

SCHOOL NEWSLETTER

October 15th, 2025



**Growth.
Respect.
Inclusiveness.
Fun.**

OCTOBER

Saturday 18th

Working Bee postponed

Friday 24th

2026 Foundation Transition
Program begins 9am-11am

Wednesday 29th

"Jump Off Day" - Jump Rope
for Heart

Friday 31st

2026 Foundation Transition
Program 9am-11am

NOVEMBER

Tuesday 4th

Melbourne Cup Public Holiday.

Wednesday 5th

Grade 3/4 head off to Camp
Coollamatong

Thursday 6th

Junior School excursion to
Nyerimilang Park
Grade 2 sleepover

Friday 7th

2026 Foundation Transition
Program 9-1.30pm

Tuesday 11th

School Council meeting 6pm

Welcome back to Term 4!

I hope you all had a relaxing break and enjoyed some of the beautiful warmer weather.

Term 4 is always a busy and exciting time at Nicholson, with many wonderful events and activities planned.

This term, students can look forward to the Grade 3/4 Camp, the Junior Excursion, the Grade 2 Sleepover, and our Grade 6 students beginning their transition to secondary school.

We're also excited to welcome our new 2026 Foundation students and their families as they begin their journey with the Nicholson community. Our transition program for 2026 Foundation students will begin next Friday.

Thankyou Families

Thank you to all our families who have kindly made voluntary contributions so far this year. These contributions are essential in helping us provide quality teaching programs and the resources needed to support our students' learning.

Your support makes a real difference, allowing us to maintain a well-resourced and supportive environment where every child can thrive.

If you have not yet made your contribution, please consider doing so by **Friday, 31st October**.

We're looking forward to a fantastic Term 4 filled with learning, fun, and new experiences for all.

Kind regards
Sue Clague

We acknowledge the Gunai-Kurnai people the traditional owners for the land our school is built on. We pay our respects to the elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander people.



RECURRING EVENTS:

Breakfast Club:

Monday to Friday 8:30 –
9:00am

Lunch Orders:

Orders and payment into
school by Thursday morning.
Friday is lunch order day.



Jump Rope for Heart kicks off this term at Nicholson Primary School!

Jump Rope for Heart is the Heart Foundation's primary school skipping challenge that helps kids move more, have fun, and raise funds for life-saving research and programs.

This year we've got an audacious goal to see our student Heart Heroes at Nicholson to log 40 hours of skipping throughout the program!

Register your child online, so they can receive the full benefits of the program and participate in online fundraising, simply follow the link below to get started.
www.jumprope.org.au/parents

Students will be skipping throughout the term in PE lessons and during lunch break. During this time, you can share their online fundraising page with family and friends to help raise money for this great cause.

We will hold our school Jump Off Day on Wednesday the 29th of October, this will mark the end of the program and is a chance for everyone to come together to skip and show off their newly learned skills.

Those students that display outstanding efforts, whether it be through helping or motivating others, fundraising or putting in the hard yards to develop their skipping skills will be selected to receive an award at the end of the program.

Thank you for supporting the Jump Rope for Heart program!

James Beha

Happy Birthday!

Reading Awards

Michelle, Jessie, Edie, Mrs. Clague



Bodhi, Olly & Molly



Classroom News

Foundation/One

It has been a very busy start to Term 4!

Thank you to parents for your support with everything we have happening in our classroom this term.

We now have our incubator up and running. Our junior students have predicted how many eggs they think will hatch. Thank you to Zoe and Rhys for setting this up for us, we are all very excited! We have been looking at living and non-living things and what they need to survive.

In maths we have started exploring money. We have found out about the features of money and their values. Students are looking forward to setting up shops next week and doing some shopping!

In writing we are continuing to work on sentence structures. Who is doing what? (nouns and verbs) We are also adding in adjectives to make our writing more interesting. Some students are learning how to write multiple sentences to add detail and then turning these sentences into a paragraph.

