



PRINCIPAL REPORT

We now have less than five weeks until the Christmas holiday period.



Congratulations to Emma Grant and her wife for the safe arrival of Poppy Jean French on the 30th October. Exciting news and all are doing well.



Congratulations also to our school captain Hamish Keenan who was interviewed with his mother on ABC radio on Monday morning discussing an important topic- 'Inclusive and modified sports give Victorians of all abilities the chance to play'. Hamish (born without his left forearm) doesn't let this prevent him from playing football, basketball, tennis, swimming or the bass guitar. Well done Hamish! The link to the discussion is: <https://www.abc.net.au/radio/melbourne/programs/theconversationhour/the-conversation-hour/12865700>

We are excited that DET has now allowed the Year 7 orientation day and camps to occur for term four. Our Year 6 students will experience a day at secondary school on Tuesday 8th December. The annual Year 2 Sleepover in the gym will also go ahead and is currently being planned for Thursday 10th December. The running of the event will be different from previous years due to COVID 19 restrictions. There will be no Year 1/2 BBQ and games in the evening and year 1 students will not attend afterschool. However, the year 1 students will be included in activities as part of the school day on Friday 11th December. Families will receive details via Compass shortly.

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



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.

December

8th - Year 7 Orientation Day

10th - Year 2 Sleepover

14th - Year 6 Graduation

17th - Whole School Picnic (TBC)

18th - End of term 4, 1.20pm finish

Parent's Association Meetings

(Via WebEx until further notice)

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)

Our goal in the lead up to the end of the term is to identify the key events that students experience as part of their schooling and where possible run modified versions that acknowledge these milestones while adhering to the COVID 19 restrictions and guidance. Further details regarding more end of year events for our students will be provided soon. We are hopeful that this will include our Pool Side Picnic and other events to celebrate the end of the school year.

School Captains

Our 2021 school captains were announced to the school last week during our assembly (over the Public Address system) and we would like to formally congratulate them on this achievement. Well done to Chloe Italia and Miles Appleton who will lead the students in 2021. They will begin supporting our 2020 school captains for the remainder of this year to gain an insight into the role and to prepare themselves for 2021.

I would like to also congratulate and acknowledge all the Year 5 students who wrote a school captains speech as part of their class work this term. They were all of extremely high standard. From these speeches, ten candidates were shortlisted; I would like to officially congratulate and acknowledge the following students who went through the school captain interview process: Audrey Cutler, Nicoli Di Florio, Atticus Di Florio Pulis, Isabella Ferraro, Nadya Goonetilleke, Alexander Hill, Sascha Nelson and Gracie Senior. The interview involved responding to both prepared and impromptu questions and nominating teacher referees. All the students did a fantastic job which made it tough to select only two captains for 2021.

All the students should be extremely proud of their achievements. I look forward to seeing their continued work in helping lead our students in 2021.

Semester 2 Reporting

The Student Reports this semester will be consistent with the Semester 1 reports. They will include:

- a description of the areas of the Victorian Curriculum Foundation to Level 10, including Towards Foundation Levels A to D, taught;
- a comment on student participation and engagement in the learning program offered;

In addition, the Department of Education and Training (DET) requires all schools to assess students against the standards in English and Mathematics and report this against a 5 point scale and show the growth they have demonstrated over the last 12 months.

Remote and Flexible Learning and the disruption and trauma of this year has had a significant impact on what has been taught in 2020. We have also prioritised the wellbeing and connectedness for students throughout this year. This means that students may not have shown the academic growth that would normally be expected. Teachers will be touching base with parents in the coming weeks to let them know if their student will not be showing the 12 months or more growth.

We do not want students or families to be anxious about this. As a school (along with all schools), MPPS acknowledges the significant disruption to learning this year. We have begun working with students to identify teaching and learning gaps and have prioritised learning "catch-up" for all students in 2021. For students who have not made the academic growth, this will be an explicit focus in all classrooms as part of the teaching and learning program. It will be resourced through targeted teaching and learning, class-based support and strategies, as well as intervention where appropriate. Additional funding has been allocated by DET and also by the School to support this. It is also the focus for our strategic work – particularly in the first six months of 2021.

PRINCIPAL REPORT (Continued)

Classes for 2021

Next year we will have an expected enrolment of 358 students across the school.

