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## PRINCIPAL REPORT

As I reflect on term three, I am continually amazed by our wonderful school community. It has been a long, difficult, and tiring term with many challenges along the way. We really appreciate the resilience, optimism and support shown by our parents/carers and staff in supporting our students with Remote and Flexible Learning. We would all rather be onsite in the classrooms than online for this extended period, but everyone's collective effort has contributed to making the best of this current situation.

The term will finish on Friday 17<sup>th</sup> September. We hope that all our students and families get some time to relax and unwind, away from computer screens. We look forward to seeing the students for the first day of term four on Monday 4<sup>th</sup> October. Please look out for announcements through the Compass Newsfeed regarding whether we are onsite or Remote and Flexible Learning from home.

Next week teachers will be holding their term four planning day on Wednesday 15<sup>th</sup> September. All classes will have a 9am whole class Webex to mark the roll, and to discuss and unpack the learning tasks. There will be no small group sessions with classroom teachers on this day. Specialist classes will continue at their usual times. Further information will be forwarded by teachers later in the week.

We invite parents to check out our latest virtual assembly from last week on the Student Representative Council (SRC) Blog at <https://sites.mpp.vic.edu.au/src/>. This video features our ROCC Star and Learning Star awards and also a presentation about Book Week from the students of Year 1 / 2 A.

Thanks to 1 / 2 A's teacher Taylor Reid and to the School Captain team, Miles, Gracie, Audrey and Isabella for their preparation, presenting, filming and editing of the assembly.

### RUOK?

**Thursday 9<sup>th</sup> September is R U OK? Day 2021. The R U OK? Day message this year is 'Are they really OK? Ask them today.'**

The ups and downs of life can affect each of us differently. Sometimes it won't be obvious that someone is struggling, but having the support of family, friends and close colleagues can help us better navigate the challenges that come our way.

Don't wait until someone is visibly distressed or in crisis to ask them how they're really going. Make a moment meaningful and ask "are you OK?" Your conversation could change a life.

### What can you do to support R U OK? Day?

- Consider how you can make staying connected and asking "are you OK?" a part of your everyday
- Learn [when and how to ask R U OK?](#)
- Start a conversation and help make a difference
- Share the message with your friends, family and colleagues by using our [FREE resources](#)
- [Join the R U OK? Day online event](#) at 12:30pm AEST on Thursday 9 September.

### ***2021 Term Dates:***

*Term 3 - 12th July to 17th Sept*  
*Term 4 - 4th Oct to 17th Dec*

### ***Dates to Note:***

#### September

*17th - Last Day of Term 2:20pm Finish*

#### October

*4th - Start of Term 4*

*7th - Foundation Familiarisation 2022 #1*

*14th - Foundation Familiarisation 2022 #2*

*22nd - Italian Day*

*29th - Foundation Transition 2022 #1*

#### November

*1st - Student Free Day*

*2nd - Melbourne Cup Public Holiday*

*5th - Foundation Transition 2022 #2*

### ***Parent's Association Meetings***

2021 - 9th September

- 14th October

- 18th November

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)

A range of health and wellbeing documents have been shared through the Compass Newsfeed and in the School Newsletter as a support during Remote and Flexible Learning. These are all available in the Communication section of the school website at [Support During Remote and Flexible Learning](#). Attached are two health and wellbeing articles for parents: Modelling Self-Kindness and Wellbeing Strategies for Parents. These include some positive strategies for nurturing our own wellbeing as we support our families through these challenging times.

If you or your family are struggling, please reach out to your School. Your family GP is also a good person to talk to about your concerns. During the pandemic many health care professionals have adjusted their access to include telehealth and videoconferencing. Contact your local GP or health care provider for further details.

### Lockdown Challenge: MPPS Families ROCC!

One of the best qualities of Moonee Ponds Primary School is the strength and connectedness of our community! With all the restrictions this year, coming together as a school is something we have really missed. To celebrate our MPPS community, we have launched this fun family friendly activity to build our sense of belonging and connectedness and acknowledge and promote our school values. We are continuing this challenge, extending the final submission date to the end of term three (17<sup>th</sup> September). Check out the 'Lockdown Challenge: MPPS Families ROCC!' poster in the coming pages for all the details.

### NAPLAN results

The school received our students' NAPLAN results last week. Parents will have received their child's results via post. The staff and School Council will analyse these results next term and make recommendations for the future. Late in October the results will be published in the parent download section of the school website. We will let you know when this is uploaded.

### Draft Policies – Feedback request

School Council is currently reviewing the following policies:

- [Home Learning \(Homework\) Policy](#)
- [Gifted and Talented Policy](#)
- Can be found on [www.mpp.vic.edu.au/school-council/school-policies/](http://www.mpp.vic.edu.au/school-council/school-policies/)

Families are invited to read the above policies and provide feedback no later than Wednesday 15<sup>th</sup> September 2021. To provide feedback, download the above policy, annotate the document and email this or any feedback via email to the Education Policy subcommittee at [moonee.ponds.ps@education.vic.gov.au](mailto:moonee.ponds.ps@education.vic.gov.au), with the subject "Policy Feedback". Alternatively submit any written feedback directly to the office.

