



# **Tulloona Public School**

## **Newsletter**

**Term 4, Week 1, 2020**



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Principal: Ms Wendy Blaker

Teacher: Mrs Cari Underwood

SAM/SLSO: Mrs Debbie Faulkner

Facebook: [Tulloona Public School](https://www.facebook.com/TulloonaPublicSchool)

### **School Events**

<b>Week</b>	<b>Date</b>	<b>Event</b>
<b>1</b>		
<b>2</b>	<b>23<sup>rd</sup> October</b>	<b>Athletics @ North Star</b>
<b>3</b>		
<b>4</b>		
<b>5</b>	<b>9<sup>th</sup> – 13<sup>th</sup> November</b>	<b>NAIDOC Week</b>
	<b>11<sup>th</sup> November</b>	<b>Remembrance Day</b>
<b>6</b>		
<b>7</b>		
<b>8</b>	<b>4<sup>th</sup> December</b>	<b>Awards Day</b>
<b>9</b>	<b>7<sup>th</sup> – 11 December</b>	<b>Swimming</b>
<b>10</b>	<b>16<sup>th</sup> December</b>	<b>Last Day Term 4 ☺</b>

#### **2020 School Year**

**Term 4 - Monday, 12<sup>th</sup> October, 2020- Students First Day of school Term 4**

**Thursday 18<sup>th</sup> December, 2020 Pupil Free Day/ Staff Training**

**Friday 19<sup>th</sup> December, 2020 Pupil Free Day/ Staff Training**

#### **2021 School Year**

**Term 1 - Wednesday 3<sup>rd</sup> February – 1<sup>st</sup> April**

**Term 2 – 19<sup>th</sup> April – 25<sup>th</sup> June**

**Term 3 – 12<sup>th</sup> July – 17<sup>th</sup> September**

**Please report student absence to the office on the day of absence before  
9:00am.**

Dear Parents and Community.

Welcome back to term 4 and may the conditions allow for a successful harvest for everyone.

This term sees Mrs Underwood on class both Thursday and Friday and I Monday to Wednesday.

As per last term, should your child show any signs of illness, please continue refraining in sending them to school. Should the illness exhibit any of the Covid-19 symptoms, please do not hesitate in undertaking a COVID-19 test.

We will continue sport with Croppa Creek this term and then undertake swimming in week 9.

Could I also request upon your next available opportunity, that you ensure your contact details with the school are current.

