



Tulloona Public School

Newsletter

Term 4, Week 4, 2020



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

School Events

Week	Date	Event
1		
2	23 rd October	Athletics @ North Star
3		
4		
5	9 th – 13 th November	NAIDOC Week
	11 th November	Remembrance Day
6		
7		
8	4 th December	Awards Day @ 9:30am
9	7 th – 11 December	Swimming
10	16 th December	Last Day Term 4 😊

2020 School Year

Term 4 - Monday, 12th October, 2020- Students First Day of school Term 4

Thursday 18th December, 2020 Pupil Free Day/ Staff Training

Friday 19th December, 2020 Pupil Free Day/ Staff Training

2021 School Year

Term 1 - Wednesday 3rd February – 1st April

Term 2 – 19th April – 25th June

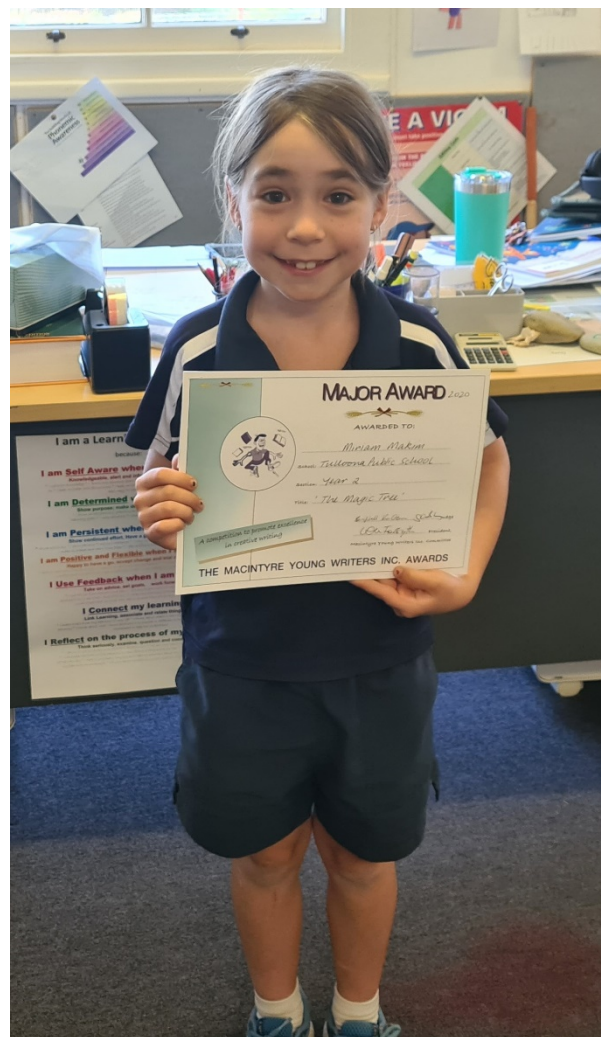
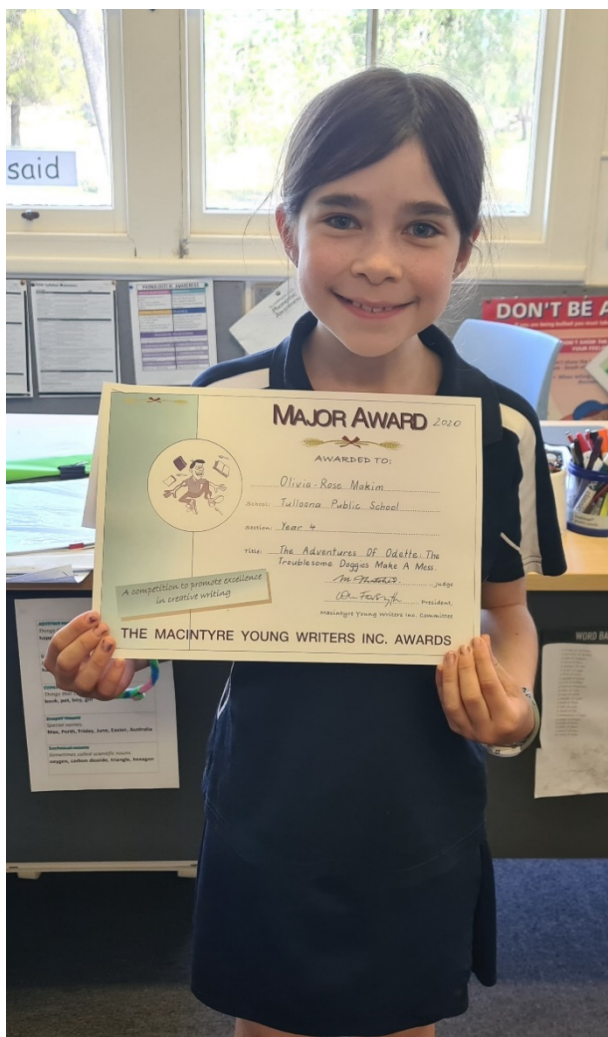
Term 3 – 12th July – 17th September