### Events

Unfortunately, due to the current restrictions the Year 3/ 4 Camp has been cancelled.

The MVIMP Combined Concert (scheduled for November 11<sup>th</sup>) has been changed to be an MPPS only MVIMP concert held on the school grounds. More information regarding the event details will be forwarded closer to the date.

Our 2022 Foundation students' familiarisation session has been moved to October 7<sup>th</sup>. Due to the restrictions, we hope to have two familiarisation sessions and then three transition sessions in November.

#### Postponed

- **Whole School Olympics Day** will be postponed (date TBC)
- **District Athletics** has been postponed (date TBC)
- **School Disco** has been postponed (date TBC)
- **Three-Way Student Led Conferences** will be postponed (date TBC after we are allowed back onsite)
- **Chess education** will begin when back onsite

Stay safe!

Of course, if you have any queries or questions, please contact me at [matthew.bott@education.vic.gov.au](mailto:matthew.bott@education.vic.gov.au)

Matthew Bott

## SCHOOL COUNCIL - AUGUST UPDATE

The August School Council meeting was held via WebEx due to current COVID restrictions.

At the meeting, we were fortunate to hear directly from the team at Clarke Hopkins Clarke whom are the appointed architects for the capital works project. It was great to hear their holistic approach and Masterplan vision for our school.

### Correspondence

Matt provided an overview of the correspondence which continues to be led with DET COVID restriction updates.

### Principal's Report

The August Principal report provided an update on the school events calendar scheduled for the rest of the year. Although some events have been cancelled, others have been postponed. The school remains optimistic and wants to ensure the students have some experiences this year.

Matt also provided an update on the Remote and Flexible Learning program. The leadership team continue to monitor the weekly learning tasks to ensure consistency and support across the classes.

Also mentioned in the report was the current response to the Parent (and Staff) Survey and review of the Year 5/6 Camp funding.

### Other Reports

The August subcommittee reports for Finance, Facilities, Parents Association, Education and OHSC where all reviewed as tabled and ratified.

### General Business

General business included discussions and an update on the Moonee Valley Racecourse Development and changes to School policies.

The next School Council Meeting will be held as an extraordinary meeting on 6<sup>th</sup> October 2021. This additional meeting is being held to discuss the School Capital Works Project.

Jenny Senkaya  
School Council Member



## 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 being 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 to 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

### Modelling self-kindness



This has been a tough parenting year. On a personal level it's been challenging, but when you add the extra difficulty of helping children and young people navigate this year, you'd be forgiven for feeling like you've had enough.

It's timely to look at US-based academic Dr. Brene' Brown's research that informed her book *The Gift of Imperfect Parenting*. Brown's core finding was that the best parenting strategies rely on modelling for them to be adopted by children. That's a little scary as it means we need to be the adults that we want to our kids to become.

There is great power in kids watching us practise how we manage hardships, frustrations and difficulties. Whether we use self-kindness or self-put downs, either will leave an impression on our kids. Not only do they see how we react when we stumble or make mistakes, but we give them permission to act in the same ways.

#### It's hard to be self-kind

If you're a goal-oriented type of person, highly-judgemental or someone who likes to get things done, then self-kindness can be difficult to befriend. It goes against the grain to laugh at your mistakes or miss a deadline, even though it won't be the end of the world as you know it. If you recognise this type of rigid approach then it may be time let go of some old ways. Inflexibility is the enemy of healthy wellbeing, which thrives on adaptability and self-forgiveness.

#### Let them hear the process

Giving a child or young person insight into your thinking is a powerful parenting strategy. Sharing your struggles and mess ups with kids in age-appropriate ways takes vulnerability and promotes empathy. It takes courage to share a comment such as, "I keep putting myself down, which is not helpful. I've got to talk to myself as if I'm talking to someone I love." Disclosing this type of self-talk is only useful if it's done in a safe, matter of fact way and a child is comfortable with the message.

Self-kindness means acting compassionately toward yourself when you are struggling to meet your own expectations, meeting with unexpected difficulties and/or met with failure. It's time to drop the stiff upper lip, put aside the strict schedule and stop berating yourself. Instead say to yourself, "This is really tough right now. How can I take some comfort and look after myself?" This is a message worth modelling particularly, if you are living with a perfectionist or a child with tendencies toward anxiety.

# LOCKDOWN CHALLENGE MPPS FAMILIES ROCC!

RISPETTO OTTIMISMO CURA COLLABORAZIONE



EXTENDED  
TO END OF  
TERM 3!

