From the Principal

Hello Everyone,

As parents, it is always interesting to read what tips others have to say regarding the many joys and challenges of parenting. Many parents have expressed an interest in the work of Michael Grose in Parenting Ideas. I have included a flyer advertising a very effective and supportive online parenting course and an article on Five Positive Parenting Principles from Frances Totney. For more excellent parenting articles please visit Michael’s website at www.parentingideas.com.au

Last week on Tuesday May 24th our Cross Country Team competed in the District Cross Country.

They acquitted themselves very well and were a credit to our school. Congratulations to Kobi Craven who came first in his age group and will now compete in the region cross country.

Our teachers are currently finalising the mid-year reports for our students. The reporting process is quite lengthy and follows a logical timeline. The writing of reports and the associated work, consumes a large portion of the teaching staff’s personal time on weekends and at night, after school, during term 2. Prior to beginning report writing, teachers complete student assessments and compare evidence of learning and link this evidence to the Curriculum standards.

Evidence of learning consists of things that
students say, make, write or do that communicate their understanding of concepts and mastery of skills.

Teachers used this evidence to make judgments about student achievement along a continuum and enter this information into our assessment and reporting program – SPA REPORTING.

As well as student learning being plotted on the continuum, comments are added to explain to parents what their children have achieved and areas for improvement or future learning. These will be complemented by suggestions of what the school and parents can do to improve learning. After a proof-reading process is completed, reports will be ready to print and then sent home at the end of term.

I know you will join with me to congratulate the teaching staff on their professionalism and thank them for the care, time and effort they put into the reports.

As the weather becomes colder we are more likely to have children who become sick at school. Please ensure your child is well enough to cope with the demands of a classroom if they have already been unwell in the morning or over the weekend. We have sent some sick children home over the last fortnight and in a number of cases they have come to school being unwell. The staff can only offer basic first aid. If your child is running a fever, coughing persistently and/or obviously unwell, they really need a warm bed and rest.

Please do not send sick children to school as it is your responsibility to make provision for their care. If we ring you to collect your child it is important that you come straight away or make arrangements for your child to be collected.

We are now taking enrolments for our 2017 Foundation (Prep) classes.

If you would like a hard copy of the Gorge News, there will be a limited number available in the foyer for collection by you or your child.

Education Matters, Teachers Make a Difference & Every Day Counts!

Keep up that lifelong learning!

Julie Jones
Principal

Congratulations
Kobi

We are now taking enrolments for our 2017 Foundation (Prep) classes.

Please inform family, friends and neighbours that if they have a child starting school next year and would like them to come to our
Join Michael Grose for a 3 week online parenting course

Raising Well-behaved Kids
Teaching kids to be safe, savvy and social

The Raising Well-behaved Kids course will teach you real-life strategies to help you safely raise sociable kids so that they can fulfil their potential.

You’ll learn how to:

✓ Move beyond ‘time out’ and ‘time in’ to develop a broad range of responses to children’s poor or unsociable behaviour.
✓ Recognise the purpose of behaviour and importantly, how to respond so you put an end to annoying, frustrating behaviours.
✓ Get more cooperation from your child without always raising your voice, repeating yourself or offering endless bribes and rewards.
✓ Plan your approach to children’s behaviours so that you can achieve lasting change.
✓ Better manage tough nuts, teens and sensitive types that don’t fit into usual discipline techniques.

How will it work?

✓ You receive a short video with a follow-up activity each weekday – 15 sessions across 3 weeks.
✓ Each session (including the follow-up) should only take 15 minutes of your time. Alternatively, you can complete all your sessions on the weekend if you are busy mid-week.
✓ Participate in a live Facebook Q&A each week where you can ask Michael Grose questions.

Join now for only $67. When you enrol you’ll start your learning straight away through the online resources in Parentingideas Club, including articles, e-Guides, posters and videos.

Or contact the Parentingideas team 03 59831798 office@parentingideas.com.au
Five Positive Parenting Principles

by Frances Totney

We strive to enhance the happiness and wellbeing of the children in our lives. Whether we are a parent, grandparent, aunt, uncle, cousin, sibling or carer, we can all learn positive parenting skills to help children learn, grow and become the best they can be.

Sometimes this can be more difficult than others. What do parents say to guide children who are anxious? How can positive behaviour be encouraged? What are the skills that develop resilience? How do parents best support their children?

The key is to create open, positive communication and a great relationship with kids. This will provide the foundation for a flourishing future and instil the optimistic outlook and essential skills they need to do well in later life.