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

Tulloona PS 'Happy'nings ☺☺☺

Dear Parents and Community,

Congratulations Macintyre Young Writers Major Award Winners Olivia-Rose and Miriam



The Adventures Of Odette

The Troublesome Doggies Make A Mess

By Olivia-Rose Makim

One cool winter morning in the beautiful city of Bordeaux a young lady called Odette was waking up from a warm, golden ray of sunlight shining on her bed through her cute, little French window. The window was left open and a cool breeze swept a delicious scent of chocolate croissants, crunchy baguettes and sweet peppermint tea. She listened to the click-clacking sound of very high-heeled pointy shoes and the whoosh of speedy scooters zooming along the sparkling pavement. Odette loved those sounds and smells. Suddenly she realised that it was the first day for herself at her new school at Bordeaux High and it was supposed to start in 10 minutes! She jumped out of bed and ran to her closet. Odette's uniform was a black and white dress with a red and white belt. Odette also had some sapphire blue stockings. She wore her favourite red ballet flats. With her hair brushed, pets fed, breakfast eaten, teeth cleaned and lunch made in a flash she flew out the door to the car. Odette met her older sister Audrey who is to drive her to school. Odette was 10 years old and Audrey was 18 years old. Once Odette was dropped off at school she saw a girl sitting on a deserted bench on her phone. Odette walked towards her and sat down next to the girl. The girl looked up sadly. She wondered what Odette was doing next to her? The girl had green eyes and short puffy hair that she thought made her head look fat. She wore dark clothing with a skirt on.

"Bon jour, je m'appelle Odette" which in English means "Hello, my name is Odette" she announced to the girl in a friendly voice. The girl said "Bon jour" in a questioning tone, "My name is Clare".

Clare had been texting her mum. She explained in a cheerless voice that her parents had been divorced last week. Odette soon discovered that she was in the same class as Clare. Clare toured Odette around the school and to their classroom. Odette got a warm welcome from all her new classmates.

When Odette went home that afternoon she was super excited with herself for making a great first day at Bordeaux High! Odette walked up the stairs of her three-story house to the third storey and walked to her bedroom door. Odette walked through the door and into her bedroom where her two Pomeranian dogs were bouncing around her feet. The dogs were called John-Luke and Diana. Odette's parents didn't know about John-Luke because she found him under a dumpster bin 2 weeks ago. Diana's belly was growing because she was due to have puppies in a few days. The next day at school Odette's teacher Mrs Noir was delighted to give her top marks in every subject because ODETTE KNEW EVERYTHING! Clare invited Odette to her favourite class, called Animal Academy. It is a class where pupils teach baby animals how to be really good pets. Odette joined the class and trained a ferret, a bunny and a puppy. Odette arrived home at three-fifteen pm. Odette's parents and Audrey weren't home yet. When Odette walked through the door Odette

