



Celebrating 100 Years
1919 - 2019

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MPPS Program

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2019 Term Dates:

Term 3: 15th July - 20th September
Term 4: 7th October - 20th December

Dates to Note:

F-4 Intensive Swimming Program —
29th July– 9th Aug
Working Bee– Sunday, August 18th
Yr 3/4 Camp – 18-20th September
Working Bee– Sunday, October 20th
Curriculum (Student Free) Day—18th Nov.

Parent's Association Meetings

7.30pm in SPC
Thursday 1st August, 12th September,
10th October, 21st November

Download our FREE Moonee Ponds Primary
School App now!
or
Register to receive the newsletter via :

<http://www.mpp.vic.edu.au/our-school/newsletters/>

Limited hard copies of newsletter
available at the office and OSH Club

Check out the School app calendar for
all your important dates!

PRINCIPAL REPORT

Welcome to Term Three!

I hope everyone has had some well-earned rest and enjoyed some family time over the July school holiday.

There is a lot happening this term. We encourage everyone to make sure you keep up to date with the newsletter. Coming up, we have the MVIMP camp, Year 3/4 Camp, F-4 Intensive Swimming program, MVIMP School Soiree and the Family Science Night (we will need parent helpers for this event – more information coming soon). A Parents Night Out (Winterfest) has been organised for Friday August 16th. Check out the fliers for details.

The curriculum (student free) day last Monday 15th July all the MPPS staff began our strategic plan work on student voice, agency and leadership. There are a lot of structures and processes already embedded in our school that encourage students to have a voice. These include our instructional model (the way we teach), the classroom learning environment, year-level and school-wide programs and outreach within the community. Over the next four years we will continue to deepen and develop this work so students feel heard, have goals and dreams that they work towards, have greater agency in their learning, and the opportunity to lead and take action in the world around them. Student voice can be friendly, curious, patient, confident, respectful, responsible, optimistic, thoughtful, hopeful or even encouraging. Our voice is powerful and original. What voice do you want to have?

Parent/ Teacher/ Student Interviews- Three Way Conferences

On Tuesday 23rd July, as part of the assessment and reporting process at Moonee Ponds Primary School, we have our second parent teacher exchange for the year. This is run as a three-way student led conference. Notes with this information will be sent home with students today.

Three-way conferences in which students present their learning to their parents (and teacher) 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 an opportunity to involve students in the conversation about their learning achievement and future learning goals. Three-way conferences are designed to achieve the following goals:

- to help students articulate and demonstrate evidence of learning
- to teach students the process of reflection and self-evaluation
- to facilitate the development of students' organisational and oral communication skills and to increase their self-confidence
- to encourage students, parents, and teachers to engage in open and honest dialogue

PRINCIPAL REPORT (Continued)

- to encourage students to accept personal responsibility for their learning
- to increase parent understanding of their child's learning

If there is concern about specific areas of your child's learning, or social and emotional development, please let the classroom teacher know and together you can arrange an alternate time to discuss this either in person or over the phone.

The duration of each interview is 10 minutes. **Conference time slots will begin at 2:00pm, however all students will be supervised until the normal school finish time at 3.20pm.** Foundation students will be in the performing arts room (SPC), Year 1/2 students will be supervised as a group in the library and Year 3 – 6 students will be supervised in the multi-purpose room. Should you wish to collect your child early; students can be collected from 1:30pm. Students will attend and lead the conference.

The booking system is **online**. The link to the school interviews site can be found at our school website under "Communication": <http://www.mpp.vic.edu.au/our-school/threewayconferences/>. Bookings close on Monday 22nd July at 9am.

Premier's Reading Challenge

Our school supports the Premier's Reading Challenge. The reading challenge is a great way for families to encourage and support our students' love of reading. The purpose of the challenge is for children to read great quality literature which can open the world of knowledge, imagination and possibilities. For confident readers it can be about encouraging them to try new authors or just challenge them to increase their reading stamina. For reluctant readers it is a great opportunity for parents and carers to read and share books with their children so they too can feel the excitement that books can offer. If ever your child is feeling disengaged from reading, let your classroom teacher know. Everyone can love reading... it is about finding the right books and the right way forward! All students will have received their log on details for the Premier's Reading Challenge. If you have any questions, let your class teacher know or speak with our librarian, Olga.