Here are five positive parenting principles you can learn to become the best parent you can be and help your kids become happy, resilient and successful in life.

1. **Provide a safe and engaging space.**
A safe, supervised and protected environment where children can explore and experiment in play is vital to encourage children to develop their skills and feel engaged in activities they enjoy.

2. **Create a positive learning environment.**
Parents are their child’s first teachers. Respond positively to interactions they initiate including requests for help, advice, attention and information. Offer encouragement while assisting them to learn to solve problems themselves.

3. **Use assertive discipline.**
Explore alternatives to coercive practices such as raising your voice, punishment or threat of consequence. Select and discuss ground rules with children, age appropriate instructions and logical consequences. Try quiet time.

4. **Hold realistic expectations.**
Explore your own beliefs and assumptions about the causes of certain behaviours. Focus on expectations that are appropriate to your child’s developmental level.

5. **Take care of yourself.**
Think of your parenting role within the larger context of personal self-care. Consider how your parenting responsibilities, skills and mindset impact your self-esteem. Work on your communication skills and your ability to manage difficult emotions. Find ways to increase positive emotions in your own life and relationships.

Remember, positive parenting builds on the capabilities of all family members. It is possible for anyone in your family to become a more active problem solver and contribute to a safe, positive environment for children’s happiness and learning. Even if a family member’s previous attempts to resolve problems have may not have been successful, it may be because of a lack of necessary knowledge, skills or motivation. People are capable of learning and small positive actions can make a difference.

Positive psychology is all about looking for and focusing on what is working well and how it can work even better. When you view children—and adults—as creative and self-determined with access to inner resources and strengths they can nurture and grow, you help set them up for success.
The best computer and online games for children

The best computer and online games for children have some learning value and some positive messages. Ideally, games for children should:

• explore real, everyday activities
• reveal fantasy worlds in creative, imaginative ways
• teach your child that playing fairly is better than winning
• give your child opportunities to take turns and play with others as a team
• have different levels of difficulty, so the game can evolve and your child can progress through its stages
• be interactive and involve decision-making – your child gets an increased sense of control and independence
• be able to be played by several players
• not feature violent heroes, sexist stereotypes or characters with unrealistic body images.

Online/computer game ratings

If you’re wondering about the best computer and online games for your child, you could start by looking at ratings. Computer and online games are classified by the Office of Film and Literature Classification (OFLC) using the same classification system as for movies and videos:

G rating: there is very mild violence in games rated G. Content with this rating is produced for a general audience. It’s still important to check out games with a G rating yourself.

PG rating: parental guidance is recommended for content with this rating. These games are generally appropriate for children older than eight years. They come with a standard description of violence or sexual content, language and themes.

M rating: games classified M (Mature) contain content of a moderate impact and are recommended for teenagers aged 15 years and over. Children under 15 may legally access this material because it is an advisory category. But M-classified games might include classifiable elements such as violence and nudity of moderate impact that are not recommended for children under 15 years.

Ratings and classifications are helpful. But in the end it's up to you to decide whether content is appropriate for your child.

Making the most of computer and online games for children

The best way for your child to learn from computer and online games is when you play together. An added bonus is that you’ll spend some time with each other and have fun!

Here are some ideas for making the most of computer and online games with your child.

• Set ground rules about screen time: screen time is the time you spend each day watching TV, DVDs, computers and other screens. Children aged 2-5 years should have no more one hour of screen time a day, and children over five should have no more than two hours in front of screens each day.

• Aim for balance in your family activities: make sure that everyone has a go at physical activity, creative play and social games. Talk with your children about getting the right balance between indoor play time, outdoor fun, homework and time spent with friends.

• Get involved: asking your child to show you how a game works is the best way to tune into what he’s learning. Make a mental note of the kinds of games he enjoys and finds challenging. If he’s really enjoying a game about dinosaurs, for example, you can broaden his knowledge by finding books or movies on the topic.

• When you have time, play a game all the way through with your child.

• Talk with your child about the computer and online games she’s playing. Ask her what she likes or dislikes and what she’d change or add to make the games better. This kind of talk helps develop thinking skills.
• **Be informed**: read reviews of the games you think might be suitable for your child. Make sure you carefully read the blurb on the game’s cover, and don’t forget to check the game’s rating – games rated G or PG are more likely to suit young children.

• **Borrow before buying**: if possible, borrow games from a library, DVD store or a friend before you buy them. You might find that your child isn’t interested in a particular game, or you don’t approve of the game’s content or concepts.

