



Moulamein Public School

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2025 Term 2 Week 10

WK	Upcoming Events	
10	Monday 30 th June	
	Tuesday 1 st July	
	Wednesday 2 nd July	
	Thursday 3 rd July	
	Friday 4 th July	Whole School Assembly – 2:30pm
		Semester 1 Reports Sent Home via School Bytes
		Last Day of Term 2
1	Term 3	
	Monday 21 st July	School Development Day – staff only
	Tuesday 22 nd July	Students return
	Wednesday 23 rd July	
	Thursday 24 th July	
	Friday 25 th July	
2	Monday 28 th July	
	Tuesday 29 th July	
	Wednesday 30 th July	Kinder – 100 Days of School Dress-up
	Thursday 31 st July	
	Friday 1 st August	
3	Monday 4 th August	Education Week
	Tuesday 5 th August	Open Day – Assembly, Book Parade & Book Fair
	Wednesday 6 th August	Barham High School Transition Day
	Thursday 7 th August	
	Friday 8 th August	Zone Athletics Barham
Please note that all dates are subject to late changes		

Principals Message - Judy McGuiness

As we approach the last few days of Term 2, it is incredible how quickly time has flown.

On Friday, your child/ren's Semester One reports will be sent home via School Bytes. This report is a snapshot of how they have been travelling in their learning journey for the first two terms of 2025. If you would like a hard copy of your child/ren's report, please contact the school office.

On behalf of the Moulamein PS staff, I would like to express our gratitude for the continued support received throughout Semester One. We extend our best wishes for a safe and joyful break and look forward to seeing everyone in Term 3.

Moulamein Athletics Carnival Wrap Up

Thank you to all who attended the Moulamein Public School Athletics Carnival last week. The two-day event was a tremendous success, and I am immensely proud of the sportsmanship and determination demonstrated by our students. I would also like to extend my gratitude to the volunteers who assisted with the events; your support is greatly appreciated. A special thank you to our P&C for providing a delicious lunch, as well as to everyone who contributed cakes and slices. Thank to staff for always going above and beyond to make these days a success.

Week 10 Assembly

This Thursday, July 3rd, the Year 3/4 class will be hosting our end-of-term assembly. We warmly invite everyone to attend. We look forward to seeing everyone.

Education Week

The theme for Education Week 2025 in New South Wales, Australia, is "Ignite your potential". This theme emphasises celebrating the strength, diversity, and achievements of NSW public education. The week is dedicated to supporting every student to learn, grow, and thrive. Public Education Week in NSW will be held from August 4-8, 2025 (Week 3, Term 3).

We will be holding our Open Day on Tuesday 5th August 2025. More information will be distributed at the start of Term 3.



Teaching Best Practice

In the last two newsletters, I spoke about the eight key teaching practices to help drive school improvement and boost the academic achievements of our students.

1. High Expectations
2. Explicit Teaching
3. Effective Feedback
4. Use of data to inform practice

Our next two themes are:

5. Assessment

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated, and further learning progress can be monitored over time. Assessment is most effective when it is an integral part of teaching and learning programs. Student assessments can be formative or summative. Formative assessments occur during the learning process to give teachers and students feedback about student progress. They can be formal or informal and serve to guide the student's future learning. Summative assessments occur at the end of a course of study or period of time and indicate a student's achievement level against curriculum standards or other defined learning objectives. Studies show that substantial learning gains are possible when teachers introduce a range of formative and summative assessment strategies into their classroom practice (Ponte et al. 2009).

6. Classroom Management

Effective classroom management is vital for creating an environment that minimises disruptions, maximises instruction time, and encourages students to engage in learning. Evidence shows that improving classroom management practices can help improve students' performance. Classroom management is of particular concern in high school. For example, NSW students report less well-managed classroom climates from the end of primary school through to the middle years of secondary school. In line with other indicators of student engagement, classroom climate picks up in senior high school.

Classroom management is an umbrella term encompassing a broad range of strategies, approaches and actions undertaken by teachers to encourage a safe, positive, and stimulating learning environment for their students. This can make it difficult to define and measure the effectiveness of classroom management on students' learning. Nevertheless, the evidence base addressing classroom management issues and strategies is extensive, with meta-analyses conducted as far back as the 1950s. Research points to the positive effect of well-managed classrooms on:

- student behaviour (effect size 0.71) (Oliver, Wehby & Reschly 2011)
- student engagement (effect size 0.62) (Marzano, Marzano & Pickering 2003, p. 10)
- student achievement (effect size 0.52) (Marzano, Marzano and Pickering 2003, p. 10).

More recently, a meta-analysis of classroom management research conducted in primary schools replicated the findings of a positive effect on student achievement and student behaviour and additionally found a positive effect on student social-emotional outcomes (Korpershoek et al. 2016). Classroom management is also known to affect the stress levels and attrition rates of new teachers (see, for instance, Brouwers & Tomic 2000; Hong 2012; Klassen & Chiu 2010).

Term 3 Initiatives

Student Representative Council (SRC)

At the beginning of Term 3, each class will conduct a nomination and voting process to select student representatives for the Student Representative Council (SRC).

The SRC serves as a platform for all students to have their voices heard. Each class from grades 1 to 6 will nominate two representatives to participate in the SRC each term. The SRC will meet each fortnight with Mrs McGuiness to address and discuss issues raised within each class meeting. The SRC representatives will be responsible for providing feedback to their respective classes after the meetings.

Crunch & Sip

Crunch & Sip is a nutrition program designed to increase the consumption of vegetables, fruits, and water among students. It is an easy way to help students stay healthy and happy.

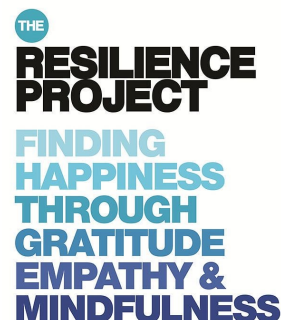
Each student is encouraged to bring a piece of fruit or a vegetable (in a separate container from their lunch box) and a bottle of water to school each day. During the morning teaching block, all classes will hold a Crunch & Sip break.

The Resilience Project G.E.M. Awards - weekly

G.E.M. awards are linked directly with The Resilience Project and will be presented to students during our Monday Morning Meet assembly and are decided upon by the class teacher.

The awards can be for:

- Displaying gratitude
- Being mindful and in the moment
- Displaying empathy and kindness





MOULAMEIN P.S. KINDER GO !

Our program facilitates a seamless transition for pre-school-aged children into the kindergarten environment, ensuring they are well-prepared to commence their kindergarten journey at Moulamein Public School in 2026.

Please contact the school for more information - 03 5887 5208

CLICK CLACK



FRONT AND BACK!



Up to 6 months
Approved rear
facing child car
seat.



**Up to 30
months**
Approved rear
facing child car
seat
recommended.



**6 months to 4
years**
Approved rear or
forward facing
child car seat.



4+ years
Approved forward
facing child car
seat or booster
seat.



145cm or taller
Recommended
minimum height to
use adult lap-sash
seatbelt.

**Make sure your children are fastened
in the correct child car seat for their age and size.**