Uniform Supplier Survey

As most of you would know our uniform supplier is Noone Image Wear. The school is asking for feedback on their service and parents are asked to complete this following survey to assist with contract renewal plans later in the year. Parents can access the survey: <http://tiny.cc/mppuniformsurvey>



Please note that MVIMP payments are now due for Term 3. Statements will be sent home shortly and payment is required by Friday July 26th.

PRINCIPAL REPORT (Continued)

Parent Opinion Survey

The Parent Opinion Survey is completed annually by the Department of Education and Training and is conducted amongst a sample of randomly selected parents at every school in Victoria. This year, about 30 per cent of parents will be invited to participate by email (along with a follow up phone call). All responses to the survey are anonymous. The survey helps our school gain an understanding of how you view our school climate, student engagement, and relationships. Our school will use the results to inform school planning and improvement strategies. The survey will be conducted online by ORIMA Research Pty Ltd and only takes 15 minutes to complete. It can be accessed from Monday 22nd July to Sunday 11th August. Results will be sent back to our school at the end of September.

Intensive Swimming Program

Our Foundation to Year 4 intensive-swimming program begins on Monday 29th July and goes for two weeks (10 days in total). This important program greatly supports our swimming carnival in Term 1, builds confidence in and around the water as well as ensuring our students learn the curriculum around water safety. It also supports students with self-care, management, resilience and independence strategies, and provides an opportunity to learn with students outside the classroom environment. The program is subsidised by the Department of Education. **Permission notes and payment were due back at school yesterday.**

Chess

Today the school is hosting a chess tournament and Chess Club will start this term on Thursday 25th July and run for 7 weeks until Thursday 19th September. Note there are no classes on 1st and 8th August due to swimming. Classes are held in the Library at lunchtime. If your child would like to enrol please visit the website www.chesseducation.com.au where you can register and pay online. Cost for the Term is \$63 (includes GST) and pro-rata options are available. If you have any questions feel free to email Nick Speck at info@chesseducation.com.au. Further details of are included in the following pages.

Matthew Bott
Principal



Chess Tournament in Term 2

SCHOOL COUNCIL REPORT

The June meeting of the school council was held on Wednesday, 26th of June.

The following topics from our standard protocol of Principal and sub-committee reports were reviewed:

- Correspondence – Parents opinion survey is in preparation by school leadership; new school zone website has gone live, more information on <https://www.findmyschool.vic.gov.au/>.
- Principal's Report – Curriculum day in term 3 will deepen the principles of excellence in teaching and learning, information from the June DET principles conference will be shared with the staff; uniform contract with Noone Imagewear is up for renewal, a short survey will be sent to the parents in term 3 to gain more feedback regarding the uniform quality; Three-way conference is scheduled at the start of term 3.
- Finance Report – School is in a good financial position; normal payments have been approved by school council.
- Facilities Report – Math garden project is almost complete; human sundial will be installed shortly; broken footy goal post will be replaced over the winter school holidays.
- Parents Association Report – Funds for school iPads, whiteboards and class room furniture have been approved;
- Education Committee – Annual policy review process is ongoing; leave policy and variation to time fraction policy have been approved and endorsed in the meeting.
- OSHC Report – Program is running very well; good utilisation from the school community.
- General Business - School leadership took the council through the new school management system COMPASS which will be introduced to our school in the near future; staff will be trained in the system first with the aim to remove administration burden for teachers and office staff; more information of the school wide roll-out will be communicated over the next 6 months.

School council would like to thank the parents and staff members who volunteered their time in preparing and running of the school disco in June. It was a fantastic event where great memories for our kids have been created.

The next school council meeting will be held on 31th July 2019 at 7 pm.

