



PRINCIPAL REPORT

Happy Father's day to all the MPPS fathers, grandfather, great-grandfathers, uncles and other significant people in our lives.

Friday the 18th of September is the last day of term 3. As we near the end of the school term it is a great time to reflect on and celebrate our achievements as a community and our work together so far this year. The recent updates to the current restrictions will impact families in different ways. We want to reiterate to any family that needs further support to please reach out. Resources for families are again provided below. The newsletter this week also features a parenting ideas article "Wellbeing Strategies for Parents" and a flyer about an upcoming online community program "Talk to Ten" (provided by Moonee Valley Council). The program includes a series of "teach and talk" forum sessions that explore all topics of mental fitness at no cost.

Wellbeing resources for Parent and Carers (Updated)

Remote and flexible learning can be challenging for both students and parents. A number of resources have been developed for parents and carers to help them support their child's mental health and wellbeing. The wellbeing booklet shared via Compass can also be accessed on the school website via the parent download section (www.mpp.vic.edu.au/our-school/community/ password: mpps).

Further resources to support families can be accessed on the DET website at [Managing screen time, health and wellbeing](https://www.education.vic.gov.au/parents/learning/Pages/home-learning-screentime-wellbeing.aspx) with translated versions also available: www.education.vic.gov.au/parents/learning/Pages/home-learning-screentime-wellbeing.aspx

Tomorrow is R U OK? Day and we encourage everyone to ask yourself and each other the question "Are you Ok?" Sharing and talking about our challenges is a great self-care strategy. This can sometimes be the hardest but most important step during challenging times. Once we identify and name how we are feeling we can work out the strategies that can help us manage and cope with what is going on for us. Sharing our worry is a great way of bringing perspective to what might be causing anxiety. Studies show that the best way to beat stress is to share your feelings, especially sharing with someone in the same situation... a problem shared IS a problem halved! Resources and information can be found at: www.ruok.org.au/



87 Wilson Street
Moonee Ponds 3039
moonee.ponds.ps@education.vic.gov.au
www.mpp.vic.edu.au
<https://mpp-vic.compass.education/>

Out of Hours School Care:

OSH Club : 0448 043 164:
MPPS Program
1300 397 735

Customer Service & Billing
Email:

mooneeponds@oshclub.com.au
www.oshclub.com.au

2020 Term Dates:

Term 3 - 13th July to 18th Sept
Term 4 - 5th Oct to 18th Dec

Dates to Note:

Please note: All these dates/events will be confirmed depending on COVID-19 advice from DET/DHHS.

September

10th—Three Way Conferences
(continued)
10th - RUOK? Day

October

25th - World Teacher Day (TBC)

November

3rd - Cup day holiday
5th - Outdoor Classroom Day
16th - Student Free Curriculum Day

December

Parent's Association Meetings
(Via WebEx until further notice)

October 15th and November 19th.

Access the latest school newsletter through the Compass Newsfeed or through the School Website at: <http://www.mpp.vic.edu.au/our-school/newsletters/>

PRINCIPAL REPORT (Continued)

Remote and Flexible Learning - update

Remote and flexible learning will continue for all students next week and also in the first week of term four (5th- 9th October). Foundation and Year 2 students will be back onsite for learning from Monday 12th October. The date for Years 3- 6 students to be back onsite is yet to be finalised and will be based on advice from the Chief Health Officer. As soon as these details are known we will share them.

Details for onsite supervision for next week are on the Compass Newsfeed and are included in the coming pages. This is provided for children of permitted workers and vulnerable students. Details for supervision in term four will also be provided once finalised by the Department of Education and Training (DET).

As mentioned in our newsfeed (and repeated below) DET states that the Holiday Program provided by OSHClub may operate during the school holidays but only for students who are eligible for on-site supervision at school in Term 3. Arrangements are still being finalised (by OSHClub). At this stage it is unclear whether OSHClub will run a Holiday Program for children of permitted workers. They will be in touch with families through their communication channels (email/website) in due course.

In addition to the article "Wellbeing Strategies for Parents", this week's newsletter includes another Parenting Ideas article "Help kids tap into their inner resources". MPPS has a membership with Parenting Ideas. As part of the membership, all parents and carers in our community can access a range of articles and all the Parenting Ideas webinars at no cost. If you need assistance with this, contact Rebecca via the School Office.

Our student awards winners are listed in the coming pages. You can see for the second time these awards being read out by our school captains Lily and Hamish by accessing the link: (<https://web.microsoftstream.com/video/dd61d875-3aac-49f4-bb0a-8a807dc88684> – you will need your child's Office 365 log in and password to access this). Thank you also to Nicole Macrae who has supported our captains with finalising and editing these videos. The link will also be accessible through the class blogs in the coming days. Congratulation to all our ROCC and Learning Star recipients.