found a mess. A jumbo mess. Everywhere! Odette hurried upstairs to her bedroom to find John-Luke and Diana, but the dogs were nowhere to be found. Odette got the vacuum cleaner and all the other cleaning tools, got to work and slowly she made progress, while always keeping a sharp eye everywhere in case she found her lost dogs. Odette was gaining speed because she knew her parents and Audrey would be home any minute. Odette went to the laundry to pick up some dirty clothes that had been tipped out of the laundry basket when there was a rustling sound coming from the inside of the tipped basket. Odette was startled but, because she was very brave and curious she wrapped up all her courage, bent down and took a peep inside the basket. Inside she found, to her greatest surprise, John-Luke and Diana and seven little puppies cuddled up to them having a drink of warm, fresh milk from their mum.

Suddenly Odette heard her parents walk into the laundry room. When they saw the pups, they told Odette they had bought John-Luke as a present for her but he got lost. They looked for him but couldn't find him.

Weeks past and the puppies grew bigger and the house grew louder. Odette kept a puppy called Pom Pom and gave Audrey one. Audrey named it Victoria after Queen Victoria. As more and more puppies were sold the house grew quieter and quieter until there was only John-Luke, Diana, Pom Pom and Victoria left. Odette grew up to be a worker at The Bordeaux Kennels. Audrey was a fashion model.

THE END

The Magic Tree

By Miriam Makim

Sam was in a rain forest, a giant rain forest with lots of trees and leaves. It was a magical rain forest. Sam was as excited as a five-year-old at his birthday party. Sam was seventeen years old.

He was walking along large trees, wearing his lucky socks and his best hat. While he was walking he spotted a small rabbit and heard it say that its name was Shylo. That's strange thought Sam. He listened again. Yes, the rabbit was definitely talking! They looked seriously at each other. Sam shivered with fascination. Shylo stared with his beady brown eyes and smiled. Sam smiled back.

Shylo pulled Sam's arm and lead him to a magic tree. "That magic tree has windows". Sam looked at the great enormous tree in amazement. He was just about to climb the magic tree, when Shylo warned in a loud voice,

"You may fall off it and get badly injured" but Sam just ignored him.

Sam replied hastily "don't worry I won't" and started to climb slowly up the huge trunk.

"See Shylo, I'm almost at the top, but just then Sam's fingers were slipping! "Help...I'm going to fall! Quickly Shylo save me!" said Sam in a scared voice.

Shylo got a jumbo bunch of leaves and put them in a comfy pile at the base of the trunk. Shylo hoped that Sam was going to fall onto the pile of leaves. Just then Sam fell. Phew! Sam fell on the top of the pile of leaves.

The next day Shylo gave Sam some bright green grip on gloves that were nice and comfy inside for Sam to climb the big magic tree again. So, Sam went to the big magic tree with his bright green grip on gloves and started to climb. Sam thought to himself "these grip on gloves are really helping." Shylo said excitedly.

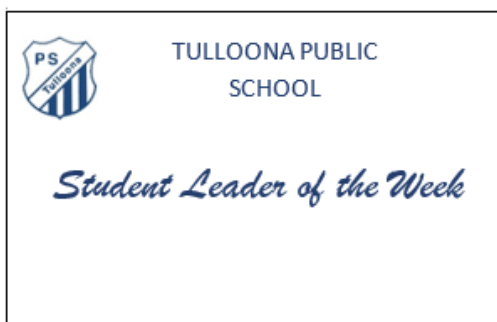
"You're almost at the top." While Shylo was yelling out how Sam was doing a great job, Sam kept climbing. Just then his hand hit the top of the tree.

"Look at me Shylo!" The magic tree lowered Sam back to the ground gently. Sam went to Shylo's house because he was exhausted from all the adventures. He flopped down heavily onto the bed and dreamed of all his adventures.

The End!!!