**Benefits of playing computer and online games**

The benefits of computer and online games for children depend on game content, the amount of time children spend playing games, and whether games are single-player or multiplayer. Some games can have developmental benefits. For example, they might improve children’s:

- hand-eye coordination and motor skills
- problem-solving, strategy and planning, decision-making and logic skills
- ability to set and achieve goals
- ability to do several things at once
- self-esteem as children get better at games and move through higher levels
- time management skills.

**Social benefits** of computer and online games can include improving children’s ability to:

- play in a team and work as a member of a group
- play fairly
- take turns
- interact positively with others online.

Computer and online games can have educational benefits too, which include helping children get better at:

- remembering things
- thinking about things
- recognising and understanding visual information
- understanding concepts they’re learning at school, such as maths learning new words.

**Problems of playing computer and online games**

- **Moderation** is the key to avoiding most problems that can come with computer and online games. Problems tend to come up when children spend too much time gaming.

- The most common physical side effects of too much gaming are eye strain, headaches and repetitive strain injuries (RSI). A very small number of game players have experienced epileptic seizures, and changes in heart rate and blood pressure.

- Social and emotional side effects of too much gaming include obsessive behaviour – that is, children want to play them all the time.

- Children who play violent computer and online games for long periods of time might be less empathetic. This is especially true for boys.

- Issues with friendships can occur when groups of children are involved in multiplayer games. We have heard of grade 5/6 children playing online ‘Call of Duty’ rating of MA15+ an online game we do not recommend for primary school age students. Children’s feelings can be hurt by thoughtless actions or comments online, children might deliberately target other players and or even try to exclude them from the game.

- **Please remember, some of these online games involve children playing against random adults.** If a child is wearing headphones, how can you hear the conversation between your child and a stranger?

- Children who don’t like group activities and classroom instruction very much tend to like single-player computer and online games, which might make them even more antisocial.

***Children who play computer and online games for long periods spend less time playing outdoors and more time sitting indoors. Excessive screen time is a major contributor to rising levels of childhood obesity.***
Violence in computer and online games

Playing violent computer and online games can have negative effects in the short term and long term. These effects might include increased aggressiveness.

Here are some questions you can ask if you’re concerned about violence in the computer and online games your child is playing:

- Does the game involve some characters trying to harm others?
- Is the harm rewarded in any way?
- Does harm occur frequently in the game – say, more than 1-2 times in 30 minutes?
- Does the game show harm as funny?
- Are non-violent solutions absent or less fun than violent ones?
- Does the game show what would happen in real life if people behaved in these violent ways?

If the answer to two or more questions is yes, it’s worth considering the messages the games are sending about violence.

Talking with your child about violence and games

You can reduce some of the negative effects of violence in computer and online games by talking with your child about it. Here are some questions you could talk about with your child:

- Why do computer and online games sometimes have violence, and how is real life different?
- In real life, how do we cope with anger or people who upset us?
- How are men and women and people from different ethnic backgrounds portrayed in these games? Are women always victims? How often are they main characters?
- Is it a good or bad thing to be a bully?

Worried about computer and online games and your child?

If you’re worried about how much time your child spends gaming or you think that computer and online games are having a negative influence on your child’s behaviour, it’s a good idea to talk with your child. Together, you can decide on a reasonable amount of gaming time and what types of games are OK to play.

If your child seems more aggressive than usual, starts withdrawing from friendships, or wants to play computer and online games more than his friends, it might be a good idea to get some professional advice. You could start by talking with your GP or contact Sandi Young at MSPS to access our FREE school psychologist Teeka from Nirodah.

(Sessions are covered through Medicare, bulk billing)

At the ‘Kidspot’ website (right) they suggest putting a poster on the fridge or near the computer to make it abundantly clear which games are not appropriate for children under

Avoid these games

In no particular order...

- The Last Of Us
- Gears Of War
- Call Of Duty
- Mortal Kombat
- Far Cry
- Assassins Creed
- Tomb Raider
- Halo
- Grand Theft Auto
- Duke Nukem
- Left Behind
- Borderlands
- Crysis
- Dead Island
- Dead Space
- Bioshock
- Saints Row
- Sleeping Dogs
- Mass Effect
- Fallout
- Hitman
- Aliens
- Injustice
- God Of War
- Scarface
- Saints Row
- Leisure Suit Larry
- Left For Dead
- Resident Evil
- Dragon Age

Games we don’t play! Violent scary gory not for kids!!!

Not Parent Approved!