In 2021 we will have the following class structure:

Foundation (three classes)

Year One/Two (four classes)

Year Three/Four (five classes)

Year Five/Six (three classes)

Information regarding Home Group structures was included in last week's edition for parents and is again repeated in the coming pages.

We will be continuing with the same specialist classes: Arts (Performing and Visual), Physical Education and Italian.

Whole School "Move Up" sessions

Students from foundation to year 5 will participate in four formal "move up" (transition) sessions beginning today (Wednesday 18th November). These sessions focus on providing general information about the year level above, and literacy & numeracy based information to assist students with the transition.

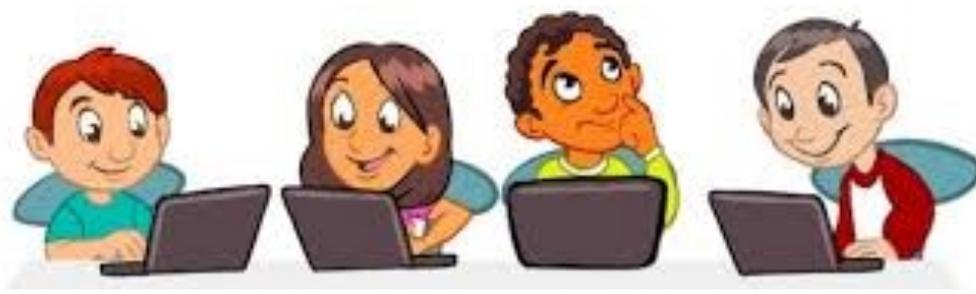
Transitions, including the move-up sessions are a great opportunity for students to practice their growth mindset. It is important that children can acknowledge their feelings, name their thinking and reframe unhelpful thoughts to helpful thoughts. Any change is uncomfortable but also an opportunity for students to practice their coping strategies for working outside their comfort zone (with new experiences and in new environments). This mindset is reflected in 'optimism', one of our key school values. The move-up sessions support students to feel confident and minimise any anxiety they may feel as they make the transition to their next year level. We encourage you to discuss these sessions with your child/ren in the coming weeks. If they are feeling nervous, it is a great opportunity to prompt students with strategies they are learning in mindfulness, as part of the Zones of Regulation and in our Rights, Resilience and Respectful Relationships program.

In addition, if there are any families who will be leaving the school could you please notify the office as soon as possible to arrange a transfer note.

Connect (1:1 device program)

Students in Year 3 will receive the note regarding this program through Compass **next week**.

The eConnect program is a non-compulsory 1:1 mobile device program for all students currently in years 4, 5 and 6. Please note, families cannot purchase a computer that is not from the DET approved supplier. See the note for finer details. This program provides the opportunity for our students to enter a new world of curriculum possibilities, enhancing students' engagement and involvement in their learning by having their own mobile device to take to class and home each day.



PRINCIPAL REPORT (Continued)

Booklists & Parent Payments (Essential Education Items)

These were sent home via Compass a few weeks ago. If you have not received them you can download them from the school website in the parent download section (<http://www.mpp.vic.edu.au/our-school/community/> password: mpps) or contact the school office. We encourage families to complete the booklist order before the end of the year. Please click on the link (<https://booklist.paperchase.com.au/paperchase>) to purchase the recommended booklist through the preferred school supplier. Alternatively, parents can source items from a supplier of your choice. Payments of school fees and voluntary levies can be made through the office at any time with a range of payment options (including through Compass Pay). The Parent Payment policy can also be found at: <http://www.mpp.vic.edu.au/school-council/school-policies/>.

Home Group Structure at MPPS - repeated

Towards the end of every school year, we organise learning environments and class structures for the following school year. The configuration of these depend on a number of factors including anticipated student enrolments, number of classes available, number of students in each class, resources, staff and curriculum. The allocation of students to home groups is based on a balance of gender and students' social, emotional and academic needs. Home groups also reflect teacher recommendations and parent feedback where possible. At Moonee Ponds Primary, we have had multi-age classes as well as single-age classes across the school.

As our Mission states; we want all learning potential maximised and all students empowered to become active, inspired and courageous citizens. To this end, staff develop a knowledge and understanding of each student's development; where they are now in their learning, where they need to go next and how best to support them. We do this through our values of respect, optimism, care and collaboration.

Multi-age or Straight grades?

