 Big Day Out
19th	Future Family Info Session for Crusoe College		
24th	Grade 6 Bendigo Tech Excursion		

RESPECT RESPONSIBILITY HONESTY

From the Principal

Acknowledgement of Country

*On behalf of the staff and students of Marong Primary School, we would like to acknowledge the Dja Dja Wurrung as the Traditional Custodians of the land that we are on and pay our respects to their Elders past and present. We are grateful to learn, play, and grow, surrounded by the **plants, animals & waterways** that the Djaara people have watched over and cared for, over thousands of years.*

Dear Parents and Guardians,

World Teachers Day

Today is World Teachers Day which celebrates the amazing work our teachers do on a daily basis with the young children in our care. When I speak with our school community, I often mention how wonderful our teaching staff here at Marong are. In 25 years of working in schools I have never worked with a staff so dedicated to the 'student first' approach. It truly is something special and makes it easy as a leader to come to work knowing that the learning and wellbeing of our students are in great hands. The panel for our recent school review were very quick to point out the genuine care our teachers have with our students and strong relationships they have formed is obvious. Thank you to all our amazing teachers – I hope the kids make you feel special today.

Cottage by the Sea

We welcomed our grade 5/ 6 students home yesterday from their four-day camp at Queenscliff and I thoroughly enjoyed hearing all about how much fun the students had during their time away. While all students reported they loved the boat ride and boogie boarding, I would have to say the slide from the top floor to the ground floor inside the cottage was a definite favourite for many. I would like to extend a huge thank you to the grade 5/ 6 staff who happily spent 4 days away from their own families including a public holiday. A perfect example of the 'student first' approach I spoke about in the above item. I wish you all a peaceful weekend.

Curriculum Day – Monday 8th December (repeat notice)

I wish to inform our school community that our staff will be undertaking a professional learning day on Monday 8th December. Consequently, no students are required to attend school on this day. The professional learning focus for our staff will be on the mathematics curriculum 2.0.

Jake Saddlier

Grade Prep & 1

Hi Prep/One families!

This week in Sounds-Write, the Preps have been building and reading the target words and have been revising common High Frequency Words such as; 'and', 'to', 'for' and 'was' etc.

The Grade One's are revising the 's and z' sounds and continuing to learn about the /l/ sounds. There are various spelling choices making that sound, such as; along, ankle, Bill, medal and gerbil. Students have been experimenting with these spellings through word building, games, and sentence writing.

In Writing, we have been continuing to practice writing a narrative. Students are learning to create a 'Sizzling Start' to make the start of their story more exciting and revising the importance of including a beginning, middle/problem and solution/ending.

In Math, Preps and Grade One's are exploring measurement. They are learning to identify and compare things by looking at their size, weight, how much they hold and how long things take in terms of time.

Students have also continued to enjoy the specialist classes and our integrated/buddy sessions each week.

Please remember to pack reader bags on Monday and for students to remember to bring hats and water bottles each day.

Mrs Cook, Jess, Miss Maddern, Mr Riordan, Miss Williams, Seb, Brandi, Christine and Jai.



Grade 2/3

The Bendigo Cup holiday came at the perfect time, giving our Grade 2 students an extra day to rest after all the excitement of camp!



In Literacy, students continued reading *The One and Only Ivan* by Katherine Applegate, exploring new developments as an inspector decides the animals should move to a zoo. In Morphology, we focused on the prefix “for” through words like forbid, forget, forgive, and forgo, and students continued working on their persuasive letters.

In Maths, students collected and graphed real-life data by counting the colours of cars driving past our school turning observation and data collection into a fun, hands-on learning experience.

In Integrated Studies, students explored *The Culture of Japan* and worked in small groups to create and answer quiz questions about Japanese traditions, geography, and daily life.



Grade 4/5

Hi, its Sophie Collins here and this is what the grade 5/6s did at camp Cottage By The Sea. First, we got there and group 2 went to the light houses and group 1 went to the low rope courses. The food was good and I slept like a baby. The next day, we got to see seals and there were fat ones and cute ones. We went through some sea weed and there where baby sea horses, crabs and shrimp. After that, we went to a discovery centre with a touch tank and I found out that sea urchins give you cud-dles. We saw a big lobster shell. We went through rock pools at Barwon Heads and found sea glass, that was Miss Burton's favourite activity. When we got back, we got to go boogie boarding! It was so much fun. We had a water fight. On the final day of camp, my group did the low ropes course, it was super dooper fun. We ate heaps and we loved trivia night and movie night.