(even at a friend’s house!)
<table>
<thead>
<tr>
<th>Home Group 1</th>
<th>Dayyan and Alisha</th>
<th>Home Group 2</th>
<th>Logan and Abby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Group 3</td>
<td>Emily and Hersh</td>
<td>Home Group 4</td>
<td>Cassandra &amp; Stephen</td>
</tr>
<tr>
<td>Home Group 15</td>
<td>HG 15</td>
<td>Home Group 16</td>
<td>Oliver and Jadeene</td>
</tr>
<tr>
<td>Home Group 21</td>
<td>Liam and Mia</td>
<td>Home Group 22</td>
<td>Ryan and Alyssa</td>
</tr>
<tr>
<td>Home Group 23</td>
<td>Will and Hasti</td>
<td>Home Group 24</td>
<td>Prabshan and Kylah</td>
</tr>
<tr>
<td>Home Group 7</td>
<td>Sara and Raihan</td>
<td>Home Group 8</td>
<td>Whole class and Renee</td>
</tr>
<tr>
<td>Home Group 9</td>
<td>Oscar A and Syed</td>
<td>Home Group 10</td>
<td>Maryam and Patrick</td>
</tr>
<tr>
<td>Home Group 26</td>
<td>Peter and HG 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Group 5</td>
<td>Chayce and Luke J</td>
<td>Home Group 11</td>
<td>Rania and Joey</td>
</tr>
<tr>
<td>Home Group 13</td>
<td>Braden and Bella</td>
<td>Home Group 17</td>
<td>Jonathan and Nasra</td>
</tr>
<tr>
<td>Science</td>
<td>HG13</td>
<td>Scientist of Week</td>
<td>Maheen</td>
</tr>
<tr>
<td>Good Sport Award</td>
<td>Zoe HG04</td>
<td>P.E Prep</td>
<td>HG03</td>
</tr>
<tr>
<td>P.E. 1-6</td>
<td>HG23</td>
<td>GR 1-6 Sport Award</td>
<td>Ella B. HG05</td>
</tr>
<tr>
<td>The Arts– Prep</td>
<td>HG04</td>
<td>Prep Artist Week</td>
<td>Ethan HG02</td>
</tr>
<tr>
<td>The Arts– GR 1-6</td>
<td>Tegan HG23</td>
<td>Languages—Italian</td>
<td>HG 16</td>
</tr>
</tbody>
</table>
On Tuesday the 24th of May, **HG01** went with the other Foundation classes and PrepIC to ANAKIE Fairy Park.

We saw Jack and the Beanstalk, Goldilocks and the Three Little Bears, The Three Little Pigs, Snow White and the Seven Dwarfs, Little Red Riding Hood and a number of other fairy tales.

We all enjoyed seeing all the different fairy tales and the adventure playground.

It was a fabulous day!
District Cross Country

On the 24th of May, Morang South Primary Schools amazing athletes, went to Bundoora Park. We raced other schools in the district for the chance to compete in division level.

The 10 year old boys and girls ran in the 2km race, while the 11 and 12 year old boys and girls ran in the 3km race. The track had lots of twists and turns.

We spoke to Kobi Craven from HG 05, who came 1st place for 12 year old boys.

“What techniques did you use in the race?” “I paced myself and didn’t go fast at the start”. “How far were the others behind you at the finish?” “About 25 metres, but just after the start I was in 8th position.”

Everyone had a great time and showed the school values. We are so proud of the athletes who competed and congratulations to Kobi for making it to through to the division level.

Written by Sienna D and Georgia M
THINKING AND LEARNING: HOW TO HELP YOUR CHILD AT HOME

Parents, carers and school staff can promote children’s cognitive development by ‘scaffolding’ children’s thinking. Scaffolding involves supporting children as they attempt tasks that stretch their abilities just beyond what they can already do by themselves. Children can generally do more difficult things with an adult than they can do on their own.

It is important that the tasks you give children are challenging enough to engage them but not so difficult that they can’t succeed without your help. Scaffolding can involve explaining the goal of the task to the child, demonstrating how the task should be done and helping the child to complete the most difficult parts. This type of support from a more capable person helps children to think things through so that they learn more effectively.

In the following example, the father of a six-year-old boy uses scaffolding to help him complete more of a jigsaw puzzle than he would be able to complete on his own.

