



Moulamein Public School

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In this Issue:

- ♦ Last Week of Term
- ♦ Hardship Funding
- ♦ Curriculum Reform
- ♦ NAPLAN
- ♦ Technology Day in Yr 4/5/6
- ♦ Share our Space
- ♦ Chaplaincy Program
- ♦ News from the K/1 classroom
- ♦ News from Yr 3/4

2023 Term 1 Week 8

Principal Message

We have had a really busy start to the term and it is already Week 8! That means there is 4 weeks left until the end of the term.

- Last day of Term for students- Thursday 6th April (Easter Weekend to follow)
- First day of Term 2 for students- Wednesday 26th April (Day after ANZAC Day)

Last Week of Term Activities

Student attendance remains a high priority of our students. We have some great activities planned right up until the end of term. Please ensure your children come to school each day so they don't miss out on their learning opportunities.

- Technology Workshop – Year 3-6
- Visual Arts Workshop- Year 3-6
- Easter Hat Parade- K-6 plus preschoolers
- School Photos- K-6
- Little Athletics Day- K-6





PHOTO DAY COMING SOON!

Wednesday 5th April 2023

Head to our website to view the available packages and to place your order

VISIT OUR WEBSITE & ENTER THIS CODE:
X3129ECO45M



Moulamein Public School
www.theschoolphotographer.com.au

School Photos

There is a change to how you order school photos this year. We encourage all orders to be done via The School Photographer's website, see the details above. Individual photos can be ordered after photo day but sibling photos must be ordered prior to photo day. There will be some generic envelopes available for people not wanting to order online.

Hardship Funding Secured for our Families

Many of you may have heard about the Department of Education's funding package to support public schools (and other education and care service providers) in areas affected by floods in Western NSW. This funding package includes an Education Hardship Fund for students to support their education recovery.

The Education Hardship Fund will provide \$500 for each of our students. The funds have been transferred to students' accounts already. The funds will be available for use until the end of the 2023 school year – that is, by Tuesday 19 December. If you have more than 1 child at the school, the Education Hardship Fund will appear on our records as a combined amount (e.g. \$1,000 for 2 children).

What can the funds be used for?

Parents and carers can request to use the funds for school-related activities and expenses including:

- excursions, camps and incursions
- school-organised formals
- competition fees
- subject fees
- uniforms
 - school uniforms (from school-run or P&C uniform shops), end of year school jerseys and ancillary items
 - subject uniforms such as hospitality uniform
- in-school tutoring such as a music tutor
- sport participation including weekly sport or carnivals
- family costs incurred by involvement in school theatre or music performances
- school canteen

Unused funds can be transferred for students moving to another NSW public school. The unused funds cannot be transferred for students moving to an Independent or Catholic school.

Please note that the funds cannot be used for voluntary school contributions, nor can they be 'cashed out' or withdrawn for personal use.

Easter Hat Parade!

Hat Making Day-Thursdays 30th March

Easter Parade-Tuesday 4th March- Parents and friends invited to attend!

P & C will be catering (more information to come)

Students will be making their hats at school on the date above, then a parade will be held the following week. It is really important that students attend on the hat making day, so they don't miss out! Mrs Mertz and Miss Wilson have had a fabulous time shopping for craft items.















MOULAMEIN P&C
ASSOCIATION

EASTER EGG RAFFLE

We are requesting each family to please donate 1 item to be included in this raffle

ALL DONATIONS CAN BE LEFT AT THE SCHOOL OFFICE BY THURSDAY 30TH MARCH

RAFFLE TO BE DRAWN 4TH APRIL

Share Our Space

Schools will be open for Share Our Space during the next school holidays between 8 am and 5 pm from Friday 7 April to Sunday 23 April 2023.

Our school is open **daily** from 8.30-5.00pm for students to use the grounds, including the basketball court. There may be times Brett will be spraying and ask students not to go to these areas. The play equipment is also open to the public and we ask parents to ensure they take their rubbish home and not leave in our grounds. Teachers do work in the school grounds during the holidays also and may be in classrooms, but only outdoor facilities are open and students are not enter classrooms where teachers are working.

