Welcome Back
I hope everyone had a restful and relaxing holiday enjoying some of the winter sunshine over the past two weeks. We begin a busy term three with our student led conferences next week, notes went home yesterday and finer details are outlined below. While students will be jumping straight into learning in their classrooms from day one there is also a host of extra curricula activities that students will have the opportunity to be a part of. These include excursions, Literacy, Numeracy and Book week activities, Science week and family science night, MVIMP camp and our school MVIMP Soiree, Prep/ Foundation Familiarisation plus many more. For the parents we also have our Trivia night and the Father’s Night Out. Please check all notes sent home and upcoming editions of the newsletters for dates and further details.

Business Manager- Julie Seregin
Welcome to Julie who has taken up the role as Business Manager in the office. Julie comes with a lot of experience from working in similar roles in many other primary schools. We welcome Julie to our school community. Please be mindful of the transition period while Julie learns about our school and adjusts to the new role. However do not hesitate to contact her should you have any questions or concerns regarding school payments.

Parent Teacher exchange- Student Led Conferences
The second parent teacher exchange is scheduled for Tuesday 22nd July and will be run as a three-way conference.

Three-way conferences in which students present their learning to their teacher and parents are an opportunity for students to formally reflect on the learning that has taken place over the semester. This reflection occurs as students prepare for the conference, as well as during the conference itself when they show and explain to their parents what they have learned. Students will have work samples to share with their parents to demonstrate their learning. The student, with teacher guidance, is the one who selects the work.

The three-way conference is a strategy that supports students to develop as leaders of their own learning through giving and receiving feedback on their learning in a formal environment. This also contributes to the MPPS mission to create and sustain our collaborative learning community, to maximise student potential and to develop active and inspired and courageous citizens.

Remember, should you need a follow up meeting or conversation, please arrange this with the classroom teacher.

School Review
MPPS will participate in a Peer School Review this semester; this is part of the four year cycle that all schools must comply with to develop a new Strategic Plan. From this four year strategic plan, we develop an Annual Implementation Plan which sets out the goals for the year to drive improvement of the teaching and learning across the school. Copies of these documents are available on our website. http://www.mpp.vic.edu.au/school-council/documents-2/. Details of student, parent and staff involvement in this review process will be communicated in coming editions of the newsletter. It is vital that all stakeholders contribute to the review process; to the communication of the great things about our school, the things that we need to improve and also what attributes our students should have when they graduate and transition out of the school.
CRE
Due to updated Department policy regarding Christian Religious Education (CRE)/ Special Religious Instruction (SRI), students who are currently choosing to participate in CRE or would like to participate in CRE will need to fill in an updated CRE permission form. Further information regarding CRE at MPPS is included in this newsletter.

Allergy and Anaphylaxis information
Included in this newsletter is information from Allergy and Anaphylaxis Australia regarding the causes and symptoms of anaphylaxis. As an allergy aware school, educating the community on this important health issue supports a safe environment for all students. Our Anaplylaxis Mangament Policy was also recently reviewed as part of the work of School Council. This is available on the school website at http://www.mpp.vic.edu.au/school-council/school-policies/

EMA
Please note that the Education Maintenance Allowance Semester 2 payment is now available. If you are eligible for EMA and did not claim in Semester one please contact the School office to obtain an EMA Application form.

The closing date for the second payment is August 1st, 2014.


Matt Bott
Dear Parents

Attached is a new consent form for your child/children’s participation in Christian Religious Education (CRE)/ Special Religious Instruction (SRI).

This new form is being issued midway through the year because a new Ministerial Direction which governs the way SRI is delivered in schools has been issued, and takes effect on 14 July 2014 (the first day of Term 3).

The requirements of schools and SRI instructors are different under this new Ministerial Direction, and as a result existing parental consent does not extend into Term 3. This form will be issued again for the beginning of the 2015 school year and, following that, annually and/or each time the school is approached by an SRI instructor seeking to deliver SRI in the school.

Please ensure that you thoroughly read the second page of the consent form, as it contains important information on what SRI is (that is, that it is not education about the religion, but instruction in how to live according to the tenets and beliefs of that religion), and the process through which it is delivered. SRI does not deliver on the AusVELS curriculum – it is an extra-curricular activity delivered by volunteers associated with religious organisations.

Your child will only be eligible to participate in CRE/SRI if you tick both acknowledgement boxes, sign, and return the consent form to school by the date specified.

If CRE/SRI is offered and your child does not participate, they will be engaged in positive, educationally valuable activities while CRE/SRI is running.

Learning tasks may include:

- Personal writing and other writing tasks
- Independent reading, updating reading logs and responding in reading journals
- Literacy/numeracy practise
- Completing unfinished work from other curriculum areas including updating blogs and project work

In addition to reading the information on the consent form, I would encourage you to familiarise yourself with the changes to the way SRI is run, both through the Ministerial Direction http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx and Department of Education and Early Childhood Development policy http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/religious.aspx

Matt Bott
Principal
Special Religious Instruction – Parent Consent Form
(CFMD141)

School Name: Moonee Ponds Primary School

Date form issued: 25th June, 2014

Schools are obliged to provide parents with this form if approached by an accredited and approved SRI volunteer. Once this form has been provided to parents and returned forms compiled, the principal will decide whether there are sufficient resources to enable SRI to be offered at the school.