<table>
<thead>
<tr>
<th>What the parent or carer says</th>
<th>How it helps</th>
<th>What the child learns</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What we need to do here Jacques, is put all of these pieces together to make the picture on this box.&quot;</td>
<td>Explains the goal of the task</td>
<td>Purposeful thinking</td>
</tr>
<tr>
<td>&quot;Let’s start with the pieces for the corners and the edges. Can you see any pieces with the yellow sun on them?&quot;</td>
<td>Demonstrates how the task should be done</td>
<td>Attention and planning</td>
</tr>
<tr>
<td>&quot;Well done. Now, can you see any of these pieces that might fit together?&quot;</td>
<td>Helps the child to complete the most difficult parts</td>
<td>Recognising patterns and organising</td>
</tr>
<tr>
<td>&quot;That’s right. Now you have a go yourself.&quot;</td>
<td>Supports child to try it independently</td>
<td>Problem-solving incorporating the steps above</td>
</tr>
</tbody>
</table>

How parents and carers can help

Break difficult tasks into smaller steps

If it seems that your child is struggling and becoming frustrated, the task may be set too far above his or her ability. Some signs that might mean a task really is too hard are when a child strongly reacts when he can’t complete the task (eg cries or becomes angry), or when he or she takes an unusually long time to finish one part of a task. If this happens, try breaking the task down into smaller steps that are more manageable. Showing children how to do the first part of the task, then guiding them to think through and attempt the next part, helps them learn and supports their confidence.

Encourage persistence

When a child says he or she can’t do something that you know he or she can do, try not to get caught up in the attempts to avoid doing the task. Instead, try and motivate the child by making the task fun and interesting. You might set a challenge to help make learning fun, for example: “I wonder how many spelling words you can get through in one minute?” Reminding children of positive goals can also help them to keep trying, for instance: "Keep practising a few more times. Just think how proud you will feel when you play really well at your performance in a couple of weeks.”

Watch for signs of frustration

If you notice your child becoming frustrated by a task, try and step in before he or she gives up. It can be a good idea to encourage your child to take short breaks, or to try something else for a while. Taking a break and coming back refreshed can often make tasks seem easier.
EVERY DAY COUNTS @ MSPS

Student Attendance Report  16/05/16 – 30/05/16

As part of the Everyday Counts initiative, the DET is reporting attendance in percentages.

Some children have 100% attendance.

The percentages in the following table indicate the average attendance for each grade during the fortnight.

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Grades 3/4</th>
<th>Grades 1/2</th>
<th>Grades 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Group 1</td>
<td>93%</td>
<td>Home Group 7</td>
<td>95%</td>
</tr>
<tr>
<td>Home Group 2</td>
<td>95%</td>
<td>Home Group 8</td>
<td>98%</td>
</tr>
<tr>
<td>Home Group 3</td>
<td>92%</td>
<td>Home Group 9</td>
<td>95%</td>
</tr>
<tr>
<td>Home Group 4</td>
<td>95%</td>
<td>Home Group 10</td>
<td>93%</td>
</tr>
<tr>
<td>Home Group 18</td>
<td>87%</td>
<td>Home Group 26</td>
<td>86%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 1/2</th>
<th>Grades 5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Group 15</td>
<td>89%</td>
</tr>
<tr>
<td>Home Group 16</td>
<td>93%</td>
</tr>
<tr>
<td>Home Group 21</td>
<td>91%</td>
</tr>
<tr>
<td>Home Group 22</td>
<td>92%</td>
</tr>
<tr>
<td>Home Group 23</td>
<td>95%</td>
</tr>
<tr>
<td>Home Group 24</td>
<td>97%</td>
</tr>
</tbody>
</table>

Remember that every day counts and arriving at school on time, every day, can improve student learning! Please make sure you send a note if your child is going to be absent from school or on their return to school after an absence.

Our Scholastic Book Fair
Once again this was a great success. Thank you to our wonderful Parents and Friends who volunteered their time both before & after school. We received $60 worth of brand new books for our library, as well as a percentage of the book sales.

Thank You
Thank You!!!
Start searching for the last 2 items:

**Item 9:**
On a ‘Joker card’ (from a deck of cards), clearly write the number of chain links on the MSPS P-2 chain bridge.

**Item 10:**
In today’s newsletter (2/6/16) on the KidsMatter page: ‘Thinking and Learning: How to help your child at home,’ how many times is the word child used? Please write your answer on a paper plate.

- PLEASE bring all of your items to school in a box or bag clearly labelled with your name on Friday 3rd June before 4pm.
- The WINNING team will be announced at the TRIVIA NIGHT (Saturday 4th June) and Monday afternoon at school.