The program provides an opportunity for community members to use our school's outdoor facilities during holidays for a wide range of activities, from sports and recreation to cultural events and celebrations. In addition, the program helps to build stronger ties between our schools and the broader community. By sharing our space with the community, we can help create a sense of ownership and responsibility for our schools and their role in building relationships, connections and resilience for all.

Curriculum Reform

The NSW education system is reforming the curriculum which will be taught in all classrooms from Kindergarten to Year 12. The new curriculum, as a result of the NSW Curriculum Reform, will give students more time to focus on key learning areas so that they can acquire a deeper understanding of central concepts. It will ensure students develop strong foundations for learning, life and work in a complex and fast-changing world.

This reform has been informed by extensive consultation with teachers, parents and education experts, and is underpinned by extensive research. Curriculum reform involves change that spans many aspects of schooling, including teaching, learning, assessment and reporting to parents. New syllabuses provide schools with a unique opportunity to re-focus and place curriculum at the heart of school planning.

Key curriculum changes include:

- building strong foundations for future learning with new English and mathematics syllabuses for Kindergarten to Year 2
- an entirely new curriculum from 2022 with new syllabuses focused on what is essential to know and do in early and middle years of schooling, and key learning areas in the senior years
- providing more time for teaching by reducing the hours teachers spend on extra-curricular topics and issues and compliance requirements
- strengthening post- school pathways with new learning areas for Years 11 and 12 that clearly link learning to future employment and study options.

The new curriculum will ensure every student develops strong foundations for learning, life and work. The reforms are vital for the young people in our schools today, and for those who will arrive in the years to come.

NAPLAN – Starts this week!

Teachers have been conducting NAPLAN familiarisation activities with students in Year 3 and Year 5 in preparation for NAPLAN. Just a reminder of the tests and dates are below. We will aim to have all tests completed between Wednesday and Friday this week.

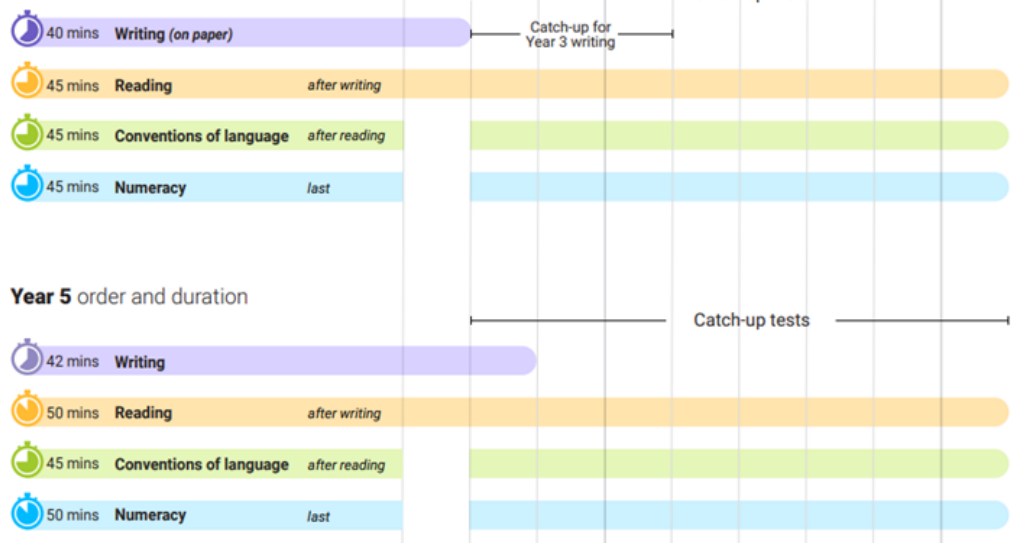
NAPLAN test window

The NAPLAN test window is 9 days.