The school has been approached by a Special Religious Instruction volunteer offering SRI in the following religion: Christianity

If it is offered by the school, it will be delivered by the following instructor(s) and organisation(s) with the following religious affiliations:

Volunteer Instructor Name(s): Glenys Dettmann, Peter Dettmann, Kelly Wright, Margaret Morris, Libby Haigh

Provider who has accredited the SRI volunteer: ACCESS Ministries

Religious affiliation/auspicating church: Moonee Ponds and Essendon Baptist & St Thomas’s Uniting Church

If it is offered, it will be delivered for 30 minutes per week. The program will be run all year.

Further information and program overview/materials may be accessed online at: http://www.accessministries.org.au/

If offered, I authorise my child/children

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<th>Student’s Family Name</th>
<th>Student’s First Name</th>
<th>Year Level</th>
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...to participate in Special Religious Instruction in the religion specified above, should it be offered at the school.

I confirm that I have read the information about SRI on p2 of this form prior to signing

I understand that there may be an associated fee to purchase materials for my child’s use in SRI, and that this will be collected once it is determined whether SRI will be offered in the school

Parent/Guardian’s Name: ............................................................................................................................

Address: ............................................................................................................................................................

Signature: ......................................................................................................................................................... Date: ........../........./.........

If you would like your child to participate in SRI, please sign and return this form to the school by

If you do not return this form, your child will not participate in SRI, should it be offered at the school.


Parent Consent Form CFMD141- version 1 17/6/14
Special Religious Instruction – Parent Consent Form (CFMD141)

Special Religious Instruction – Parent Consent Information
The provision of Special Religious Instruction (SRI), delivered by churches and other religious groups, in government schools is authorised under section 2.2.11 of the Education and Training Reform Act 2006.

Special Religious Instruction Policy
SRI may only be offered and delivered in accordance with Department policy and Ministerial Direction MD141. SRI can be offered only where accredited and approved volunteer religious instructors have approached a particular school, are available to provide a special religious instruction program and where a school has the resources to comply with legal requirements and ensure that duty of care obligations are met to all students during SRI.

Schools are obliged to provide parents with this form if approached by an accredited and approved SRI volunteer. Once this form has been provided to parents and returned forms compiled, the principal will decide whether there are sufficient resources to enable SRI to be offered at the school.

MD141 and the policy are available online at [http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx](http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx)  

What is Special Religious Instruction?
SRI is instruction in the specific religious beliefs and tenets of a religion, and is not to be confused with General Religious Education (GRE). GRE is education about religions (which may or may not include using representatives of a particular faith to explain the workings and belief structure of their religion), whereas SRI programs are instruction in a particular religion and may include scriptural studies, and instruction in how to live and behave according to the tenets of the particular faith.

SRI does not provide an overview of all faiths or religions. Each particular SRI offering is instruction in one faith only, provided by a church or other religious group. Given the religious nature of the program, the Department of Education and Early Childhood Development does not endorse program content used to deliver SRI by accredited volunteer instructors.

Who delivers Special Religious Instruction?
Special Religious Instruction is available to schools in a range of faiths including Christianity, Catholicism, Orthodox Christianity, Judaism, Buddhism, Hinduism, Islam, Bahá’í, and Sikhism. The religions available to schools will vary depending on whether any instructors approach the school. Currently the providers accrediting the volunteer Special Religious Instructors are:

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<th>Religion</th>
<th>Agency/Provider</th>
<th>Provider website for further information</th>
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<td>Orthodox Christianity</td>
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<tr>
<td>Bahá’í faith</td>
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<tr>
<td>Sikhism</td>
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<td>Hinduism</td>
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Volunteer instructors are associated with a church or religious organisation. Their role is not that of a teacher. To obtain accreditation, they must have undertaken training through one of the providers listed above, and signed up to a code of conduct which outlines how they are to conduct themselves in a government school. It is a requirement of accreditation that volunteers have a valid Working With Children Check.

Participation in Special Religious Instruction
Participation in Special Religious Instruction is voluntary. Schools cannot place children in SRI unless parental consent is provided for a child to participate (opt-in). SRI materials are available online and via the agency delivering SRI for parents to review.

Parents are requested to complete and return this form to the school if they wish their child to participate in SRI, should it be offered at the school. If this form is not returned, the child will not participate in SRI, should it be offered. Students not participating in SRI will be engaged in educationally valuable activities that are outside the core curriculum in a separate classroom or learning space to the students participating in SRI.

If SRI in more than one religion is being offered at your child’s school, you will be provided with a consent form for each religion.

You may withdraw your child/children from Special Religious Instruction at any time by notifying the school principal in writing.

Further information

Parent Consent Form CFMD141- version 1 17/6/14
Managing personal learning, the individual learner, building social relationships, working in teams... these are all areas that children as supported with and assessed as part of the curriculum. To be successful learners, students need to develop their personal learning skills and their interpersonal learning skills. This takes resilience and independence. Included in the newsletter this week is Michael Grose’s article which explores “praise” and how this can be used to build resilience in our children. Below is an excerpt Michael Grose’s Parenting Ideas blog which has some great strategies to promote independence in our children.

ARE YOU A HELICOPTER PARENT?

The face of parenting is changing.

Too many parents hover around their kids not giving them the space to grow up or grow away from them. Fear is a factor that drives the move toward this constant hovering. This new breed dubbed ‘helicopter parents’ have forgotten that their job is to make themselves redundant as soon as possible. Not redundant in an emotional sense but in terms of practical independence.

These ‘helicopter parents’ generally over-parent; bubble-wrapping their children in parental concern. And it’s not healthy for children. They need to be able to grow up free from having to please their parents, free to make their own mistakes and free to feel discomfort. We learn so much from our mistakes and some of life’s disappointments. The stronger the wind the stronger the trees has some currency here.