- Have you found the 1st item?
  1 sock with at least 3 stripes on it.
- Have you found the 2nd item?
  ANY drinking straw that can bend or has bends in it.
- Have you found the 3rd Item?
  TWO FEATHERS - they must be completely different colours.
- Have you found the 4th Item?
  A post card from Overseas (Tasmania not included).
- Have you found the 5th Item?
  One coin made before the year 2000.
- Have you found the 6th Item?
  A photo of someone in your family with someone famous.
- Have you found the 7th Item?
  A ticket stub from the Movies/Cinema.
- Have you found the 8th Item?
  A magazine that has a member of the ROYAL FAMILY on the front cover.
**SECOND HAND UNIFORM SHOP**
Run by Jodie Potter and Kate Rigoni.
Situated in the Parents & Friends Room.
**Open Thursday mornings 9:00-9:30am**
If you have any items of clothing that you no longer require, please send them to the shop. Donations are greatly appreciated. Thank you.

**ENTERTAINMENT BOOKS**
have arrived!!
Please see the office for further details
The cost of each book is $65.
Also available is a digital membership.

**MSPS Trivia Night**
Saturday 4th June 7pm in the MSPS Gym
START SAVING YOUR GOLD COINS
FOR FUN GAMES
ON THE NIGHT!

**MSPS Scavenger Hunt**
**Item 9:** On a ‘Joker card’ (from a deck of cards), clearly write the number of chain links on the MSPS P-2 chain bridge.

**Item 10:** In today’s newsletter (2/6/16) on the KidsMatter page: ‘Thinking and Learning: How to help your child at home,’ how many times is the word **child** used? Please write your answer on a paper plate.

**CLASSIFIEDS**
The MSPS Classifieds is a PFA initiative that aims to provide affordable local advertising.
**Prices per Month :** (as of 25th February 2015)
Small: $10  Medium: $20  Large $35
(approx. A5)  (approx. A4)
To advertise, contact the school on 9404 1548 or email young.sandi.c@edumail.vic.gov.au for further details.

**SCHOOL BANKING**
Every Tuesday 9.00am
Lots of cool rewards throughout the year along with certificates at different stages. New bankers always welcomed.

**MID YEAR GLOW IN THE DARK DISCO**
Friday 17th June

**NEXT PFA MEETING:**
Wednesday
15th June
2016
All Welcome
Morang South Primary School 30th May 2016

We’re already half way through term 2!

This week we have again had our weekly staff against student’s futsal match which takes place in the gym on Monday nights. We encourage all students to get involved in gym and outside play!

Last week the students were involved in a cooking class run by Diane. The students all helped in the cooking process and were given a Milo cupcake each. Students also watched Kung Fu Panda on Friday night as a nice and relaxing end to the busy week.

Recycling week
This week our focus has been on recycling. Students were involved in craft activities where they have reused old cardboard boxes to create pieces of art! Some students made robots, boats, swimming pools and frogs! Students really enjoyed this craft activity.

If your child is attending or not attending OSHC please notify us on 0412 318 716, we greatly appreciate notification. A text message or phone call is fine.
Supervision before school

Parents are reminded that teachers are on yard duty from 8.45 am and that students who arrive at school prior to this time are not supervised. Any child who arrives without an adult before 8:30 am MUST go straight to the office. Children arriving at school earlier than this will be placed in Out of School Hours Care and you will be charged accordingly.
The MSPS Classifieds will remain an online feature of our school website:

“Friends of Morang South PS.”

A hyperlink to the MSPS Classifieds will now be emailed to everyone at the same time our Gorge News School Newsletter is emailed each fortnight. That is approximately 330 families and friends of Morang South Primary School. Previous We had made our Classifieds more efficient and easier for everyone to click a ‘link’ to view our MSPS Classifieds online.

We will also regularly include a hyperlink on our very successful MSPS Facebook group to the MSPS Classifieds.

All advertisements in the MSPS Classifieds will be in COLOUR.

Businesses or groups who already hire our facilities (eg. Paringa Complex or our Killara Gym) will receive 10% off each advertisement.

If you choose to advertise for 10 consecutive months you GET 1 month for FREE!

The MSPS Classifieds aims to provide affordable local advertising.

Prices per Month : (as of 25th February 2015)

Small: $10   Medium: $20   Large $35
(approximately A5)   (approximately A4)

If you would like to advertise in our Classifieds... Email: young.sandi.c@edumail.vic.gov.au

** Morang South Primary School, the School Council and Parents & Friends Association accept no responsibility for services or special offers advertised.