All families are invited to participate in the  
MPPS Families ROCC! Lockdown Challenge:

1. Choose one of our school values:

**RESPECT, OPTIMISM, CARE, COLLABORATION**

2. Come up with a way to **DEMONSTRATE that value...**  
you could tell a story, create a poster, draw a picture, perform a dance, create a song,  
film a skit, take a photo... anything you think of that shows us living our values!
3. **SHARE YOUR CREATION WITH THE SCHOOL...**  
email a copy of your creation to [moonee.ponds.ps@education.vic.gov.au](mailto:moonee.ponds.ps@education.vic.gov.au)

**WE LOOK FORWARD TO SHARING THESE THROUGH OUR NEWSLETTER  
AND ONLINE ASSEMBLIES!**

Note: If your file is too big... save it on your child's **Office365 - OneDrive** (using your eduPass login) and share the file with the school email for us to access.  
If you need help email or call the school office on 9375 2511.

aug 25th to sep 6th



Old Worlds      New Worlds      OTHER Worlds

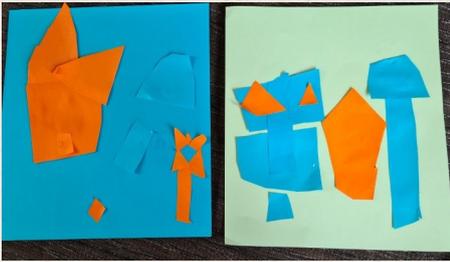
# BOOK WEEK

2021

Respect    Optimism    Care    Collaboration

# THE ARTS

## Foundation Henri Matisse Inspired Collage



Mina



Louis



Edan

## Year 1&2 Frida Kahlo Self Portraits



Emily



Adeline



KyMinh



Hayley



Mahlia's dragon eye

## Year 3&4 MPPS at 3.20 pm (Inspired by John Brack's Collins St. at 5pm)



Lulamae



Charlotte Smith



Allegra



Logan

Look at the amazing learning  
from students this week!



Matty's Landscape



Zane's Landscape

## Year 5&6 David Hockney- Still life drawings



Avery



Eva



Lucie

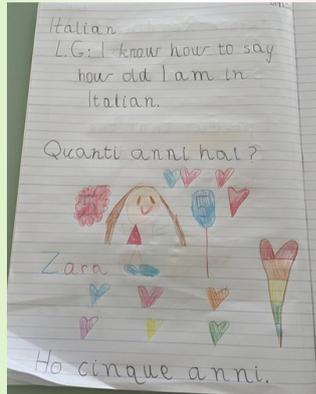


Abby

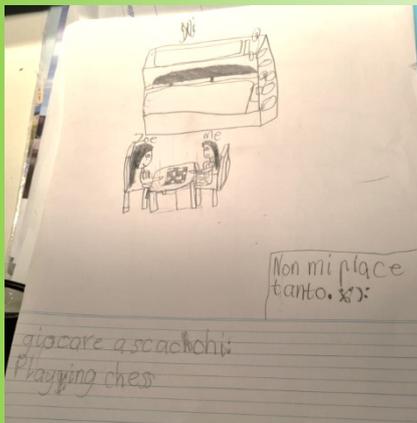
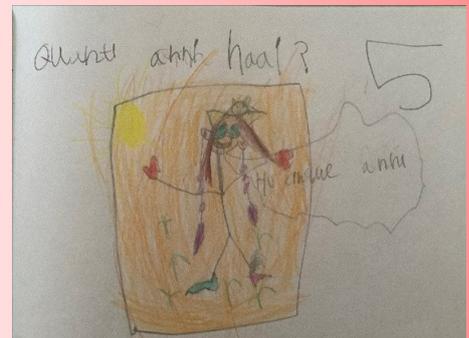
# Italian News



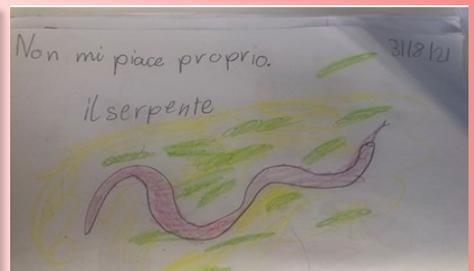
**Prep - Counting**  
Beau: Counting real life objects



**Prep – Quanti anni hai? (How old are you?)**  
Zara: Ho cinque anni. (I am 5 years old.)  
Beau using this question in a different way.  
The animal’s response: Ho due anni. (I am two years old.)  
Liana : Ho cinque anni. ( I am 5 years old.)

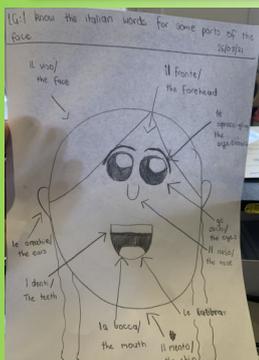


**Year 1/2 – Expressing preferences**  
Owen: Mi piace. (I like it.)  
Lexi: Non mi piace tanto. (I don't really like it)  
Scarlett: Non mi piace proprio. ( I don't like it at all).

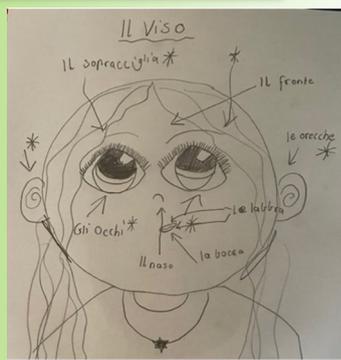


**Year 3/4 – Learning the names for the parts of the face**

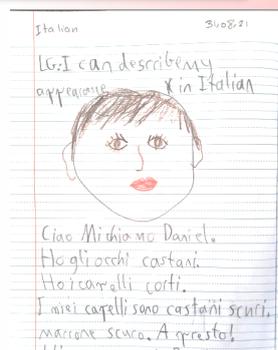
**Year 3/4 – Describing hair and eyes in Italian**



Allegra



Lucy S-Y



Daniel



Mia R.