Parent-as-coach is the answer

Rather than be a helicopter parent, help children cope with difficulties and challenges by viewing your role as that of a coach.

Help children overcome difficulties that they encounter:

1. **Reframe the difficulty as a challenge rather than a problem.** Even use the term challenge when speaking about the issue. “Going to school camp can be a challenge but I think you have what it takes to get through it.” Kids take their cues about how they view the world and events primarily from parents so if you see problems everywhere then it would take an innately optimistic child to see them over-wise. Your attitude is catching!

2. **Encourage** by showing confidence in children’s abilities to overcome difficulties that they meet. If you think that a child can’t do something then you are probably correct. Children generally meet their parents’ expectations whether they are positive or negative. Parents also need to keep children’s confidence up when they experience difficulty.

3. **Teach children the skills and mechanisms to cope with their difficulties.** Talk them through challenging situations and give them ideas to help them cope. You may even rehearse some skills or the language that they may need in certain circumstances.

4. **Give your child the Opportunity to deal with the problem in their own way.** Don’t keep checking up on them. For instance, one parent who was unsure if her son could cope with being away on a three day camp found excuses to visit her child twice. The sub-text to this type of monitoring is that she didn’t think her child could cope.

5. **Praise them for their success (or partial success) in getting through the difficult circumstances.** It may also be useful to deconstruct the event with older children. “What did you do to help you get over your fears when you spoke in front of the school?”

Why praise can be a double-edged sword

The way we praise our children, even from a very early age, can have a lasting impact. When done effectively, it can really promote resilience.

It seemed to come out of nowhere. One day we had a happy, confident, thriving daughter who was doing really well at school and the next she was alternating between a quiet sullenness and loud arguments, telling us, “I just don’t care”.

The problem appeared to lie with her maths. She had previously found maths quite easy and had got good enough marks to be put up into the higher level with the ‘smart’ kids. The result: a very unhappy daughter and a significant slump (aka tailspin) in her performance.

Putting on our best parental hats, we tried to work out what was going on. Our daughter’s response to our gentle probing was “I should never have been put into the smart kids’ class because I’m dumb” and “My teacher just thinks I’m not ‘trying’.”

Kids (and adults) learn best when feeling confident and motivated to do well, even when the work is hard. The trouble is that in many instances our education system is set up to reward cleverness or smartness before effort. Those who excel in learning and passing exams often enjoy an elevated status and are held up as the example for others to emulate. There is much less recognition for effort alone.

The problem with this is that it potentially damages the confidence and self-belief of some children around their abilities. As parents it is natural to want to see our children do well. When we see our kids reaching those first milestones, we marvel and celebrate their brilliance. It turns out those words we use in praising our kids at the age of one to three years will determine the mindset and desire for challenge that shows itself five years later, when they start school. This can even affect the way we think about ourselves right into adulthood.

When we praise intelligence – “You are so smart”, “Aren’t you clever” – we are using language that suggests that these are the traits that we value the most, and that make our children different from others.

In contrast, when we praise effort – “I can see you tried hard with that”, “Well done for doing all that work” – we are rewarding progress and intrinsic motivation. That promotes a ‘growth’ or ‘possibility’ mindset.

Unfortunately for our daughter, somewhere along the line she had come to believe that she was only doing well if she consistently got A’s. Being put in a class designed to stretch her capability resulted in the opposite occurring as she was no longer achieving those high scores. She now felt a failure and, not liking to be made to feel stupid, had decided it wasn’t worth giving the harder work a try.

What she needed was more of a growth mindset. Helping our children to develop a ‘growth’ versus ‘fixed’ mindset is what makes the biggest difference in determining our resilience and motivation. Professor Carol Dweck, in her book Mindset, describes how by choosing to develop a growth mindset we can start to learn from our mistakes, and feel we are succeeding when we master a new skill or piece of learning that has been challenging or difficult.

Our mindset is not something we are born with; it is formed and shaped through experience, and who we hang out with. We used to think that intelligence was innate, a ‘fixed’ quality, and we now know that is simply not true.

Tips for encouraging a growth mindset:

1. Look at learning as a way to stretch and grow the brain. Learning new things is great exercise for seeing new possibilities or ways of doing things. It encourages imagination and creative thinking.

2. When congratulating your child, use words that praise the outcome that has resulted from their putting in the work and effort.

more on page 2

... why praise can be a double-edged sword ...

Building parent-school partnerships

1. When things go wrong, ask, “What could you do differently next time to get a better result?” Failure and making mistakes is normal. Learning to deal with them effectively helps build resilience.

2. Use the power of “Yet”. If your child tells you, “I’m no good at...” or “I can’t do that”, your response could be, “You’re just not there... yet”. This implies that it is work in progress and success may come through perseverance. It’s not about false hope, but encouragement.

Other research is now uncovering additional benefits from adopting a growth mindset. It can:

- encourage a student to want to stay at school longer
- facilitate transition to university
- diminish bullying or aggressive behaviour
- develop resilience in the face of adversity
- help see challenge as opportunity
- develop tenacity in persevering to overcome obstacles
- help see effort as the route to mastery
- build the ability to use criticism as something to learn from
- promote inspiration and new learning from sharing in the success of others.

We all want our children to do well and one of the best ways we can help is to promote a growth mindset so they become more positive in their outlook as to their own capabilities, broaden their perspective of the world and elevate their resourcefulness.