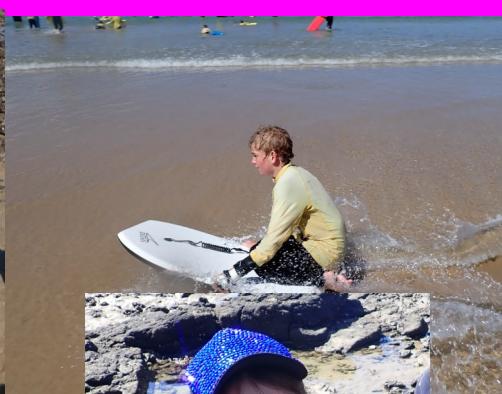
Thank you to Mr Fry, Mr Johnstone, Miss Burton, Miss O, Jobe and Chel-sie for making camp awe-some!



Grade 6

This week, the Grade Six students headed off to Queenscliff Cottage by the Sea for an unforgettable camp adventure! Over three and a half fun-filled days, students challenged themselves with body boarding, a beach walk, a low ropes course, and even a boat ride. There was also plenty of time for exploring and searching for sea glass along the shore. The food was a big hit too — spaghetti, fish and chips, and classic sausages in bread kept everyone well fed and happy! It was fantastic to see all students trying new things, showing great teamwork, and getting along so well. All students come home very happy but also very tired! The Grade Sixes represented our school beautifully and should be very proud of themselves! We hope you all enjoyed a well deserved rest day today.

Miss O and Chelsie



STUDENT OF THE WEEK

Prep/1 Maddern

Alira M - Alira has had a super week at school. She has been kicking goals and working really hard in the classroom. It has been awesome to see her confidence and independence grow. Keep it up Alira!

Prep/1 Mrs Cook & Jess

Billy H – Billy has been making fantastic progress this term especially during our Sound Write program. He always tried hard and is kind towards other students in our class. Keep up the SUPER work Bill, we are very proud of you!

Willow B - Willow has had a wonderful week and has been trying so hard with every activity. Her confidence is growing each day and we can see her hard work paying off when she works independently. Willow is always very kind and we love having her in our classroom. Well done Willow, keep being the SUPERSTAR that you are!

Prep/1 Williams

Liliana A -Liliana has been working so hard this week! She's been focusing on slowing down and carefully editing her writing to add more wonderful details. Liliana is also such a kind and caring friend who brightens our classroom every day. We're so proud of your efforts —keep up the amazing work, Liliana!

2/3 Westcott

Otis W - Otis was a superstar on camp, enthusiastically taking part in activities such as paddle boats, rock climbing, horse grooming, and the bungee trampoline. He was cheerful, positive, and went out of his way to make others feel comfortable. Well done Otis!

STUDENT OF THE WEEK

2/3 Lamb

Isla S - Isla had an excellent time on camp. She consistently helped others and was inclusive of everyone. Isla is a natural leader in our classroom who always tries her best with everything she does! You are a delight to have in our class Isla.

Ryder B - Ryder was great on camp! He gave everything a go and was an excellent member of Group 1. Ryder has also been on fire in the classroom trying his best in all his assessments and reading 200 nights at home! Well done, Ryder, you are a star!

2/3 Thorn & Gallagher

Charlotte W - Charlotte is our student of the week this week. She is a kind and considerate member of our class who always tries her best. Well done Charlotte!

4/5 Fry

Tempie W - Tempie has had a terrific week while on camp at Cottage By The Sea. She pushed through boundaries and participated with enthusiasm in activities like boogie boarding and looking for sea glass. We are all very proud of you, Tempie.

6 O'Donoghue

Braxton J- Braxton gave everything a go on camp with a big smile on his face and made the most of every activity. He was positive, polite, and showed great behaviour throughout the entire trip. We loved seeing him embrace new challenges and enjoy every moment. Well done, Braxton!