Jemima

# 1/2 Information Texts

## PANDA'S

**What they eat**

- They eat bamboo
- They eat leaves
- They eat stems
- They eat twigs
- They eat bark
- They eat roots
- They eat fruit
- They eat honey
- They eat eggs
- They eat insects
- They eat small mammals
- They eat birds
- They eat fish
- They eat reptiles
- They eat amphibians
- They eat other mammals
- They eat other birds
- They eat other reptiles
- They eat other amphibians
- They eat other fish
- They eat other insects
- They eat other small mammals
- They eat other small birds
- They eat other small reptiles
- They eat other small amphibians
- They eat other small fish
- They eat other small insects
- They eat other small mammals
- They eat other small birds
- They eat other small reptiles
- They eat other small amphibians
- They eat other small fish
- They eat other small insects

**Habitat**

- They live in bamboo forests
- They live in mountainous regions
- They live in high altitudes
- They live in cool temperatures
- They live in humid climates
- They live in mountainous regions
- They live in high altitudes
- They live in cool temperatures
- They live in humid climates

**Appearance**

- They have black and white fur
- They have black patches around their eyes
- They have black patches on their ears
- They have black patches on their limbs
- They have black patches on their back
- They have black patches on their chest
- They have black patches on their face
- They have black patches on their neck
- They have black patches on their shoulders
- They have black patches on their hips
- They have black patches on their tail
- They have black patches on their feet
- They have black patches on their hands
- They have black patches on their fingers
- They have black patches on their toes
- They have black patches on their claws
- They have black patches on their nails
- They have black patches on their hair
- They have black patches on their skin
- They have black patches on their bones
- They have black patches on their muscles
- They have black patches on their organs
- They have black patches on their cells
- They have black patches on their molecules
- They have black patches on their atoms
- They have black patches on their subatomic particles
- They have black patches on their quarks
- They have black patches on their leptons
- They have black patches on their photons
- They have black patches on their gluons
- They have black patches on their neutrinos
- They have black patches on their gravitons
- They have black patches on their supersymmetric particles
- They have black patches on their dark matter
- They have black patches on their dark energy
- They have black patches on their vacuum energy
- They have black patches on their zero-point energy
- They have black patches on their quantum fluctuations
- They have black patches on their virtual particles
- They have black patches on their exchange particles
- They have black patches on their gauge bosons
- They have black patches on their fermions
- They have black patches on their bosons
- They have black patches on their scalars
- They have black patches on their vectors
- They have black patches on their tensors
- They have black patches on their spinors
- They have black patches on their Dirac spinors
- They have black patches on their Majorana spinors
- They have black patches on their Weyl spinors
- They have black patches on their Majorana fermions
- They have black patches on their Dirac fermions
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- They have black patches on their Majorana vectors
- They have black patches on their Dirac vectors
- They have black patches on their Majorana tensors
- They have black patches on their Dirac tensors

## GREY WOLF

**What does it eat?**

Moose, bunny, hares and rats.

**What does it look like?**

Its fur is usually grey, white, red, brown and black. Neck back, straight tail.

**Who are the predators?**

Bears, tigers and other wolf packs depending on the species.

**What about cubs?**

Can't see when they're born.

**Grey wolf habitat**

Grass land, mountains, forest, and tundra.

**Where is this habitat?**

North America, Europe, and Asia.

**What other plants and animals live in this habitat?**

Oak tree, moose, deer, hare and rabbit.

BY CHLOE MURPHY

## Red bellied piranha

**What they eat**

- They eat meat
- They eat fish
- They eat small mammals
- They eat small birds
- They eat small reptiles
- They eat small amphibians
- They eat small fish
- They eat small insects
- They eat small mammals
- They eat small birds
- They eat small reptiles
- They eat small amphibians
- They eat small fish
- They eat small insects

**Where they live**

They live in South America

**Appearance**

They have a red belly

**Fun facts**

They are the most voracious freshwater fish in the world.

By Bowen 13/8/2021

## CHAMELEONS

**What they eat**

- They eat insects
- They eat small mammals
- They eat small birds
- They eat small reptiles
- They eat small amphibians
- They eat small fish
- They eat small insects

**Where they live**

They live in Africa, Asia, and South America.

**Appearance**

They can change color.

**Fun facts**

They can camouflage themselves.

## RED BELLED PIRANHA

**What They Are**

They are described as the most ferocious freshwater fish in the world.

**Where They Live**

It's found in the Amazon other rivers in South America.

**What They Eat**

They feed on fresh meat. They locate their prey by scent or motion.

**Their Body**

They can bite stronger than a great white shark.

**Fun Facts**

They take chunks out of their prey without swallowing.

## WOLVES

**What they eat**

They eat meat.

**Where they live**

They live in North America and Europe.

**Appearance**

They have fur.

**Fun facts**

They are pack animals.

## GIANT PANDA

**Appearance**

- They are black and white.
- They have black patches around their eyes.
- They have black patches on their ears.
- They have black patches on their limbs.
- They have black patches on their back.
- They have black patches on their chest.
- They have black patches on their face.
- They have black patches on their neck.
- They have black patches on their shoulders.
- They have black patches on their hips.
- They have black patches on their tail.
- They have black patches on their feet.
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- They have black patches on their Dirac scalars.
- They have black patches on their Majorana vectors.
- They have black patches on their Dirac vectors.
- They have black patches on their Majorana tensors.
- They have black patches on their Dirac tensors.