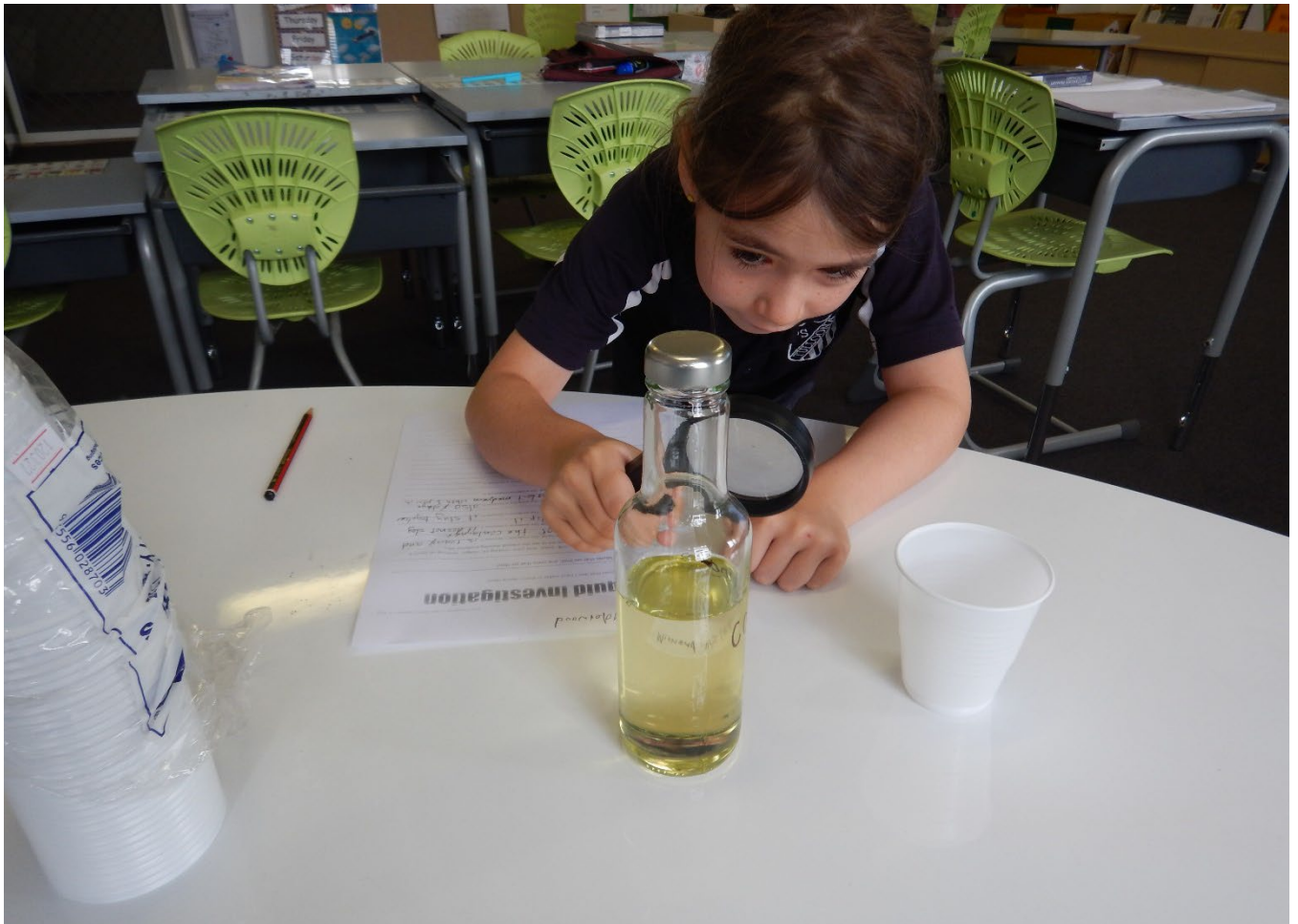
I am looking forward to another enjoyable term. I hope you enjoy viewing and discussing the sample of work included in the newsletters as much as we have enjoyed the processes of creating and learning.