Learning and growth happens developmentally and not just because of age. In any class, the developmental range can be up to 7 years. **At MPPS when planning, teachers adopt a developmental approach to teaching and learning. They differentiate according to the needs of the students and not according to age.**

Research shows that students do not learn more or less whether in single or multi-age classes. There is no significant academic achievement difference; particularly when learning is targeted to need, not age. There are however benefits of multi-age classes.

Students have the opportunity to act as mentors through modelling routines, appropriate behaviours and acting as expert learners for the other students. They are able to practise the skills they have learnt by teaching them to the students unfamiliar with new content. The beginning of the school year is more settled as students integrate quickly into established class routines. Students build confidence and self-esteem through helping each other in cooperative learning situations.



Respect Optimism Care Collaboration

PRINCIPAL REPORT (Continued)

There are a wider range of people students can seek help from, rather than relying on the teacher to help them all the time. Students are more confident to take risks in their learning. They operate better as part of a group, are more assertive, develop a greater respect for individual differences, become more independent learners and better problem-solvers. They also develop friendships outside of their standard age-groups.

Collaboration between students of different abilities benefits all individuals both academically and socially. Students experience a wider range of roles including greater opportunity for leadership and responsibility. Whether single-age or multi-age classes, a focus on achieving personal best instead of a particular grade creates an authentic learning environment which values learning and the learning process.

Drop Off Zone

A quick reminder to families about the drop off zone!

The drop off zone is installed, monitored and policed by the Moonee Valley City Council (MVCC). They are regularly patrolling to ensure everyone is safe around the school and the rules are followed. Please note Rebecca and I are regularly out there too. This is to monitor the students and remind parents of the rules if needed. Could all members of the community please ensure that they are using the designated crossings on Bent and Wilson streets when accessing the school grounds; please ensure children do not cross in the drop off zone or between cars.

Some major points that I encourage parents to adhere to, include:

- * **Drivers MUST remain in the vehicle at all times** (this means **NOT** getting out of the car - say your good byes to your children before you get to school)
- * **Students should always use the door on the foot path side** (Students should also have their bag close by ready to hop out unassisted)
- * **Do NOT undertake a U-turn in Bent St and do not reverse park into the zone** (please complete a lap around the school)

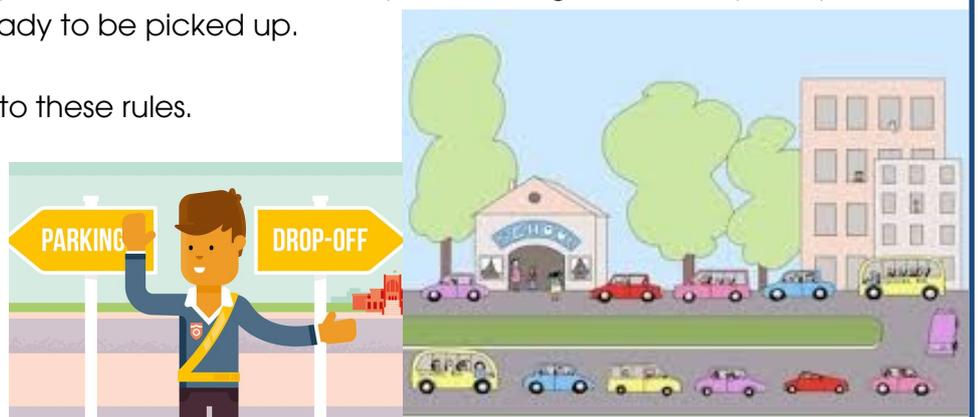
In the afternoons, please:

- * **Do NOT wait in the zone for more than 2 minutes.** If your child is not waiting for you complete another lap of the school until they arrive waiting for you at the zone. Waiting to leave home a bit later (after 3.20pm) or informing you child/ren to come straight to the waiting area will help ensure your child is at the zone waiting to be picked up.
- * **If the drop off zone is full, please do another lap of the school and DO NOT block cars in Bent St.**
- * **You cannot park in the Drop Off Zone between 3-4pm (and 8-9.30am),** during this time it is a no standing area and you can be fined.
- * Ensure you speak with your child to make sure they are waiting on the footpath (next to the crossing person) ready to be picked up.

Thanks in advance for adhering to these rules.

Stay safe and be well.

Matthew Bott
Principal



Respect Optimism Care Collaboration



Our boys tend to get into trouble more than our girls. There are lots of cultural and biological reasons for this but much of it boils down to the fact that boys are still soft-wired to be 'mammoth hunters', ready to react to any threat.