**Where they live**

They live in China.

**Fun facts**

They are endangered.

## PANDAS

**What they eat**

- They eat bamboo
- They eat leaves
- They eat stems
- They eat twigs
- They eat bark
- They eat roots
- They eat fruit
- They eat honey
- They eat eggs
- They eat insects
- They eat small mammals
- They eat small birds
- They eat small reptiles
- They eat small amphibians
- They eat small fish
- They eat small insects

**Where they live**

They live in China

**Appearance**

They have black and white fur

**Fun facts**

They are endangered

## ALL ABOUT CHEETAH'S

**Cubs**

- Young cheetahs learn to hunt during play.
- The mother looks after cubs until they are 2 years old.

**Dangers**

- Only 7,000 to 10,000 remain in the wild.
- The lion will kill the cheetah and take its owner.

**Speed**

- The cheetah is the fastest animal on earth.
- They can only sprint for 1 min before getting hot and sweaty.

## CHEETAHS

**Where they live**

They live in Africa.

**Appearance**

They have spots.

**Fun facts**

They are the fastest land animal.

## PANDA

**Where they live**

They live in mountains.

**What do pandas eat?**

Bamboo.

**Fun facts**

They sleep a lot.

## cheetah Tom

**Where they live**

They live in Africa.

**Appearance**

They have spots.

**Fun facts**

They are the fastest land animal.

## Wolves

**Where they live**

They live in North America, North Africa and Europe.

**Appearance**

They have fur.

**Fun facts**

They are pack animals.

## Cheetahs

**Where they live**

They live in Africa.

**Appearance**

They have spots.

**Fun facts**

They are the fastest land animal.

## GIANT PACIFIC OCTOPUS

**Where they live**

They live in the Pacific Ocean.

**Appearance**

They have eight arms.

**Fun facts**

They can change color.

## GIANT PACIFIC OCTOPUS

**Where do they live?**

- Pacific Ocean from Southern California to Alaska and across to Japan

**What do they eat?**

- Crabs
- Fish
- Birds

**What do they look like?**

- Puddish-brown colour
- Eight tentacles
- Each tentacle has 200 suction cups
- Up to 20 feet long

**What are their special features?**

- Can change colour
- Highly intelligent

By Crosby Williams 12/1

## Cheetah

**Where they live**

They live in Africa.

**Appearance**

They have spots.

**Fun facts**

They are the fastest land animal.

## Wicky Eyes

**Where they live**

They live in Africa.

**Appearance**

They have spots.

**Fun facts**

They are the fastest land animal.

## OCTOPUS

**Where they live**

They live in the Pacific Ocean.

**Appearance**

They have eight arms.

**Fun facts**

They can change color.

## GIANT PACIFIC OCTOPUS

**Where do they live?**

- Pacific Ocean from Southern California to Alaska and across to Japan

**What do they eat?**

- Crabs
- Fish
- Birds

**What do they look like?**

- Puddish-brown colour
- Eight tentacles
- Each tentacle has 200 suction cups
- Up to 20 feet long

**What are their special features?**

- Can change colour
- Highly intelligent

By Crosby Williams 12/1

# PE News!



Look at these foundation students Beau and Edan practicing their punt kick. Keep up the great job!



This week Year 5/6 students had to write up a fitness circuit.



Here is Mabel and Alannah from Year 1/2 practicing their punt kick. Future AFL stars!

### Warm up

- 30 second jog
- 30 second high knees
- 30 second bum kick

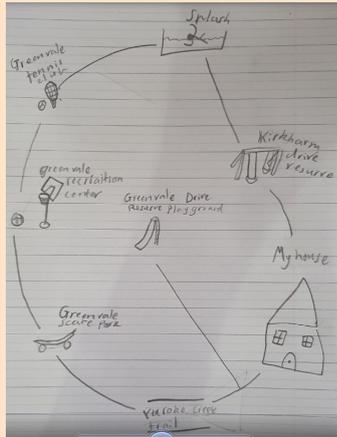
### Workout

Exercises	Rest time
20 push ups	10 second rest
20 V snaps	10 second rest
20 froggy jumps	10 second rest
20 shoulder taps	10 second rest
20 burpees (with push up)	10 second rest
20 squats	10 second rest
30 second high knees	10 second rest
30 second jog on spot	10 second rest
30 second bum kick	10 second rest
30 mountain climbers	10 second rest

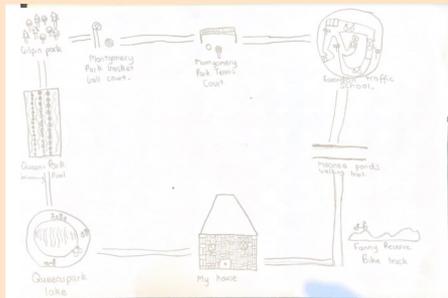
### Cooldown

Stretch your muscles and grab a drink of water.

The Year 3/4 students looked at their local community and places they could be active. Check out the great maps!