Juergen Reitz
School Council Vice President



Dogs in School Policy

Rationale

Moonee Ponds Primary School acknowledges the important role that pets, dogs in particular, play in our community and the positive impact dogs can have on family life. For many community members, dogs are an important part of the family. A dog can be a joy but they are also a big responsibility. The school also acknowledges the benefits of walking to and from school in a family group with a dog.

However, increased enrolments at Moonee Ponds PS in recent years have resulted in more dogs being brought onto school grounds. This has the potential to increase the risk of injury to children caused by dogs (e.g. bites and scratches) through dogs reacting adversely to unexpected noise and/or movement of children. We implement City of Moonee Valley on-leash laws to promote and encourage positive health, safety and wellbeing for our community (see below).

Aims

- For the safety of children to be the first priority at Moonee Ponds Primary School.
- For dog owners to carefully consider the risks involved in bringing a dog into an environment where there are lots of young children, some of whom are unfamiliar and/or afraid of dogs.
- For dog owners to carefully consider the necessity and risks of bringing a dog onto the school grounds.
- For dog owners to keep their dogs at home if there is any risk of their dog becoming aggressive at school towards humans or other dogs.

Implementation

Dogs are allowed on the school site under the following implementation conditions:

- All dogs entering Moonee Ponds PS grounds must be on short leads (not extendable leads) that are controlled by an adult, not by a child.
- Dogs are not permitted to be inside the school buildings (unless permission is granted by the Principal).
- Dog owners are requested to always be mindful that children are the first priority in a school environment and that some children are unfamiliar and/or afraid of dogs.
- Dog owners are requested to assess the demeanour of their dog before entering the school grounds and are requested not to enter the school grounds if the demeanour of the dog is not suited to an environment where children are present.
- Dog owners are requested to leave dogs at home during school events, such as, family gatherings, sports day, excursions and fetes.
- Dog owners must be familiar with their legal responsibilities and be aware that the school takes no responsibility for the behaviour or actions of their dogs.
- Staff can request that dog owners remove their dog from the school grounds.
- Incidents involving dog bites or injuries to children, adults or other animals will be reported by Moonee Ponds PS to the City of Moonee Valley.
- Dog owners must remove and dispose of dog excrement.

Dogs in School Policy (continued)

- Dog owners must abide by the City of Moonee Valley on leash laws, as follows:
 - A Council order, made under the Domestic Animals Act 1994, requires dogs to be kept on a leash at all times when in public places.
 - This law does not apply to a Declared Dangerous, Menacing or Restricted Breed Dog or a greyhound which must meet the restraint requirements specified under the Domestic Animal Act 1994.
 - The order also prohibits dogs from being within 15 metres of any children's playground, public barbeque, shared path or exercise equipment area.

The principal has the authority to prohibit certain dogs from school grounds or modify this policy to ensure the safety and wellbeing of staff, students and members of our school community at any time.

References:

The following Moonee Valley City Council website outlines local council regulations regarding dog ownership

<http://www.mvcc.vic.gov.au/for-residents/animals/dog-ownership.aspx>

The following Victorian Government website provides more information and outlines legal requirement of dog owners:

<http://www.depi.vic.gov.au/pets/dogs/legal-requirements-for-dog-owners>

Evaluation:

This policy will be evaluated on a four (4) year review cycle.

Key Person responsible this Policy is: Principal

This policy was last ratified by School Council in....	2018	
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WOOL WANTED—WOOL WANTED—WOOL WANTED

Staff at MPPS will be knitting for the charity KOGO which distribute knitted garments for the most vulnerable in our community. If you have any 8ply wool lying around we would love to take it off your hands. Please leave any donations with Leigh in the Prep area.



Thanks

Leigh Richardson
Prep Team





Science Night 14th of August 2019

As a part of National Science Week MPPS' Annual Science Night will again be held this term. This year's theme is *Destination Moon: More Missions, More Science*.