Three-Way Conferences – via WebEx Meetings

Thank you to all the families that have booked in for our Three-Way Conferences this week. Hearing some of the stories of learning, overcoming adversity and also our student's attitude and resilience towards working through the challenges in remote and flexible learning is something that Beck and I are extremely proud of. While the format is a little different and the WebEx video conferencing adds to the complexity we do appreciate the effort and time parents have allocated to ensure these discussions occur.

Conferences will conclude tomorrow, Thursday 10th September. If there are further concerns about specific areas of your child's learning, social or emotional development, please let the classroom teacher know and together you can arrange an alternate time to discuss.



PRINCIPAL REPORT (Continued)

Repeated Information from Compass

School Update- Monday 7th September 2020

On Sunday (date) the Victorian Government released its plan for easing coronavirus (COVID-19) restrictions. It includes the following decisions about school operations.

All schools will continue to provide remote and flexible learning for the remainder of Term 3, except specialist schools in rural and regional Victoria, consistent with current settings.

These changes remain subject to the advice of Victoria's Chief Health Officer:

5 – 9 October (first week of Term 4)

Remote and flexible learning will continue for all students, except in specialist schools in rural and regional Victoria.

On-site supervision for children of permitted workers and vulnerable students will continue to be provided consistent with existing guidelines.

From 12 October

Schools in metropolitan Melbourne

Students in Prep to Year 2 return to full-time on-site schooling. The existing remote learning program will not continue for these year levels.

Remote and flexible learning will continue for all students in Year 3 to Year 10, other than for children of permitted workers and vulnerable students.

Date subject to health advice

All students from Year 3 to Year 10 in metropolitan Melbourne will continue with remote and flexible learning. A date for the return of these year levels to face-to-face learning will be subject to further health advice.

During the staged return, outside school hours care (OSHClub) will be available to students attending for on-site supervision and progressively for the relevant year levels returning to on-site learning.

DET states that vacation care (Holiday Program) may operate during the school holidays but only for students who are eligible for on-site supervision at school in Term 3. At the time of writing it is still unclear whether OSHClub will run a Holiday Program for children of permitted workers. They will be in touch with families through their communication channels (email/website) in due course.

These new announcements continue to require the flexibility, adaptability and resilience that have been demonstrated so widely across the MPPS community (and beyond) already this year.

We understand that this is a complex and challenging time for all of our community, and we reassure you that we will continue to work closely together and support each other to ensure that we provide the very best possible environment for the ongoing wellbeing and learning of our students and your children.

We thank you for your continued support during this time and will continue to update you when further advice and guidance is received from DET and DHHS. Of course if you have any further questions or concerns, please email me on matthew.bott@education.vic.gov.au.

PRINCIPAL REPORT (Continued)

Updated Supervision requirements for Remote & Flexible Learning (Week 10- 14th – 18th September) Stage 4 restrictions have now been introduced across Melbourne. Under Stage 4 'Stay at Home' Restrictions, the default is that workplaces in metropolitan Melbourne are closed unless the workplace is part of a permitted industry as set out here - <https://www.dhhs.vic.gov.au/guide-business%E2%80%93stage-4-restrictions-doc>

A major aim of the restrictions is to limit movement around Melbourne, the suburbs and the State in general. Reducing the number of students and staff attending schools will help reduce the spread of COVID 19.

The direction is that all students who can learn at home must learn from home. The safest place for our children and everyone in the community is to be at home, not at school. This is a very clear directive by the Victorian Government based on the advice of the Chief Health Officer.

Please note that the criteria for students that can attend on-site for supervision has changed as follows:

- a) children whose parents are permitted workers (defined by DHHS in the link above and who carry a Permitted Worker Permit issued and signed by your employer) and must work onsite (and not at home).
- b) vulnerable children in out of home care, children known to child protection and other agencies and children the school identifies as vulnerable (as approved by DET/ School Leadership).
- c) children with a disability who also must fit one of the above two categories.

If you are working from home, regardless of the nature of your work, you are considered to be in a position to supervise your children (this includes workers that hold a Worker Permit). We understand the challenge that this may present for many families, however the direction is very clear that all students who can learn at home must learn from home.

