



Moulamein Public School

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2020 Term 4 Week 6

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Principal Messages

New Air Conditioning Systems

You will notice over the last half of the year that we have work going on at our school. You and the students will be pleased to know that we have reverse cycle air conditioning being installed to some parts of the school as part of the Cooler Classroom program. While our school is airconditioned, our system is unable to cope with the extreme temperatures. It also means that gas heaters will be removed from most of the classrooms. We have been given an allocation and we had to decide which areas would benefit the most from the new heating and cooling system. This is an enormous job and one that will hopefully finish at the end of this year. One daily classroom in 2021 will remain on the old system and I am hoping to fund this room from school funds next year if possible.

No Parking Zone

Please remember the parking bay at the front has a no parking area. When people park here the buses cannot see the crossing clearly on the school side. This has been addressed before, but we still have people parking in this area and ignoring the sign and our continuous reminders. Please do not put our bus drivers in this position and park in an allocated area. I would ask parents to remind each other about this no parking area to help our bus drivers see the complete crossing.



Reports

Teachers are currently writing reports for Semester 2. These reports will go back to our usual style, unlike in Semester 1 where our learning program was interrupted due to COVID-19 and off site learning. Student reports for Semester 2 2020 will need to include an assessment against a 5-point scale (A to E) for each subject.

Attendance

Unfortunately, our attendance is sliding and our rate is now below state average. It is really important to maintain attendance throughout the entire year and every day students do not attend, is a missed opportunity. Parents or carers of children of compulsory school age are responsible for ensuring their child attends school every day. Students with poor attendance will develop gaps in their learning. At the moment there are a number of students highlighted by district office as attendance concerns.

Parents of children from Kindergarten to Year 12 must ensure their children attend school every day. On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral.

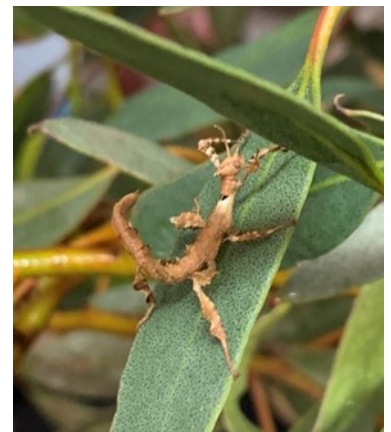
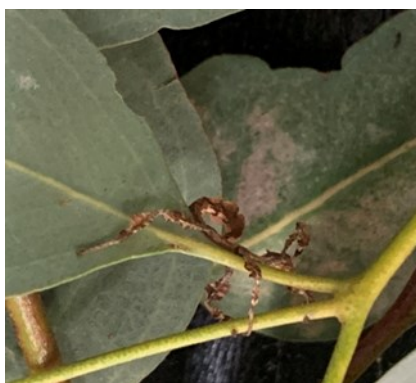
Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record.

We have also noticed those students who miss school regularly have lower self-esteem. If you need support to improve your child's attendance, please give me a call and will do what I can to support you and your family.

News from the Kinder Room

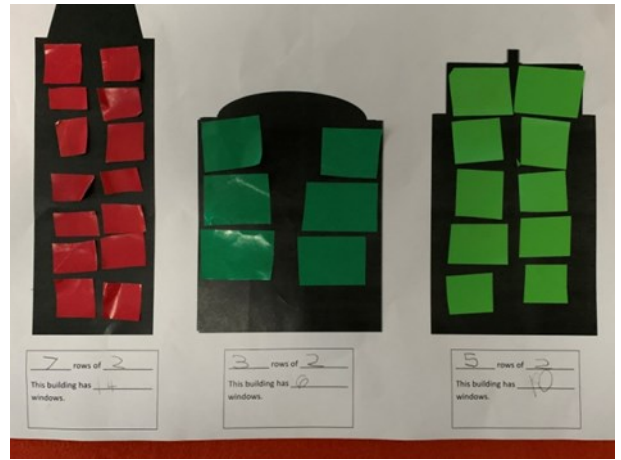
Last week we welcomed Miss Nichol to our classroom. Miss Nichol is a Teacher Education Student from the University of Newcastle who will be with us for 4 weeks. We hope she enjoys her time with us.

We also have some new friends from the insect world in the classroom. A big thank you to Jacki Sutton for supplying our spiny leaf insects and their enclosure. Students are enjoying playing 'Spot the Leaf Insect' which is sometimes a challenge as they are still quite small. Mrs Mertz is always so relieved when they are found!

