



MOULAMEIN PUBLIC SCHOOL

2018 Term 6 Week 1 Newsletter

T: 03 58 875 208

Fax: 03 58 875 102

E: moulamein-p.school@det.nsw.edu.au

www.moulamein-p.schools.nsw.edu.au

In this week's issue

▶ Principal's Message

▶ District Swimming Carnival

▶ Blue Earth Workshops

▶ Home Reading

▶ Art Workshop

▶ Technology Room

▶ Fire Drill

Upcoming Events

Week 11

**Year 3-6 Grampian Excursion
Notes to be sent home this week.**

Blue Earth Program



Improving social, emotional, physical and cognitive development.

As I mentioned last week, the Blue Earth program started last week and students from K-6 participated in numerous wellbeing and sport workshops over two days. Students enjoyed learning new sporting games and team building activities. Sporting activities focused on fundamental skills such as, dodging, side-stepping, throwing correctly, catching and jumping.



Principal Message

District Swimming Carnival

Some of our students participated in the district swimming carnival in Swan Hill last Friday. They put in an amazing effort and completed races to the best of their ability. A few students finished their heats with great results. We are very proud of all the students. Thank you to parents who helped Mrs Mertz on the day and transported their children to the carnival.

I was really impressed how students were learning to self-monitor and self-umpire, by learning the importance of fair play and having good sportsmanship skills.



Students worked on activities to help promote concentration and improve listening skills.



Coles Sports Vouchers

We are collecting Coles vouchers for free sports equipment. At Swan Hill, there is a box for Moulamein Public School. Vouchers will be used to buy equipment to help implement the Blue Earth Program, so we appreciate your support.

Home Reading

These workshops were amazing and the students enjoyed this unique opportunity. As teachers, we were impressed with our leader, Matt Dillion and what he could offer our school and lessons he provided. We look forward to their next visit, in Term 2 for further workshops. In between sessions, our teachers will continue implementing Blue Earth lessons and techniques to help promote mental and physical health. We will also be offering community and parent workshops. Stay tuned for dates in Term 3!



You make a difference to your children's reading journey. Your role as an advocate for your children's reading success cannot be overestimated. It has a direct impact on the ease and confidence with which they pursue their reading and writing.



It is the joy and love of sharing a good book on a nightly basis that sets the foundation for their reading success, and ensures that reading is given the priority it deserves. Reading regularly with someone who cares is the inspiration that all readers deserve. If your child is too tired to read, don't forget that it is just as important to read a picture book to your child. Children learn about the structure of language through listening to books. It is through interactions with parents and carers that children learn new vocabulary, seek clarification of new understandings, and learn to comprehend their expanding worlds. Talk is the key to reading and writing success. Talking with children (walking to school, at the table, in the car, bedtime) has a significant effect on literacy learning in general.



Some tips for home reading



- Establish a home reading routine. Read aloud with your children everyday. Ten minutes for each child around a book of his/her choice.
- Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.
- Before you read a book, set your child up for success by introducing the book or home reader (most home readers should be familiar with the system we use). Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. This is a short introduction, not an interrogation. If the book is already a familiar one, then this step is unnecessary.
- If reading time is stressful, move the reading to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.
- At the end of the 10 minutes, ask questions that encourage discussion, for example: What was your favourite part? Tell me about the characters. What do you think will happen next? What did you think about that setting? What do you like / dislike about this book? There is no need to interrogate the reader.



- Visit the local library! Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.

Art Workshop

Last Friday, students in the K-2 class, participated in an art workshop for half a day. This was a drawing workshop and students produced some wonderful 'beach' themed artworks. It was a very busy day and we already have them framed and hanging up in the classroom. Firstly, they used oil pastel to draw a colourful octopus and then a whale splashing in the ocean! K-2 parents, feel free to drop into the classroom for a look.





Technology Room

Today, the digital skills K-12 students need to succeed both in school and after graduation have become much more complex. As classroom technology has shifted from typing classes and simple learning games to tablets and online class blogs, the range of essential digital skills a student must possess to be successful goes beyond the basic reading, writing and arithmetic. Our new curriculum states that students must be taught a range of computer technology skills from Kindergarten.

On Friday, students in Year 3-6 who were present at school also got to join the art workshop and produced age-appropriate artworks throughout the day. In the front office you will see selected artworks on display when we finish framing them this week. Their mixed media sun faces are amazing!

Without the infrastructure to teach students digital skills, our students will fall behind the new demands of the our world and to function proficiently in future jobs. As the principal, I need to ensure that we are providing students with these skills and therefore have invested in a turning an unused room to a new technology room. This technology room has 20 new computers, new desks, new chairs and is set up for future digital learning. This required new cabling and electrical work for this room to work proficiently and safely.