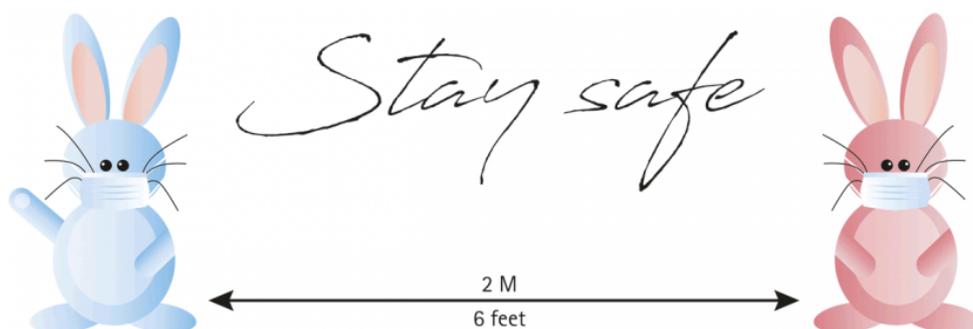
Keeping our children home will assist with reducing the total number of staff/students on site.

If your child requires supervision for next week (14th – 18th September), parents and carers are asked to email the school at moonee.ponds.ps@education.vic.gov.au no later than Thursday 10th September at 3pm.

You must attach and include the following in your email:

1. Completed copy of the updated 'On Site Attendance Application' form (attached)
2. A copy of both parents/carers Permitted Worker Permit (issued and signed by your employer).

Confirmation that the school can provide supervision will be made via phone by 4pm Friday 11th September. In confirming permitted worker status and that you must work onsite, the school may contact the employer if deemed necessary.



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PRINCIPAL REPORT (Continued)

Onsite supervision will be subject to student temperature testing (on arrival to school at the school office), very strict physical distancing and restricted access to play and socialising, to ensure safety for all. The school will continue to have extra cleaning throughout the day. This includes the high touch points, for example tables, chairs, playground. The playground is available for use during the school day only. However, access to play/sports equipment is unavailable, as per government direction. Furthermore, the staff on supervision are not available for direct instruction or any extra teacher support.

OSHClub will be available for before and after school care if supervision is granted. Bookings can be made by calling 0448 043 164 or through their online booking processes.

If anyone has any questions or queries during this time, please email me via Compass or at matthew.bott@education.vic.gov.au.

Stay safe and be well.

Matthew Bott
Principal



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TT10

Talk To Ten

Talk to Ten is a new online initiative providing research based support to parents and educators that will be offered in plain language and covering all topics of Mental Fitness AT NO COST.

Talk To Ten will be led by Maria Ruberto, psychologist, and Anthony Hurst, psychologist. It is a ten week pilot webinar program, where once a week, we will present a mental health topic relevant to this municipality for young people, for 10 minutes. Following the information and research topic, there will then be 10 minutes given to any questions from the virtual audience. Ten minutes on topic and ten minutes on discussion.

Talk To Ten is an online "teach and talk" forum targeting parents and educators to support children and adolescent mind health. Salutegenics is a clinical and consulting psychology practice which has been delivering evidence-based services to the Moonee Valley community for over 10 years. We have worked closely with schools in this municipality and have provided systemic interventions for school communities, both professionally and personally to staff, families and young people.

TOPIC

1

Coping with Change from CV19 Lockdown
6 Oct 2020

TOPIC

2

Managing Blended Spaces in CV19
13 Oct 2020

TOPIC

3

Signs your Child might be Worried/Anxious
20 Oct 2020

TOPIC

4

Soothing through Co-connections
27 Oct 2020

TOPIC

5

The Wheel of Wellbeing
10 Nov 2020

TOPIC

6

Creating Calm Sleep in Lockdown
17th Nov 2020

TOPIC

7

Understanding the Circles of Emotions
24 Nov 2020

TOPIC

8

Play and Pleasant Emotions
1 Dec 2020

TOPIC

9

Movement to Manage Moods
8 Dec 2020

TOPIC

10

Constructive Conversations with Children
15th Dec 2020

To be part of this free online program for parents.

Please register your details with Lyndal Soliman at Salutegenics lyndal@salutegenics.com.au. No later than 28th September 2020. The TT10 sessions will run every Tuesday night at 7:00pm, starting on the 6th October 2020. This community program is sponsored by Moonee Valley City Council.

Name:			
School Attends:			
Email:		Postcode:	
Phone Number:		Mobile:	
Number & Ages of Children:			

Proudly supported by:



● SYSTEMIC PSYCHOLOGY

Suite 3b, Level 1, 80 Keilor Road, Essendon North Vic 3041 (03) 9374 2949
lyndal@salutegenics.com.au www.salutegenics.com.au

Respect Optimism Care Collaboration

INSIGHTS

Wellbeing strategies for parents



The coronavirus pandemic and its associated disruptions are beginning to take a toll on our mental health and wellbeing. You don't need to look far in your community or social networks to identify a worrying trend of people experiencing a range of challenging emotions including mood swings, despair, anger, sullenness and lack of motivation.

People who usually pride themselves on being able to manage most difficulties that come their way now find themselves suddenly unable to cope, leading to a profound sense of disappointment. A number of people have spoken about feeling guilty for being a less than perfect parent, partner, teacher, work colleague or friend during these times.

This inability to cope is understandable. Our capacity to adapt to acutely stressful situations such as natural disasters has been severely depleted by the long-term nature of the pandemic. It's common in situations of great uncertainty to feel exhausted and experience periods of burnout. Coupled with this is a sense of loss that many people feel – loss of connection to friends and family, loss of freedom and a loss of a way of life.

There is no handbook for functioning in a pandemic however it's apparent that we need to accept that our lives will be different for some time. It also helps to expect less of yourself, which is the opposite to how high-achievers and perfectionists ordinarily operate. Feeling comfortable with uncertainty takes some getting used to as most of us have an innate wish to feel in control.

Daily wellbeing treats

Self-care is a proven remedy to most wellbeing ailments, but it's ironic that for many of us our self-care activities have been restricted by the coronavirus. Coffee with friends, a massage or a visit to the gym and other such activities are out for many people. However, this doesn't mean that we should neglect our mental health and wellbeing. Instead we need to look closer to home for our regular wellbeing treats. Things that help include regular deep breathing to start the body's relaxation response, practising moments of mindfulness to shut down mental chatter, finding hidden exercise opportunities to promote mood-enhancing endorphins and spending time each day in calm-inducing green space.

Resilience bank account

During my conversations one person described living in this era as “always feeling a little off balance, like standing in a dinghy in a rough sea and not knowing when the storm will pass.”

Our mental reserves are constantly been called upon, so it's necessary to build regular practices into our lives that build our resilience. Hopefully, most of us had bulging resilience bank accounts before the pandemic hit but it's never too late start. Attending to areas such as sleep, good nutrition, regular exercise, relationship-building and self-care help keep our resilience buckets filled up.

Humans are adaptive and can get better at anything with practice, including living through a once in a century pandemic and all the changes it brings to our lives.

INSIGHTS

Help kids tap into their inner resources



My first parenting mentor, Maurice Balson, author of *Becoming Better Parents* constantly reminded parents, “If you want your child to be resourceful you need to put them in positions to develop their resources.”

Balson’s resourcefulness message is just as apt today. Coping with change, dealing with small losses, handling rejection and overcoming disappointment are the types of experiences that build a child’s or young person’s inner resources.

Developing resourcefulness is the appropriate approach to take when considering the disruptive impact that coronavirus is having on kids’ lives. A child who is struggling to come to grips with the changes brought about by the pandemic initially needs an emphatic, supportive approach. They also need encouragement to tap into their inner resources to help them manage the hard times. The following strategies will help develop your child or young person’s inner resources.

Give them a chance to be resourceful

Harry, age 10, often leaves his lunch at home. His father, who works from home, won’t take forgotten items to school. Harry either misses lunch or persuades his friends to share their lunches with him. Either way, when Harry leaves his lunch at home he’s forced to rely on his emotional or physical resourcefulness to get by. And he does.

Catch them being resourceful

A child’s behaviours that gain a parent’s attention generally expand. Highlight a child’s good manners, acts of kindness or honesty and you’re more likely to get a repeat of those behaviours. Positive parental recognition is a high motivator for most kids. To encourage your child’s resourcefulness, focus your attention and positive comments on acts of resourcefulness and resilience they exhibit.

Encourage creativity

Sylvia, age 13 walked to school each day, saving her bus fare to spend on clothes that were out of reach of her parents’ budget. Sylvia found a way to overcome her money problem in her own way. Children and young people usually come up with very creative solutions when they’re allowed to own their problems.

Develop coping skills

Kids rely on their coping skills to help them manage their emotional states when life throws them curve balls. Build your child’s set of coping skills through direct teaching, modelling and discussion. Humour, distraction, relaxation, exercise, play and thought-distancing are some of the more common coping skills kids can use to help them tolerate their difficult feelings.

parenting *ideas

The resourcefulness a child develops when they experience adversity doesn't desert them when life returns to normal. It waits in the background, ready to be drawn upon again when hardships, frustrations and difficulties come their way.



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.



Provided as a part of our school's Parenting Ideas membership

parentingideas.com.au

Respect Optimism Care Collaboration

FOUNDATION

Here we showcase some wonderful work from our Foundation classes



Oliver and William celebrated their 100 days of learning



Ryan made this a father day gift 'Super Dad'

Respect Optimism Care Collaboration



RACE AROUND AUSTRALIA

We are now into Week 3 of the MPPS RACE AROUND AUSTRALIA.

Thank you and well done to each student who has participated so far.

All the information is on the PE blog so jump online and check it out!

How it works:

Every kilometre counts.

1 minute of exercise = 1 km - this will need to be a team effort.

Each HOUSE will compete against each other!

LAWSON

MACARTHUR

BANKS

CHISHOLM

1st: **BANKS**

(BROOME) 8883km

2nd: **MACARTHUR**

(WILLARE) 8716km



3rd: **LAWSON**

(TIMBER CREEK)

7745km

4th: **CHISHOLM**

(DARWIN) 6911km

Once a week students will **email** me their results via the exercise journal worksheet.

Exercise journals are available on the PE blog.

Each week I'll update the map of Australia and find out where each house is, depending on the distance that was achieved. These will be shared via the PE blog!

Got a question? Email Emma J at: emma.grant@education.vic.gov.au

SPORT AT HOME

Here is an fun collection of students keeping active at home and their great work!

Emma Grant - Physical Education Specialist

Year 1/2



Tendo - Pushups



Harriet - Bounce reflection



Matthew - Push-ups



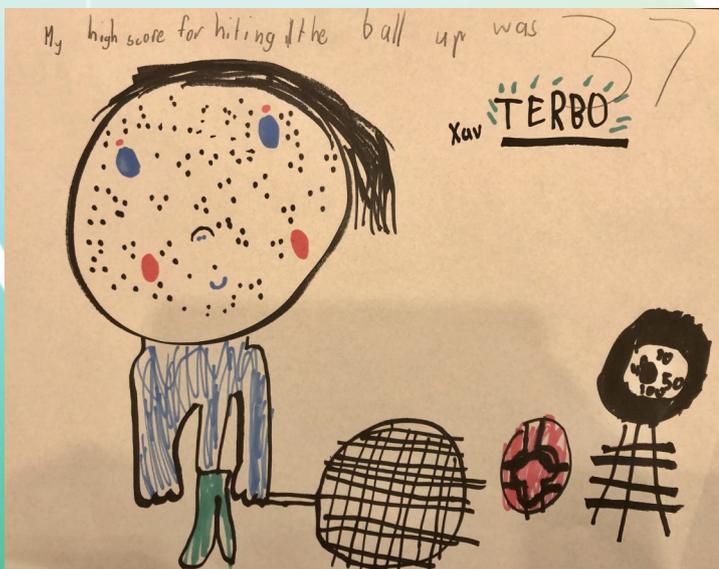
Mahlia & Ella - Basketball



Hayley - Ball Control;



Mabel - Ball handling



Xavier - Striking felection



Lachlan - Bouncing

SPORT AT HOME

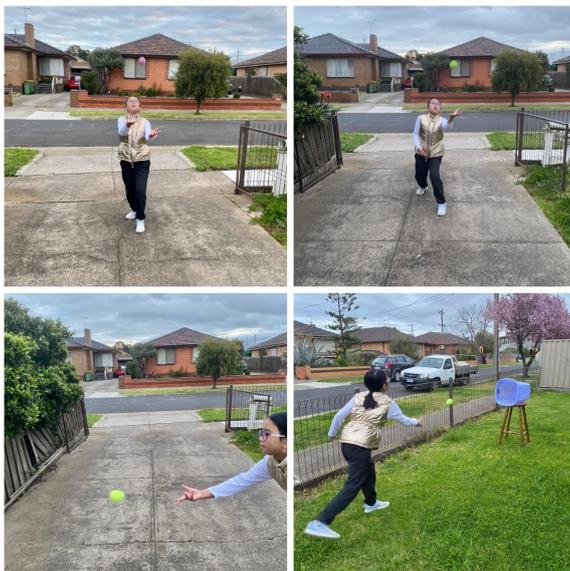


Evie Bouncing

Year 3/4



Jack Throw & catch

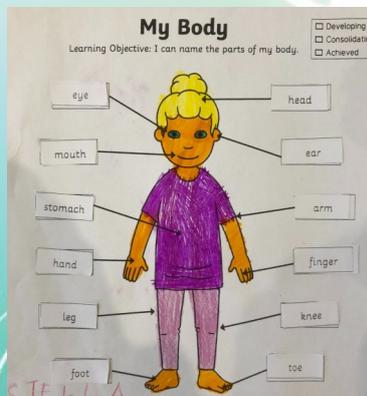


Ky Lam - Target Throwing



Ky Minh - Locomotion

Foundation



Stella - My Body



Henry - Throw & Catch reflection

ART

Here is an exciting collection of Art produced by students being creative at home

Christine Caminiti
Art Specialist

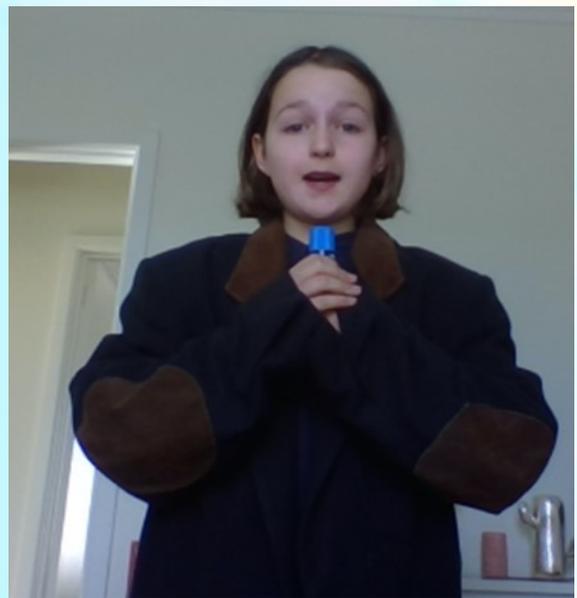


Foundation -
Abstract Collages

Year 5/6 - Performing Arts



Playing the Flute- and then the Air flute (Like the Air Guitar)

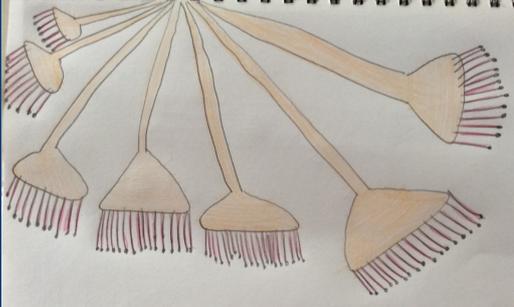


News Reports

Respect Optimism Care Collaboration

ART

Year 1/2 Georgia O'Keeffe inspired flowers



Year 3/4 -
Performing Arts

Acting out being kind to someone and sharing positive news



Hello everyone!

Just wanted to thank you for sending me your fantastic visual and performing arts activities so far this term!

I have LOVED seeing you enjoying the weekly tasks.

The Arts Blog- Some features you may not know about...

Online gallery:

Each week I upload some of the artworks that I have received onto the blog for you to take a look at.

When you go onto the blog, you can click onto each year level, (where the yellow arrows are pointing in the image below) and that's where you will find a gallery of artworks.

I've also included a direct link below:

Foundation: <http://mppsarts.global2.vic.edu.au/prep/>

Year 1/2: <http://mppsarts.global2.vic.edu.au/year-1-2-2/>

Year 3/4: <http://mppsarts.global2.vic.edu.au/year-3-4/>

Year 5/6: <http://mppsarts.global2.vic.edu.au/year-5-6/>

There is also a Student Gallery on the Arts blog home page where there is a collection of student art from various year levels.

The Arts-Story Time:

Each week I read a different arts related picture story book for you to enjoy and respond to on the comments section of the blog. There are optional discussion questions for students to answer on the blog or discuss with someone at home.

<http://mppsarts.global2.vic.edu.au/the-arts-story-time/>

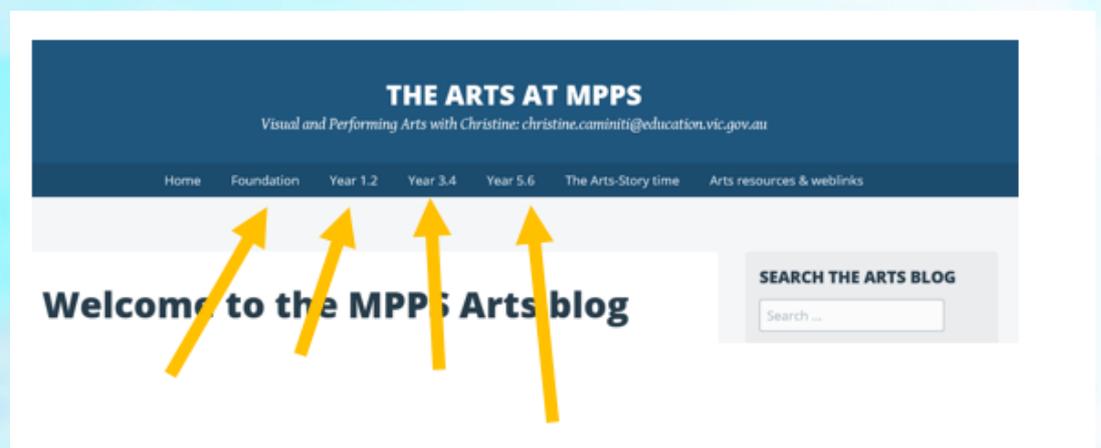
Arts resources & Web Links:

I have uploaded some links to interesting arts resources, like virtual galleries and artists I think you may enjoy. I will continue to upload items to this page throughout the term.

<http://mppsarts.global2.vic.edu.au/arts-resources-weblinks/>

Have a great week

Christine Caminiti
Art Specialist



R U OK? DAYTM
10 September 2020



Your guide to supporting R U OK?Day

**Learn what to say at ruok.org.au
A conversation could change a life**

Respect Optimism Care Collaboration

There's more to say after R U OK?

Ask then listen, encourage action and check in



1. Ask R U OK?

Or say something like:

- "I've noticed a few changes in what you've been saying/doing. How are things for you at the moment?"
- "I know there's been some big life changes for you recently. How are you going with that?"
- "You don't seem yourself lately – want to talk about it?"
- "Just checking in to see how you're going?"
- "With everything that's going on, you've been on my mind lately, how are you?"
- "You've got a lot going on right now. How are you doing?"

"Just checking in to see how you're going?"

"You've got a lot going on right now. How are you doing?"



2. Listen

You could say:

- "What's been happening?"
- "Have you been feeling this way for a while?"
- "I'm here to listen if you want to talk more."
- "I'm not going to pretend I know what it's like for you, but I'm here to listen to why you feel the way you do."
- "It sounds like that would be really tough. How are you going with managing it?"
- "Do you feel like chatting a bit longer? I'm ready to listen."
- "So, what was that like?"
- "That's tough. Keep talking, I'm listening."
- "What you're going through isn't easy, it's good we can talk about it."
- "Thank you for sharing this with me. That can't have been easy for you."
- "Take your time, I'm here for you."
- "If there's something you're unsure about sharing with me right now, I just want you to know I'm here when you're ready?"

"Take your time, I'm here for you."

"What you're going through isn't easy, it's good we can talk about it."



3. Encourage action

You could say:

- "What do you think is a first step that would help you through this?"
- "What can I do right now to support you?"
- "Have you spoken to your doctor or another health professional about this? It might be a matter of finding the right fit with someone."
- "Have you had much support around you?"
- "What's something you enjoy doing? Making time for that can really help."
- "Do you think it would help for you to talk to someone else about some of these things, maybe a health professional?"
- "Is there anything you've tried in the past when you've felt like this, that's made you feel better?"
- "I know when I went through something similar, talking to a professional really helped me out. Would you like me to help you book an appointment?"

"What can I do right now to support you?"

"Have you had much support around you?"

"Is there anything you've tried in the past when you've felt like this, that's made you feel better?"



4. Check in

You could say:

- "I would like to keep checking in with you, is that OK?"
- "Hey, how have you been since we last chatted?"
- "Just wanted to check in and see how you're doing?"
- "Have things improved or changed since we last spoke?"
- "What's been working for you since we last chatted?"
- "Is the support we discussed working for you?"
- "Do you need more support?"

"Hey, how have you been since we last chatted?"

"Is the support we discussed working for you?"

For more information and resources:

- 🌐 ruok.org.au
- 📱 /ruokday
- 🐦 @ruokday
- 📧 @ruokday

Learn what to say after R U OK? at ruok.org.au

R U OK?

A conversation could change a life.