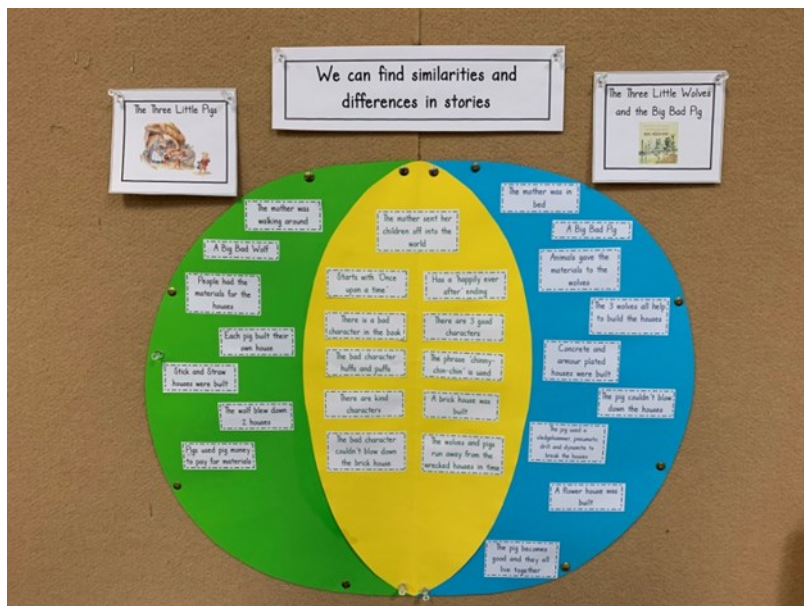







Our maths focus for the past two weeks has been Multiplication and Division. Our array city activity involved students making equal rows of two and then counting by twos to determine how many altogether. Students had lots of fun with this activity and it certainly brightened up our hat bag area.






In English, we have been comparing a tradition version of *The Three Little Pigs* with a fractured fairy tale titled *The Three Little Wolves and The Big Bad Pig*. Students found the fractured version highly amusing and have engaged in some great thinking about the similarities and differences between the two books.

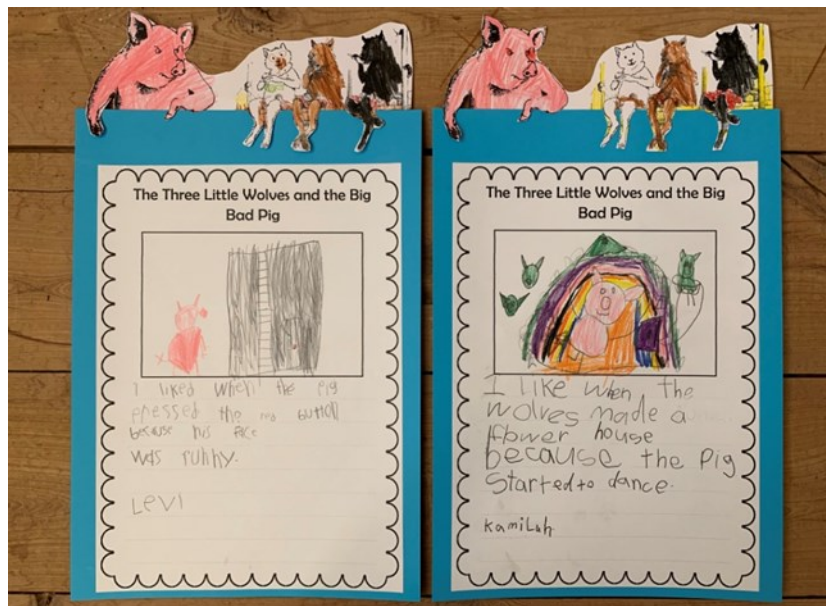
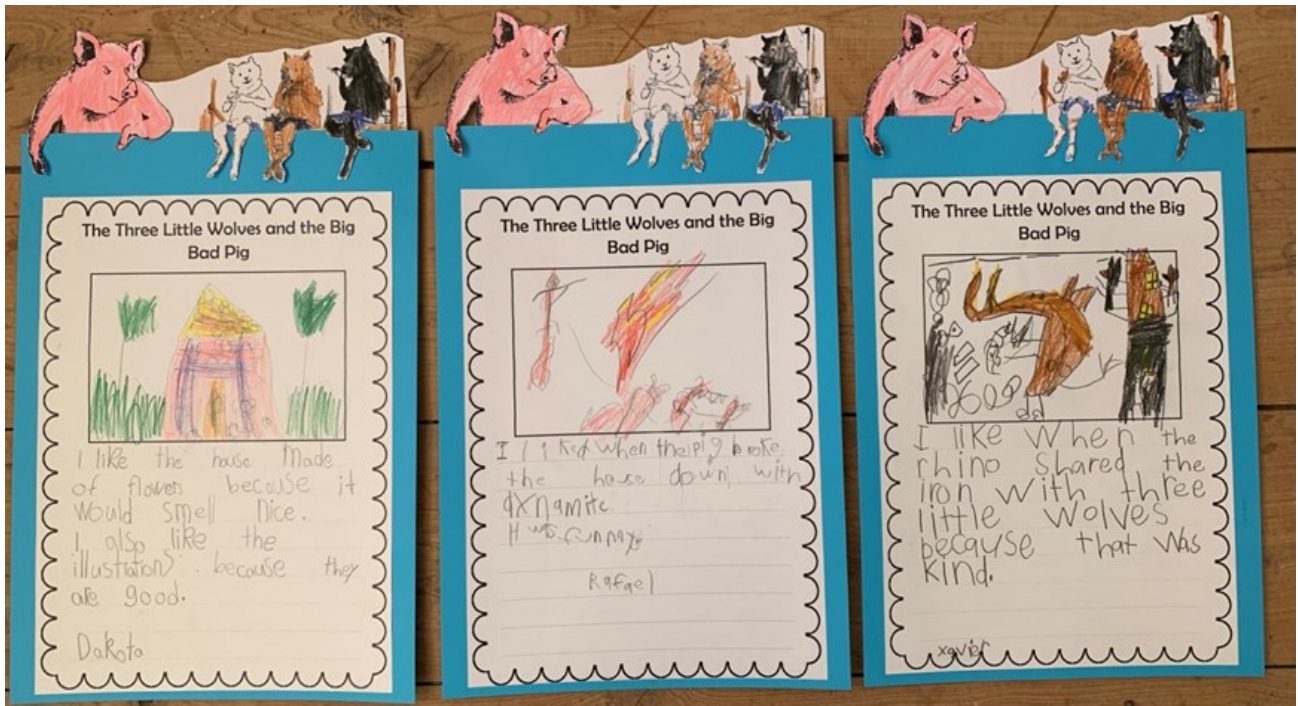