Over the Christmas school holidays, my family, including my teenagers all helped to unpack and set up these computers. Thanks to Colleen for being on call for the delivery of the furniture during the holidays too! We are currently finishing this room off and will have an opening day for visitors to view new room.

Fire Drill

Every year schools must participate in routine emergency drills. Having regular effective emergency drills replaces panic and fear with a reflex for action. We ensure that all staff are well-trained for emergency situations. We do let the students know it is a 'practice' session and we will be completing these drills at the end of this week. There is no need to be alarmed about these drills.



Jennie Wilson

Principal

K/1/2

Sensory Sentence Writing



This term, Kinder, Year 1 and Year 2 are learning about beaches and oceans. We have linked Science and English, by writing about the things we might see, hear, feel, smell and taste while at the beach.

We hope you enjoy our sensory sentences.

At the beach I can:

See seagulls eating bread.
Hear a dog barking at the seagulls.
Feel the rocks in the sea.
Smell fresh water.
Taste strawberry and chocolate ice-cream.

By Aleisha

At the beach I can:

See a whale splashing in the water.
Hear waves crushing rocks.
Feel sand on my body.
Smell fresh air.
Taste sand in my mouth.

By Blayk

At the beach I can:

See a big crab following me.
Hear the waves singing.
Feel the water from the waves splashing on me.
Smell the salty water in the ocean.
Taste the salty water.

By Fletcher

At the beach I can:

See crabs looking for a shell.
Hear seagulls chirping at me.
Feel smooth shells.
Smell seaweed.
Taste ice-cream and chips.

By Lilly

At the beach I can:

See sharks swimming in the ocean and dolphins swimming towards me.
Hear waves slamming against the rocks.
Feel a crab nipping me on my toes. Ow!
Smell a dead jellyfish.
Taste strawberry and chocolate ice-cream.

By Georgie

At the beach I can:

See a big crab following me.
Hear big waves crashing on the rocks.
Feel the rough yellow sand on my feet and hands.
Smell the salt in the blue water.
Taste yummy ice-cream from the ice-cream van.

By Holly

At the beach I can:

See big whales splashing in the water.
Hear the water singing.
Feel the waves splashing on me.
Smell the very, very salty water.
Taste my Vegemite sandwich.

By Hope

At the beach I can:

See a starfish in the water on a rock.
Hear the waves splashing and seagulls squawking.
Feel the hot sand and the cold water.
Smell hot chips. Yum!
Taste ice-cream from the ice-cream van.

By Jazmyn

At the beach I can:

See a shark looking for some fish, and a seagull flying around the ocean.
Hear seagulls squawking.
Feel waves crashing into me.
Smell hot salty chips.
Taste the salty water.

By Maddy

At the beach I can:

See seagulls flapping their wings.
Hear dogs on the beach barking at me.
Feel shells. They are sharp.
Smell salt water. It is disgusting.
Taste the yucky sand and salty water.

By Makenna

At the beach I can:

See whales splashing in the sea.
Hear waves crash on the rocks.
Feel wet puppy fur.
Smell fruit salad.
Taste vanilla and chocolate ice-cream with sprinkles.

By Mila

At the beach I can:

See waves splashing on my body.
Hear whales singing at me.
Feel seaweed tickling me.
Smell dead fish on the sand.
Taste a tomato sandwich.

By Millie

At the beach I can:

See an octopus.
Hear whales calling their pack.
Feel sand on my hands.
Smell dead fish.
Taste salad with vegies and meat.

By Nate

At the beach I can:

See people fishing.
Hear waves crashing on shipwrecks.

Feel cold salty water.
Smell salty water.
Taste lemon on my fish.

By Peter

At the beach I can:

See fish swimming in the water.
Hear seagulls squawking for bread.
Feel little fish tickling me on the feet.
Smell the salty water.
Taste cold ice-cream and hot chips.

By Phoenix

At the beach I can:

See fish swimming in the water.
Hear the waves splashing on me.
Feel the sand sticking to me.
Smell the salty water.
Taste the salad in my sandwich.

By Tarlia

At the beach I can:

See fish swimming in the water.
Hear waves coming in to the beach.
Feel the salty water on my legs.
Smell sunscreen.
Taste salty water in my mouth.

By Amy

At the beach I can:

See the waves splashing on the sand.
Hear turtles laying eggs.
Feel slimy seaweed.
Smell a Vegemite sandwich.
Taste strawberry ice-cream from an ice-cream van.

By Seth