Dr. Jenny Brockis is a brain health specialist. Her focus is on promoting optimal health and function for all brains. She is also an author and speaker, and mum to two young adults. www.drjennybrockis.com

Jenny Brockis


parentingideas.com.au
Moonee Ponds Primary School is concerned about the safety and well-being of all our students. Many of you will know someone who is affected by anaphylaxis, a life threatening allergic reaction. Our school does its best to be an allergy aware school. Staff have had training in severe allergy management and we have implemented lots of strategies to help keep students at risk of anaphylaxis as safe as we can. We now have 6 students who live with the risk of anaphylaxis to foods and insect stings. Whilst these children are being taught to care for themselves at an age appropriate level, we ask that you help us educate your child on the importance of not sharing food with others, washing hands after eating and calling out to an adult if they think their friend with allergies is sick. With increased awareness and understanding of anaphylaxis, you will be able to help protect those around you.

A food allergy is an immune system response to a normally harmless food protein that the body believes is harmful. When the individual eats food containing that protein, the immune system releases massive amounts of chemicals, triggering symptoms that can affect a person's breathing, gastrointestinal tract, skin, and/or heart. Anaphylaxis is the most severe form of allergic reaction and is potentially life-threatening. It must be treated as a medical emergency, requiring immediate treatment and urgent medical attention. It is estimated that up to 400,000 (2%) Australians, including 1 in 20 children suffer from food allergies and some of them will experience a life-threatening (anaphylactic) reaction.

**Symptoms of food allergy can include:**

**Mild to moderate allergic reaction**
- Tingly of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain (note these are signs of a severe allergic reaction if the person has insect allergy)

**Severe allergic reaction - ANAPHYLAXIS**
- Difficult/noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

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<th>9 foods cause 90% of food allergies. These foods are:</th>
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<tbody>
<tr>
<td>- Milk</td>
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<td>- Wheat</td>
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<td>- Fish</td>
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<tr>
<td>- Soy</td>
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<tr>
<td>- Peanut</td>
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<tr>
<td>- Tree nuts (cashew, almond, pistachio etc)</td>
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<tr>
<td>- Crustacea (prawns, lobster, crabs etc)</td>
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<td>- Sesame</td>
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Peanuts are the leading cause of severe allergic reactions, followed by tree nuts, shellfish, fish and milk. Adrenaline is the first line treatment for severe allergic reactions and can be administered via autoinjector, called the EpiPen®/Anapen®. To learn more about anaphylaxis and food allergies, go to www.allergyfacts.org.au and www.allergy.org.au

As the only way to manage a food allergy is avoidance, the school has implemented several strategies to help prevent a severe allergic reaction. We can never totally eliminate the risk of anaphylaxis but we can do things that will help lessen the risk. Please consider the child with food allergy when packing your child's lunch or when sending in food for any occasion, including school excursions. Foods that 'may contain traces of nuts' are fine for the nonallergic students to consume at school as long as they do not share food. Children will be asked to wash their hands after eating and desk surfaces need to be wiped down if children eat at their desks.

For further information regarding our School Anaphylaxis Management Policy see http://www.mpp.vic.edu.au/school-council/school-policies/
A MESSAGE FROM MOONEE VALLEY COUNCIL

SCHOOL CROSSING SUPERVISORS NEEDED!

Do you enjoy being outdoors, working with children and giving back to the community while you get paid?

- Various Locations
- Fantastic Hours
- Casual / On Call work
- Positions to commence immediately

Casual positions currently available in various locations for School Crossing Supervisors.

You must have the following:

- Be available Monday – Friday from 8-9am and 3-4pm
- Have/be willing to obtain a Working with Children’s Check.
- Have Australian Drivers Licence and own reliable car.

If this sounds like the position for you then contact:

Jessica at Hoban Recruitment on 9325 3200
or fax resume to 9325 3299 now!
PA NEWS

Our first Spring Fete meeting for Term 3 will be held Friday July 25th @2pm in the SPC. Please come along if you have already volunteered or are happy to take on a stall...there’s lots to do and only 12 weeks from the date of this meeting to the big event!!
If you have any questions or can offer any services from your business or a friends business please come along and let us know, it will be an all hands on deck operation.

This weeks PA meeting has been rescheduled until next week, Thursday 24th of July, apologies for the late notice.

Spring Fete
Sunday 26th October
10 am to 4 pm

Now collecting
• A bottle of wine from each family
• Good quality toys and books
• Any craft items you are able to make and donate

Please bring donations to the Fete collection room outside the office. Alcohol must be left at the office with a staff member
Because I’m HAPPY!!!!!!

Sports & Performance Centre
Prep to Year 2 – 5.30pm to 7.00pm
Year 3 to Year 6 – 7.30pm to 9.00pm

Tickets $10

Friday August 1st 2014

Return your order form ASAP
Get ready to dance at the 2014 MPP School Disco!

with our party DJ, plus interactive sound and light show

WHEN: Friday August 1st 2014
WHERE: Sports and Performance Centre, Moonee Ponds Primary School
TIME: Prep to Grade 2: 5.30pm to 7pm  Grade 3 to 6: 7.30pm to 9pm
COST: $10 per ticket: Includes Entry plus, Drink and Snack