By Kyla Rigby

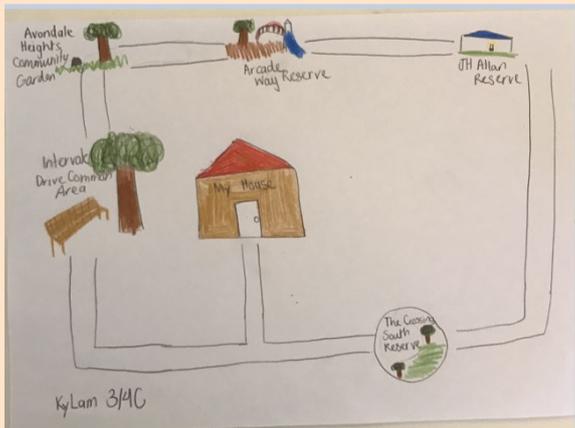


By Allegra Petale

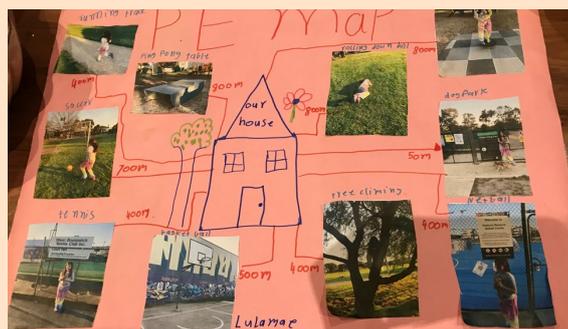


By Zane Gray

Here is Alannah from Year 1/2 getting her daily 30



By Ky Lam Doan



By Lulamae Di Florio-Pulis

## INSIGHTS

# Prioritising mental health in the digital world



Whilst there may not yet be conclusive evidence linking digital media use to poor mental health outcomes there's no denying that it's one of the chief concerns facing parents and educators of children and adolescents, growing up in a digital world. The contradictory research findings confirm that this is a complex topic.

There's certainly consensus in the research that young people are heavy technology users, which comes at a cost of their psychological and physical needs. Their digital behaviours eat into the time that was once available for three pillars of mental health – sleep, relationships and exercise.

### Minimising sleep disruption

Sleep is vital for mental wellbeing and emotional regulation in childhood and adolescence. Inadequate amounts or poor-quality sleep can cause mental health issues. Studies consistently show that Australian children and teens aren't getting enough sleep. Digital device use is also linked to sleep disruption, impacting the sleep-wake cycle. The Lancet study suggested that nearly 60% of the impact of young people's psychological distress could be attributed to disrupted sleep and exposure to cyberbullying.

Parents need to remind children and young adolescents about the critical role sleep plays in their psychological wellbeing. Parents can help adolescents foster healthy social media habits by establishing a digital curfew, keeping devices out of bedrooms and discouraging teens from 'bookending' their day with social media as it can easily trigger the stress response at these times.

### Maintaining healthy relationships

Positive relationships are fundamental to a young person's psychological wellbeing. Adolescents are biologically wired for relational connection. They want to be part of a tribe. Whilst teens and pre-teens may insist that technology connects them and caters for their relational needs, if used excessively or inappropriately, technology use can compromise their relationships and deteriorate their mental health.

Parents need to encourage and sustain opportunities for real interactions amongst adolescents. When we connect in-person the brain releases oxytocin, the social bonding hormone, which isn't replicated online. The need for keeping a balance between digital and face-to-face interactions is paramount.

### Ensuring sufficient exercise

Sedentary social media and digital consumption frequently replaces physical movement on weekends and after school, which are the opportunity times for kids' sport, free play and outdoor activities. Brain science now informs us that physical exercise boosts serotonin and neurotransmitters such as dopamine and norepinephrine that play a critical role in regulating adolescents' mood. Lack of exercise is now being linked to the current anxiety epidemic that we are seeing in young people.

# parenting \* ideas

Parents need to ensure that children experience a minimum of 30 minutes exercise, and teens a minimum of 60 minutes. “Go outside and play” is a term that this generation needs to hear as frequently as children in past eras.

## In closing

The research into the links between kids’ digital technology use and their mental health presents a complex picture that defies simplistic conclusions. Blanket statements and headlines that suggest screens and social media are to blame for kid’s poor mental health aren’t helpful as technology is now a part of all our lives. However, there is enough evidence to suggest that the key pillars of mental health outlined above can be severely impacted by the overuse of digital technology. All things in moderation, a common guideline for healthy living, is best when considering kids’ social media and digital technology use.

## Dr Kristy Goodwin presents a related webinar: Taming digital distractions

Our school has a membership with Parenting Ideas. As part of this membership, you can attend the upcoming webinar ‘Taming digital distractions’ at no cost.

### About

In this webinar, Dr Kristy Goodwin helps parents and carers understand why children and adolescents are vulnerable to digital distractions. She provides science-backed solutions to help kids and teens develop healthy digital behaviours so that they can focus, learn and thrive online.