March 2023

Primary

Year 3 order and duration



acara

NAPLAN

Technology Day in 4/5/6

On Wednesday 1st March, Megan Anderson and Ryan Noonan from the Department of Education visited to meet with Mrs Wheeler and run a technology session with Year 4/5/6. We used iPads to brainstorm ideas about The Great Barrier Reef on Google Jamboard, which is like using digital post it notes. We then created an app on Google Slides to present our work. We are looking forward to completing this over the coming weeks.

Students wrote recounts of the visit, and a few snippets of the recounts are below:

It was fun because the class was using iPads on an app called Jamboard. We put facts about the Great Barrier Reef and what the fish eat there. Did you know that you can see the Great Barrier Reef from space?? We shared crazy facts like that with Mr Noonan and Mrs Anderson. The class knew a lot of things about the Great Barrier Reef.

Benedict Year 4

We went on the iPads on Jamboard. We were writing about the Great Barrier Reef with Mrs Anderson and Mr Noonan. I wrote about the diet, like shrimp for squids, plankton and krill for whales, small fish for barracuda and coral for parrot fish. We had some free time on Jamboard and they taught us for an hour and a half!

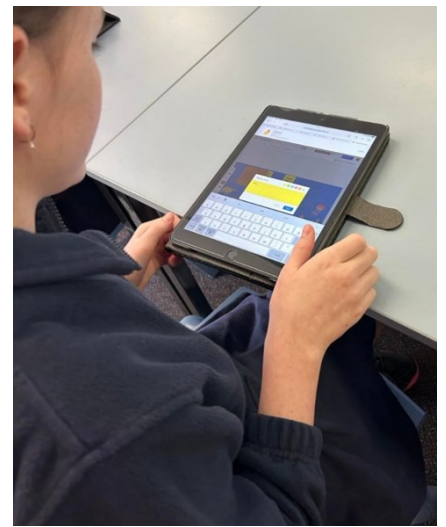
Spencer Year 4

Our morning with Mrs Anderson and Mr Noonan on Wednesday was fun. We learnt more facts about the Great Barrier Reef. Mrs Anderson showed us how to use Google apps and Mr Noonan helped us when we got stuck. When we got onto Jamboard we had one minute to play with it then we got to add our own information. We got to make a Google slide about the Great Barrier Reef, we didn't finish because we ran out of time.

Jaime Year 4

On the 1.3.23 Mrs Anderson and Mr Noonan came to teach our class how to use Google. Mrs Anderson and Mr Noonan work for the Department of Education. We used Jamboard. On Jamboard we made a Google slideshow of the Great Barrier Reef. We had a title page, diet page, where is it located page and a fun facts page. We learnt how to insert links to jump from page to page, like from the title page to the description page.

Paige Year 6



Chaplaincy Program replaced by Student Wellbeing Program

The National Student Wellbeing Program is a Commonwealth-funded initiative to support the emotional wellbeing of students and the broader school community through the provision of pastoral care and/or wellbeing support services. It replaces the former National School Chaplaincy Program 2020-2022. Participation in the National Student Wellbeing Program is voluntary for both schools and students and our school applied to be part of the program again. This initiative funded our Breakfast Program (staffing) and other wellbeing programs in the classroom. I am happy to announce we have been successful again and our provider, Your Dream, are currently recruiting someone in this position. So the breakfast program will begin in Term 2 we hope!