“I rocked at the MPPS Disco 2014” Badges available $1 each – pre-order now

DISCO INFORMATION FOR PARENTS

- **No Ticket - No Entry**, Tickets need to be purchased by Friday 25th July.
- Please bring your child **10 minutes prior to start time**
- Drop off is in the foyer at the Sports and Performance Centre, pick up will be through the exit door near the back entrance of the centre, please enter through this door for pick up.
- A small snack and drink will be provided during the evening, please ensure your child has eaten prior to the disco as this is only a snack.
- All students will need to be 'checked' in upon arrival at their year level desk prior to entering the disco and parents must see a parent helper when picking up your child after event, they will be stationed at the exits.
- This year a lounge area will be provided in the Performing Arts classroom next to the disco for students to go if they need to sit down or enjoy a quieter spot during the night.
- Each year level will have tubs in the disco for children to place any clothing not required when dancing, please ensure your child is aware of this and collect at the end of the event
- All food must be eaten in the foyer snack area, no food or drink is allowed in the disco
- Please ensure your child wears comfortable dancing shoes, no heels
- We will have parent helpers on the night in the foyer, disco, snack area and outside patrolling the grounds to ensure the safety of all children attending; if your child needs any help throughout the night ask them to find a parent helper in the orange fluoro vests.
- There will be tea and coffee for parents who wish to stay in the parents lounge. **We ask that you remain in the lounge to give the children attending space to dance without an audience.**
- If you have any questions or concerns please feel free to call parent helper Alli on 0413048 988 or email allibe@optusnet.com.au

PLEASE BE ON TIME TO PICK UP YOUR CHILD

- If you have any questions or concerns, please talk to one of our parent helpers, in the fluoro vests on the night.

**Friday August 1st 2014**

Sports & Performance Centre
Prep to Grade 2 - 5.30 pm to 7.00pm  Grades 3 to 6 - 7.30pm to 9.00pm
MOONEE PONDS PRIMARY SCHOOL DISCO ORDER FORM
FOR FRIDAY AUGUST 1ST 2014
PLEASE RETURN TO OFFICE BY JULY 25TH
TICKETS AND BADGES WILL BE DISTRIBUTED MONDAY JULY 28TH

NAME OF STUDENTS ATTENDING

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Number of Tickets @ $10.00 each
Disco Badge @ $1.00 each
Total Enclosed

Known Allergies / Medical Condition:
Child’s name: 
Medical

Emergency Contact Name for event
Emergency Contact Phone Number for event

Person Picking up Child after event:

SONG REQUEST YOU WOULD LIKE TO HEAR ON NIGHT

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<tr>
<th>SONG NAME</th>
<th>ARTIST / SINGER</th>
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PARENT HELPERS: Great school events can only occur with the assistance of parent volunteers so we look forward to making this a memorable night for our children
I CAN ASSIST DURING
Prep to 2 disco Year 3-8 Disco BOTH

Name:
Email:
Phone:

I would like to assist with

- Decorations
- Student sign in and out
- with Outside Security
- Ticket Sales
- Snack Hand out
- End of Night clean up
- Set up of Disco
- In Disco (Dancing)
- First Aid Officer
Moonee Ponds Primary School

Spring Fete 2014

Sunday 26th October
10am to 4pm

87 Wilson Street, Moonee Ponds
OPPOSITE MOONEE VALLEY RACECOURSE

www.mpp.vic.edu.au
Moonee Ponds Primary School

Trivia Night

Friday August 8th, 7.30 START
at our Sports & Performance Centre

Why not pre-order a Dips and Bread Platter for $20
Beer, wine and sparkling wine available at bar prices.

TICKETS AVAILABLE 25th June. ONLINE or cash only at the Office
For EASY ONLINE BOOKING go to:
http://www.trybooking.com/90599

For more information see
Stephanie Barnard 0417 321 579
Chess is one of the most powerful educational tools available to strengthen a child’s mind. Most 6-7 year olds can follow the basic rules and some children as young as 4 or 5 can play. Whatever a child’s age, chess can enhance concentration, patience and perseverance as well as develop creativity, intuition and memory. Most importantly, children can develop the ability to analyse and deduce from a set of general principles, to make tough decisions and to solve problems flexibly.

The chess classes will continue to take the children through a structured chess course with the dual aim of achieving the maximal educational benefits the game offers and providing an enjoyable learning environment.

If your child would like to participate in the Chess Club during Term 3 please fill out the form below and return it to the office by the start of the first lesson. Class numbers are limited to 25. Enrolments will be taken on a first-come, first-served basis.

When: Thursday Lunchtimes 1:30 – 2:20pm
There will be 9 classes in Term 3 starting on July 24th, July 31st, August 7th, August 14th, August 21st, August 28th, September 4th, September 11th, and September 18th.

Where: Library
Cost: $72.00 (includes chess materials) per child for Term 3. Please make any cheques payable to ‘Moonee Ponds Primary School’ and give to the office.

Enquiries: Please feel free to contact Nick on (03) 9387 4503, 0402 33 9600, or via email at info@chesseducation.com.au

MPPS contact: Zoya Szkolny

Moonee Ponds Primary School: Chess Club Enrolment Form – Term 3, 2014

Name: ____________________________ Grade: ____________________________
Address: ____________________________ Postcode: ____________________________
Phone: ____________________________ Email: ____________________________

PLEASE USE THE OPTIONS BELOW TO INDICATE YOUR METHOD OF PAYMENT:
I enclose CASH o or CHEQUE o to the value of $___________ for MPPS CHESS CLUB

NAME OF STUDENT(S): ____________________________________________________________

ALTERNATIVELY: PLEASE CHARGE THE AMOUNT OF $___________ FOR THE:_____________________________________________________
TO MY: MASTERCARD o VISA o
(Please tick one option and provide details below)
My full card number is: ____________________________ (PLEASE PRINT CLEARLY)
Valid from: ____________________________ Expiry date: ____________________________
Cardholder's Name: ____________________________
Address: ____________________________ Postcode: ____________________________
Daytime Telephone Number: (____)__________________________
Signature of Cardholder: ____________________________
PARENTS ASSOCIATION DATES FOR 2014