Grade 1/2

We were excited to receive the incubator in the junior school during the last fortnight. We've also begun looking at eggs as a theme. We have investigated animals that lay eggs and completed a life cycle for a variety of these animals. We also plan to create a "Junior School Egg Cookbook," where the children assist in the cooking of a dish that includes an egg (or two) at home. If you are able to take 3-4 photos of the process and one of the recipes, we will collate them into a cookbook.

In mathematics, we have been learning about arrays and how they assist us with repeated addition. This, in turn, leads to multiplication. We are looking at worded problems and the steps and strategies we use to solve them. Next, we will link division as a process of sharing.

The children are becoming very good at recognising and recalling multiple graphemes (letter choices) for each sound (phoneme). We are now looking at the likely letter choices for the positioning of sounds within words. e.g. If the long a sound is at the end of a word, or base word, it is most likely that it will be represented by **'ay for tray.'** We have read the Judy Blume series including 'Tales of a Fourth Grade Nothing' and 'Super Fudge' and are currently reading 'Fudge-a-Mania.' Whilst the children love these books, it is important to note that whilst I am reading, I do sometimes heavily edit the stories. There are some themes that are covered that may divulge too much information. e.g. Christmas, and the language the older brother uses isn't always appropriate for this age level. I simply change it as I'm reading. This wouldn't be a problem, except that so many of the children want to borrow and read them. I'll let that be your decision. Please see me please if you want further clarification.

Grade 3/4

This term, we have been learning more about natural disasters. We are building our knowledge through the books we read. So far, we have explored bushfires and heatwaves. As we read, we discuss unfamiliar vocabulary such as *catastrophic* and *vegetation*. We also practise identifying the main idea and supporting details to help us summarise what we have read. One of our favourite parts is sharing the connections we can make between the texts and our own experiences or prior knowledge.

In maths, we have been learning about chance, which can be quite a tricky concept! We discovered that just because an event is *likely* to happen, it doesn't mean it *will* happen. We enjoyed sorting different events under the headings *impossible*, *unlikely*, *likely*, and *certain*. While everyone agreed that it's impossible for students to get their driver's licence tomorrow, some of the other examples were much harder to decide on! We also discussed how the chance of some events depends on other factors—like how playing our reading night game outside depends on the weather. To finish off, we ran chance experiments using paper bags filled with different coloured counters, making predictions about the quantities of each colour based on what we pulled out.

Grade 5/ 6

In literacy we are beginning a unit on Natural Disasters. To prepare for the skills required for our projects, students will be focusing on research skills, including skimming and scanning, using the features of non-fiction texts, and finding literal information. We are also practising answering questions using whole sentences to refine our writing. In numeracy we are embarking on the wonderful world of fractions! Using the information from our pre-test data, students will be exploring equivalence, applying the operations using fractions and representing fractions in different ways, including decimals and percentages.

Concept 6 – Situations that Trigger and Spark



WHAT ARE WE LEARNING?

We are learning to identify our triggers and sparks. Triggers and sparks are situations that cause us to feel less regulated.

A **trigger** is an unwelcome event or sensation that causes uncomfortable feelings, such as anger, worry, sadness, or panic. This may cause us to change Zones.

A **spark** is a welcome event or sensation that causes stronger feelings of joy, such as excitement, elation, or silliness. Even positive events can change our Zones.



WHY IS IT IMPORTANT?

- When we're aware of our triggers and sparks, we're less surprised when our feelings change and more ready to regulate them.
- Sharing our triggers and sparks with others help us understand and support each other.



ASK AND SHARE

To help with learning, discuss these questions together.

- What is a *trigger* you've noticed this week? How did it change your Zone?
- What is a *spark* you've noticed this week? How did it change your Zone?
- Find some triggers and sparks you have in common.



BRIDGE ACTIVITY: TRIGGERS AND SPARKS FISHBOWL GAME

- 1 Everyone writes or draws a personal trigger and spark on separate squares of paper and places it in the bowl. Players can add more than one of each.
- 2 Take turns picking one from the bowl. Act out what you picked. Provide clues without revealing the answer.
- 3 Everyone else tries to guess the trigger or spark and who added it.

