



Moulamein Public School

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2022 Term 4 Week 4

Principal Message

Last week we had a fantastic week of Enrichment opportunities for students in K-6. Firstly, Musica Viva arrived and students participated in a Taiko Drumming concert and experienced the performance. We also held an assembly for students to receive merit cards and present work they have been completing in class. Our Year 6 did a great job running the assembly. Thank you to all parents, family and friends who attended the assembly to support our students.

Filipino Night- Please Come!

We have room for more people to attend. Children are invited to come along for free and high school teenagers are \$20, adults \$30. Please call the office on 5887 5208 to let us know you are coming asap! Just pay on the night at the door with cash. We just need to know the numbers for catering purposes. All community members are invited to attend.

Taiko Drumming

Previous to the concert, students across the school participated in lessons to learn about Taiko drumming, traditional beats and patterns. They have been learning about traditional Japanese drums, flutes and percussion instruments. Students have been learning about the importance of drumming to the Japanese culture. The Moulamein Preschool were also invited to attend and loved the performance.



Technology Workshops

On Monday 24th October, we were fortunate to have Adam Astill from the Department of Education visit us to run some technology workshops with each stage .

Stage 2 and 3

Years 3 to 6 participated in a Micro bit Challenge. Their challenge was to make a 'Rock, Paper, Scissors' electronic game. First students learned some basic coding to set up the light sequences. After this they coded variables to randomly choose one of the options.



- 'I loved playing rock, paper, scissors on these powerful little things!' - Harper
- 'Coding is fun! I loved making the faces and the rock, paper scissors game faces' - Peter
- 'I liked that Adam showed us how to do everything, step by step properly.' Fletcher
- 'I liked that Adam showed us how to code and then challenged us to beat him in rock, paper, scissors!' - Paige

Stage 1

Stage 1 undertook the Hopper Challenge. Students used Lego Spike to build the hopper then tested and raced them. After the races, Adam challenged students to modify their hopper to do different movements. Some hoppers did push ups, some did backflips and then students changed the hoppers legs to see what would happen!





- 'It was sometimes challenging to find the right pieces of Lego to make the hopper move. The races were so much fun!' - Chayse
- 'I liked building it, racing it against everyone and watching it do push ups.' - Hannah
- 'I like how we took turns to both have a go. I came up with a new discovery using a guiding wheel and everyone liked that!' - Will
- 'Designing the different legs was challenging to make the hopper work. Adam was nice.' - Dakota

Early Stage 1/Stage 1

Kindergarten and Year 1 students explored the Makey Makey kits. Students learned about electric circuits and how to create one. They were given apples, bananas, limes, and mandarins, which were used to complete the circuits. Students themselves were the earth point. Students played bongo drums then created a counter to count how many times Adam tapped his head.





- 'I liked watching the Makey Makey on the computer while I was making it work.' - Ollie M
- 'It was cool how the fruit made a sound! I liked the counter and I got to 100 bangs.' - Albie
- 'I made it, I squeezed it, and it made a sound. I also liked watching it on the computer.' - Ollie B

Assembly Merit Award Recipients



Mental Health Services and Support

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

headspace

Online support and counselling to young people aged 12 to 25

1800 650 890 (9am-1am daily)
For webchat, visit: headspace.org.au/eheadspace

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800
kidshelpline.com.au

1800RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732
1800respect.org.au

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidecallbackservice.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

QLife

LGBTI peer support and referral

1800 184 527 (6pm-10pm daily)
qlife.org.au (online chat 3pm-12am daily)

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



With delivery partners



Funded by





• Moulamein Public School

P&C Sleigh Raffle

Drawn Presentation Day

Date: 16th December 2022

DONATIONS WOULD BE GREATLY APPRECIATED

DONATIONS CAN BE LEFT AT THE
SCHOOL OFFICE

NO ALCOHOL, FOOD OR USED ITEMS



Position Vacant – School Administration Officer

About the role

As a part time casual SAO in a busy school office, it is essential to be flexible, show initiative, prioritise, have excellent customer service and be able to show empathy to students, community, and staff.

Role criteria

- Demonstrated capacity to work effectively as part of a team
- Administration skills including a knowledge of computer software programs such as Microsoft Office suite and typing skills
- Effective oral and written communication skills
- Ability and willingness to perform tasks in one or more of the following areas: office procedures, library administration and sick bay
- Working with Children Check clearance
- Providing first aid for students
- Ability to work cohesively with the principal to complete administration tasks

****Please note some training will be provided this year. Technology skills will be highly valued. This position is currently for 1-2 days per week and can be flexible.***

Who can apply

Applications are invited from candidates who have current paid Working with Children Check clearance (WWCC), and subject to approval from the NSW Department of Education to work within public schools.