This year (2019), is the 50th anniversary of the Apollo 11 Moon landing on July 20, 1969. National Science Week for schools aims to inspire students about space science just as the Apollo program to the Moon did in the 1960s and 1970s. This year's focus is a way for students to discover both past space programs and missions to the Moon, and current and future space programs, operations and missions. It aims to allow them to investigate how past missions tackled seemingly unsolvable problems by tapping into big picture thinking in science, and used technology, engineering and mathematics to design new solutions. It also aims to develop an understanding of how current programs will help forge our future paths in the areas of space operations, space science, Earth observations, positioning systems and communications. With this in mind, some of the inquiries, activities and themes occurring at MPPS this month will examine space programs, space exploration, space projects, space activities, space technology, space efforts and our growing space industries.

While National Science Week runs from the 10th to the 18th of August at MPPS we will be extending this in to a Science Month. Starting from week one of this term classes will be running weekly lessons focused around the theme, *Destination Moon: More Missions, More Science*, and the whole school will celebrate and investigate at our annual Science Night on the [14th of August](#).

Lee Pregnell
(MPPS Science Coordinator)



Respect Optimism Care Collaboration

ROCC STAR AWARDS—28/6/2019



ROCC Star...	Name	Reason
Foundation A - Melanie Woods	Camilla Ericksen	For being a thoughtful and kind friend, showing our school value of care to all. Well done!
Foundation B - Alice Hargreaves	Jasper Siega	For showing care and respect to everyone!
Foundation C - Leigh Richardson	Elliott Sivey	For being a reliable classroom helper
1/2 A - Matt Burke	Caitlyn Yeow	For showing the school values of respect and care in her interactions with others.
1/2 B - Mae Risson	Maya Shemansky	For demonstrating optimism by having a go at all maths tasks and being willing to make changes to her writing. Well done!
1/2 C - Holly Coleman	Rueben Tulachan	For showing optimism by always having a go at new activities.
1/2 D - Jenny Clark	Lucy Scott-Young	For working hard on her learning goal to use capital letters in her writing.
1/2 E - Antony Brock	Ella Khabbaz	For being optimistic with your work and enthusiastic to help others
1/2 F - Maegan St Lawrence	Sara Stamatova	For showing respect while listening on the carpet and working hard at her table.
3/4 A - Nicole Macrae	Abby Knight	For being thoughtful and helpful class member!
3/4 B - David Kiddle	Ram Malik	For being a kind and respectful classmate who listens and cares for others ideas and feelings.
3/4 C - Candice Ryan	Maeve Darwin	For approaching her learning with optimism and always trying her best.
3/4 D - Lee Pregnell	Evan Roubos	For also being a supportive and proactive team member.
5/6 A - Libby Haigh	Sienna McNab	For her optimistic, encouraging and positive attitude in class.
5/6 B - Chris Mizis	Edison Christov	For approaching his writing with optimism and working hard to publish his narrative.
5/6 C - Stef	Iggy Fraser	For taking on feedback to improve his writing.
Arts - Christine Caminiti	Declan McDowell	For showing optimism in all performing arts classes.
Italian - Nancy Berardone	Isabel Walker	For being an enthusiastic learner and for being an attentive listener. Ottimo, Isabel!
Physical Education - Emma Grant	Claire Haydon	For being optimistic in PE and enthusiastic to help others

Respect Optimism Care Collaboration

LEARNING STAR AWARDS—28/6/2019



Learning Star...	Name	Reason
Foundation A - Melanie Woods	Zayn Susler	For trying very hard in writing to listen for sounds in words and writing them down. Well done!
Foundation B - Alice Hargreaves	Lottie Smith	For always working hard!
Foundation C - Leigh Richardson	Xavier Broderick	For working hard to learn his high frequency words.
1/2 A - Matt Burke	Christian Portelli	For using his reading strategies to decode unfamiliar words
1/2 B - Mae Risson	Oliver Viljoen	For working hard on his story writing to develop a narrative with a beginning, middle and end. Well done!
1/2 C - Holly Coleman	Anabel MacLachlan Andy Diao	For using her reading strategies to have a go at tricky words. For working hard to publish his narrative.
1/2 D - Jenny Clark	Eli Nelson	For always giving respectful, constructive feedback and always helping his peers.
1/2 E - Antony Brock	Penny Skinner	For the amazing writing you have been doing in your narrative- Penguin Far From Home.
1/2 F - Maegan St Lawrence	Claudia Reynolds	For your amazing and thoughtful work in maths and writing- Keep up the great work!
3/4 A - Nicole Macrae	Anna Jancovski	For her thorough research and preparation of her information report!
3/4 B - David Kiddle	Samara Mirembe- Kikonyogo	For being truly reflective when reflecting upon her semester of learning.
3/4 C - Candice Ryan	Alexander Hill	For demonstrating his knowledge of addition and subtraction strategies.
3/4 D - Lee Pregnell	Lucie Arnott	For her well researched and written information report on Malala Yousafzai.
5/6 A - Libby Haigh	Grace Vostri	For her amazing narrative, 'Hide Away', demonstrating her ability to create, revise, edit and publish her work.
5/6 B - Chris Mizis	Ria Cooper	For working hard and being creative when publishing her narrative, through the doorway.
5/6 C - Stef Lipoma	Benan Atalay	For using the narrative structure in his writing.
Arts - Christine Caminiti	Chloe Italia	For showing creativity when completing her soft sculpture.
Italian - Nancy Berardone	Dilan Senkaya	For learning the names of the Italian colours so well and for always doing his best. Ottimo, Dilan!
Physical Education - Emma Grant	Aiden Davis	For qualifying for the state cross country race!

Student Engagement & Wellbeing

A parent in our community shared this article she read online. It is a fantastic reminder for us as adults to understand what is going on for our children as they navigate their way through puberty. It is also a great frame of reference we can use to build communication during this time of transition.

If you have further questions do not hesitate to get in touch. Our school is also a member of the parenting ideas website at <https://www.parentingideas.com.au> where you can download articles and access webinars.

Rebecca McMahon

This mother's description of her tween son's brain is a must-read for all parents

- Annie Reneau



It started with a simple, sincere question from a mother of an 11-year-old boy.

An anonymous mother posted a question to Quora, a website where people can ask questions and other people can answer them. [This mother wrote:](#)

How do I tell my wonderful 11 year old son, (in a way that won't tear him down), that the way he has started talking to me (disrespectfully) makes me not want to be around him (I've already told him the bad attitude is unacceptable)?

Student Engagement & Wellbeing

It's a familiar scenario for those of us who have raised kids into the teen years. Our sweet, snuggly little kids turn into moody middle schoolers seemingly overnight, and sometimes we're left reeling trying to figure out how to handle their sensitive-yet-insensitive selves.

A mother of two with an uncanny amount of wisdom gave a solid gold answer all parents need to read.

Jo Eberhardt, a fantasy writer and mother of two from Australia, penned a reply that is so spot on that it keeps repeatedly popping up on social media. When you nail it, you nail it—and this mother nails it.

"Ah, puberty," she wrote, "It changes our sweet, wonderful little boys into sweet, eye-rolling, angsty, accidentally disrespectful, but still wonderful young proto-men." Yup.

Eberhardt then described a discussion she had with her 11 1/2 -year-old son when he started going through this stage—a conversation they had in the car, which is usually the best place to have potentially uncomfortable discussions with kids.

She told her son that she'd messed up in the way she'd talked to him about puberty, then explained exactly what was happening in his brain.

"I've spent all this time talking to you about the way puberty changes your body," Eberhardt told her son, "and what to expect as you go through the changes, but I completely forgot to talk to you about what's going on in your brain right now. Puberty is the time when your brain grows and changes more than at any other time in your life — well, except for when you're a baby, perhaps. So I really let you down by not preparing you for that. I'm so sorry."

Her son accepted her apology, then asked why his brain was changing.

"That's the amazing thing," she told him. "Did you know that your brain grew and developed so quickly when you were little that by the time you were about five or six, your brain was almost as big and powerful as an adult's brain?"