### When

Wednesday 8 September 2021 at 8:00 PM AEST

### To redeem

1. Click this link: <https://www.parentingideas.com.au/parent-resources/parent-webinars/webinar-taming-digital-distractions>
2. Click ‘Add to cart’
3. Click ‘View cart’
4. Enter the coupon code TAMING and click ‘Apply Coupon’ Your discount of \$39 will be applied.
5. Click ‘Proceed to checkout’
6. Fill in your account details including our school’s name to verify your eligibility. These are the details you will use to login to your account and access your webinar and resources
7. Click ‘Place Order’

This offer is valid until 8 December 2021. If you’re unable to make the broadcast time, just register anyway and you will get access to the recording.



### Dr Kristy Goodwin

Dr Kristy Goodwin is a digital wellbeing and performance speaker, author and researcher (and mum who also deals with her kids’ techno-tantrums!). She’s the author of *Raising Your Child in a Digital World*, and a media commentator who doesn’t suggest that we ban the iPhone, or unplug the gaming console (digital abstinence isn’t the solution). Kristy translates research into essential information and realistic strategies for parents to ensure kids and teens thrive in the digital world. For further details visit [www.drkristygoodwin.com](http://www.drkristygoodwin.com).

# Newsletter



Our Monday Crew!



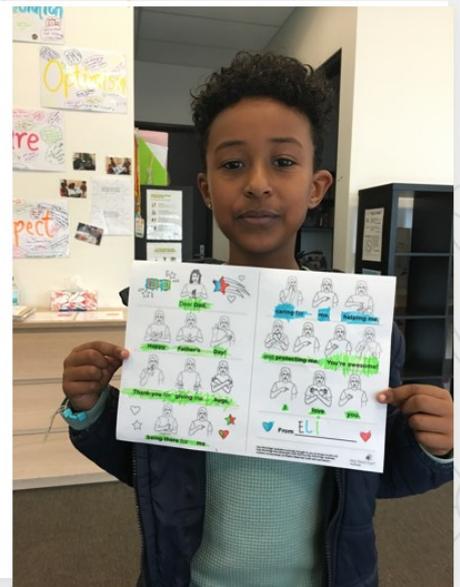
## WHAT'S BEEN HAPPENING...

As father's day is fast approaching, we wanted to create something special that the children could take home. As a result, we found a template for a father's day card that included how to say happy fathers day in sign language too!! How cool and inclusive is that!

Not only was this a great gift for dad's but also helps teach the children valuable life skills to be able to communicate with different people.

We also spent heaps of time outside in the sun, whether it was basketball, football, down ball or playground play, the children had a blast!!

As we approach term 4, we have been looking for things that the children might enjoy doing each week, this included a Science Club which meant we got to try an exploding rainbow experiment too!!



## SPECIAL ANNOUNCEMENTS



### VACATION CARE BOOKINGS HAVE NOW OPENED!

The Vacation care themes have now been posted ready to be booked !!



### ITS NEARLY HOLIDAYS !

We hope everyone has a safe break and look forward to a normal term 4 hopefully.



# Newsletter



## COMING UP

6-12  
SEP

NATIONAL CHILD  
PROTECTION WEEK

10  
SEP

R U OK? DAY

18  
SEP

WORLD CLEAN UP DAY



## PHOTO GALLERY



# Newsletter



## FEATURE ACTIVITY

### Exploding Rainbow

On Monday 6<sup>th</sup> of September, we conducted the Exploding Rainbow experiment, this involved us making a hypothesis on what we think would happen if we mixed food colouring with bicarb soda then poured vinegar into it. We each took turns stating our hypotheses and why we think that. We also had a guessing competition on how many drops of food colouring would be required to change the colour of the bicarb soda. Once we had all our colours bright and ready to go, we went outside, and it was time to make them explode.

The children loved watching it explode and didn't want it to end.



## COORDINATOR CORNER

### Physical environment

Over the coming weeks, there will be great changes happening within the OSHClub environment. We want to make OSHClub as fun and inviting as possible which means new colourful welcoming displays will start popping up!!

What would you like to see at OSHClub?? How about a new birthday display??



## QUALITY AREA REFLECTION

### Children's health and safety

As this week is National Child Protection week, there will be a focus placed on ensuring that children are safe and protected within the program but also that they have the skills and knowledge to stay safe and protected outside of OSHClub as well.