TERM 3 & 4
14th July- 19th September

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep cake stall</td>
<td>Wednesday 30th July</td>
</tr>
<tr>
<td>Disco</td>
<td>Friday 1st of August</td>
</tr>
<tr>
<td>Trivia night</td>
<td>Friday 8th of August</td>
</tr>
<tr>
<td>1/2 Trading table</td>
<td>Wednesday 27th August</td>
</tr>
<tr>
<td>Fathers Day stall</td>
<td>Friday September 5th</td>
</tr>
<tr>
<td>Dads whisky night</td>
<td>Friday September 5th</td>
</tr>
<tr>
<td>Shopping night</td>
<td>Friday 19th September</td>
</tr>
<tr>
<td>Pie day</td>
<td>Friday September 19th</td>
</tr>
<tr>
<td>(Footy dress up day)</td>
<td></td>
</tr>
</tbody>
</table>

6th October- 19th December

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icy Poles</td>
<td>Wed &amp; Fridays</td>
</tr>
<tr>
<td>Fete</td>
<td>Sunday 26th of October</td>
</tr>
<tr>
<td>End of Year Celebration</td>
<td>December 11th</td>
</tr>
</tbody>
</table>

FRUITS & VEGETABLES STILL REQUIRED

If anyone has access to and is willing to donate fruit or vegetables suitable for jams, preserves or relishes could they please contact me. If you would be prepared to make some of your own that would be even better, I can supply the jars. All batches require a fill list of ingredients, and I will be doing all labelling. (these are for the school fete)

We are seeking donations of Lemons and / or sugar (2kg bags) to help start the making of our preserves and relishes for the school fete later on this year. If you can help out please contact Andrea on the number below.

Andrea Tye
0417 493 236
BEING SAFE WHEN YOU’RE OUT AND ABOUT

Victoria is a vibrant and safe place, but everyone can take sensible precautions to protect their personal belongings from theft when out and about. Most thefts in public occur when your valuables are clearly visible and if you are distracted or leave your possessions unattended. Money, wallets, handbags and valuable electronics such as phones and computers are attractive to thieves. Follow this simple advice to help protect yourself and prevent thefts.

ATM SECURITY

Using an ATM is generally a safe and convenient way to withdraw money, but there are some important steps you can take to protect yourself.

- Use ATMs located inside buildings, supermarkets or other busy, well-lit locations.
- Be aware of any suspicious people and do not use the ATM if you feel unsafe.
- Check the card slot for any signs of tampering—such as an attached object.
- Cover the keypad with your other hand when entering your PIN.
- Never write your PIN down or store it in your phone—remember it.
- Only withdraw as much cash as you need at the time—immediately place it in your purse/wallet.
- If your card is not returned by the machine, alert the bank immediately.
- Visit the website of your financial institution for more information about ATM security.

CHILDREN AND PEDESTRIAN SAFETY

Research shows that young children do not have the skills and experience to be safe in traffic on their own. Parents and carers need to take special care and supervise young children in traffic.

OUT & ABOUT

- Be assertive, walk with confidence and be aware of your surroundings.
- Secure your handbag close to your body, carrying it so that it faces away from passing traffic.
- If you wrap a handbag strap around your arm or place it around your neck or over your shoulder, an injury can occur when a handbag is forcibly snatched.
- Keep to major, well-lit streets and avoid isolated areas.
- If someone is following you, avoid taking shortcuts and find a location with other people in the vicinity such as shopping areas.
- Be observant and aware of people who appear suspicious and who try to distract you. Change your route or call for assistance if necessary.
- Consider wearing a waist bag or travel wallet under your clothing.
Silent Auction

The silent auction team has started contacting businesses and we have already secured some amazing prizes for the event. The following businesses have generously supported our school with goods or services.

### Platinum Donation

<table>
<thead>
<tr>
<th>Business</th>
<th>Item Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nike Australia</td>
<td>2014 Socceroos signed jersey</td>
<td><a href="http://www.nike.com">www.nike.com</a></td>
</tr>
</tbody>
</table>

### Gold Donation

<table>
<thead>
<tr>
<th>Business</th>
<th>Website</th>
</tr>
</thead>
</table>

### Silver Donation

<table>
<thead>
<tr>
<th>Business</th>
<th>Website</th>
</tr>
</thead>
</table>

### Bronze Donation

<table>
<thead>
<tr>
<th>Business</th>
<th>Contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Eggs</td>
<td></td>
<td><a href="http://www.readingeeggs.com.au">www.readingeeggs.com.au</a></td>
</tr>
</tbody>
</table>

If you know someone or are happy to approach your favourite business please contact us for a request letter.

