



# MOULAMEIN PUBLIC SCHOOL

2018 Term 2 Week 9 Newsletter

T: 03 58 875 208

Fax: 03 58 875 102

E: [moulamein-p.school@det.nsw.edu.au](mailto:moulamein-p.school@det.nsw.edu.au)

[www.moulamein-p.schools.nsw.edu.au](http://www.moulamein-p.schools.nsw.edu.au)

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## Upcoming Events

Friday Week 10	Year 3-6 Homework Rewards Day
4 <sup>th</sup> -5 <sup>th</sup> July	Art Workshops- All students
6 <sup>th</sup> July	Last day of Term
24 <sup>th</sup> July	Students Return to school

## Wood Chop!

A big thank you to the P & C and parents for volunteering at the annual Wood Chop.

## Principal Messages

It is a busy end to Term 2. Teachers are finishing off reports and they will be ready to go home at the end of next week. This year, you will notice a new format due to our new computer welfare system. It will be clear and easy to read. For Year 1 through to Year 6 the Common Grade Scale describes performance at each level. **A 'C' grade describes a student who is achieving at the expected level.**

We have lots of things planned for next week, which is our final week for Term 2. This includes, Technology Workshops, Art Workshops, Rewards Day for Year 3-6 (just to mention a few activities) and developmental play sessions. Students will also be concluding their Term 2 topics and it is important that they are here for that. It is vital that students keep coming to school and attend each day. We are still working on improving our attendance so we sit at the state average, instead of below. For students who miss out on the technology workshops with Miss Midson and my art workshop, there will not be catch-up sessions.

## Art Workshops

Next week, students K-6 will be participating in art workshops with Mrs Wilson on Wednesday and Thursday. This is a great day for students to bring in an old large t-shirt to wear over their uniform to protect it from paint and dye. I am looking forward to these workshops and providing this special opportunity for students. Artworks will remain at the school and kept for the Moulamein Art Gallery exhibition in Term 4.



## Healthy Lunches

Just a friendly reminder that lollies and chewing gum are not permitted at school. Healthy lunches and snacks are important for active children. It is important to offer healthy lunch box choices. Tips include fresh fruit, crunchy vegetables and a combination of protein, dairy and carbohydrate foods.

Eating healthy food helps children concentrate and learn. However, healthy eating changes are not always easy to make. Try to set a good example with your own lunches. Encourage children to help make their lunch. They might like to make a list of the foods they enjoy. There are limited times for children to eat during the day, especially at school. So make sure their food is easy to access and eat. We are unable to heat food up for students.

## Food suggestions for lunch boxes



There are lots of food choices available for lunch boxes. However, it can sometimes be difficult to decide which foods are healthy choices. Suggestions include:

- **Fruit** – best choices include fresh or tinned fruit. Dried fruit is sticky and high in sugar, so have it occasionally. Best left out of the lunch box are dried fruit bars and ‘straps’, which are very high in sugar, low in fibre and stick to children’s teeth causing tooth decay.
- **Vegetables** – try vegetable sticks with dip or a small container with mixed vegetables such as cherry tomatoes, carrot sticks, capsicum and cucumber. Chips and packets of crisps are best left for parties and special occasions.
- **Milk, yoghurt and custard** – include a small drink of milk (freeze overnight) wrapped in a cloth in the lunch box. Fruit yoghurts should be kept cool in an insulated lunch box. Best

left out of the lunch box are ‘dairy desserts’ and flavoured milks, which are high in sugar.

- **Dips, cheese and biscuits** – pre-packaged or your own homemade versions of cheese and crackers are fine. Children enjoy mini packaged cheeses. Avoid sweet dips such as chocolate spreads. ‘Oven-baked’ savoury biscuits are just as high in salt and fat as chips and are best avoided.
- **Different breads add interest** – include a variety of bread, especially if children begin to lose interest in sandwiches. Try bread rolls, pita bread, flat bread, bagels, fruit loaf or buns, foccacias, scones, pikelets, muffins, crumpets, crispbreads, rice cakes or corn thins.
- **Vary the fillings** – fillings can include vegemite or other yeast extract, peanut butter, cheese (try different types), tuna, egg, sliced cold meats, baked beans, grated carrot and lettuce, chopped roast meat with pickles or chutney, and avocado. Dips like eggplant, chickpea (hommus), cucumber, yoghurt (tzatziki) or spinach also make good spreads. Avoid chocolate spreads, jams and honey, and fatty meats like salami and strasbourg.
- **Muffins and cakes** – try making your own muffins and cakes as a great way to include more fruit and vegetables. Examples include sultana, carrot, zucchini, banana or pumpkin. Donuts and creamy cakes are best offered at birthdays and special occasions instead of in lunch boxes.
- **Muesli and ‘breakfast’ bars** – almost all ‘bars’ are too high in sugar to include regularly, but cereal bars may be better for teeth than chewy sticky muesli bars. Try to avoid muesli bars and chocolate bars in lunch boxes. These are expensive and usually stuck together with fats and sugars.