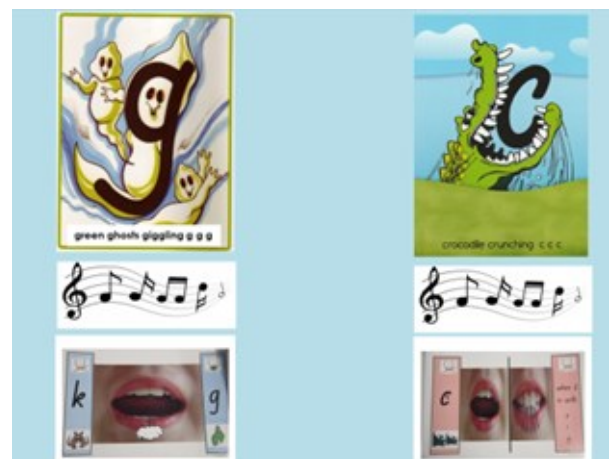
<https://www.yourdreamschools.com/>

News from the Kinder and Year 1 Classroom

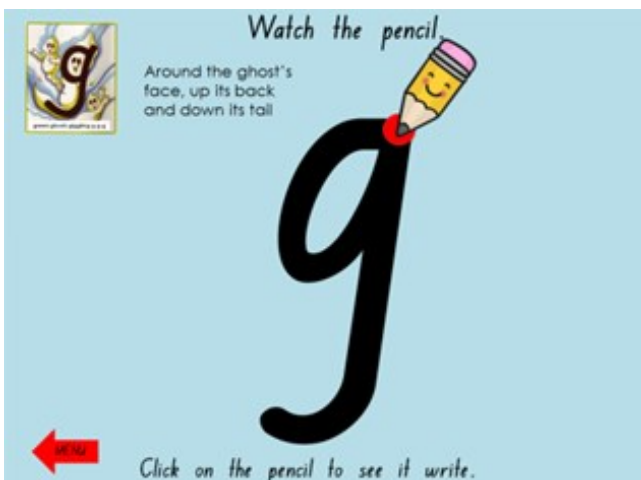
The new K - 2 English Syllabus has a strong emphasis on phonics and so Kinder and Year 1 Students start each day with explicit phonics instruction. They know that 'phonemes' are the single sounds we hear in words and that 'graphemes' are how we record those sounds. Here are some examples of the types of activities students engage in:



Reviewing phonemes we have learnt so far



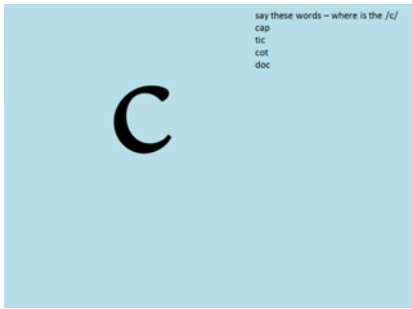
Learning how our mouth looks when we say a phoneme



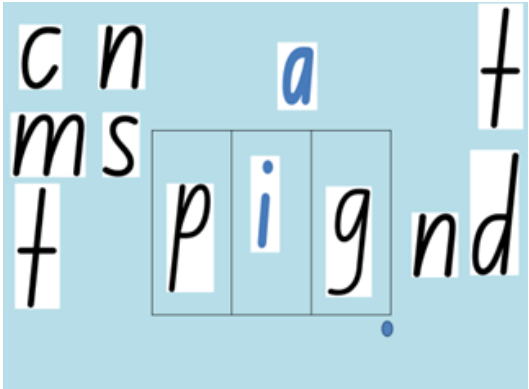
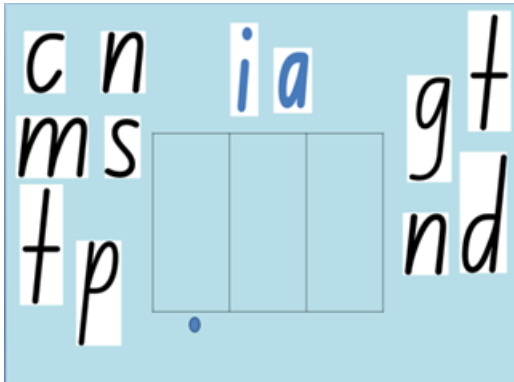
Explicit instruction on how to write individual phonemes