Paw Pals

at Marong Primary School

WHAT IS PAW PALS?

Over the last couple of weeks we have had the pleasure of running a dog assisted program called Paw Pals through MacKillop Family Services. The school applied and received a grant to run this wonderful program to further support our students.

Kerri, the facilitator and Zanna, her dog, make a great pair to help teach students a variety of skills related to emotions, communication and relationships. This program will continue next year.





Understanding and Supporting the Social & Emotional Changes Experienced by Pre-teens and Teenagers

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

Social changes in adolescence

Identity

Teenagers are busy working out who they are and where they fit in the world. You might notice your child trying out new things like clothing styles, subcultures, music, art or friendship groups. Friends, family, media and culture are some of the influences on your child's choices in these years.

Independence

Your child will probably want more independence about things like how they get around and where they go, how they spend their time and who with, and what they spend money on. As your child becomes more independent, it'll probably mean some changes in your family routines and relationships, as well as your child's friendships.

Responsibility

Your child might be keen to take on more responsibility, both at home and at school. This could include things like cooking dinner once a week or being on the school council. Sometimes you might need to encourage a move towards more responsibility.

New experiences

Your child is likely to look for new experiences, including risky experiences. This happens as your child explores their own limits and abilities, as well as the boundaries you set. Your child also needs to express themselves as an individual. But because of the way teenage brains develop, your child might sometimes struggle with thinking through consequences and risks before they try something new.

Values

This is the time your child starts to develop a stronger individual set of values and morals. Your child will question more things. Your words and actions help to shape your child's sense of right and wrong and their values. For example, this might include anti-racist attitudes and a healthy attitude to gender.

Influences

Friends and peers might influence your child, particularly your child's behaviour, appearance, interests, sense of self and self-esteem. You still have a big influence on long-term things like your child's career choices, values and morals.

Sexual identity

Your child might start to have romantic relationships or go on 'dates'. But these aren't always intimate relationships. For some young people, intimate or sexual relationships don't happen until later on in life.

Media

The internet and social media can influence how your child communicates with friends and learns about the world. They have many benefits for your child's social development, but also some risks. Talking with your child is the best way to protect them from social media risks and ensure their internet safety.

Emotional changes in adolescence

Moods and feelings

Your child might show strong feelings and intense emotions, and their moods might seem unpredictable. These emotional ups and downs happen partly because your child is still learning how to control and express emotions in a grown-up way.

Sensitivity to others

As your child gets older, they'll get better at reading and understanding other people's emotions. But while your child is developing these skills, they can sometimes misread facial expressions or body language. This means they might need help working out what others are feeling.

Self-consciousness

Teenage self-esteem is often affected by how teenagers think they look. As your child develops, they might feel self-conscious about their physical appearance. Your child might also compare their body with those of friends and peers.

Decision-making

Your child might go through a stage where they seem to act without thinking a lot of the time. Your child's decision-making skills are still developing, and they're still learning that actions have consequences and even risks sometimes.

Changes in relationships in adolescence

One of the big changes you might notice is that your child wants to spend more time with friends and peers and less time with family.

At the same time, it might seem like you and your child are having **more arguments**. This is normal, as children seek more independence. It's also because your child is starting to think more abstractly and to question different points of view. On top of this, your child might

upset people without meaning to, just because they don't always understand how their words and actions affect other people.

It might help to know that **conflict tends to peak in early adolescence** and that these changes show that your child is developing into their own person. Even if you feel like you're arguing with your child a lot now, it isn't likely to affect your relationship with your child in the longer term. But learning how to help your child calm down and how to manage conflict can help you through this stage in your relationship.

Supporting social and emotional development in adolescence

Social and emotional changes are part of your child's journey to adulthood. You have a big role to play in helping your child develop adult emotions and social skills. Strong relationships with family and friends are vital for your child's healthy social and emotional development.

Here are ideas to help you support your child's social and emotional development.

Be a role model

You can be a role model for positive relationships with your friends, children, partner and colleagues. Your child will learn from seeing relationships that have respect, empathy and positive ways of resolving conflict.

