



END OF SEMESTER I CARRARAGARMUNGEE P.S NEWSLETTER

TERM 2 - 25 JUNE

Principals Note:

Semester 1 2026 at Carraragarmungee PS was exciting, memorable, and exhausting!

The highlight was celebrating 150 years of continuous learning at Carraragarmungee. It was a special occasion that brought together past and present students, staff, families and community members to celebrate the rich history of our school. We are incredibly grateful to everyone who helped make the day such a success.

A significant project as part of the celebrations was the creation of our 150th Anniversary Documentary. Our students thoroughly enjoyed interviewing past teachers, former students and previous principals, learning firsthand about the many stories that have shaped our school over the years. One particularly special moment was welcoming Elizabeth Kleinhenz, the great-granddaughter of Carraragarmungee's very first Head Teacher, Francis O'Neil. Her visit provided a unique connection to our school's beginnings and added another meaningful chapter to our story.

As we head into the end of the week and the end of Term 2, there is still plenty to look forward to. Our Foundation-Year 2 students are eagerly anticipating their upcoming school sleepover, which promises to be a fun and exciting experience. This week also sees the return of Bike Education, with students developing important road safety, bike handling and confidence skills.

Thank you to our students, staff, families and wider community for making the first half of 2026 such a rewarding and successful semester. We look forward to another fantastic term of learning, growth and connection and we'll see you all back for the start of Term 3 on Monday 13 July.

Stay well, healthy and happy as you enjoy family time with your children. Stay safe!

Carra Team

IMPORTANT DATES

26 Jun	School Holidays Begin
13 July	Students return to school
Week 1 (Day TBC)	Smile Squad.
25 July	Tree Planting



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ACHIEVE

COURAGE

RELATE

ASPIRE

RESPECT



IN THE F-2 'LITTLE LEGENDS' ROOM

In literacy, we have continued to reinforce students understanding of letter names and sounds and have begun practicing using this knowledge to decode and encode.

We have been exploring identity, inclusion, and emotions through our book studies of 'Come Over to My House' and 'The Very Cranky Bear'. Through these texts, students developed their understanding of how families can be different and the importance of inclusion, particularly recognising and valuing people with disability. They have been learning to respond to both fiction and non-fiction texts, retell stories using key narrative elements, and share their thoughts and feelings about characters and events. Students are also building their vocabulary by exploring new words from the texts and strengthening their oral language skills by expanding simple sentences to include who, what, when, where, and how. A strong focus has been placed on helping students recognise, describe, and express their own emotions, and to make connections between their experiences and those represented in literature.

In numeracy, students have been developing their understanding of how numbers work by exploring partitioning. They are learning that quantities can be combined and separated in different ways, using concepts such as part-part-whole, addition properties, and separation to build flexible thinking with numbers. More recently, we have begun investigating 2D shapes, where students are identifying shapes based on their features and properties, and exploring how shapes can look different depending on their orientation. These hands-on and visual learning experiences are helping students build strong foundational skills in number and geometry.

We have had excellent 'hands-on' experiences this term, including our visit to WPAC for a performance, our time together at the Winter Solstice lantern parade, the 150th birthday celebrations, bike education, and, more recently, our F-2 sleepover, where students had the chance to shine.


It has been a fantastic semester for all students in the F-2 room and I am looking forward to watching our 'Little legends' continue to develop when we all return from our well earned break.

Michael.



Reminders

Please send students to school with news item to share on their news day and reading logs to change books

0431613486 

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IN THE 3-5 'SUPER SENIORS' ROOM

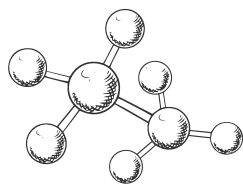
In Writing, we started the year by exploring the science fiction genre. Students were exposed to classic science fiction films such as E.T., The Martian, and Marvel movies, as well as stories such as E-Boy, before creating their own imaginative science fiction narratives.

In Term 2, we travelled back in time to learn about the colonisation of Australia and the impact it had on Indigenous Australians. Students researched this significant historical event and created their own factual historical recounts, demonstrating their understanding of the causes, events, and consequences of colonisation.