They have also recorded what they liked best about the fractured fairy tale book and given a reason why:

 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the Big Bad Pig was using his sledge hammer and the black wolf was holding the teapot. I like that the wolf was smoking out. Ethan</p>	 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I liked when the pig got goose bumps when he was holding the pneumatic drill because it made me laugh. Millie</p>	 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the wolves build the concrete house because that house looks good and strong. Hamish</p>
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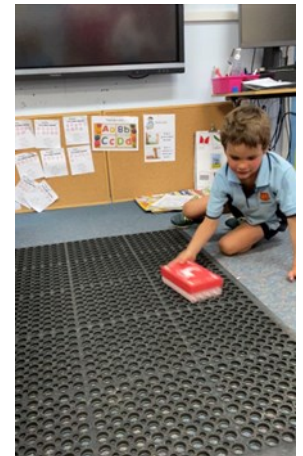
 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the flamingo is being kind because it makes me happy. Arieha</p>	 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the wolves built the flower house because it made the pig happy. Chase</p>	 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the pig used the pneumatic drill because his back went funny. Lewis</p>
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 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the pig uses dynamite to blow the house up. It is funny. Millie Sara</p>	 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the wolves make a house of flowers because it is pretty. Will</p>	 <p>The Three Little Wolves and the Big Bad Pig</p> <p>I like when the kangaroo gives the little wolves the shiny bricks to the house because the picture is funny. Hamish</p>
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Our Forces and Motion Science unit is proving to be highly engaging. Students are loving the hands on investigations that help them to understand technical terms such as 'forces', 'pushes', 'pulls', 'friction', 'sliding' and 'rolling'.

Here are some pictures of students investigating which surface a cardboard box will slide best on - a table, a rubber mat or the carpet.





After learning that 'friction' tries to hold back the movement of a sliding object, students investigated what happened when a mini rice pack was placed on a smooth incline compared to a material covered incline. It confirmed what we had learnt in an information clip, which was:

The rougher the surface the more friction, the smoother the surface the less friction.



Last week, Miss Nichol had students investigating objects that roll. Once again it was smiles all round as students tested a range of objects on their incline boards.



Miss Nichol finished the week with a wonderful activity celebrating Indigenous culture and communities. After reading the book *Big Rain Coming* written by Katrina Germein and illustrated by Brownwyn Bancroft, the Kindergarten students and some 3/4s created vibrant artworks. They learnt that different colours and lines can be used to show what happens on the land when it rains. Students then joined their artworks to show togetherness. The end result was pretty impressive!