You can also role-model positive ways of dealing with difficult emotions, moods and conflict. For example, there'll be times when you're feeling cranky, tired and unsociable. Instead of withdrawing from your child or getting into an argument, you could say, 'I'm tired and cross. I feel I can't talk now without getting upset. Can we have this conversation later?'

Get to know your child's friends

Getting to know your child's friends and making them welcome in your home will help you keep up with your child's social relationships. It also shows that you recognise how important your child's friends are to your child's sense of self.

If you're concerned about your child's friends, you might be able to guide your child towards other social groups. But banning a friendship or criticising your child's friends could have the opposite effect. That is, your child might want to spend even more time with the group of friends you've banned.

Listen to your child's feelings

Active listening can be a powerful way of strengthening your relationship with your child in these years.

To listen actively, you need to stop what you're doing when your child wants to talk. If you're in the middle of something, make a time when you can listen. Respect your child's feelings and opinions and try to understand their 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'.

Be open about your feelings

Telling your child how you feel when they behave in particular ways helps your child learn to read and respond to emotions. It also models positive and constructive ways of relating to other people. It can be as simple as saying something like 'I felt really happy when you invited me to your school performance'.

Talk about relationships, sex and sexuality

If you talk about relationships, sex and sexuality in an open and non-judgmental way with your child, it can promote trust between you. But it's best to look for everyday moments to raise these issues rather than having a big talk.

When these moments come up, it's often good to find out what your child already knows. Correct any misinformation and give the facts. You can also use these conversations to talk about appropriate sexual behaviour at 12-14 years and sexual behaviour at 15-17 years and things like respectful relationships, consent, sexting and pornography. And let your child know you're always available to talk about questions or concerns.

Focus on the positive

There might be times when you seem to have a lot of conflict with your child or your child seems very moody. In these times, it helps to focus on and reinforce the positive aspects of your child's social and emotional development. For example, you could praise your child for being a good friend, having a wide variety of interests, or trying hard at school.

Raising teenagers is an important job, and looking after yourself helps you do the job well. That's because looking after yourself physically, mentally and emotionally helps you give your children what they need to grow and thrive.

SCHOOL BREAKFAST CLUBS PROGRAM

BREAKFAST CLUB



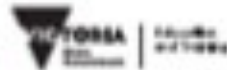
ALL STUDENTS WELCOME

DAYS: Wednesday mornings

TIME: 8:20am-8:45am

ROOM: Big Deck

EAT. LEARN. SUCCEED.





Zoopers Doopers

are back every
Wednesday in term 4!
\$1 through Qkr! by 9am



Lunchboxes

\$12 regular \$16 large

All lunches are nut free.

Other dietary requirements upon request

Monday 3rd

Option 1

- Chicken nuggets with tomato or bbq sauce
- Fruit salad
- Mars bar slice
- Savoys with ham and cheese
- Buttered popcorn

Option 2

- Ham, cheese and salad sandwich
- Apple slices
- Orange wedges
- Sour cream rice crackers
- Double choc chip cookies

Thursday 6th

Option 1

- Vegemite and cheese puff pastry rolls
- Pineapple jelly with blueberries
- Crunchy coconut rolls
- Watermelon cubes
- Oreo cupcake

Option 2

- Sushi - choice of crispy chicken, california, veg or tuna
- Mixed berry muffin
- Pretzels, mini marshmallows and apricot bites
- Orange wedges
- Mango yoghurt, topped with toasted coconut

To place an order, or to go on the weekly mailing list,
message me on:

Facebook @ Zeds kitchen or text 0402626253

Payment via bank transfer

Calling all Swifties!

29 November, 2025
1 - 3.30pm

★ 📍 Axedale Hall, 94 High Street. ★

ARE YOU READY TO
SHAKE IT OFF?!

ADULTS

\$60

CHILD 8-13YR

\$30

What's included:

🍰 Decorate your own mini cake

🎤 Great vibes, photo ops & singalongs!

❤️ Dress in your Era-inspired outfit

🎁 All proceeds go to help disadvantaged kids!

Get your tickets here:

<https://www.trybooking.com/FGIWB>



variety
the children's charity



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