Regards  
Wendy Blaker

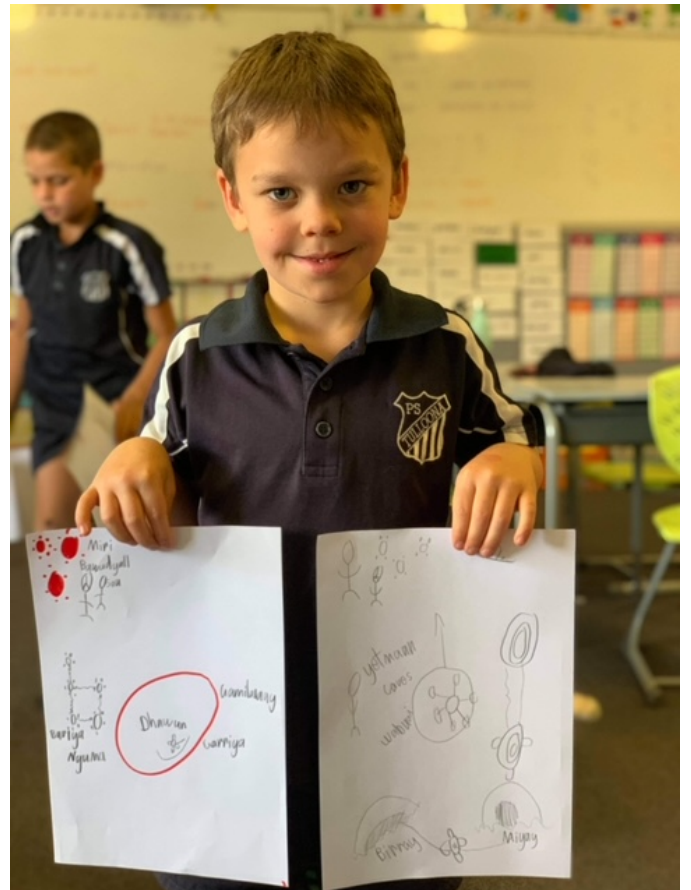


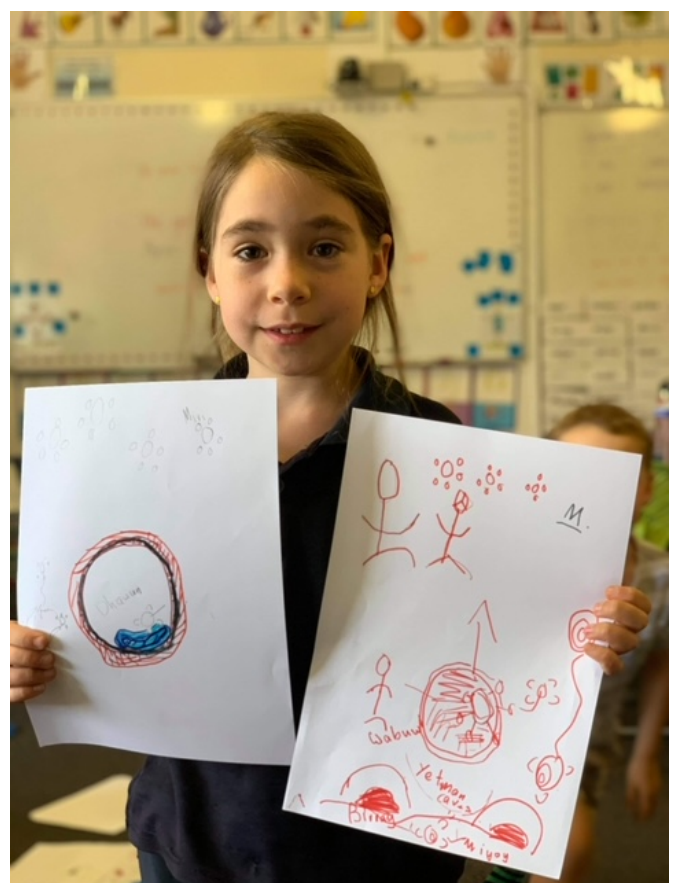
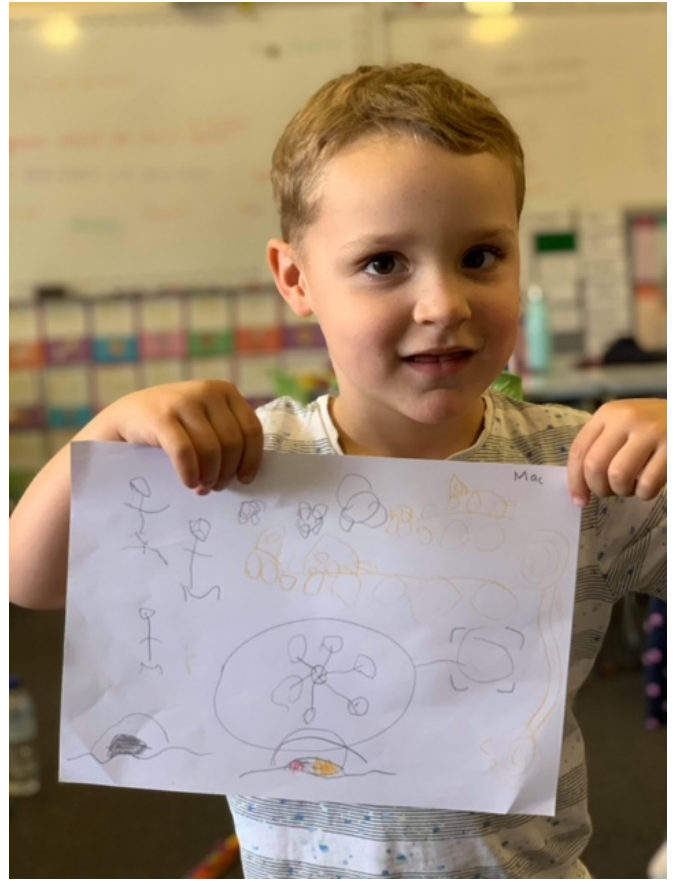