Opportunities to identify the starting phoneme in a word



Listening to hear if a phoneme is at the start, middle or end of a word



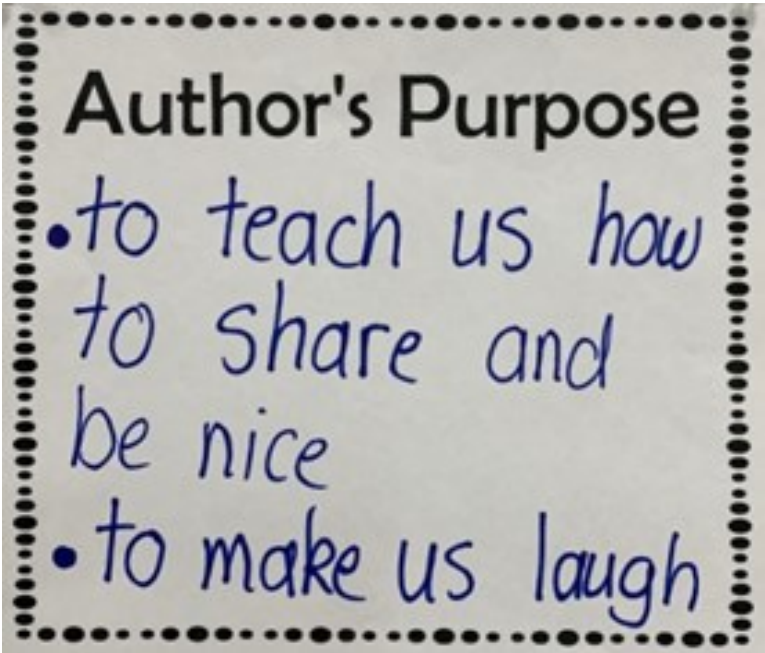
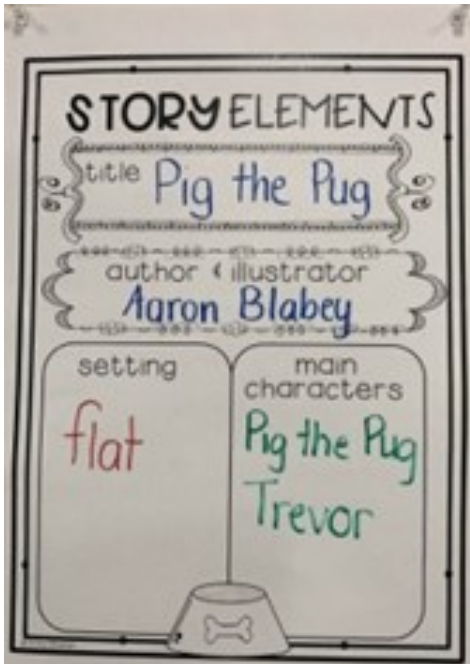
Learning to blend phonemes to make words



Learning to blend phonemes to read words

Quality Literature Studies

Our English theme this Term is 'Friendship, Acceptance and Belonging'. We started by reading the book *Pig the Pug* and learnt that Pig was not a very good friend. Here are some of the activities we have completed together:




Fiction or NON-FICTION?

List some parts of the story that can be real and some parts of the story that are likely make-believe

Could be real	Is make-believe
a dog fall out the window	dogs talking
dogs play with toys	dogs throwing toys with their legs



CAUSE & EFFECT





CAUSE	EFFECT
Trevor told Pig that it might be fun to play together	Pig flipped his wig
Pig gathered his stuff into a big pile	Pig climbed on top of the toys
Pig fell out of the window	Pig hurt himself

Synonyms

...is with a similar meaning to another word



Scout	Loot
leave	money
scram	plunder
scat	prize
go	spoils
shoo	booty
shedaddle	

Compare and Contrast - Pig and Trevor

Pig	Trevor
not nice	nice
doesn't share	good
selfish	shares
mean	friendly
grumpy	caring
naughty	
greedy	
unfriendly	

Compare and Contrast - Pig and Trevor






Pig	Trevor
creamy white	red collar
round fat body	brown
short tail	long body
lumpy	long thin tail
wrinkles	
	floppy ears
	short
	big eyes
	teeth

Pig the Pug Rhyming Words


say	way
Pig	wig
see	me
friend	mend
cry	fly
Trevor	never
look	scoot
share	swear
pile	smile
stuff	puff

We can sequence events in *Pig the Pug*.