Generally, boys have more muscle than girls and, with that, a physicality that gets them in strife. There's also brain research that shows that, while females tend to quickly shift emotions from the brain's limbic system to the word centres of the brain, males tend to shift them into their bodies.

This is more obvious as our boys become teens as they can be as big and strong as men, but their brains are under construction and their bodies are flooded with testosterone.

Author and counsellor Michael Gurian writes that boys tend to seek external measures of success to feel good about themselves. It is critical they maintain credibility and status in the eyes of the 'tribe'... that's their peers, not you.

Inevitably, all this means your son will probably make many mistakes; or hurt himself; hurt someone else; or make a very poor, thoughtless, seemingly stupid or cruel choice.

React with compassion not shame

How you react as a parent can significantly impact how your son recovers from mucking up. Your first reactions may be anger, disappointment or the urge to discipline harshly. However, there are other ways of reacting that can strengthen your bond with your son and ensure he learns from the experience through growth rather than shame.

Listen to him, guide him to see the impact of his poor choice, help him make it right, forgive him and ask him what he might do next time he's in the same situation.

Break down the old male-code

This code told us that men don't apologise as it's a sign of weakness. One of the most powerful things we can teach our boys is that when we make mistakes, we own up to them and we apologise if need be. Teach your boys that saying sorry when they really mean it is a sign of courage and strength, not the opposite. It is also about taking responsibility for your actions, which is important for boys to learn. They need to see the men in their lives – particularly dads – apologise.

Don't force an apology

Forcing a boy to apologise can be problematic. A genuine apology is very different to a forced apology. A genuine apology has a real sense of remorse attached to it. Coach your son to see the situation through the other person's eyes. If someone has been impacted, he needs to apologise and make amends even if he didn't intend for the consequences of his poor choice to happen. It doesn't mean he's wrong. It just means his choice affected someone.

Embrace failure

To help your son better learn about failure, have conversations about things you hear in the media where boys and men have experienced failure and recovered. Steve Smith, the former captain of the Australian cricket team who was involved in a ball-tampering scandal, is a great example. He owned his mistake, publicly apologised and he went on to have a very successful return to cricket.

Your son is going to make poor decisions repeatedly until he has enough myelin in his brain to be more mindful of the choices he makes. That is just a fact of life. As parents, your job is to, day-by-day, help your son learn a culture of accountability without a need for severe punishment, shaming or ridicule.

Moonee Ponds Primary School students Zane, Pippa and Isabelle planted the final tree to complete Tote Park and were the first to use the new playground!



Off and racing in new course development

TOTE Park, the first stage of a \$2bn redevelopment of Moonee Valley Racecourse, has been unveiled.

Moonee Ponds Primary School students rolled up their sleeves to plant some of the 67 trees that feature in the nature-inspired playground, with a lavender maze, interactive sculptures and climbing frames.

Once complete, the racecourse project will include 2000 dwellings and more than 20ha of new open space.

Hamton Property Group, Hostplus and the Moonee Valley Racing Club opened the

park to the public this week. Executive chairman of Hamton Property Group Paul Hameister said the COVID-19 lockdown had shown Victoria needed to invest in community areas to improve liveability.

"This investment to deliver Tote Park is one small piece in the rebuilding of Melbourne better than before" Mr Hameister said.

"One of the key areas of investment we need more of is the creation of new open space, both passive and active in our inner and middle-ring suburbs."

V1 - MHSE01Z01MA

Here is a photograph of the morning and an article that ran on Saturday 14th November in the Herald Sun, mentioning Moonee Ponds Primary School



ESSENDON WATER POLO CLUB



Come along and have some fun!

GIVE WATER POLO A TRY 2020/21 SUMMER SEASON

Essendon Water Polo Club has 5 junior teams from beginner (U12 mixed) to U14 Boys, U14 Girls, U16 Boys and U16 Girls!

Games are played Sunday mornings and training starts early November with the season due to start soon after that.

Never played before? So long as you can swim, you should be fine to play water polo!

Not sure? Come to a Practice Session to meet the coaches, other players & see if you enjoy it!

>> FIND
OUT MORE

CALL: Torben Fink-Jensen
on **0438 398 987** or visit
www.essendonwaterpolo.asn.au
and click "Contact Us"
for a Come and Try Membership.

 **www.essendonwaterpolo.asn.au**

Respect Optimism Care Collaboration

LEARNING STAR AWARDS! 12/11/2020



LEARNING Star...	Name	Reason
Foundation A - Leigh Richardson	Allegra Brusi	For working really hard on her writing and showing amazing improvement
Foundation B - Alice Hargreaves	Diesel Enaty	For always working hard in every lesson!
1/2 A - Jess Zach/ Maegan St Lawrence	Lachie Browne	For his excellent work on his information reports on dogs.
1/2 B - Mae Risson	Claire Haydon	For working hard in all areas of her learning and persisting to do her best
1/2 C - Shannon Radford	Annabel Mezo	For working hard on her writing and creating some fantastic stories. Well done Annabel!
1/2 D - Jenny Clark	Xavier Terbogt	For your fantastic focus and practice of the area model multiplication strategy!
1/2 E - Antony Brock	Ava Bourne	For the wonderful work you have been doing on your multiplication strategies!
3/4 A - Nicole Macrae	James Grozos- Wishart	For sharing thoughtful reading responses, making and explaining inferences about characters and authors
3/4 B - David Kiddle	Jack Fenwick	For applying his knowledge of strategies to his problem solving.
3/4 C - Candice Ryan	Eli Megalla	For working hard to achieve his writing goals.
3/4 D - Lee Pregnell	Ella Khabbaz	For the wonderful work demonstrating her understanding of the four operations.
5/6 A - Libby Haigh	Roji Kandel	For sharing your insight in group discussions about Literature Circle books.
5/6 B - Chris Mizis	Sophie Stewart	For her efforts and hard work during maths sessions
5/6 C - Holly Coleman	Harrison Moss	For working hard to improve his understanding of the multiplication algorithm.
Arts Christine Caminiti	Holly Chapman 3/4 B	Performing Arts: For making a creative voice for her puppet performance.
Italian Nancy Berardone	Henri Davis	For his great contributions to class discussions in Italian classes.

ROCC STAR AWARDS: 12/11/2020



ROCC Star...	Name	Reason
Foundation A – Leigh Richardson	Toni Andison	For being a model of respectful listening.
Foundation B Alice Hargreaves	Evie Grozos- Wishart	For fantastic focus and taking care in your work.
1/2 A - Jess Zach/ Maegan St Lawrence	Oscar Delaney	For showing the school value of respect by sitting on the carpet with his legs crossed and showing whole body listening.
1/2 B Mae Risson	Claudia Reynolds	For being open to feedback and taking it on board to improve her work
1/2 C Shannon Radford	Ethan Flynn	For always being a respectful class member and kind friend.
1/2 D Jenny Clark	Rhiannon McEvoy	For being such a fabulous role model and helper for the year ones in multiplication this week.
1/2 E Antony Brock	Rosemary Mendo	For being a thoughtful and kind friend and helper in our class and in the playground.
3/4 A Nicole Macrae	Kobe Johnson	For working collaboratively in maths, developing his strategies and helping his partner when working together!
3/4 B David Kiddle	Andrew Galanopoulos	For showing care and kindness towards other class members.
3/4 C Candice Ryan	Abby Knight	For always working hard and learning with a positive attitude.
3/4 D Lee Pregnell	Ram Malik	For being a wonderfully supportive classmate.
5/6 A Libby Haigh	Leo Pruden	For demonstrating the school values in your interactions with others both in class and in the yard.
5/6 B Chris Mizis	Gemma Chapman	For showing resilience, and trying to complete her work, even with a broken arm.
5/6 C Holly Coleman	Michaela Xenoyiannakis	For showing respect for school property by being proactive in cleaning up the science lab.
Arts Christine Caminiti	Kaiden Dice 1/2 E	Visual Arts: For showing enthusiasm in his arts learning and displaying whole body listening when sitting on the carpet. Fantastic work!
Italian Nancy Berardone	Adeline Pattichis	For being an enthusiastic learner in Italian classes.

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
November 16 Student Free Curriculum Day	November 17	November 18 Newsletter	November 19 Parent's Association Meeting	November 20
November 23	November 24 Year 6 Incursion MVCC - transitions	November 25 School Council	November 26	November 27
November 30	December 1	December 2 Newsletter	December 3	December 4
December 7	December 8 Year 7 Orientation Day	December 9	December 10 Year 2 Sleepover	December 11
December 14 Year 6 Graduation	December 15	December 16 Newsletter School Council	December 17 Whole School Picnic (TBC)	December 18 End of term 4 1.20PM Finish

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/>