Applicants must also be prepared to undertake mandatory training as required by the NSW Department of Education.

To apply

To apply for this role, please submit an application via email to [jen-nie.wilson@det.nsw.edu.au](mailto:jennie.wilson@det.nsw.edu.au)

You will need to attach a covering letter (max. 3 pages) and your resume (max. 5 pages), in either Word or PDF format, that demonstrates how your skills, knowledge and experience can contribute to the success of this role in accordance with the Selection Criteria as outlined in the **Statement of Duties**. It is a requirement that you include the name and contact details of two referees, including your current supervisor.

Contact: Jennie Wilson on 03 58 875 208 for more information.



Helping children who have been affected by floods

Information for parents and caregivers

Hundreds and sometimes thousands of people every year are affected by floods around Australia. A large number of these are children who may have suffered major disruption, losses, or lived through frightening experiences. Many other children have been affected indirectly, through hearing about the floods or knowing someone who has lost their home. These can all be challenging experiences for children. This information sheet will outline some strategies you can use to help children recover from a flood.

Impact of trauma on children

Children cope with trauma in different ways, just as adults do, and there is no one 'standard' pattern of reaction to the stress of traumatic experiences. However, children are not always able to describe and express their emotions in the same direct way that adults do and therefore often do not show the same reactions to stress as adults. It is therefore particularly important to look out for changes in children's behaviour that suggest they are unsettled or distressed, such as:

- changes in their play, drawing, dreams or spontaneous conversations
- regressive behaviour – children behaving younger than they normally do
- talking constantly about the floods
- nightmares
- anxiety about sleeping alone
- trouble getting to sleep
- irritability or anger
- tantrums
- eating less/more or fussy eating
- tummy or other aches
- withdrawing
- wanting to stay close to a parent
- problems concentrating at school.

Children are usually very resilient and for most children these reactions will gradually reduce over time with the support of families.

How you can help children recover

After a traumatic event, **children need comfort, reassurance and support, and to know that they are safe and are being looked after.** Try to spend more time with your children and provide them with plenty of affection through cuddles and hugs. Sometimes children can better express their feelings through play than through words, so make time to play with them. Let them be more dependent on you for a while and try to re-establish daily routines, for example routines around mealtimes, bedtimes or returning to school where possible.

Find out what your children know in case they have mistaken ideas or facts about the floods, and correct any misconceptions. Keep your responses appropriate to the age of your child and appropriate to the child's level of understanding and emotional maturity. Young children often need reassurance more than facts.

Listen to your children's concerns. Listen closely to what they are asking or saying, and think about whether they are looking for factual information, or if the questions are expressing anxiety about the floods. Try to keep your own feelings to yourself when talking about their feelings. Let them know that you understand how they feel and that their reactions are normal and that they are safe.

Monitor how much your children are being exposed to media stories of the floods. Children can become re-traumatised by watching repeated images on the television and it is best to try to shield them from the media.

Be aware of how you talk. Adults need to be conscious of the presence of children when discussing the floods. It is a good idea not to let children overhear adult conversations about worrying things if they cannot join in at their own age or stage of development.

And most importantly, **look after yourself** as it is likely that you have also been distressed by the experience of the floods. When parents are feeling cared for themselves they are better able to respond to the needs of their children.

The APS has a number of resources available to assist Australians during disasters. Visit www.psychology.org.au/for-the-public/Psychology-topics/Disasters

psychology.org.au

Seek additional support when needed

While most children will bounce back after a trauma, some children may show prolonged distress and could benefit from professional assistance. Children who are at risk of developing more lasting problems are those who have experienced significant disruption and losses, those who have developed problems in response to past traumas, or had pre-existing problems.

Warning signs of more significant and lasting distress in children include:

- continual and aggressive emotional outbursts
- serious problems at school
- preoccupation with the floods
- intense anxiety or emotional difficulties.

A qualified mental health professional such as a psychologist can help such children and their parents or caregivers to understand and deal with the thoughts, feelings and behaviours associated with the trauma of a flood.

If you are referred to a psychologist by your GP, you might be eligible for a Medicare rebate. You may also be eligible to receive psychology services via telehealth so that you do not need to travel to see a psychologist. Ask your psychologist or GP for details.

There are number of ways to access a psychologist. You can:

- use the Australia-wide Find a Psychologist™ service. Go to findapsychologist.org.au or call 1800 333 497
- ask your GP or another health professional to refer you.

The Australian Psychological Society Limited
PO Box 38, Flinders Lane, VIC, 8009

Telephone: (03) 8662 3300 or 1800 333 497
Fax: (03) 9663 6177
Email: membership@psychology.org.au
Web: psychology.org.au

Find us on social media   

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