



PRINCIPAL REPORT

Term four is here! We hope everyone has some time over the holiday period away from the computer screen, maybe even outside enjoying the nicer weather.

Saying that staff are excited to see the students back on school grounds from Monday 12th October is a huge understatement. We have dearly missed seeing the students at school and can't wait to have everyone back onsite on Monday.

We are currently finalising the 'Return to School Guide for Parents/ Carers' which will outline some of the processes to ensure the safety of students, staff and families in term four. This will be shared via Compass shortly. The guide is based around the directives in the 'School Operations Guide' that was shared with all schools by the Department of Education and Training and also highlights following DHHS practices. While our processes will be similar from term two there are some changes and we ask that all parents read and follow the guidelines carefully. Of course if anyone has any questions or concerns please do not hesitate to contact me.

Again, I would like to thank our whole school community for your continued support during the pandemic.

Our goal throughout the transition of returning to school includes the following three main areas:

1. Mental health and Wellbeing

Our highest priority is the mental health, safety and wellbeing of every student and member of staff. Students from disadvantaged backgrounds and many students with disabilities have been disproportionately impacted across all areas of their education.

All available resources will need to be effectively mobilised to ensure support for every student, including our most vulnerable.

This means encouraging and sustaining motivation for learning and supporting the development of personal and social capabilities of students as part of the curriculum. It includes re-engaging students and families where needed and implementing targeted strategies for at-risk cohorts.

This also means ensuring support for our school staff, who have sustained efforts through multiple transitions in modes of teaching and learning delivery.

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 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.

October

23rd - Grand Final Day Public Holiday

30th - World Teacher Day

November

3rd - Cup day holiday

5th - Outdoor Classroom Day

16th - Student Free Curriculum Day

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)

2. Learning

Some students have been able to more quickly progress in their learning in the remote and flexible learning environment, others have maintained their rate of progress, and some have, despite their best efforts and those of their families and teachers, struggled with their learning.

Our priority this term and as we move into 2021 will be to ensure those who have fallen behind can catch up and those who have progressed significantly can continue to be extended and stretched in their learning.

Student voice and student agency should inform how we provide continuity of learning and support for every student in this environment.

Literacy and numeracy across the curriculum remain a focus, with schools also adapting their teaching and learning program in Term 4 to be responsive to the needs of their students.

3. Transitions

Term 4 is a critical period, particularly for the children moving from kindergarten into Prep, from Grade 6 into Year 7, and those in Year 12 moving into employment or further education and training.

Students in other year levels will also prepare for a change of teachers and new classmates.

A key focus of Term 4 will be to make every effort to ensure each of these end-of-year and beginning-of-year transitions occurs as successfully as possible. This includes finding contextually appropriate ways to conduct orientations and end-of-year celebrations and ensuring transition information captures additional details as necessary.

If your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice.

As we transition to students being back in the school grounds we will continue with many of the changes we made in term two to the way we function to ensure we adhere to strict COVID-19 guidelines.

Key points to continue to reduce the COVID 19 risk include (these are unpacked in more detail in the "Return to School Guide for Parents/Carers" which will be shared via Compass shortly:

- minimising the time parents/carers/non-school staff are onsite
- reducing parent access to the yard
- restricting parent access to classrooms or buildings
- access to the office will be permitted in limited instances
- all communication to the School Office and class teachers through the use of phone and email (where possible)
- parents/carers to be encouraged and advised to drop off and pick up students at the gate or near the school exits. Parents can utilise the school grounds during pick up wait however, this is to be brief, and ensuring physical distancing guidelines are practiced and face masks are worn)

Curriculum Day

Our last Curriculum Student Free Day for the year is scheduled for Monday 16th November. This day is part of the MPPS assessment schedule where teachers review assessment tasks, moderate student work and write reports. Please mark it into your calendars. OSHClub will be providing their services to assist families on this day as well.

PRINCIPAL REPORT (Continued)

Reminders:

Absences

Just a reminder to please let us know if your child is absent. The best way to do this is by adding an attendance note through Compass, or you can email the school and teacher. If you are emailing please ensure you include the school email (moonee.ponds.ps@edumail.vic.gov.au) as staff do not check emails during the day (due to teaching).