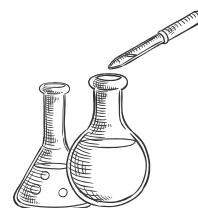
This semester, we also explored the novel Uncle Xbox. Through class discussions and response-to-text activities, students developed their comprehension skills, explored character perspectives, and reflected on the themes and messages within the story. In Mathematics, students developed their understanding of fractions, multiplication, and division through a range of engaging activities and problem-solving tasks. They have shown great growth in their confidence and ability to apply these skills in different learning contexts.

We were incredibly proud of all students who participated in Cross Country this year. A special congratulations goes to Milly and Max, who progressed to the next level of competition and proudly represented our school in Wangaratta against students from schools across the region. Their determination, sportsmanship, and effort were outstanding, and they should be very proud of their achievements.





SCIENCE



In Term 1, we studied Biological Sciences. The F-2s learned about life cycles, classified plants and animals based on their observable features and looked at how plants and animals' physical features enable them to survive. The Seniors compared the life cycles of different animals and looked at how behaviours and structural features enable them to survive harsh environments and escape predators.

In Term 2, we moved to Chemical Sciences. The students were very eager to see big chemical reactions, and enjoyed watching icing sugar and bicarb soda burn and expand when making carbon sugar snakes. They discussed the chemical reactions that take place when cooking honeycomb, watching how the carbon dioxide gas is trapped in the sticky honey liquid to create a crisp, bubble-like texture. They finished the term by creating homemade sherbert and observing how the chemical reactions created a tingly, fizzy sensation on their tongues. The F-2s focused their reflections on the properties of each ingredient in our experiments, classifying them as solids, liquids or gases and watching how they change when combined or heated. The Seniors dived deeper into their understanding of solids, liquids and gases, drawing and moving around the classroom to represent how the molecules act in each state of matter, and how heat affects the movement and spacing of particles.

Jo Moore





Music

At Carraragarmungee Primary School, we recognise that music is a powerful tool for learning, wellbeing and personal growth. Research shows that participation in music education supports children's cognitive development, including memory, attention, language skills and problem-solving, helps strengthen the brain's ability to recognise patterns, process information and helps make connections across different areas of learning, including literacy and mathematics.

Our Music Curriculum is aligned to Victorian Curriculum 2.0 - The Arts: Music. Each classroom has a **1 hour Music session per week**, differentiated and developmentally appropriate, for the Junior and Senior groups. It is play based, movement rich with short, predictable, highly active sessions.

We learned to

- Understand and verbalise routines and protocols in regard to the music room and care of instruments
- Explore and make sounds using voice, body and instruments
- Keep a steady beat and copy simple rhythm patterns
- Use loud/soft (Dynamics), fast/slow (Tempo)
- Practise safe instrument use-learnt the names of a range of percussion and orchestral instruments
- Perform together using start/stop signals
- Respond to music through movement and drawing
- **Build skills and understanding of music through cross-curricular links**

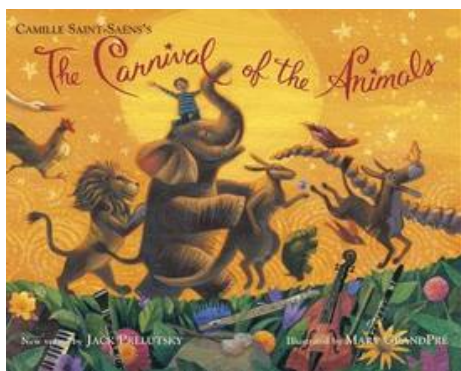
History through the 150th Birthday Celebrations, history of our school by learning a range of Bush Dances & Folk songs as a whole School

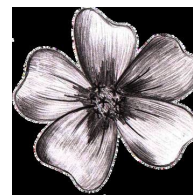
Intercultural Capability through working with Uncle Dozer and creating our Acknowledgement of Country pledge also linked to Auslan through incorporating Auslan signing into our Acknowledgement of Country Song.