We can be contacted at [mppssponsor@gmail.com](mailto:mppssponsor@gmail.com) or see Kirstin Cheney, Annie Spilar, Cristy Coulson, Heidi Griggs or Vicki Romanovski.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>LEARNING STAR</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep A</td>
<td>Brookyn Crook</td>
<td>For showing great improvement in his writing by using capital letters, lowercase letters and fullstops.</td>
</tr>
<tr>
<td>Prep B</td>
<td>Dillan Quach Le</td>
<td>For being a handwriting super star!</td>
</tr>
<tr>
<td>Prep C</td>
<td>Olivia Gropps</td>
<td>For trying her best in all activities and paying particular attention to presentation</td>
</tr>
<tr>
<td>1/2 A</td>
<td>Zehra Sahin</td>
<td>For settling in to school well and learning new routines quickly.</td>
</tr>
<tr>
<td>1/2 B</td>
<td>Mia Tsiavis</td>
<td>For making great progress with her writing</td>
</tr>
<tr>
<td>1/2 C</td>
<td>Grace Brading</td>
<td>For always being focused on her work and helping others with their learning.</td>
</tr>
<tr>
<td>1/2 D</td>
<td>Alexia Kyriacou</td>
<td>For following the steps to writing and publishing a wonderful text!</td>
</tr>
<tr>
<td>3/4 A</td>
<td>Shaun Jinson</td>
<td>Putting in a great effort to improve his handwriting, producing some excellent work</td>
</tr>
<tr>
<td>3/4 B</td>
<td>Connor Davis</td>
<td>Excellent work ethic in all areas. Excellent leader in choral reading in class performance for assembly.</td>
</tr>
<tr>
<td>3/4 C</td>
<td>Thomas Leury</td>
<td>For your excellent collaboration on your informative biome diorama presentation</td>
</tr>
<tr>
<td></td>
<td>Abraham Kamil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dhilan Raval</td>
<td></td>
</tr>
<tr>
<td>5/6 A</td>
<td>Ben Gray</td>
<td>For excellent results when learning about fractions</td>
</tr>
<tr>
<td>5/6 B</td>
<td>Melina Vampatella</td>
<td>For her determination to always ensure she understands what is being taught</td>
</tr>
<tr>
<td>5/6 C</td>
<td>Cindy Chuah</td>
<td>For having a great effort with all of her mathematics.</td>
</tr>
<tr>
<td>Italian</td>
<td>Holly Manning</td>
<td>For always trying her best in Italian. Bravissima Holly!</td>
</tr>
<tr>
<td>PE</td>
<td>Sarah O'Toole</td>
<td>For the impressive development and demonstration of skills learnt so far in physical education classes 2014</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Jared Haigh</td>
<td>For concentrating on the arty lesson and doing excellent work which is original.</td>
</tr>
<tr>
<td>CLASS</td>
<td>ROCC STAR</td>
<td>REASON</td>
</tr>
<tr>
<td>----------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prep A</td>
<td>Anna Dona-Doni</td>
<td>For demonstrating optimism in the classroom by being positive and completing all tasks with a smile on her face.</td>
</tr>
<tr>
<td>Prep B</td>
<td>Elina Liang</td>
<td>For always showing respect and care by looking after our classroom and helping her classmates.</td>
</tr>
<tr>
<td>Prep C</td>
<td>Stephanie Katsikis</td>
<td>For always being collaborative and volunteering to assist with all classroom jobs.</td>
</tr>
<tr>
<td>1/2 A</td>
<td>Eloise Johnston</td>
<td>For her and consideration for others</td>
</tr>
<tr>
<td>1/2 B</td>
<td>Byron Maotti</td>
<td>For taking great pride in his work</td>
</tr>
<tr>
<td>1/2 C</td>
<td>George Mitchell</td>
<td>For the optimistic approach he always brings to his learning</td>
</tr>
<tr>
<td>1/2 D</td>
<td>Zedekai Di Florio-Pulis</td>
<td>For showing patience and understanding when working with others.</td>
</tr>
<tr>
<td>3/4 A</td>
<td>Shanice Lim</td>
<td>The quiet achiever. She can responsibly explain her participation in The King and I, which has excited the class. She is responsible and caring always trying her best.</td>
</tr>
<tr>
<td>3/4 B</td>
<td>Max Stewart</td>
<td>Wonderful team effort in class activities and in Term 2 Project.</td>
</tr>
<tr>
<td>3/4 C</td>
<td>Thomas Leury Abraham</td>
<td>For your excellent collaboration on your informative biome diorama presentation</td>
</tr>
<tr>
<td></td>
<td>Kamil</td>
<td></td>
</tr>
<tr>
<td>5/6 A</td>
<td>Lilli Coulson</td>
<td>For her determination when working towards organising the Tournament of Minds teams</td>
</tr>
<tr>
<td>5/6 B</td>
<td>Bryce Sarah</td>
<td>For the care and optimism he brings to conflict resolution</td>
</tr>
<tr>
<td>5/6 C</td>
<td>Marley Baldwin</td>
<td>For showing kindness and consideration in all of her actions both within and outside the classroom.</td>
</tr>
<tr>
<td>Italian</td>
<td>Ava Wooden</td>
<td>For being a co-operative and involved member of grade1 / 2 Italian classes. Bravissima Ava!</td>
</tr>
<tr>
<td>PE</td>
<td>Luca Christofides</td>
<td>For showing exceptional sportsmanship during games in physical education classes.</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Sofia Martinez-Scidone</td>
<td>For being a caring classmate</td>
</tr>
</tbody>
</table>
ENROL NOW
STARTS 26 July 2014

Saturday morning clinics run during the school term and involve 55 minutes of personalised tuition. Age and skill appropriate curriculum focus on the fundamentals of the games that will encourage social interaction build skill levels and grow self esteem. Soccer and Aussie Rules are offered at Strathmore Venue. Each session is comprised of approximately 30-50 children, and is divided into four to six groups, with one coach to (approx) ten players.