**NO NUTS due to allergies!**

**This includes Peanut Butter.**



Check out what's been happening in the 3/4/5/6 classroom!

## STEM PROJECT: Building Bridges

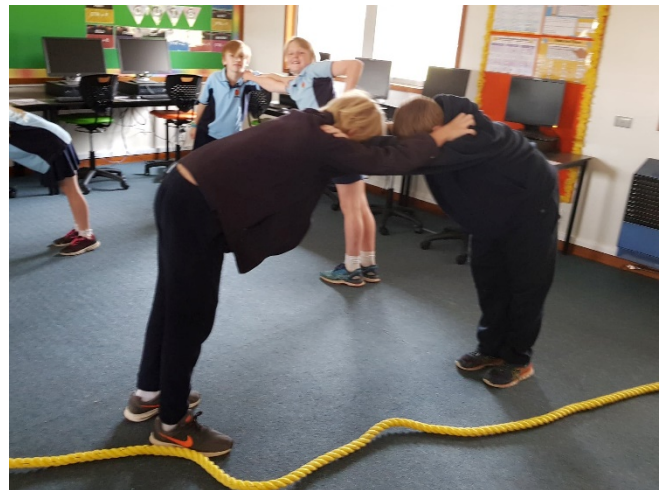
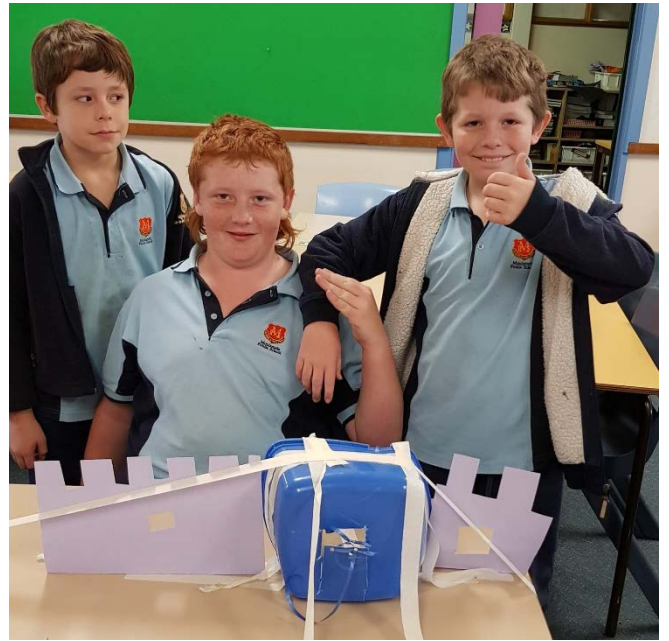
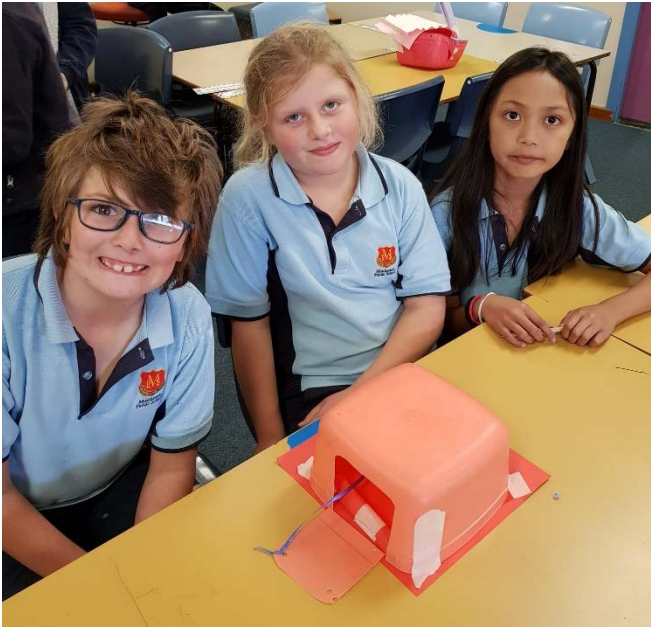
In Science, students had the opportunity to participate in a Science, Technology, Engineering and Mathematics (STEM) initiative unit of work, using the component of engineering in designing, creating and building bridges using materials easily accessible. Students were introduced to the skills utilized by engineers through the process of problem-solving, researching, designing and building bridges.



