



## In this week's issue ....

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## Upcoming Events

NOW!	Parent Survey Due
NOW!	Fundraising – Crazy Camel
17 <sup>th</sup> November	Ukulele Festival – Year 3-6 Deniliquin
Week 9	Swim Scheme

## Principal Message

### Ukulele Festival

Students from Years 3-6 will have the opportunity to go on an excursion to Deniliquin where they will participate in a grand performance for the 'Big Uke Day' on **Friday the 17th November, 2017.**



This excursion has been organised and financially supported by South West Music to supplement the classroom music program delivered by Chris Bodey each week. South West Music staff has intentionally worked with the students to prepare for the Big Uke Day where students from a range of schools will come together for a grand performance. This is very exciting and our students have been working hard to attend. I will also be supporting this excursion, by fully funding the bus so there is no cost to students. Notes will go home later this week with more details. Keep this in your diary!

### Kindergarten Transition Days

We had our first Kindergarten Transition and it was lovely to see two of our students join our school for the morning and take a guided tour of our school. We look forward to seeing our students again on the on the November 16<sup>th</sup> & 23<sup>rd</sup> and putting their work and photos in Wongi.





With some of your suggestions from the returned surveys, I have already planned to put these in our 2018-2020 school plan. This week, staff will meet and finalise our next 3 year plan, deciding on our important three strategic directions. Our focus is always improving literacy and numeracy, but education is more than that. At Moulamein Public School, we desire to develop the whole child, socially, emotionally and give them confidence to pursue their future chosen path. We will work on improving wellbeing as a matter of importance to prepare them for the complex world we live in and build upon their resilience.

### Lost Property

Could all parents please check the names on jumpers. We have lots of missing jumpers and students mix them up all the time. Just return any jumpers that have gotten mixed up to the office. We also have a lot of clothing without names. Just relabel any worn name tags and come and have a look at our lost property box.

### Why is Wellbeing so important and what is it?



In very broad terms, wellbeing can be described as the quality of a person's life.

### Fundraising: Crazy Camel Calendar and Items

I have been busy teaching art across K-6, running with the theme of Bugs, Bees and Dragonflies over the last few weeks. Students have produced amazing artworks that can be made into a number of different items. All proceeds will go to the P & C for future ventures that benefit all students. If you could pop into the office to see the artwork and place an order that would be fantastic! There are lots of great items that would make excellent Christmas presents for family and friends.



Two major approaches to defining wellbeing relate it to our subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or our potential to flourish. As educators we have broken up our wellbeing into domains. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

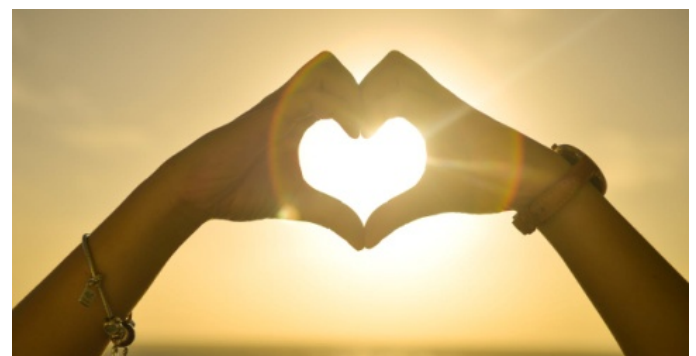
**Cognitive wellbeing** is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

**Emotional wellbeing** relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

### Parent Survey for the School Plan

#### 2018-2020

Thank you for completing the Parent Survey at home and sending it back in. If you still have not completed your survey, it is not too late to have your say on our school and future directions. I am happy to accept your ideas and take suggestions very seriously. It is important for me to understand what you value and what you believe is important.



**Social wellbeing** includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

**Physical wellbeing** is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

**Spiritual wellbeing** relates to our sense of meaning and purpose. It can include our connection to culture or community and includes the beliefs, values and ethics we hold.

These domains of wellbeing are helpful in describing the contexts in which wellbeing is experienced. However, to understand wellbeing more deeply we must also consider a range of other influences that contribute to wellbeing.

### How can we foster Wellbeing at Moulamein Public School?

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.



**Choice** is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.



**Achievement** contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.



**Positive relationships** foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.



**Enjoyment**, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.



**Development and personal growth** can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose.



**Feeling physically safe** and being in good physical health contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.



**We look forward to using the Department of Education's new Wellbeing Framework to improve our school and the wellbeing our students.**

*Jennie Wilson*

**Principal**

## ***Year 2/3 are Amazing Writers!***

*In the 2/3 classroom, students have been learning to 'Tighten the Tension' in their writing – creating curiosity and a sense of pressure for their audience. After watching a number of videos on slalom ski racing, students created 'sensory' word banks and used these to write a short piece of text with tension. I was so impressed with their efforts I have decided to include all students in this week's Wongi - they should be super proud of their work. Some students were absent for this activity and their work is not published today.*

- *Miss Fay*



### **The Winter Olympics**

I could feel the frozen air on my freezing head. There was white everywhere, I could not see anything, except for the banners in the middle of the Slalom Track. I could smell the Pine trees like perfume on the side of the hill. I gripped the poles into the hard, rocky ground, to try to beat everyone else and get the gold medal.

Beeeeeeep! I heard the gun go off. I leant forwards to start to go down the Slalom Track and hopefully win!