VENUE
STRATHMORE Melway 16 J11
Strathmore Secondary College, Pascoe Vale Rd
Strathmore 3041

SESSION TIME

<table>
<thead>
<tr>
<th></th>
<th>AFL</th>
<th>SOCCER</th>
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</thead>
<tbody>
<tr>
<td>9.00 - 10.00am</td>
<td>10.00 - 11.00am</td>
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<tr>
<td>11.00 - 12.00pm</td>
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</tr>
</tbody>
</table>

FREE GIFT please select one

☐ Soccer Ball  ☐ AFL

Name of Footy Club you support

SPECIAL SOCCER POLO SHIRTS $25

☐ 6  ☐ 8  ☐ 10  ☐ 12  ☐ 14

Children Sizes. Please select by ticking box.

METHOD OF PAYMENT

☐ Pre pay CHEQUE (to secure your place) please mail with completed application form to VIC CRIC 28 SPENCER ST ESSENDON 3040
☐ Payment on first day of Clinic 26th July 2014
CHEQUE/CASH Please note that registration and payment must be completed before commencement of Clinic.

TOTAL AMOUNT $  

*Please make all Cheques payable to Vic Cric

Participant’s Name

No. of Clinics previously completed

Age

Age

Address

Post Code

Phone

Mobile

Email

Primary school currently attending

Parent/Guardian Signature

Disclosures: Family discounts apply and combine 2 or 3 disciplines for more fun and greater savings. Please ask VIC CRIC team for more information. Don’t let them play on their own risk. Vic Cric Pty Ltd accepts no liability.

winter offers

› 2 sports offered combine for a discount

› Fun, safe and non-competitive game environment
› Boys & Girls aged 4-12
› Beginners, Intermediate & Advanced levels
› School Term of 55 minutes tuition on Saturday mornings
› FEE: $100 per child and includes a Gift!
Certificates are awarded to all players upon completion & a trophy is presented to those who have completed 4 or 8 seasons.

www.viccric.com.au

ENQUIRIES CONTACT: Mike Bishop 0418 303 432
Email mabish@optusnet.com.au
### DATES TO NOTE TERM 3—2014

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14 July</strong></td>
<td><strong>15 July</strong></td>
<td><strong>16 July</strong></td>
<td><strong>17 July</strong></td>
<td><strong>18 July</strong></td>
</tr>
<tr>
<td>Term 2 Commences</td>
<td>Newsletter Day</td>
<td></td>
<td></td>
<td>Prep Familiarisation</td>
</tr>
<tr>
<td><strong>21 July</strong></td>
<td><strong>22 July</strong></td>
<td><strong>23 July</strong></td>
<td><strong>24 July</strong></td>
<td><strong>25 July</strong></td>
</tr>
<tr>
<td>Parent Teacher Interviews</td>
<td>School Council</td>
<td></td>
<td>Yr. 3/4 Scienceworks Excursion PA Meeting</td>
<td>National Tree Planting Day</td>
</tr>
<tr>
<td><strong>28 July</strong></td>
<td><strong>29 July</strong></td>
<td><strong>30 July</strong></td>
<td></td>
<td><strong>July 31</strong></td>
</tr>
<tr>
<td>English Competition</td>
<td>Preper—Collingwood Children’s Farm</td>
<td></td>
<td></td>
<td>School Disco</td>
</tr>
<tr>
<td></td>
<td>Newsletter Day</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>4 August</strong></td>
<td><strong>5 August</strong></td>
<td><strong>6 August</strong></td>
<td><strong>7 August</strong></td>
<td><strong>8 August</strong></td>
</tr>
<tr>
<td>Prep—Wild Action Zoo Incursion</td>
<td></td>
<td></td>
<td>Yr. 1/2 Banyule Recycling Excursion</td>
<td>Trivia Night</td>
</tr>
<tr>
<td><strong>11 August</strong></td>
<td><strong>12 August</strong></td>
<td><strong>13 August</strong></td>
<td><strong>14 August</strong></td>
<td><strong>15 August</strong></td>
</tr>
<tr>
<td>Maths Competition</td>
<td>Newsletter Day</td>
<td></td>
<td></td>
<td>Prep Familiarisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sunday 17/8 Working Bee</td>
</tr>
<tr>
<td><strong>18 August</strong></td>
<td><strong>19 August</strong></td>
<td><strong>20 August</strong></td>
<td><strong>21 August</strong></td>
<td><strong>22 August</strong></td>
</tr>
<tr>
<td>Science Week</td>
<td>Science Week</td>
<td>Science Week</td>
<td>Science Week</td>
<td>Science Week</td>
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<tr>
<td>Book Week</td>
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<td>Book Week</td>
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<tr>
<td>MVIMP Camp</td>
<td>MVIMP Camp</td>
<td>MVIMP Camp</td>
<td>MVIMP Camp</td>
<td>MVIMP Camp</td>
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<tr>
<td>MVIMP Camp</td>
<td>19–22nd August</td>
<td></td>
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<td></td>
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<tr>
<td>MVIMP Soiree</td>
<td>10th September</td>
<td></td>
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</tr>
<tr>
<td>P-4 Intensive Swimming</td>
<td>7-17th October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MVIMP Concert</td>
<td>19th November</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Yr. 3 / 4 Camp</td>
<td>24-26th November</td>
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<tr>
<td>Yr. 5 /6 Camp</td>
<td>24-28th November</td>
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<td></td>
</tr>
</tbody>
</table>

**2014 TERM DATES**

<table>
<thead>
<tr>
<th>Term 3:</th>
<th>Term 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 14th</td>
<td>October 6th</td>
</tr>
</tbody>
</table>