Pig the Pug is fat


tray



Pig the Pug is

grumpy

Alot



Pig the Pug is selfish

and greedy

Aug



Pig the Pug is fat

He is selfish

Hudson



Pig the Pug is fat
He is naughty

Flynn



Pig the Pug
is greedy
and not nice

Bentley



Pig the Pug is
greedy

Ay/D



Pig the Pug is selfish

Tanner



Pig the Pug is
naughty

Dekoda



Pig the Pug is
selfish

Mercia



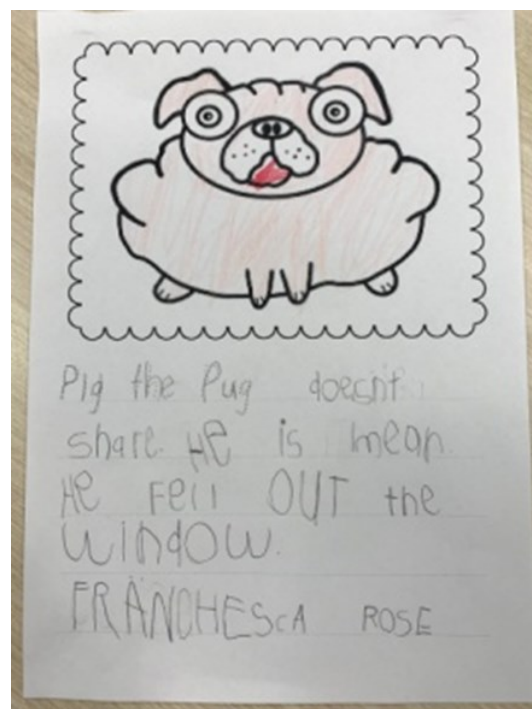
Pig the Pug is
fat He is naughty

Dusty



Pig the Pug is
selfish

Enzo



**SAVE THE
DATE
Easter Hat
Parade!**
Tuesday 4th April
More details to come!

GRADE 3/4

READING

We have been reading a "whoopsy whiffling" (that means great) novel: The BFG by Roald Dahl. We have practised using our prior knowledge to help make predictions about what will happen next and used important key words and phrases to help summarise what we have read. We have explored figurative language devices, such as: alliteration, simile, metaphor, personification, hyperbole, onomatopoeia and gobblefunk (Roald Dahl's made-up language).

WRITING

We have been focusing on the text type: narrative. We have identified the purpose and structure of a narrative text and used the figurative language that we have been learning about in reading to write an interesting title, characters and a sensational start to our stories. We have used our 5-senses to write a description of our story setting and created an interesting plot with a complication, series of events and a resolution. We are excited to publish our writing and share our stories with others.

HISTORY

We have been learning about the lives of the First Australians before European settlers arrived in Australia and the causes and reasons for the journey of the First Fleet. We have practised thinking and acting like historians and have been immersed in stories of first contact between Indigenous Australians and European Settlers.

HEALTH

We have been learning that our identity is unique and is formed by many things including our family and our culture. We will be considering ethics, customs, hobbies, sports and people who are important in our lives to develop cards to play in "The Game of Life". We will also learn which health messages in the media are safe to trust and how to say no when someone is pressuring us.

GRADE 3/4

MATHS

Our focus has been on place value. We have learnt how to read and write numbers up to 5-digits, identify whether a number is odd or even, expand and partition numbers, round numbers to the nearest 10, 100 & 1000, as well as multiply and divide numbers by 10, 100 & 1000. We have loved exploring numbers by playing games and completing problem solving activities!

Check out the Place Value Posters that we created below:

