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2020 Term Dates:

Term 1 - 30th Jan to 27th March

Term 2 - 14th April to 26th June

Term 3 - 13th July to 18 Sept

Term 4 - 5th Oct to 18th Dec

Dates to Note:

Please note: All these dates/events will be confirmed at the start of term 2 depending on COVID-19 advice from DET/DHHS.

April

14th - Student Free Day

16th - Whole School Photo Day

30th - School Athletic Sports

May

8th - Mothers Day Stall

16th - Education Support Staff Day

24th - Working Bee

June

8th - Queen's Birthday Holiday

July

13th - Student Free Day

21st - Parent Teacher Interviews

24th - Trivia Night

27th to 31st - Grade 5/6 School Camp

August

4th to 7th - MVIMP Camp

16th - Working Bee

19th to 21st - Grade 3/4 Camp

7th - Principals' Day

October

25th - World Teacher Day

November

5th - Outdoor Classroom Day

16th - Student Free Day

Parent's Association Meetings

7.30pm in Sports and Performance Centre (SPC)

May 14th, June 11th, August 13th,

September 10th, October 15th and

November 19th.

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

PRINCIPAL REPORT

Firstly I want to thank all our staff, students and families for your support during this challenging time. As we are faced with uncertainty it has been wonderful to see everyone supporting each other and remaining positive. Thank-you for the positive feedback regarding our school communication and the commitment of our staff. It is during times like this that our all our families, staff and students come together to embody an authentic, caring and collaborative learning community.

As announced on Compass the school holidays started today (Tuesday 24th March) and will conclude on Easter Monday. At this stage the first day of term 2 (Tuesday 14th April) is scheduled to be a curriculum (pupil-free) day.

Students are due to commence school on Wednesday 15th April. Beyond this we are not certain if students will be attending school or learning from home. We will provide you with more information closer to term 2, as it becomes available from the Department of Health and Human Services and the Department of Education and Training.

If students are required to learn from home, teachers will communicate with parents via compass on Tuesday 14th April to share their communication plan and learning structure for their class and year level moving forward. Our goal is to support the continued learning growth of our students. How we work together next term will evolve and develop through collaboration between home and school. Our priority is the health and wellbeing of all of our students and our MPPS community.



PRINCIPAL REPORT (Continued)

Student Representative Council 'Live for Lily' Fundraiser

Thank you to all of our students and staff who supported the Pink day last Friday.

We have raised just over \$2500 so far with the gold coin and raffle money and I will be shaving my head when school resumes.

Many families have also purchased tickets for the raffle however we still don't have all the tickets back (mainly due to the holidays moving forward a week). We will hold off drawing the raffle until we return to school next term to ensure we get as many tickets back as possible. Due to the COVID-19 pandemic the Ride for Lily has been postponed until 2021 but please be rest assured that 100% of funds raised will be going to the charity this year, to cure childhood cancer.



Parents Association (PA) Annual General Meeting

On Thursday March 12th the Parents association AGM was held. I am pleased to announce the following members who were elected to the following leadership positions:

President: Sally Deakin

Vice President: Kate Mikkelsen,

Treasurer: Karyn DiFlorio

Secretary: Lainie Terbogt and Jane Stivala (shared role)

School Council Representatives: Jenny Senkaya and Casey Smith

I would like to take this opportunity to thank the new PA leadership team for stepping up to these roles.

I would again like to thank our outgoing president Linda Di Florio, Vice President Kirsten Cheney and Secretary Tracey Talko for their many years of leadership, hard work and tireless efforts. Your work hasn't gone unnoticed and is much appreciated.

Please enjoy the holiday break, stay safe and look after each other.

Matthew Bott

17 March 2020

Leading the way for children during the COVID-19 pandemic



• POSITIVE PARENTING by Michael Grose

If you're like me, the news of the Coronavirus (COVID-19) pandemic has your head spinning and your heart pumping. That's only natural as life as we know has taken a seismic shift in recent days.

International travel bans, cancellation of sporting and cultural events, shopping frenzies and talk of school closures continue to dominate the airwaves. Terms such as social distancing, self-isolation and social lockdowns have entered our vocabularies and may soon become part of our daily lives.

Coronavirus is having an unprecedented impact on our daily lives, and will probably do so for some time. While keeping ourselves and children healthy and safe is our main concern, it's also essential to address the anxieties of children and young people during these changing times. Here are some ideas to help inform, reassure and keep children and young people safe.

Build on what your children know

Children and young people have already been exposed to a great deal of information about corona virus through media, digital means and direct social contact. Their understanding will vary depending on their age and also the quality of their information sources so you probably will need to help kids process what they already know.

Casual conversations with teenagers and older children can be useful ways to glean their understanding. You could ask questions like "What are you hearing about Coronavirus? Is there anything you're not sure about?" Younger primary age children may need a more direct approach with parents addressing their specific concerns without giving too much information that can overwhelm them.

Check your own thoughts and feelings

Check your own frame of mind and emotions about COVID-19 before talking to kids. Most children are astute mood detectives and they'll gauge their safety by the way you communicate with them. If you tell a child, "You've got to wash your hands or you'll get infected," you are communicating your own anxieties, making it difficult for them to maintain a healthy state of mind. Have a think about how you can frame your instructions and their importance in a way that doesn't heighten your child's anxieties.

Stay informed

It's difficult to work out fact from fiction, correct from incorrect, information from exaggeration when the news is changing so fast. However you need to educate yourself about the virus itself, including how it's transmitted and how to stay safe. Get information from trustworthy sources such as The Australian Government Health Department website and the current federal government corona virus information media campaign.

Answer questions truthfully

It's important that parents and teachers answer children's questions honestly in age-appropriate ways and within context of what is happening at the given time. If their sport or hobby has been temporarily cancelled empathise with their concerns, while helping them maintain a sense of perspective.

Initiate positive action

One way to reduce anxiety and allay children's fears is to involve them in planning and preparation for their personal and group safety. Positive activities such as maintenance of personal hygiene, greeting people with an elbow tap and getting plenty of sleep can help restore a sense of control, that is so important for their wellbeing.

Find refuge in rituals

Regular rituals such as mealtimes, bedtime stories and regular one-on-one time provide both an anchor to normality and a sense of connection for kids at times of change. Consider reconstituting favoured family rituals at this time if they have lapsed due to lack of time, or lifestyle frenzy.

Look outwards

In difficult times there is a tendency to look inwards, which is a natural protective strategy. The alternative is to establish a sense of connection and community spirit by focusing on generosity and togetherness. Help children see past their own needs and look for ways to assist others whether it's shopping for an elderly neighbour, helping a younger sibling occupy themselves, or planning an indoor movie night for the whole family. The Coronavirus presents many practical challenges to parents and other important adults in the lives of kids. Staying calm, keeping informed, and adjusting our own habits are just some of the challenges we face. However a significant challenge is one of personal leadership. That is, during these difficult times we need to be civil to each other, look out for each other and be mindful of the common good in everything we do. In this, we can all take a significant lead.

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Arts news

If you haven't already, go onto the Arts blog and check out some of the awesome learning that has happened over the past few years. Comment on a post and let me know what you would like to see more of in the future!

<https://mppsarts.global2.vic.edu.au/>

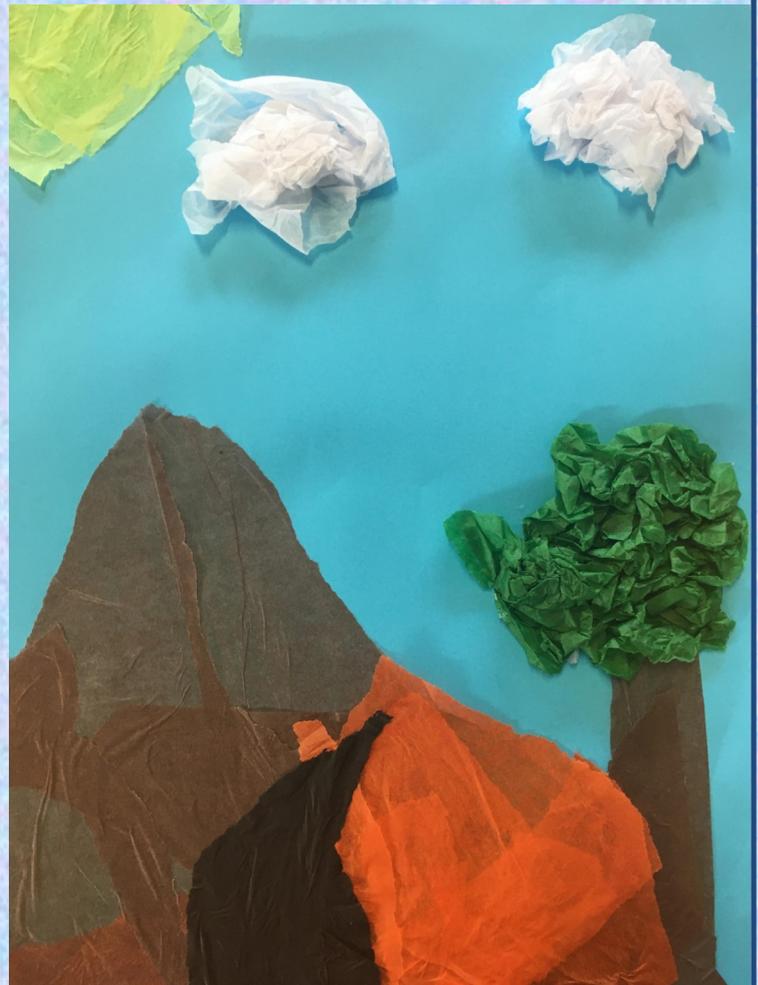
Remember to hit the subscribe button on the bottom right hand corner.

I'll be posting some arts activities you can do over the school holidays on there so make sure you stay tuned! While we are all at home, see this as a good time for families to be creative and have fun together.

Year 5/6 collage art- unfinished.

Check out these Chigiri-e inspired collages made by the year 5/6 students in visual arts this term. They are unfinished but we will finish them in term 2. The student's artworks reflect their feelings and ideas about the environment, nature and climate change. *Fun Fact:* Chigiri-e translates to Torn or ripped picture/art. It is usually about nature and originated in Japan!

Thank you for a wonderful term 1!
See you in term 2, Christine



MINDFULNESS ARTICLE

This the time for mindfulness. It's a stressful, crazy, unknown time. I thought this might help. I am also working on the Mindfulness MPPS blog, so stay posted! Take care of yourselves, Alice Hargreaves

The S.T.O.P Practice for Stress — from Elisha Goldstein (from Mindful Magazine posted 19.3.20)

Creating space in the day to stop, come down from the worried mind, and get back into the present moment has been shown to be enormously helpful in mitigating the negative effects of our stress response. When we drop into the present, we're more likely to gain perspective and see that we have the power to regulate our response to pressure.

Here's a short practice you can weave into your day to step into that space between stimulus and response.



A Guided S.T.O.P. Practice for Stress

S = Stop

Stop what you're doing right now, get in a comfortable position, either seated or lying down.

T = Take

Take a few deep breaths. Maybe in through the nose initially, and then out through the mouth. With each exhalation allow your body to soften a bit more. As long as you're here with the breath right now, allow your body to settle into its natural rhythm of breathing. Breathe in and sense the breath coming in. Breathe out and sense the breath going out. Allow your body to take the breath it needs in its natural rhythm of being alive.

O = Observe

Begin to observe your body, noticing if there's any tension or tightness anywhere, including the face. If you do notice any of that just allow it to soften, or just mindfully adjust your body as it feels like it needs to. Be aware of how you're feeling emotionally right now. If there's a sense of calm or ease, maybe some restlessness or irritation, or maybe even sadness. Or you could be feeling neutral. Whatever's there, see if you can be aware of it and notice how it feels physically in the body. Continue to observe yourself physically and emotionally in this moment, just letting things be. Be aware of and observe your mind right now, noticing if it seems distracted or cluttered or if it seems like it's settling into being here. Either way, it's OK—the "o"

MARTIAL ARTS THERAPY PROGRAM (MAT PROGRAM)

As part of our Well Being Program the 5/6 students have been Participating in the Martial Arts Therapy Program (MAT Program).

Over the term each class has had an hour session weekly.

These lessons have been focused on promoting wellbeing both mentally and physically.

Here are some of the students' responses to the program;



It is really important to put 100% into everything you do and not be embarrassed to make mistakes. It is also important to be physically strong but more important to be mentally strong as well. Being calm and staying focussed really helps during challenging times.

Declan Miles Stewart. 5/6 B

During the MAT program I showed the School Values, the code for the MAT program is Be kind, Be Strong, Be Calm and Try Hard. This is similar to our values of our school. I can show optimism to new challenges and when trying something new I also showed kindness by being respectful to the instructors.

Liliana Grbac 5/6 C

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MARTIAL ARTS THERAPY PROGRAM (MAT PROGRAM)



I have learnt that your effort equals your achievement, which means everything you put in is what you get out. I will apply this when trying new things and tasks. One of the other important lessons I've learnt from the MAT program is that you perform much better when you are calm and have a positive mindset. I will apply this when I am taking tests and facing challenges.

Sacsha Nelson 5/6 B

Something I learnt from the MAT program is to always try your best and if you don't get something right and you are upset about it, just keep trying. To help me be a better learner I can take deep breaths if I am feeling angry, silly, sad or hot to help me calm down.

Amerie Taylor 5/6 C

In term 1, we did the MAT Program. Every session started with the code, then stretches and we learnt something new in the main part of the lesson. For example, in one lesson the main idea was how to focus. Then we played games to help us improve this strategy.

Isla Smith 5/6 A



In the MAT program we learnt how to control and let out our feelings. The program helped us to be strong, be calm, try hard, be kind. The games helped us concentrate, be alert and to be vigilant. Some of the activities pushed us out of our Comfort Zone.

Ruben Christov 5/6 A

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INSIGHTS

Parenting in the age of disruption



We live in the age of disruption. The future your children will inherit will be very different than the world we live in now. A university degree, once a guarantee of a well-paid job, no longer ensures your child a career, let alone a steady income.

So how can we prepare children to thrive in a world where it's estimated that over 20 per cent of today's jobs won't exist in just five year's time? How do we prepare them for a work-life of multiple careers and job changes?

South African educator and author Nikki Bush believes that the future will belong to those who develop a broad range of personal capabilities rather than a narrow number of academic abilities. Bush has outlined five key personal factors that will help kids succeed in the future world of work. These are:

Creativity and innovation

With information being only a digital search away, knowledge is relatively easy to obtain in the digital age. The ability to think outside of the square and find new solutions to old problems will be one of the most highly valued skills in the new world of work.

Love of learning

In a world where people working into their seventies and beyond will become common place, a degree of qualification obtained in the early twenties won't guarantee continued success. The future will require people to be in charge of their own learning and be willing to continually upskill. Continuous learners rather than those who close themselves off to new ideas and concepts will thrive in the future.

Resilience

Life doesn't unfold in a straight line. It never has, but the future of work will have more twists and curves than ever before. Kids will need to be resilient and flexible enough to cope with rapid workplace change and lack of security, as well as be able to manage risk to earning a living.

Self knowledge

Personal knowledge of strengths, capabilities and talents has long been a skill, that we've neglected to develop in kids. When the future is fluid and work continually changing, self-knowledge will become a passport to happiness and success.

Teamwork

The ability for your child to work as part of a team both virtually and in the real world will be more important than ever in the future world of work. Even jobs that have an individual skill focus will require people to work cooperatively alongside each other.

parenting * ideas

Reassuringly, there is a great deal you can do as a parent to prepare your child to capitalise on the changing career and jobs landscape. Use Bush's five personal factors for future success as a starting point as you ponder how to prepare your child to prosper in the age of disruptive change.

Related webinar

Our school has a membership with Parenting Ideas. As part of this membership, you can attend the below webinar 'Future-proofing your child' at no cost.

About

In this webinar Nikki Bush teaches parents what to expect and how to support their kids to thrive in a future world of work.

When

18 March 2020 8:00pm AEDT

To redeem

1. Click this link: <https://www.parentingideas.com.au/parent-resources/parent-webinars/webinar-future-proofing-your-child>
2. Click 'Add to cart'
3. Click 'View cart'
4. Enter the voucher code FUTURE and click 'Apply Coupon' Your discount of \$37 will be applied.
5. Click 'Proceed to checkout'
6. Fill in your account details. These details are used to login to your account and access your parenting material
7. Click 'Place Order'

The voucher is valid until 18 June 2020.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

Congratulations Lucy!

Lucy at the Royal Adelaide Golf Club - Women's Australian Open



Minjee Lee



Nanny who nominated her for the award

Lucy was selected as the MyGolfer of the year and attended the Open with her family from the 11-16 February 2020



ROYAL ADELAIDE GOLF CLUB - WOMEN'S AUSTRALIAN

Lucy said "It was such an amazing experience, so fun and really great to meet all the famous golfers."

Lucy and Tom about to attend the junior golf clinic.



Inbee Park (winner)



LEARNING STAR AWARDS! 19/3/2020



LEARNING Star...	Name	Reason
Foundation B - Alice Hargreaves	Henry Wooldridge	For learning so many letter sounds!
1/2 A - Jess Zach/Mel Woods	Paige Kruezer	For making lots of new words using different spelling patterns.
1/2 B - Mae Risson	Sienna Braid	For completing some amazing story writing
1/2 C - Shannon Radford	Sullivan Mahon	For being focused in class and completing great work.
1/2 D - Jenny Clark	Xavier Broderick	For using his reading strategies to read the book about Jake and the book about Jack!
1/2 E - Antony Brock	Nicholas Hinvest	For the passion and effort you put into your interesting and fun writing
3/4 A - Nicole Macrae	Angelina Enaty	For using clues to make thoughtful predictions about her reading
3/4 B - David Kiddle	Isobel Cull	For including supporting de
3/4 C - Candice Ryan	Reuben Williams	For using clues in the text to make thoughtful predictions.
3/4 D - Lee Pregnell	Ella Khabbaz	For successfully identifying key elements in the text to make a clear summary.
3/4 E - Stef Lipoma	Ky Lam Doan	For using the steps to writing a build-up in her narrative
5/6 A - Libby Haigh	Isla Smith	For diligent application when working on her Integrated Studies project.
5/6 B - Chris Mizis	Sascha Nelson	For his determination and efforts in our MAT program.
5/6 C - Holly Coleman	Sienna McNab	For always staying focused and completing her work.
Arts - Christine Caminiti	Penny Skinner	For making a unique and creative clay coral artwork.
Italian - Nancy Berardone	Ky Minh Doan	For her fantastic listening in Italian lessons. Ben fatto!
Physical Education - Emma Grant	Harry Stivala	For displaying fantastic skills during the PMP program with a big smile on his face at all times!

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ROCC STAR AWARDS! 19/3/2020



ROCC Star...	Name	Reason
Foundation B Alice Hargreaves	Elodie Bayliss	Always showing the school values of respect, optimism, care and collaboration.
1/2 A Jess Zach/Mel Woods	Tendo Laker-Kikonyogo	For being an attentive listener and a wonderful role model to others.
1/2 B Mae Risson	Claire Haydon	For being an optimistic student who is always caring and respectful towards others
1/2 C Shannon Radford	Annabel Mezo	For consistently being a caring classmate who looks after her belongings and respects her teachers and classmates.
1/2 D Jenny Clark	Sollie Knight	for being such a great leader and volunteering help to the year ones.
1/2 E Antony Brock	Ava Bourne	For always looking out for your classmates and being kind to them when they need a friend
3/4 A Nicole Macrae	Eva Eleftherakis	Continually showing school values and being a role model for her classmates
3/4 B David Kiddle	Angus Siega	For including his classmates opinions during group discussions about summaries.
3/4 C Candice Ryan	Samara Mirembek-Kikonyogo	For being a kind and caring classmate, who is always willing to collaborate with others.
3/4 D Lee Pregnell	Louise Nightingale	For contributing to class responsibilities in a diligent manner.
3/4 E Stef Lipoma	Anna Jancovski	Continually being a role model and showing the school values.
5/6 A Libby Haigh	Cleo Gjurovski	Great problem solving when working in a group.
5/6 B Chris Mizis	Miles Appleton	Always showing a caring and kind attitude and encouraging others.
5/6 C Holly Coleman	George Holderhead	For being kind and caring by encouraging his classmates during the MAT program.
Arts Christine Caminiti	Mariana Gomez	For showing care for a student who had been absent in visual arts. Mariana showed this student how to complete the artwork. Well done!
Italian Nancy Berardone	Xander Davidson	For his fantastic attitude to learning. Ben fatto!
Physical Education Emma Grant	Angus Siega	For showing great care for his classmates during the Tennis program!

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TERM 1 2020 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
March 23 Last Day of Term One	March 24 School Holidays Begin	March 25 Newsletter	March 26	March 27

Please note: All these dates/events will be confirmed at the start of term 2 depending on COVID-19 advice from DET/DHHS.

TERM 2 2020 CALENDAR

April 13 Easter Monday Public Holiday	April 14 Student Free Day	April 15 First Day Term 2	April 16 Whole School Photo Chess Club Assembly 3pm	April 17
April 20	April 21	April 22 Newsletter	April 23 Chess Club	April 24 5/6 Sport (away)
April 27	April 28	April 29	April 30 School Athletic Sports Day	May 1 5/6 Sport (home)
May 4	May 5	May 5 Newsletter	May 7 Chess Club	May 8 Mothers Day Stall 5/6 Sport (home)
May 11	May 12	May 13	May 14 Parents Association	May 15 5/6 Sport (home)
May 18	May 19	May 20 Newsletter	May 21 Chess Club	May 22 5/6 Sport (away)
May 25	May 26	May 25	May 28 Chess Club	May 29 5/6 Sport (home)
June 1	June 2	June 3 Newsletter	June 4 Chess Club	June 5 5/6 Sport (away)

Newsletter

The newsletter will be published for the first two weeks in February and then published fortnightly thereafter. The newsletter is the main source of communication from the school and I urge everyone to read it! The newsletter will be sent out to all families via Compass. Families will be able to access the newsletter via Compass and on the school website. Limited copies will be available at the office or Out of School Hours Care.

How to access the school newsletter:

1. View it on the COMPASS Newsfeed
2. Visit the school website:
<http://www.mpp.vic.edu.au/our-school/newsletters/>