Congratulations again to all our students for the outstanding writing they entered in the Macintyre Young Writers, they all should be proud of their efforts.

Student Leader of the Week



As part of our schools aim to increase individual student leadership opportunities we will be implementing the Student Leader of the week program. Responsibilities for our student leader will include:

- Greeter – welcome official visitors to the school when required.
- Teacher's Assistant – school runner, classroom phone receptionist and other duties as required
- Weather Reporter – to check the rain gauge and ensure the weather is accurate each day.

- Calendar Helper – ensure the accurate date is on the whiteboard each day.
- Clean Up Crew – to assist in ensuring eating areas and playground is tidy at all times.
- Equipment Manager – ensuring the sport shed is tidy each Friday.
- Gardener – watering our plants.

Limericks

As written by our class and Mrs Holcombe.

*There once were some kids from Tulloona,
Who always came later than sooner.
To get them to school,
They made a new rule,
They must croon by the light of the Lunar.*

*There once was a girl from Rove,
Who wandered a long way from home.
She felt so alone,
so she googled her phone,
And was found with the help of a drone.*



Images from the Athletics Carnival at North Star Thursday October 22nd, 2020









Term 4 Sport Rugby at Tulloona









SAVE THE DATE

Annual Presentation Day Ceremony

Tulloona Public School

Friday December 4th

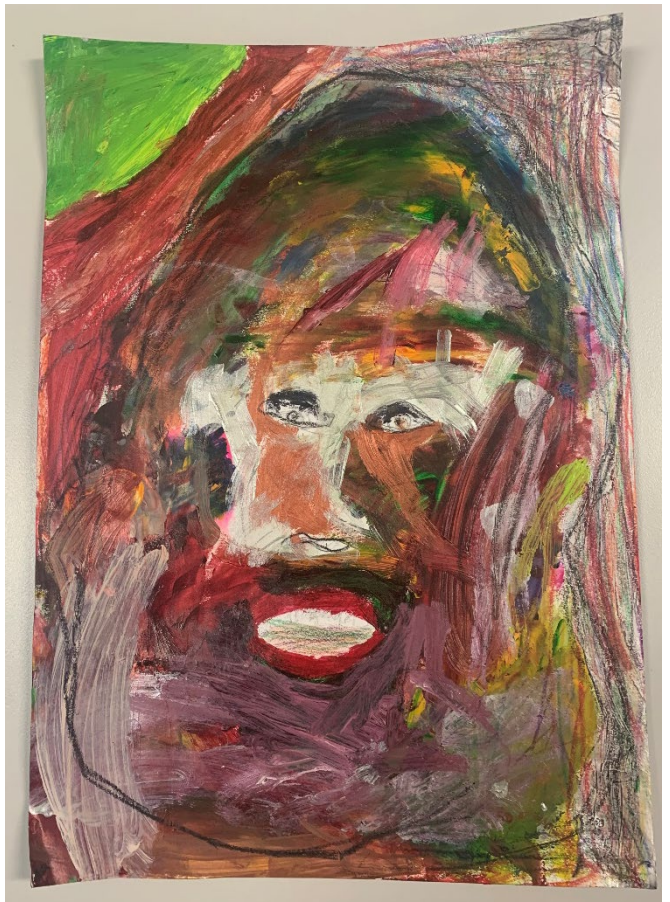
Commencing at 9:30am

Moree Portrait Prize 2020 Entries



"Mimi"

By Amelia



'Olivia-Rose'

By Koori



'Oscar'