As a result of this project, students learnt what STEM is, what it involves, how STEM relates to our everyday lives, what engineers do, what necessary skills are involved within STEM, such as, how to problem-solve, how to research and re-evaluate their designs, how to improve on what they build, and how "bridges" relate to "real life".







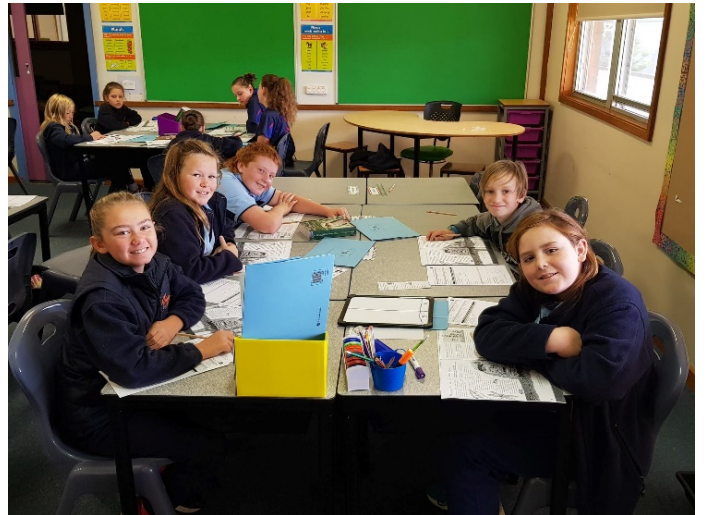


# English: Reciprocal Reading

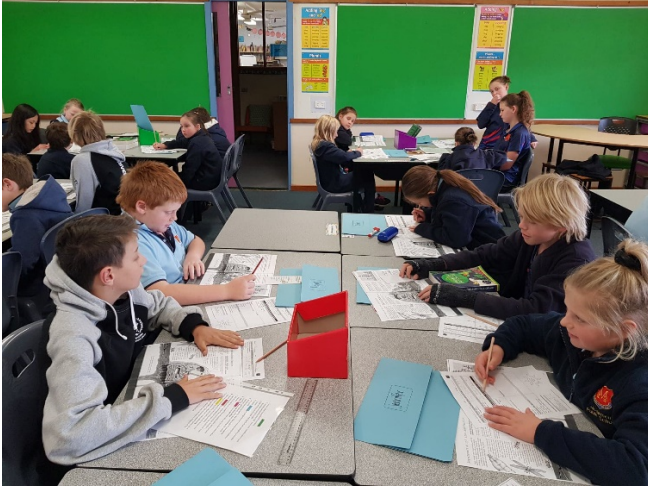
During Semester 1, Mrs Wilson has been busy leading workshops to assist teachers from the Deniliquin region to help with their teaching of reading and writing in the classroom. All teaching staff from Moulamein Public School have been fortunate and attended these workshops. We are learning to implement great teaching strategies in the classroom for improved student academic growth.



More recently in the 3-6 classroom, Mrs Wilson and Miss Midson have started reciprocal reading and the students are engaging and enjoying these lessons. Reciprocal reading is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically, including: summarising, questioning, clarifying, predicting and responding to what they are reading. Students use these four comprehension strategies on a common text, in pairs or small groups.







By Clem



By Caleb



By Chloe

## Visual Arts: Rainforest Theme

During Semester 1, in Science and Geography students from the 3-6 classroom have been focusing on exploring the unique qualities of deserts and rainforests. Here are some paintings based on the tropical rainforests that were created in Term 2 by the students after participating in a virtual field trip to the Amazon.







By Holly



By Max



By Meg



By Jie Ann



By Miranda