ruok.org.au

R U OK? DAY

Respect Optimism Care Collaboration

LEARNING STAR AWARDS! 9/9/2020



LEARNING Star...	Name	Reason
Foundation A - Leigh Richardson	Mabel Dicker	For all her great efforts to improve her reading and writing!
Foundation B - Alice Hargreaves	Samuel Terbogt	For working so hard on his writing!
1/2 A - Jess Zach/ Maegan St Lawrence	Dilan Senkaya	For staying so focused during maths and working hard to learn new subtraction strategies.
1/2 B - Mae Risson	Eloise Bunton	For practising the subtraction strategies, completing some great maths work and not giving up even when it was tricky!
1/2 C - Shannon Radford	Lulamae Di Florio-Pulis	For always participating in meetings as well as choosing to challenge herself and ask questions.
1/2 D - Jenny Clark	Zaid Kahn	For showing such amazing optimism and being so brave during the past couple of weeks of remote learning!
1/2 E - Antony Brock	Nicholas Hinvest	for sharing your ideas and questions and for being optimistic and not giving up even when things are tricky
3/4 A - Nicole Macrae	Andy Bhandula	For submitting excellent work everyday in all subjects during remote learning this term!
3/4 B - David Kiddle	Alessia Diflorio	For leading discussions in her small group!
3/4 C - Candice Ryan	Maya Shermansky	For sharing her work on the Class Notebook, especially the zoo project where she demonstrated lots of different maths skills.
3/4 D - Lee Pregnell	Max Burlak	For his great contributions to his book club discussions.
3/4 E - Stef Lipoma	Isabelle Webb	For creating and sharing her informative text on Dolphins in a confident manner.
5/6 A - Libby Haigh	Lexi Pafumi	For the fantastic effort you put into all your work and for being willing to share your ideas with the group.
5/6 B - Chris Mizis	Evan Roubos	For his effort and commitment to learning how to divide numbers using the long division algorithm.
5/6 C - Holly Coleman	Archie Morgan	For sharing his thoughtful observations during literature circles.
Arts Christine Caminiti	Eva Joseph 3/4 B	For completing all of her arts tasks to a high standard. Well done!
Italian Nancy Berardone	Charlotte Rawther	For including an outstanding narration to her Italian PowerPoint presentation. Ottimo!
Physical Education Emma Grant	Ky Lam Doan	For showing great commitment to her PE tasks and completing them all to such a high standard!

Respect Optimism Care Collaboration

ROCC STAR AWARDS! 9/9/2020



ROCC Star...	Name	Reason
Foundation A – Leigh Richardson	Ky Minh	For showing impeccable manners and listening skills in class conferences.
Foundation B Alice Hargreaves	Zane Hussein	For showing optimism and collaboration by sharing jokes at the end of our WebEx's!
1/2 A - Jess Zach/ Maegan St Lawrence	Charlie Houatchanthara	For approaching your learning with such enthusiasm and optimism while learning from home, even when things can be tricky!
1/2 B Mae Risson	Mia Ristig	For using the chat respectfully and contributing confidently to our small groups. Well done!
1/2 C Shannon Radford	Hayley Cocks	For maintaining a positive attitude throughout remote learning and being a respectful peer during meetings.
1/2 D Jenny Clark	Eli Nelson	For really striving hard to be his absolute best, in every aspect of learning. Well done Eli!
1/2 E Antony Brock	Samuel Senior	for the fantastic work you have been doing to improve your subtraction strategies- well done!
3/4 A Nicole Macrae	Daniel Darabi	For working so hard during remote learning this term and staying optimistic, even while missing his classmates and teachers!
3/4 B David Kiddle	Kerry Qiu	For being optimistic and applying himself consistently throughout home learning!
3/4 C Candice Ryan	Evan Desprisco	For being engaged and energetic when working on the WebEx, asking questions and being a positive contributor to group discussions.
3/4 D Lee Pregnell	Hamish Musgrave	For his persistence and perseverance when dealing with the technology issues around Learning From Home.
3/4 E Stef Lipoma	Vihaan Gill	For showing optimism and perseverance with his learning.
5/6 A Libby Haigh	Ria Cooper	For showing persistence and perseverance when learning how to solve division problems.
5/6 B Chris Mizis	Gracie Senior	For being an active participant in literature circles, asking thoughtful questions and working collaboratively.
5/6 C Holly Coleman	Jamie Rawther	For being optimistic by making an effort to join Webex class meetings and complete his work, even when faced with technical difficulties!
Arts Christine Caminiti	Jarvis Limbach	For carefully and creatively completing each Arts task.
Italian Nancy Berardone	Che Widdis	For being an engaged and enthusiastic learner of Italian. Ottimo!
Physical Education Emma Grant	Ky Minh Doan	For putting care into her PE tasks and completing each task to the best of her ability!

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TERM 3 2020 CALENDAR

Please note: All these dates/events will be confirmed depending on COVID-19 advice from DET/DHHS.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September 7	September 8 Three-Way Conferences Via WebEx 9am-1.30pm	September 9 Newsletter	September 10 Three-Way Conferences Via WebEx 2.30pm-7pm RUOK? Day	September 11
September 14	September 15	September 16	September 17	September 18 Last Day Term 3 2.20pm dismissal

TERM 4 2020 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 5 Term 4 Commences	October 6	October 7 Newsletter	October 8	October 9
October 12 Foundation to Year 2 return to onsite learning	October 13	October 14	October 15	October 16
October 19	October 20	October 21 Newsletter	October 22	October 23
October 26	October 27	October 28 School Council	October 29	October 30
November 2	November 3 Cup Day Public Holiday	November 4 Newsletter	November 5 Outdoor Classroom Day	November 6

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.

How to access the school newsletter:

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