# LEARNING STAR AWARDS: 08/09/21



LEARNING Star...	Name	Reason
Foundation A Mae Risson	Eva Giannarakis	For completing some amazing writing and working hard in all her small groups online. Well done!
Foundation B Paul Luu	Rafael Maiotti	For trying his best during home learning. You have shown improved focus during meetings and tried to do as much learning as possible. Keep it up, Rafael.
Foundation C Nicola Scott	Leo Carter	For working really hard on his writing and for completing an amazing story! Well done Leo!
1/2 A Taylor Reid	Hayley Cocks	For trying her best in all tasks during remote learning. I love how you produce your very best work in all that you do, Hayley.
1/2 B Antony Brock	Emily Crosato	For always being ready to learn in our Webex classes. I love how you share your ideas and ask great questions.
1/2 C Shannon Radford	Eloise Bunton	For always trying her best in all tasks during remote learning and always wanting to challenge herself. Well done Eloise!
1/2 D Jenny Clark	Zane Hussein	For trying hard to practise your writing goals in Lightning Writing, and using paragraphs and speech marks.
3/4 A Zoe Pirotta/Nicole Macrae	Chloe Rizzas	For working hard in remote learning, sharing thoughtful ideas in WebEx classes, and being prompt in uploading her great work into OneNote.
3/4 B Matthew Feeley	Harshika Natarajan	For respecting all of her peers during WebEx meetings by allowing others to have a turn at sharing and by helping her classmates complete tasks. Well done, Harshika!
3/4 C Meredith Anderson	Caitlyn Yeow	For her thoughtful and well-considered contributions to book club, generating interesting discussions!
3/4 D Lee Pregnell	Eli Nelson	For his thoughtful contributions to his Book Club
3/4 E Stef Lipoma	Reuben Williams	For contributing to book club discussions in a purposeful manner.
5/6 A Libby Haigh	Mariana Gomez	For your insightful reflections and connections when reading a new text for book week.
5/6 B Candice Ryan	Sascha Nelson	For using strong figurative language during our poetry unit. Well done!
5/6 C Holly Coleman	Evan Roubos	For writing a great poem about Chelsea. Well done!
Arts Christine Caminiti	Bailey Creed	For his colourful and creative Henri Matisse inspired collage.
Italian (LOTE) Nancy Berardone	Jemima McClelland	For creating a fantastic Italian quiz using PowerPoint and for seeking ways in which to challenge herself. Ottimo!
Physical Education Stef Modesti	Jimmy Grozos-Wishart	For his hard work to create a mini-golf course at home and creative videomaking skills. Very Impressive!

Respect Optimism Care Collaboration

# ROCC STAR AWARDS: 08/09/21



ROCC Star...	Name	Reason
Foundation A Mae Risson	Adam Wendes	For attending all his small groups with optimism and always trying his best. Well done!
Foundation B Paul Luu	Max Mendo	For showing care for others. It is really nice to see you always ready and willing to support others, Max.
Foundation C Nicola Scott	Matilda Um	For showing optimism during remote learning and attending small WebEx sessions with a big smile and ready to learn attitude! Go Matilda!
1/2 A Taylor Reid	Adeline Pattichis	For showing respect to others in WebEx meetings and remaining optimistic while we have been learning from home.
1/2 B Antony Brock	Mabel Dicker	For keeping optimistic and trying hard in all your work while we have been learning from home.
1/2 C Shannon Radford	Paige Kreuzer	For always coming to our Webex classes ready to learn and with a positive and optimistic attitude. Well done Paige!
1/2 D Jenny Clark	Oliver Flynn	For being so optimistic and putting in an absolutely fabulous effort during Lockdown 6.0, and doing all the work to your best ability. Well done Oliver!
3/4 A Zoe Pirotta/Nicole Macrae	Ella Khabbaz	For her cheerful optimism in WebEx meetings, and being a respectful and caring class member, who is always willing to help others.
3/4 B Matthew Feeley	Declan McDowell	For displaying an outstanding amount of effort during remote learning by sharing his thoughts and ideas during all WebEx meetings. Well done, Declan!
3/4 C Meredith Anderson	Nina Cartwright	For her enthusiasm and positivity in all of our whole-class and small group sessions. It is great to see your smiling face every day!
3/4 D Lee Pregnell	Kerry Qui	For his ability to have a laugh and being a strong contributor to his small groups.
3/4 E Stef Lipoma	William Dorrat	For extending his understanding of maths strategies in an online environment.
5/6 A Libby Haigh	Aisha Taleb	For demonstrating fantastic organisational skills, completing all tasks and uploading work during remote learning.
5/6 B Candice Ryan	John Giannarakis	For being an active and enthusiastic participant during our Webex groups. Well done, John!
5/6 C Holly Coleman	Lucie Arnott	For always bringing joy and enthusiasm to our WebEx groups and confidently sharing her opinions.
Arts Christine Caminiti	Leon Michaelidis ½ A	For his enthusiastic participation during our Arts Webex meetings. Leon always contributes respectfully to our classes. It's fantastic having him in the meetings. Well done!
Italian (LOTE) Nancy Berardone	Greesha Rupra	For being a fantastic learner of Italian and for always trying to do her best. Ottimo!
Physical Education Stef Modesti	Hayley Cocks	For her positive attitude that she brings to the PE Webex meetings.

Respect Optimism Care Collaboration

## TERM 3 2021 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September 6	September 7	September 8 Newsletter	September 9	September 10
September 13	September 14	September 15	September 16	September 17 Last Day Term 3 2:20pm Finish

## TERM 4 2021 CALENDAR

October 4 Start of Term 4	October 5	October 6 Newsletter	October 7 2022 Foundation Familiarisation #1	October 8
October 11	October 12	October 13	October 14 2022 Foundation Familiarisation #2 Assembly	October 15
October 18	October 19	October 20 Newsletter	October 21	October 22 Italian Day
October 25	October 26	October 27 School Council Meeting	October 28 Assembly	October 29 2022 Foundation Transition #1
November 1	November 2 Melbourne Cup Public Holiday	November 3	November 4	November 5 2022 Foundation Transition #2
November 8	November 9	November 10	November 11	November 12 2022 Foundation Transition #3

### 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/>