By Baxter

### Clem's Big Race

I could taste the freezing snowflakes on my tongue, making butterflies in my tummy. I felt the poles; they were stuck to my hands and not letting go. I saw the crowd on the side of the of the slalom track. I smelt the freezing smell of the ice.

BEEEEEEEEEP! The starting horn went! I had to make it down the hill in less than 30 seconds! It's just down the hill...Could I make it?

By Clem

### Skipper's Ski Race

I could taste the hard snow flicking in my mouth. It was pitch white, I couldn't see a thing, only the Slalom Track in front of me. I could smell the Pine trees on the side of the track. I could hear the spectators screaming. I gripped my poles!

Beeeeeeep! Let's go! This was it! I slid left, then right. Woooooosh! I saw the white and black line. Could I win?!

By Colby



### Henry's Ski

I could taste the snow flowing into my mouth. I could see the finish line in the distance. The smells of cold air rushed through my nose. I gripped the icy ski poles and my skin had goose bumps.

Bam! I heard starting gun go off! I jumped and I was off.

By Henry

### The Ski Race

I could taste the snowflakes in my watery mouth. I bent down and got ready to go. I smelt the Pine trees on the side of the hill. I grabbed the ski poles.

Beeeeeeep! I hurried to start going down the hill.

By Jason



### The Winter Ski Race

I could taste the slushy wind melting in my mouth. I could see the spectators cheering for me on the sides of the fence of the Slalom Track. My red, cold nose smelt the icy, lemonade-like snow on the slippery track. I gripped onto the rubbery, frozen handles of the ski poles.

BANG! The starting went off. I took off like the speed of light! I had to make it in 1.59minutes to win...Could I do it?!

By Archie

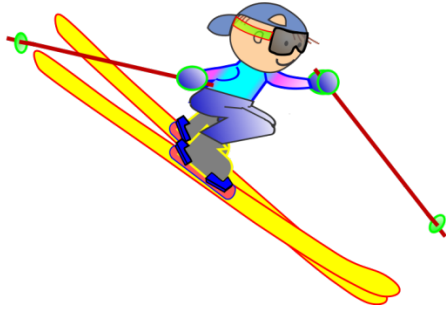
### The Big Ski Race

I could taste the frozen snow flicking in his mouth in the freezing cold air. Everything was frozen, with the icicles all over the green, snowy trees. Spectators were shouting and cheering from the sides of the Slalom Track. The smell was the scent of snow making my tummy sick and whirling around. The cold air was like snowy perfume. I was gripping the poles tightly, with goose bumps on my hands. I could feel the air rushing past me with snowflakes falling.

Beeeeeeep! The starting gun banged! It was unbelievable! I had to make it in 2 minutes, my heart skipped a beat, and just like that, I slipped off down the steep hill.

By Jie Ann

## Slalom Track



### Faith's Skiing

I could taste the frozen snow flicking in my mouth. I could see white everywhere on the trees of Slalom track. I could smell the cold fresh air and the pine trees on the side of the track. I gripped my hands and felt butterflies in my guts.

Bang! I heard the guns go off. I had to make it under two minutes! Could I make it?!

By Faith

### Meg's Winter Olympics

I could taste the frozen snow flickering though my dry, cold mouth. I could only just see the spectators, cheering and holding up banners. Everywhere I looked there was icy snow on the Slalom Track. I smelt the scent perfume of icy, cold Pine trees in the snowy background. I gripped my frosty, Slalom ski poles tightly, not letting go. I could feel the butterflies in my tummy. I was nervous. I had blue and purple goose bumps all over my body.

BEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEP! I heard the starting gun go off as I leant forward ready to go. I had to make it less than 2 minutes! My heart thumped so loud I almost lost control. But in a woouoooooosh, I was off. I slipped down the slope. Could I do it?

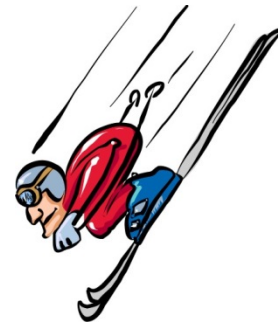
By Meg



I could taste the burning-cold, fresh air in my throat. I was so worried. There was a tip of the Slalom flag that I could see at the finish line. I bent down, like a giraffe drinking, I got ready to take off. I could smell the fresh wind launching up my nose. The scent of the wind was blustering by and so strong. I felt the Slalom poles, they were slippery like a waterfall. I gripped them as hard as I could, tighter and tighter. There were 100 butterflies in my stomach at that time.

Annnnnnnnk! I heard the beeper go! I took off. My heart was pounding like a bomb smashing my heart out of my chest. Puff! Just like that I took off.

By Rhys



### The Slalom Race

I could taste the frozen thin air, rushing back on my dry shackling mouth. I could just see the snowy tip of the banners on the hill of the Slalom Track. There was snow everywhere as the spectators and crowd were screaming like wild! I sniffed the air, as the faint lush odour of the Pine trees took over the oxygen around the stadium. I gripped my ski poles tightly and tucked down low. The butterflies in my stomach grew, pink goose bumps popped up on my nervous skin.

BANG! The starting gun shot. "I can smash this!" I yelled. I quickly looked back at the clock, I had to make it in under two minutes. Straight when the time started I took off with the speed of a cheetah and sailed down the first slope!

By Sophie