By De jaun

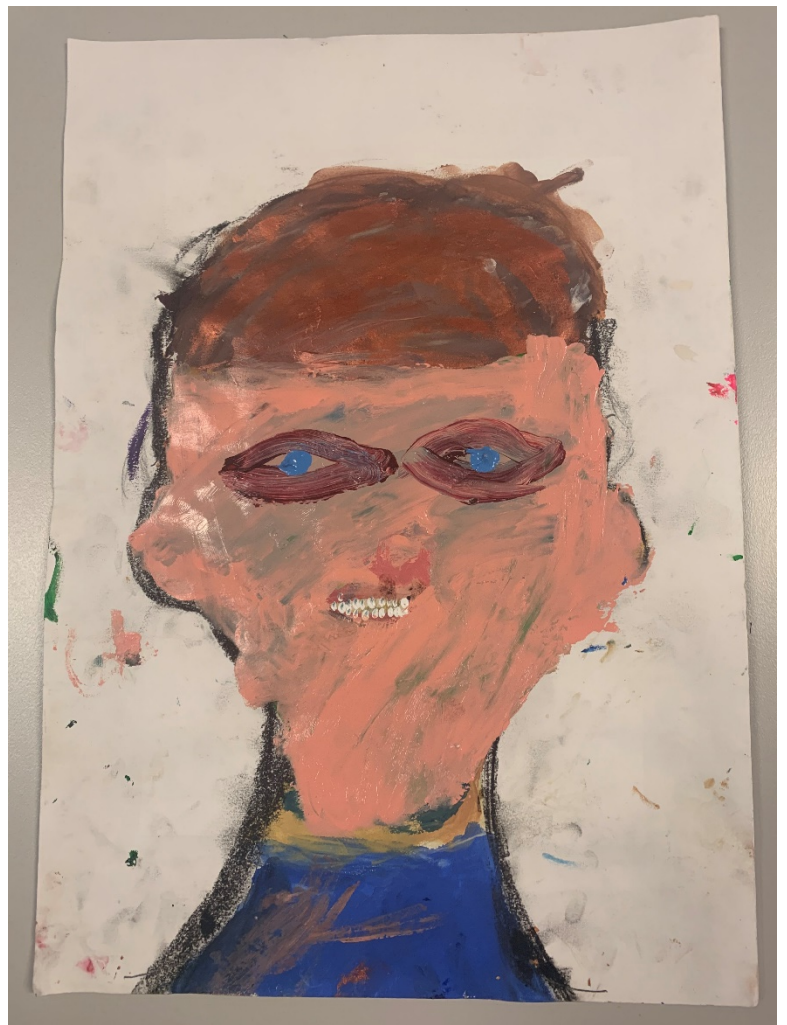


'Amelia'

By Miriam



'Koori'
By Olivia-Rose



'De jaun'
By Oscar

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	Probability and Chance	Money and Data
5	Whole Number	Probability. Chance and 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 5 – My favourite game

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

Week 7 – My favourite movie

Week 8 – My favourite food

Areas of Study

Poetry and Imaginative Writing

Aboriginal Language and Culture Program (Winangali Infusion)

Warruwi (Small Pathway) Transition 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)
- Bambul (native orange)
- Warrigal Greens
- Nhiibii (snakes)
- Galibaay (red belly black)
- Ngandabaa (king brown)
- Wamu Dhii (animal fat)
- balaa (white)
- yiluwwidi (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)
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- 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
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- I.MBC.2

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Cultural Dance Program links

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- 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)
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- Gali (water)
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Making Linguistic Connections

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

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Burralgaa Story

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

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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
1 October	12	13	14 Library	15	16
2 October	19	20	21 Library	22 Athletics @ North Star	23
3 October	26	27	28 Library	29 Sport @ Tulloona	30
4 November	2	3	4 Library	5 Sport @ Tulloona	6
5 November	9 NAIDOC Week	10	11 Remembrance Day Library P&C Meeting 3pm	12 Sport and Harvest Classics @ Croppa Creek	13
6 November	16	17	18 Library	19 Sport @ Croppa Creek	20
7 November	23	24	25 Library	26 Sport @ Tulloona	27
8 November / December	30	1	2 Library	3	4 Awards Day
9 December	7 Swimming	8 Swimming	9 Swimming	10 Swimming	11 Swimming
10 December	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?	