Challenge: Play additional rounds, only giving one-word clues and/or acting it out silently.



© 2024 The Zones of Regulation, Inc.

SCHOOL CONTACTS:

Phone: 03 5156 8220

Mobile: 0447 123 744

Fax: 03 5156 8759

uEducateUs

Do you have the uEducateUs app yet? This free app allows our school community, teachers, and parents, to stay in touch. You will find all the newsletters in the app, as well as handy forms. You can even let the school know if your child is absent. It's free from both the Google Play Store and the App Store.





SCAN FOR
INFO



RACQUETBALL REBELS

*After School
Racquetball Program*

WEDNESDAYS 4PM – 5:30PM

Catering for ALL ages From 6-16yrs

FUN based skills & Games

ALL equipment provided

FREE Come & Try Session for week 1

Safe, supportive & inclusive environment

FREE fruit supplied each week

TERM 4 STARTS WEDNESDAY 8TH OCTOBER

CONTACT HANNAH 0402 909 536 FOR MORE INFO

INTERCHANGE GIPPSLAND OPEN SESSION

GRADUATING FROM SCHOOL IN 2025 OR 2026?

TIME TO START EXPLORING YOUR OPTIONS NOW!



Interchange Gippsland is a disability support organisation based in Bairnsdale, with a range of services available for people with a disability. Services include:

- YAS (Adult Day Service)
- ROADIES (weekend activities for teens)
- Transition options
- One to one supports for all ages

UPCOMING OPEN SESSION

Monday 20th October
2:00pm to 2:30pm



CONTACT US

1300 736 765

admin@icg.asn.au

www.icg.asn.au

13b & 14a Eastwood Village Shopping Centre, 30 Howitt Avenue, Bairnsdale



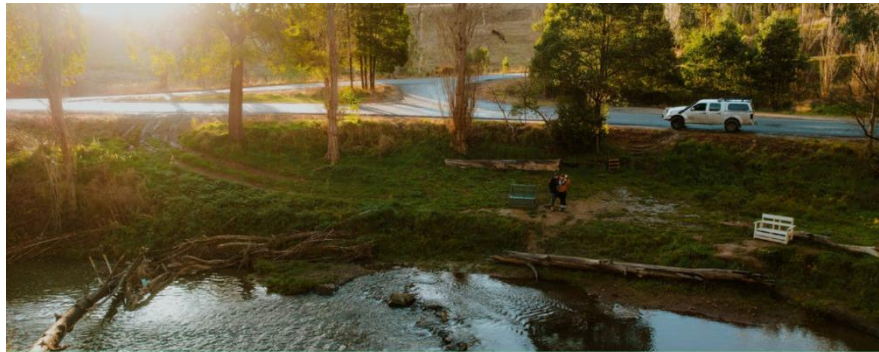
SU Coola Yr 4-6 Camp

The perfect place to make new friends, have fun, and learn about Jesus!

11th - 15th | Camp Coolamatong
January, 2026 | Farm Camp

<https://brushfire.com/sua/coolamatong/604264/details>





Inviting Gippsland Parents and Carers of children 0-18 years to...

THE 'VILLAGE' NETWORK

The 'VILLAGE' is a national online lived experience network where everyone can be comfortable to share stories and perspectives about accessing health, community and education services.

We want to involve and learn from a diverse range of people, to ensure our work is relevant and meaningful. We meet online, for 2 hours every month, with all participation remunerated.

We welcome you to complete an Expression of Interest if you are a community minded change maker via the QR code.

We value the VILLAGE it takes to make real and meaningful change.

Please feel free to reach out with any questions you may have to Ahlia Griffiths: ahlia.griffiths@monash.edu



MONASH University

MONASH
HEALTH AND
SOCIAL CARE

**Healthy
Gippsland**