"But here's the thing," she continued, "Even though your brain was super powerful, the instructions were for a child's brain. And all the information about building an adult's brain was a bit... let's say fuzzy. So your brain did the best it could, but it didn't really know what kind of person you were going to be back then, or what shape brain you were going to need."

"Now we come to puberty," she went on. "See, puberty is amazing. **Not only is your body being transformed from a child's body to an adult's body, your brain has to be completely rewritten from a child's brain to an adult's brain.**"

"That sounds hard," her son responded.

"Yeah, it is," Eberhardt replied. "That's why I wish I'd warned you first. See, it takes a *lot* of energy to completely rewrite a brain. That's one of the reasons you get tired quicker at the moment — and that, of course, manifests in you being crankier and less patient than normal."

Eberhardt paused, then added, "That must be really frustrating for you."

Her son looked over at her, wiping his eyes. "It is," he responded. "Sometimes I just feel really angry and I don't know why."

Student Engagement & Wellbeing

It's amazing what happens when we explain to kids the physiological reasons for what they're going through.

Eberhardt continued, "The other thing is that one of the first parts of your brain that gets super-sized to be like an adult is the amygdala. That's the part that controls your emotions and your survival instincts. You know how we've talked about fight/flight/freeze before, and how sometimes our brains think that being asked to speak in public is the same level of threat as being attacked by a sabre tooth tiger?"

Her son laughed. "Yes. So you have to tell your brain that there's no sabre tooth tiger to help you calm down."

"That's right," Eberhardt replied. "Well, that's what the amygdala looks after: sabre tooth tiger warnings and big emotions. So, the thing with puberty is that all of a sudden you've got an adult-sized amygdala hitting all your emotion buttons and your sabre-tooth tiger buttons. That must be really hard for you to manage."

Her son nodded and said, "Sometimes I don't know why I say the things I do. They just come out, and then I feel bad."

This is the moment where what a parent says can make or break a kid's spirit. But Eberhardt handled it with empathy and expertise.

"I know, Sweetheart," she said before explaining:

"See, the last part of your brain that gets rewritten is right at the front of your head. It's called the frontal cortex. And that's the part of your brain that's good at decision making and understanding consequences. So you've got this powerful adult amygdala hitting you with massive emotions, but you've still got a fuzzy child frontal cortex that can't make decisions or understand consequences as quickly as the amygdala wants you to. It pretty much sucks."

"So it's not my fault?" her son asked.

"No, it's puberty's fault your brain works the way it does," Eberhardt answered. "But that doesn't mean it's not your responsibility to recognise what's going on and change your actions. It's not easy, but it's not impossible, either. Your feelings are your feelings, and they're always okay. But you get to choose your actions. You get to choose what you do with your feelings. And, when you make a mistake, you get to choose to apologise for that mistake and make amends."

Eberhardt said she then paused for dramatic effect. "That's how you prove that you're becoming an adult."

It's also remarkable what happens when we empathize and communicate with our kids instead of simply chastising them.

Her son responded with a perfectly understandable and relatable, "Puberty sucks."

"Puberty absolutely sucks," Eberhardt responded. "I'm not in your head, but I can only imagine that it's a mess of confusion and chaos, and you don't know from one minute to the next how you feel about things."

Her son looked at her in surprise. "Yes! Exactly!"

"If it's confusing for you living inside there," Eberhardt continued, "imagine how confusing it is for me, when I only see your actions."

Student Engagement & Wellbeing

"That must be *really* confusing," her son agreed.

She nodded. "Do you know what that means?"

"What?"

"It means sometimes I'm going to make mistakes. Sometimes I'm going to get upset at things you do because I don't understand what's going on in your head. Sometimes I'm going to forget that you're halfway to being a man, and accidentally treat you like a child. Sometimes I'm going to expect more from you than you're able to give. This is my first time parenting someone through puberty, and I'm going to make mistakes. So can I ask you a favour?"

"What is it?"