Early Leave

Prep to Year 6 Students are expected to attend for the full day unless permission to leave early is requested. If you are collecting your child early please visit the school office and sign them out through the Compass Kiosk. This will now print an 'Early leave form' that is then taken to the class teacher. This is a safety precaution for your child/ren.

Late Arrival

Please ensure the teacher knows if students are late. All students that arrive late (after 9am) should attend the school office with their parent so that the late arrival can be entered into the Compass Kiosk. Students then go to class.

SunSmart

As per the schools and DET's SunSmart policy the students are required to wear hats from September 1st through until April 30th. The weather is becoming warmer and we urge all students and their families to make sure they wear a hat during break times – the UV rays can be quite strong even during the dreary weather! For students needing to purchase a hat: Noone (our uniform provider) are open six days a week at 541 Keilor Rd, Niddrie. Please note they will not be onsite in term four due to COVID 19.

Dropping off and picking up

Please Note: Students may not be in the school grounds before 8:45am or after 3:35pm unless they are attending Before or After School Care. Any students in the yard beyond these times MUST be supervised by their parents. Developing resilience and independence supports student learning. To assist in this we ask parents to ensure that their child carries their own bags to and from the classroom. Students beyond prep should take their own bags to the bag rack or locker provided before school and be lined up at the designated places on the bell. Further details about dropping off and picking up students during term 4 are included in the "Return to School Guide for Parents/Carers" which will be shared via Compass shortly.



PRINCIPAL REPORT (Continued)

Safety around the school

Please be reminded that the safety of all MPPS students relies on us all following local and state laws. This includes parking correctly, adhering to street signage and proper use of the drop off zone.

Many parents have been observed parking in the drop-off zone for longer than 2 minutes, parking illegally (in disabled or 'No Parking' areas) or across our neighbours driveways. This behaviour is unsafe and portrays MPPS in a negative way to the wider community.

Please ensure you take the time to deliver and pick up your child safely while around the school. This is everyone's responsibility. Thank-you for helping keep our students safe.

Bikes

Students may ride bikes and scooters only to school. A bike shed is provided and locked from 9.00 – 3.20 pm each day. Rollerblades and skateboards are not permitted. Bikes and scooters must not be ridden in the school or on the pedestrian crossings to ensure safety. Riding bikes/scooters in the school yard before and after school is not permitted for safety reasons. Insurance of bikes and scooters is the responsibility of parents. We strongly encourage insurance in the light of a number of schools reporting thefts. Helmets are compulsory by law of the State of Victoria. Children will not be permitted to ride bikes if they do not have helmets.

Money and other Valuables

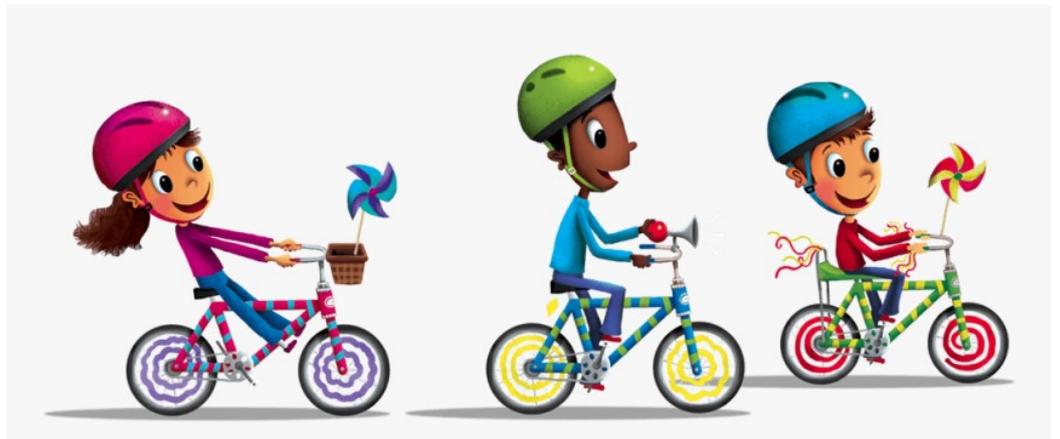
Please encourage your children to leave treasured possessions at home. Teachers may look after money if requested but are not responsible for valuables which students bring to school.

Care of Others Personal Belongings

Students who damage or take others property or belongings will be required to repair or replace the damaged or lost article. Personal property is often brought to school by students, staff and visitors. This can include mobile phones, electronic games, calculators, toys, sporting equipment and cars parked on school premises. **The Department does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property.**

Stay safe and be well.

Matthew Bott
Principal



We're Going Back To School



Respect Optimism Care Collaboration

INSIGHTS

Maintaining strong family traditions



Strong families develop their own traditions and rituals that define them and bind members together. Birthdays, Christmas, Diwali, bar mitzvahs, and Ramadan are some traditions and rituals that families enjoy. They are the coat hooks upon which we hang our family memories. By definition, they are permanent and not set aside when life gets busy.

Rituals can be as simple as a parent saying to a child ‘I love you’ each day as they go to school, a weekly game of cricket or another sport, or the bedtime-story routine that so many children love. The permanence and uniqueness of rituals give them their significance.

My own family, for example, has developed a very strong food culture that is shown through the traditions and rituals that we maintain. A meal takes time and effort to prepare and there’s an expectation that everyone contributes in some way. When the children were young the contribution was in preparation, table-setting or post meal clean up. The tradition of contribution continues as a new generation of children visit and do their bit to assist. Like most traditions this mealtime ritual was nurtured as a result of past parental experiences and gradually became refined over time to reflect our own family’s unique identity.

Develop traditions early

Family traditions are best developed when children are pre-school or primary school aged. Parent approval is important so kids will generally comply when enjoyable family traditions engender a relaxed, calm atmosphere. Adolescents are likely to challenge many of their family’s traditions and rituals, which is often difficult for parents to encounter. It helps to establish the traditions that are negotiable and those that are non-negotiable so you can approach adolescent challenges with some flexibility.

Defend them fiercely

When a child tells you that ‘everyone at school is allowed to do...’ you can reply by saying, “In our family we do it this way.” Leaning against family tradition in this way gives you a strength to resist children’s pester power. Family traditions and rituals need to be fiercely defended by parents.

Make family meals non-negotiable

This writer recommends that shared mealtimes should be non-negotiable in families. It’s no coincidence that countries with strong food cultures are also known for their strong family cultures. Shared mealtimes build connection, are great tools for developing children’s manners and respectful actions. They’ve also been linked to the maintenance of good mental health in children and young people, presumably due to the opportunity it provides parents to stay in touch with their children.

Healthy families are built around traditions and rituals. It’s useful to approach the concept of family traditions with a mix of firmness to insist that children adhere to family rituals but also flexibility to accommodate growing independence as children move into the next stage of development.



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 *Spooned 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.

Weekly Dinners

Holidays

Birthdays

My Family Traditions

Games



Recipes

Rituals



REMOTE LEARNING



Christian and his bug hotel



Meher made finger puppets



Che with her ocean themed diorama



Logan's under the sea diorama

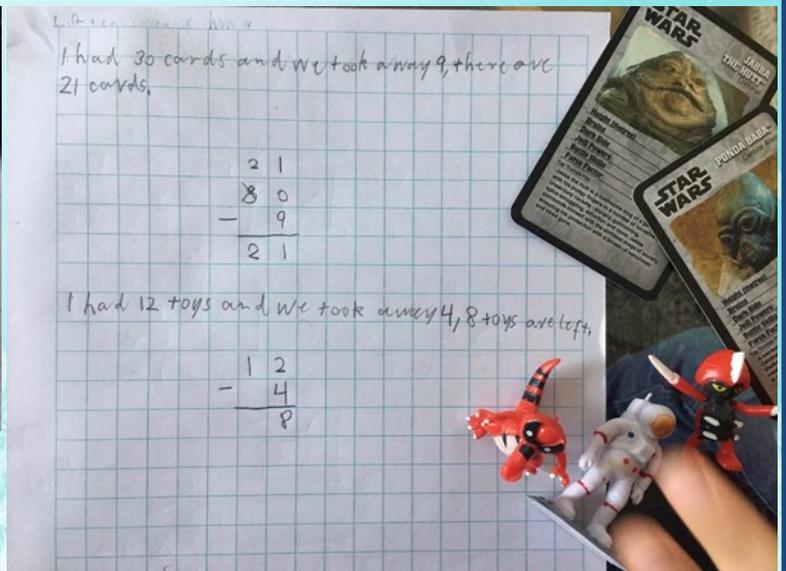


Scout's Origami

1/2A



Kirtley designed a new cereal...yum!

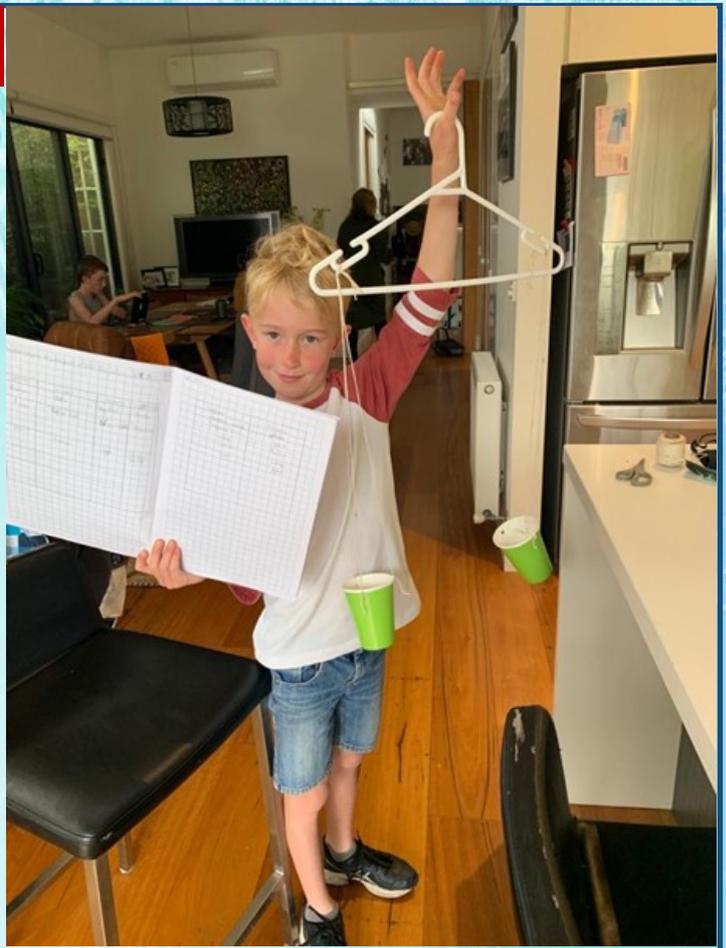


Lachie's subtraction with toys

REMOTE LEARNING



Mahlia with her balance scales



Thomas and his balance scales

1/2B



Akshaj's diorama from Science Week



Sienna's waves in a bottle from Science Week

REMOTE LEARNING

1/2C



By Xander for Science Week



*By Hayley - Mindfulness
Picture Hunt*



By Athena, self-portrait.

REMOTE LEARNING



Eli N - Reproduction of After the Ball



Alex - Reproduction of Girl with a Pearl Earring

1/2D



Mabel - Reproduction of Girl with Black Eye



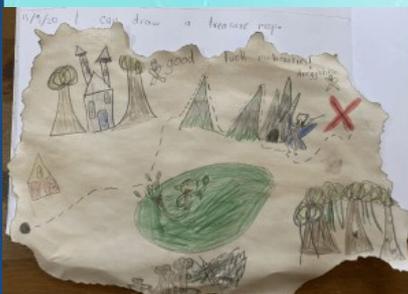
Harry - Diorama of the Ocean for Science Week



Rosie - My amazing play rocket



Declan - Treasure Map



Tayah - My Treasure Map



Sollie - Mad Magpie book response for Indigenous Literacy Day



Mattea - Painting of a wave for Science Week



Yasmina - Bird's Eye View of my Bedroom

REMOTE LEARNING



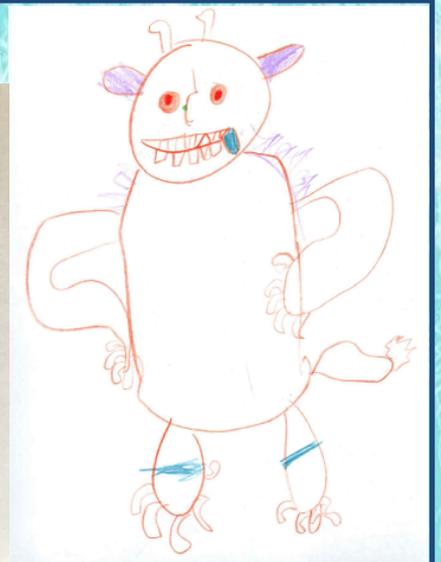
Corvin's Rocket Ship



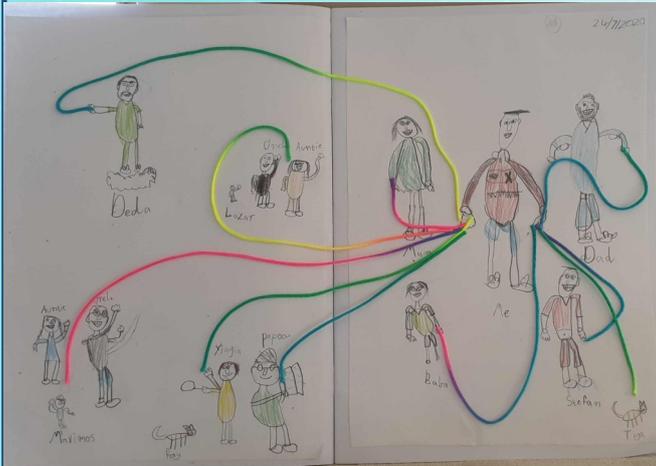
Ivy's Bug Hotel



Samuel's Artistic Hand



Jack's Creature



Leon's Connections

Lightning writing Tom 3 24/07/2020

I went on an adventure and I saw a strange creature. It was big and scary but it wasn't afraid of it. I took one look at it and I said "AMAZING!" I got out my camera and just as I did, the creature ran far away. I kept on running towards the hairy, brown, spiky and scary creature. I guess he doesn't like photos. I walked back home all alone. I didn't know what to do. I thought and thought. I just couldn't think of anything to do. Maybe I will see the creature again on another adventure.

Rosemary's Descriptive Writing

title: gummy Bear Soup

things that you need

pot Spoon

cup

Ingredients

Gummy honey

Steps

1. Put gummy bear in the pot
2. put honey in the pot
3. Mix the soup

Sara's Gummy-Bear Soup Recipe

Amira's Shoebox House



Samson's Cereal

1/2E

Harshika's Home Learning Picture



It's so SUPER! tasty
it'll MAKE
YOU FEEL Like a
Fire-breathing
Dragon! Crunch
on some eye-balls
to day.

SCHOOL COUNCIL

SCHOOL COUNCIL POLICY UPDATE:

Draft Policies - Feedback request:

School Council is currently reviewing the following policies:

[Digital Technologies and eSmart Policy 2020](#)

[Inclusion and Diversity Policy 2020](#)

[Visitors and Volunteers Policy 2020](#)

To provide feedback, download the above policy from the school website and enter in your feedback directly in the document. Once completed, email your feedback to the Education Policy subcommittee at moonee.ponds.ps@education.vic.gov.au, with the subject "Policy Feedback" or alternatively submit any written feedback directly to the office by Wednesday 21st October.

Copies of our policies can be found on the school website at <http://www.mpp.vic.edu.au/school-council/school-policies/>

CITY OF MOONEE VALLEY NOTICE

Dear parents

Have a think about how your getting to and from school each day. Will you walk or cycle and explore your local neighbourhood on the way?

For those that are driving to school, please drive safely and adhere to the 40km zones. Please remember that the pink drop off zones are two minute zones only.

You can find more information on the flyer attached or on Moonee Valley City Councils website. <https://mvcc.vic.gov.au/live/my-neighbourhood/schools/>



Moonee Valley City Council
9 Kellaway Avenue Moonee Ponds
PO Box 126 Moonee Ponds
Victoria Australia 3039

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mvcc.vic.gov.au

Council respectfully acknowledges the traditional custodians of this land – the Wurundjeri people of the Kulin Nation; their spirits, Ancestors, Elders and community members past and present.



The 2020 Premiers' Reading Challenge is now closed.



Since the Challenge first began in 2005, more than 3 million students have *read* nearly 50 million books. Moonee Ponds Primary School students completed reading 1897 books, a total of 43 students completed the challenge.

Premiers' Reading Challenge Certificates will be forwarded to classroom teachers to distribute to students who have completed the challenge. Premiers' Reading Challenge pins will be awarded to one student per year level for demonstrating outstanding commitment to reading.

Top 25 books read by year level.

Title	Year level	Number of reads
The Very Hungry Caterpillar	P	11
Where is Galah?	P	10
Thelma the Unicorn	P	8
We're going on a Bear Hunt	P	5
The Gruffalo's child	P	5
We're going on a Bear Hunt	1	5
We're going on a Bear Hunt	2	5
The Gruffalo's child	1	4
Stellaluna	2	4
Room on the broom	1	4
Room on the broom	P	4
I know an old lady who swallowed a fly	P	4
That's the sound the street makes	1	4
The 117-storey treehouse	3	4
Thelma the Unicorn	1	3
My Daddy ate an apple	P	3
Chomp goes to school	P	3
Claris: the chicest mouse in Paris	1	3
Spot's first Easter	P	3
That's not a daffodil!	P	3

Olga Tilkeridis
Library

LIBRARY NEWS

Congratulations to all students who participated in the Premiers' Reading Challenge. A special congratulation to the students listed below who have completed the Challenge.

Student's name and class	Total choice & Premiers' Reading Challenge books read	Premiers' Reading Challenge books read
Tayah Kreuzer 12D	159	104
Paige Kreuzer 12A	146	87
Kirtley Sheppard 12A	132	64
Henry Wooldridge 00B	48	31
Annabel Mezo 12C	43	30
Ryan Shi 00A	49	29
Clara Parisi 34A	40	29
Alexis Pham 00A	56	28
Tia Karavangelis 56A	32	27
Solomon Knight 12D	47	25
Rosemary Mendo 12E	55	24
Mishka Prashanth 00B	34	23
Talia Parisi 00B	33	23
Ky Minh Doan 00A	51	23
Mia Ristig 12B	41	23
Lucy Crosato 00B	64	22
Emily Crosato 00A	65	22
Caitlyn Yeow 12B	33	22
Ben Threlfall 34C	30	22
Angus Gardiner 00B	34	21
Eloise Bunton 12B	31	21
Hayley Cocks 12C	36	21
Phoebe Dodds 34D	38	21
Tom Scott-Young 00A	32	20
Abby Knight 34C	34	17
Zoe Pham 34A	34	17
Ky Lam Doan 34E	27	17
Nicoli Di Florio 56A	17	17
Kerry Qiu 34B	20	16
Maeve Darwin Holthuyzen 34D	19	16
Toby Whyte 34E	20	16
Hannah Ristig 34C	24	15
Isla Smith 56A	18	15
Bowen Qiu 00A	47	14
Xavier Ferraro 34C	15	13
Lucie Arnott 34B	16	13
Ewan Gardiner 34E	18	13
Isabella Ferraro 56C	16	13
Cassandra Biscocho 34A	15	12
Audrey Cartwright 56B	16	12
Jennifer Haydon 56B	20	12

LEARNING STAR AWARDS! 7/10/2020



LEARNING Star...	Name	Reason
Foundation A - Leigh Richardson	Mila Burlak	For working hard to improve her reading and reading with a great expressive voice!
Foundation B - Alice Hargreaves	Pratyush Khulbe	For such smooth reading in our guided reading sessions!
1/2 A - Jess Zach/ Maegan St Lawrence	Kirtley Sheppard	For her enthusiasm when sharing her favourite book with her classmates.
1/2 B - Mae Risson	Callum Power	For challenging himself while at home and giving a great summary of a book he read over the holidays
1/2 C - Shannon Radford	Ginny Reid	For coming to all meetings and trying her best while learning from home.
1/2 D - Jenny Clark	Sollie Knight	For striving hard to do all learning tasks during remote and flexible learning, and working so well independently.
1/2 E - Antony Brock	Corvin Escurel	for being thoughtful and hardworking while we have been learning from home-you always try your best and try to extend yourself
3/4 A - Nicole Macrae	Ella Stewart	For showing excellent persistence and hard work in improving on her maths goals during remote learning!
3/4 B - David Kiddle	Quinn Tudor	For showing enthusiasm during book club sessions and prompting the group with lots of deep questions!
3/4 C - Candice Ryan	Lucy Scott- Young	For sharing thoughtful questions ideas and opinions during book club.
3/4 D - Lee Pregnell	Ayden Senkaya	For his enthusiastic approach to planning and writing his persuasive text.
3/4 E - Stef Lipoma	Ewan Gardiner	For writing a detailed persuasive about riding Go Carts.
5/6 A - Libby Haigh	Ezra Morgan	For sharing insightful and often challenging responses to text read in Literature Circles.
5/6 B - Chris Mizis	Julia Murray	For using her growth mindset and working independently during remote learning.
5/6 C - Holly Coleman	Amira Malik	For completing all remote learning activities to a high standard.
Arts Christine Caminiti	Kirtley Sheppard	For creating colourful feelings-ish artworks!
Italian Nancy Berardone	Zaid Khan	For his fantastic creative writing on the topic of 'Gladiators and the Roman Empire'.
Physical Education Emma Grant	Andrew Galanopoulos	For completing PE tasks during remote and flexible learning to such a high level!

ROCC STAR AWARDS! 7/10/2020



ROCC Star...	Name	Reason
Foundation A – Leigh Richardson	Harry Stivala	For working hard during remote learning even when the going gets tough!
Foundation B Alice Hargreaves	Crosby Williams	For always showing respect, optimism, care and collaboration in our WebEx sessions!
1/2 A - Jess Zach/ Maegan St Lawrence	William Dorrat	For his thoughtful contributions when others were sharing their favourite books.
1/2 B Mae Risson	Alannah Fenwick	For attending all our meetings with optimism and a respectful attitude
1/2 C Shannon Radford	Oliver Goonetilleke	For putting in his best effort during remote learning and always attending meetings with a positive attitude.
1/2 D Jenny Clark	Declan McDowell	For really trying to be his best and taking such care in every piece of work submitted during remote learning!
1/2 E Antony Brock	Leon Matic	for being constantly optimistic while we have been learning from home and enthusiastically listening and sharing your work in our group meetings.
3/4 A Nicole Macrae	Jax Crook	For working hard to get all his remote learning tasks completed each day, and showing focus in our group lessons.
3/4 B David Kiddle	Fraser Nguyen	For responding to prompts and asking questions to engage in conversations with other students!
3/4 C Candice Ryan	Allegra Petale	For working so hard during remote learning, showing optimism and perseverance in every aspect of learning.
3/4 D Lee Pregnell	Maeve Darwin Holthuyzen	For the optimism and respectful attitude she brought to all small group meetings.
3/4 E Stef Lipoma	Matty Yu	For constantly demonstrative the school values during the remote learning.
5/6 A Libby Haigh	Imogen Golden	For showing great commitment to her math assessment task - persevering and completing more than the expected amount.
5/6 B Chris Mizis	Lily Rundle	For using the school values of care, collaboration, optimism and respect when carrying out her tasks as school captain.
5/6 C Holly Coleman	Isabel Fraser	For working hard to write a fantastic school captain speech.
Arts Christine Caminiti	Amira Malik	For displaying the school values of care and optimism through all her learning tasks.
Italian Nancy Berardone	Amerie Taylor	For consistently attending Italian Webex meetings and for her optimism, enthusiasm and commitment to her learning.
Physical Education Emma Grant	Jarvis Limbach	For completing all PE tasks during remote learning always with a smile on his face!

Respect Optimism Care Collaboration

TERM 4 2020 CALENDAR

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 5 Term 4 Commences	October 6	October 7 Newsletter	October 8	October 9
October 12 All students return to onsite learning	October 13	October 14	October 15 Parent's Association Meeting	October 16
October 19	October 20	October 21 Newsletter	October 22	October 23 AFL Grand Final Day Public Holiday
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
November 9	November 10	November 11	November 12	November 13
November 16 Student Free Day	November 17	November 18 Newsletter	November 19 Parent's Association Meeting	November 20
November 23	November 24	November 25 School Council	November 26	November 27
November 30	December 1	December 2 Newsletter	December 3	December 4

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/>