# Attendance

## EVERY DAY COUNTS....

**A day here or there doesn't seem like much, but...**

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

*Give your child every chance to succeed...*

**Every day counts!**



## EVERY MINUTE COUNTS....

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2½ weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2 ½ years of learning

*Your child's best learning time is at the beginning of the day...*

**Check the time  
your school  
starts.  
DON'T BE LATE!**



# Curriculum

## Mathematics Topics for Term 4.

Week	Major Focus	Minor Focus	Working Mathematically (Friday) Communicating. Problem Solving. Reasoning. Understanding and Fluency
1	Addition & Subtraction. Multiplication & Division	Money and Financial Matters	Money and Data
2	Addition & Subtraction. Multiplication & Division	Money and Financial Matters	Money and Data
3	Addition & Subtraction. Multiplication & Division	Money and Financial Matters	Money and Data
4	Addition & Subtraction. Multiplication & Division	Money and Financial Matters	Money and Data
5	Whole Number	Data	Money and Data
6	Whole Number	Data	Money and Data
7	Understanding Problems		Money and Data
8	Understanding Problems		Money and Data
9	Revision		
10	Revision		

## English Speaking and Listening

Wednesday speaking and listening is with a set 'favourite' topic.

Week 3 – My favourite holiday place activity

Week 4 – My favourite book character

Week 5 – My favourite game

Week 6 – My favourite toy – Who am I riddle?

Week 7 – My favourite movie

Week 8 – My favourite food

# Aboriginal Language and Culture Program (Winangali Infusion)

## Warruwi (Small Pathway) Transition Gamilaraay Language and Culture

Using Language Yarraaybaa (Summer/Dry Season)

Outcomes example language:

- I.UL.1 - Yarraaybaa (summer)
- I.UL.2 - Yaraay (sun)
- I.UL.3 - Balarri (hot)
- I.UL.4 - Yuu (dust)
- Mayrraa (wind)
- Gunagala (sky)
- Gali (water)
- Gilay (moon)
- Bambul (native orange)
- Warrigal Greens
- Nhiibii (snakes)
- Galibaay (red belly black)
- Ngandabaa (king brown)
- Wamu Dhii (animal fat)
- balaa (white)
- yiluwidii (blue)
- gid jirrgidirr (yellow)
- dhiriya (grey)

Making Linguistic Connections

I.MLC.1  
I.MLC.2

- Middle sound consonant pronunciation rolled r sound "rr" Balarrii
- Middle sound consonant pronunciation "ii" Dhii (like bee)
- Middle sound vowel pronunciation (like put) "u" Wamu (like put)

Moving between Cultures

I.MBC.1  
I.MBC.2

Burralgaa Story

- Students examine the traditional practices of Gamilaraay people that support and sustain Country.

Cultural Dance Program links

- Burralgaa (Brolga dance) and Saltwater Yugal Yulu-gi
- Wii Thulu Yulu-gi

## Warruwi (Small Pathway) K-2 Gamilaraay Language and Culture

### Using Language

#### Outcomes

- I.UL.1
- I.UL.2
- I.UL.3
- I.UL.4

### Yarraaybaa (Summer /Dry Season)

#### example language:

- Yarraaybaa (summer)
- Yaraay (sun)
- Balarri (hot)
- Yuu (dust)
- Mayrraa (wind)
- Gunagala (sky)
- Gali (water)
- Gilay (Moon)
- Miyay Miyay (Seven sisters)
- Warrigal Greens
- Nhiibii (snakes)
- Galibaay (red belly black)
- Ngandabaa (king brown)
- Wamu Dhii (animal fat)

### Making Linguistic Connections

- I.MLC.1
- I.MLC.2

- Middle sound consonant pronunciation rolled r sound "rr" Balarrii
- Middle sound consonant pronunciation "ii" Dhii (like bee)
- Middle sound vowel pronunciation (like put) "u" Wamu (like put)

### Moving between Cultures

- I.MBC.1
- I.MBC.2

### Burralgaa Story

- Students examine the traditional practices of Gamilaraay people that support and sustain Country.