"Can you just keep telling me what's going on in your head? The more we talk, the easier it will be for both of us to get through this puberty thing unscathed. Yeah?"

"Yeah," her son said.

When we let our kids know that we're going through these various phases together, it's easier to work with them instead of against them.

Eberhardt said they "had a cuddle" before they got out of the car. She also said this conversation didn't magically make her son always speak respectfully or make her remember that he's not a little boy anymore. However, it did open up lines of communication and gave them a shared language to use.

For example, she wrote, "He knows what I mean when I say, 'Sweetheart, I'm not a sabre tooth tiger.'"

Eberhardt wrapped up her excellent answer by saying that she and her son are "muddling through this crazy puberty thing" together, and that she's "completely confident that he'll come out the other end a sweet, wonderful young man."

It's always so helpful to see examples of good parenting in action. Ms. Eberhardt's response is something all parents can tuck away for the appropriate time. It's also a great reminder that our tweens aren't trying to try us—they're just trying to get used to their new and improved brains.

<https://www.upworthy.com/this-mother-s-description-of-her-tween-son-s-brain-is-a-must-read-for-all-parents>



INSIGHTS

by Michael Grose - Australia's leading parenting educator



Teach children to persist

Parents can promote persistence by encouraging their children to keep going and not give in at the slightest hurdle or difficulty.

"Persistence and patience have a magical effect before which difficulties disappear and obstacles vanish."

John Quincy Adams

The ability to persist at a task and see it through to the end is one of the most important success attributes that you can develop in a child.

There are numerous times every day when children must persist rather than give in. A young child learning to tie shoelaces must persist. A primary aged student must show determination to finish tasks and a secondary student needs to work through difficulties, particularly those he doesn't understand or complete right away.

They need to be able to persist when work gets hard or life gets tough. They need the 'stickability' to work through difficulties and hang in there when things don't go their way.

Some children are more naturally predisposed to persist than others. They have a determined, even competitive streak in their temperament that doesn't allow them to give in. These children and young people can drive themselves very hard to succeed.

The results of the Australian Temperament Project show that persistence is the one temperamental factor that can be improved over time. Parents and teachers can develop persistence in children and also impede its development by making life too easy for children so that they don't have opportunities to persist or hang in there.

Parents can promote persistence by encouraging their children to keep going and not give in at the slightest hurdle or difficulty.

Parents can be a sounding board for children's gripes but they should show confidence in their ability to cope and get through their difficulties. "You can do it" is far more powerful in terms of promoting an attitude of persistence than "If it is a little too hard then try something else."

Let children know that there is a correlation between effort and success. In fact, they need to learn that by GIVING EFFORT they will more than likely experience more success. The ability

to persist in the face of difficulties maybe an old-fashioned quality but it is one of the best success attributes that children will ever develop.

Here are four practical strategies you can use to promote a sense of persistence in your children:

1. Develop a vocabulary for persistence.

Words like "Hang tough", "Work Hard" and "Hang in there" can become part of their every day vocabulary.

2. Point out to children when they stick at a task.

Most parents know it pays off when they catch their children being good but it also pays off to catch them being persistent. The behaviours you focus on as parents expand so let them know when they have been persistent. Also remind them that persistence generally pays off.

3. Help children to remember times when they experienced success by HANGING IN when they were younger. Let them know that persistence has paid off before and it will again.

4. Talk about HARD WORK with your children.

They need to understand that to be successful they need to do things that are NOT fun or easy. While it would be good if all work and learning was fun, in reality, this is not always the case.

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For more ideas, support and advice for all your parenting challenges visit: www.parentingideas.com.au



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Moonee Ponds Primary School Chess Club – Term 3, 2019

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 coaches, David Beaumont and Phil Dragic are experienced chess teachers and two of Victoria's leading chess players.

The chess classes will 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.