Earth and Space Science Timeline events of the year Winter Solstice/Lantern Parade with learning songs to learn more about the solar year linked to

Music History -knowledge of composers of famous musical suites, SaintSaens/Carnival of the Animals and Sergei Prokofiev/Peter and the Wolf. Building the vocabulary of music and **auditory skills** through being able to identify the sounds of a range of orchestral instruments.

- **English Reading & Speaking and Listening** – characterisation, mood/personality of characters represented by instruments.





WELLBEING

This term we have been honing our skills of emotional regulation and emotional intelligence. We have been looking at and discovering the benefits yoga as a way to calm our bodies and minds. Children have enjoyed learning the benefits of mindful movement and having fun trying to get into all shapes of yoga poses.

We have also taken time to contribute to our community events- our 150 Years celebration and our Lantern Parade. This demonstrates to the wider school community how much pride and responsibility our students take and that our celebrations are a collaboration. Our Carra kids love to be creative and I admire how passionate they are about our school. Have a wonderful break, and if you have some time do some mindful yoga together! I wonder who is more flexible? The kids or parents?



Lucille - Wellbeing Teacher



AUSLAN



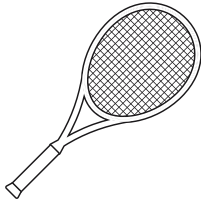
At Carraragarmungee Primary School, learning Auslan supports our commitment to creating an inclusive environment where all students feel valued, connected and able to communicate in a variety of ways. Research shows that learning a second language can support memory, concentration, problem-solving and flexible thinking.

During Semester 1, students enjoyed developing Auslan (Australian Sign Language) skills through engaging in interactive activities, including games and songs. We invested in Auslan Online which gave us a series of colorful, engaging and entertaining online lessons to enjoy and rewatch to revise signing learnt, alongside Shirley Rudd our deaf tutor who visits fortnightly.

We learnt greetings, introductions, colours, the fingerspelling alphabet, emotions and everyday conversation skills. We practised finger spelling, asking and answering simple questions, and communicating through signs, facial expressions and body language. I'm proud that our whole school, including staff, can sign the Acknowledgement of Country song which will be featured on our new look website currently being developed.

Through Shirley's guidance and modelling we have gained an understanding of the importance of inclusive communication. Auslan helps our children to develop empathy and respect for others by increasing their understanding of the Deaf community and different ways people connect with one another. It has been great to see both classes growing in confidence as they learn a new language.

Marie de Prada.



BLU EARTH



During our Bluearth sessions this semester, students participated in a wide range of activities that aimed to improve their physical fitness, motor skills and resilience. Activities such as Robot Tag and Hero have been designed to improve fundamental throwing, catching, coordination, agility and spatial awareness in a wide range of settings. Students have been able to apply their game sense in activities such as Narnia, Skittles and Flinch. Through mindfulness, students have been offered the opportunity to engage in practices that help them self regulate their emotions before, during & at the end of our sessions. Team based activities such as Untie the Knot and Human Log Carry has allowed students the opportunity to work cooperatively in pairs and team situations.

Brodie Humphreys



HISTORY



In History, students in Years 3–6 travelled back in time to explore the arrival of the First Fleet and the colonisation of Australia. Students investigated the significant impact these events had on Indigenous Australians and demonstrated their understanding by writing a factual historical recount.

Students in Prep–Year 2 explored Dreaming stories and learnt how Aboriginal and Torres Strait Islander peoples have passed down knowledge, traditions, and ways of caring for Country through stories, songs, and dance.

Stacey Thomas



PHOTO GALLERY





PHOTO GALLERY

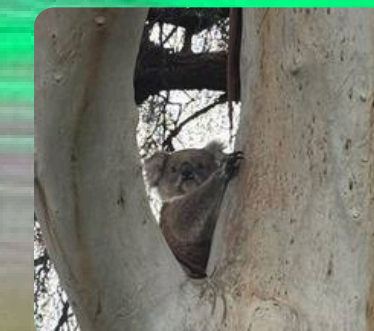




PHOTO GALLERY