### Cultural Dance Program links

- Burralgaa (Brolga dance) and Saltwater Yugal Yulu-gi
- Wii Thulu Yulu-gi

## Warruwi (Small Pathway) 3–6 Gamilaraay Language and Culture

### Using Language

#### Outcomes

- 1.UL.1
- 1.UL.2
- 1.UL.3
- 1.UL.4
- 2.UL.1
- 2.UL.2
- 2.UL.3
- 2.UL.4

### Yarraaybaa (Summer/Dry Season)

#### example language:

- Yarraaybaa (summer)
- Yaraay (sun)
- Balarri (hot)
- Yuu (dust)
- Mayrraa (wind)
- Gunagala (sky)
- Gali (water)
- Gilay (Moon)
- Miyay Miyay (Seven sisters)
- Warrigal Greens
- Nhiibii (snakes)
- Galibaay (red belly black)
- Ngandabaa (king brown)
- Wamu Dhii (animal fat)

### Making Linguistic Connections

- 1.MLC.1
- 1.MLC.2
- 2.MLC.1
- 2.MLC.2

- Middle sound consonant pronunciation rolled r sound "rr" Balarrii
- Middle sound consonant pronunciation "ii" Dhii (like bee)
- Middle sound vowel pronunciation (like put) "u" Wamu (like put)

### Moving between Cultures

- 1.MBC.1
- 1.MBC.2
- 2.MBC.1
- 2.MBC.2

### Burralgaa Story

- Students examine the traditional practices of Gamilaraay people that support and sustain Country.

### Cultural Dance Program links

- Burralgaa (Brolga dance) and Saltwater Yugal Yulu-gi
- Wii Thulu Yulu-gi

## Term 4 History-Geography- Science Unit – What's the Matter

Matter is all around us. It can be as small as the particles that make up the tiniest cell in our skin or as large as the whole galaxy. Anything that takes up space and has mass is called matter. The matter that we experience every day and the matter that we are made of is only a tiny fraction of the matter that exists in the universe.



All matter is made up of very small particles called atoms. These atoms can join with other atoms to form molecules. The way the atoms or molecules are arranged in a material will affect its state of matter. A material might be found in different states. The most familiar states are solid, liquid or gas. The amount of energy the atoms or molecules of a material possess determines its state of matter. A substance will exist as a particular state of matter in particular temperature and pressure conditions. These are specific to the substance, for example, at room temperature and normal air pressure water can be found as a liquid and iron is found as a solid. Increasing the temperature eventually changes solids to liquids (the iron will melt) and liquids to gas (the water will become vapour).

By investigating and understanding matter, scientists are able to find out more about the universe and its possibilities. This unit is an ideal way to link science with literacy in the classroom. Through hands-on investigations, students explore the properties of solids, liquids and gases, and plan and investigate how the properties of materials change with temperature.

### Additional strategies to support your child's learning.

#### English

##### Reading and Viewing

All children have had their reading level assessed and are taking readers home according to their ability. It is important that you listen to each child read each night and sign the homework book. At the end of the book ask questions to check the child's comprehension.

Comprehension questions are:

Can you tell me what happened at the beginning, middle and end of the book?

Can you tell me who was in the book?

Where was the book set?

What type of book is this?

Can you tell me any new words you found in the book? What does that word mean?