**** ENROLMENT PROCEDURE ****

You may now register and pay for your classes online at www.chesseducation.com.au

Using an email address you can create an account to book and pay for your classes. Once you register with your email address you will be sent a confirmation email – when you click on this you will be taken back to the website where you can enter some basic details allowing you to book in for the chess classes. Make sure you select Moonee Ponds PS as your school. You will also be able to download the puzzle sheets each week from the website and a copy of the Introduction to Chess booklet is also available for download from your account.

When selecting your child's level just select the one you think is appropriate. As a general guide:-

Learners: just starting out and needs to learn the rules

Beginners: knows the rules and is ready for the basic strategies

Intermediate: knows how to perform most basic checkmates and keep control of their pieces

Advanced: ready for tournament play

We use these levels to give us a general idea of your child's chess ability and it also helps us when placing the children in different groups.

At the moment the following payment options are available online:

Pay Cash: if you select this option your class is booked and you can leave the payment in an envelope at the school office with your details on it (especially your order number) and you'll receive a receipt via email once we've collected and processed your payment

Paypal: you can use your paypal account or a credit card to make your payment – a receipt will automatically be emailed to you if you chose this option

Pay by Direct Deposit: this option provides you with details to do a Direct Bank Transfer. It is very important you put the correct reference number in when making your Bank Transfer. Once the transfer has come through (this may take a few days sometimes) we will confirm it and a receipt will be sent to your email.

Note the website has a feature for putting in pro-rata payments. If you know of any classes you will be missing you can adjust your fee when booking by un-checking the box that says "This child will be attending all sessions this Term".

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- **When:** Thursday lunchtimes, 7 classes in Term 3 on 25/7, (1/8 and 8/8 no classes due to swimming), 15/8, 22/8, 29/8, 5/9, 12/9 and 19/9.
 - **Where:** Library
 - **Cost:** \$63 per child (7 lessons - \$9 per class, includes GST).
 - **Enquiries:** to Nick Speck on 0402 339 600 or email at info@chesseducation.com.au
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TERM 3, 2019 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
July 15 Curriculum Day No Students	July 16	July 17 MPPS Chess Tournament	July 18	July 19
July 22 Health Ed Year 5/6	July 23 Parent Teacher Interviews	July 24	July 25 3pm Assembly	July 26
July 29 F-4 Swimming Health Ed Year 5/6	July 30 F-4 Swimming	July 31 F-4 Swimming NEWSLETTER School Council	Aug 1 F-4 Swimming	Aug 2 F-4 Swimming Health Ed Year 5/6
Aug 5 F-4 Swimming	Aug 6 F-4 Swimming MVIMP Camp	Aug 7 F-4 Swimming MVIMP Camp	Aug 8 F-4 Swimming MVIMP Camp 3pm Assembly	Aug 9 F-4 Swimming MVIMP Camp
Aug 12	Aug 13	Aug 14 Science Night NEWSLETTER	Aug 15	Aug 16
Aug 19	Aug 20	Aug 21	Aug 22 3pm Assembly 2020 Foundation Familiarisation	Aug 23
Aug 26	Aug 27	Aug 28 NEWSLETTER District Athletics School Council	Aug 29	Aug 30
Sept 2	Sept 3	Sept 4	Sept 5 3pm Assembly MVIMP Soiree	Sept 6

Newsletter

The newsletter will be published each week during February and then published fortnightly thereafter. The newsletter is the main source of communication from the school and I urge everyone to read it! It will be sent home in hard copy today for all families but will be published on line as of next week; this will help minimise our paper usage and protect the environment. Families will be able to access it on the school website, school smart phone application or by signing up to have it emailed to your inbox when published. **Sign up for the newsletter today!** <http://www.mpp.vic.edu.au/our-school/newsletters/> Limited copies will be available at the office or Out of School Hours Care.

How to access the school newsletter:

1. Visit the school website: <http://www.mpp.vic.edu.au/our-school/newsletters/>
2. Download the Moonee Ponds Primary School application from your relevant smart phone app store (search for: Moonee Ponds Primary School)
3. Sign up for it to be sent to your email address on the school website: <http://www.mpp.vic.edu.au/our-school/newsletters/>