## Additional ideas and Strategies to help to increase Student Numeracy

### Whole Number Skills

- Count out loud forwards and backwards– count in 1s, 2s odds and evens, 5s, 10s, 100s and 1000s.
- Name the number before
- Write numbers in words 70= seventy
- Use ordinal numbers first, second, third last
- Discuss numbers using MAB– Hundreds, Tens and Ones
- Discuss the Less than < greater than > concept and symbol
- What number comes before? What Number comes after?
- Is your number odd or even? How do you know?
- Is a number Prime or Composite? How do you know?
- Count money– use coins and notes.
- Write, draw, make with blocks/toys patterns of any type. ABABAB, ABC ABC ABC
- Arrange numbers in ascending and descending order
- Create equal groups of items
- Create 100 charts find patterns on the chart
- Make place value charts– place different numbers on the chart
- Rearrange digits in a number to make the smallest number possible
- Rearrange digits in a number to make the largest number possible
- Round number to the nearest 10, 100 or 1000
- Write numbers using expanded notation eg  $7453 = 7000 + 400 + 50 + 3$
- Use numbers to create addition stories eg I had 15 sheep and I bought 83 more. How many do I have altogether?
- Use number to create subtraction stories eg I had 17 kittens and 3 ran away. How many do I have left?
- Use numbers to create multiplication stories. Eg I had 7 people in the red team, 7 people in the blue team, 7 people in the green team. How many people altogether?
- Use number to create division stories. Eg I had 81 people and I had to organise them into teams of 9. How many teams can I make?

## COVID 19 – Key Information

The health and safety of our students and staff is paramount. If you are unwell with respiratory illness, you should remain at home until symptoms resolve and where appropriate, seek advice from a medical practitioner (and call ahead first). Remember to also clean your hands thoroughly for at least 20-seconds with soap and water and cover your nose and mouth when you cough or sneeze.

Support good hygiene in schools – for all of us  
Reinforce good hygiene throughout home and school  
Within your homes please make time to practice good hand hygiene.

We recommend:

- Supervising hand sanitation, particularly for younger children
- Promoting cough and sneeze etiquette– cough into elbow.
- Reinforcing hygiene rules e.g. to discourage touching face
- Introducing regular hand washing schedules throughout the day

In the school environment we are implementing:

- Regular and enhanced cleaning for high touch surfaces
- Use of outdoor settings where possible
- Increase ventilation in classrooms

### Attendance

If a student develops flu-like symptoms while at school, they should be sent home and not return to school until they have received a negative COVID-19 test result which is received and sighted by the school. If a student is absent for more than three days without a medical certificate, this will be recorded as unauthorised absence and followed up by the school.

For further information please visit the NSW Government website.

## Term 4 Calendar

Week /Month	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1 October</b>	12	13	14 Library	15	16
<b>2 October</b>	19	20	21 Library	22	23 Athletics @ North Star
<b>3 October</b>	26	27	28 Library	29	30 Sport @ Tulloona
<b>4 November</b>	2	3	4 Library	5 Wendy in Moree Barwon CoS - TBC	6 Sport @ Croppa Creek Tulloona host One School visit - TBC
<b>5 November</b>	9 NAIDOC Week	10	11 Remembrance Day Library P&C Meeting 3pm	12	13 Sport @ Tulloona
<b>6 November</b>	16	17	18 Library	19	20 Sport @ Croppa Creek
<b>7 November</b>	23	24	25 Library	26	27 Sport @ Tulloona
<b>8 November / December</b>	30	1	2 Library	3	4 Awards Day
<b>9 December</b>	7 Swimming	8 Swimming	9 Swimming	10 Swimming	11 Swimming
<b>10 December</b>	14	15	16 Last Day of Term 4 and 2020 for Students	17 Staff Development / Pupil Free Day	18 Staff Development / Pupil Free Day

NB: Unfortunately, due to COVID-19 many activities and dates are yet to be confirmed.

# Text Detective Sheet



Detective Question	Answer
Where did I find my text?	
What is this writing or text about? What type of text is it? Imaginative, informative or persuasive	
How is the writing organised? Can you see paragraphs, headings, titles, page numbers, diagrams/illustrations, contents page or an index? Show and talk about one of these to the class.	
What can you see in the writing? Can you see a capital letter, different fonts, bold, <i>italics</i> , underlined words or abbreviations? Can you see any punctuation marks? . , ! ? – “ ” ; : Show and talk about one of these to the class.	
What type of words can you see? Antonym- means opposite eg; on / off Synonym- means same eg; bug / huge Homophone- sounds same eg; bare / bear Homograph- written same, different meaning eg wind that blows / wind a handle. Compound word- 2 words joined eg; sunshine Word with double letter Word with a prefix Word with suffix Word with a bossy e Show and talk about one of these to the class.	
What makes this an interesting Text? Why do you like it?	