



PRINCIPAL REPORT

Welcome to term four!

I hope all our students and families had time to relax and enjoy some quality moments together away from Webex and devices over the holiday period. It is great to have students back again connecting through Remote and Flexible learning. We are definitely looking forward to seeing everyone return onsite over the coming weeks.

We begin this term with some staffing updates. Congratulations to Matt Feeley and his partner who welcomed the arrival of baby Miles Elliott. Both Miles and mum are doing well. Chris Mizis will be teaching 3/4B while Matt is on leave. We also farewelled Candice Lo at the end of term 3 as she secured an Education Support Staff position at Doherty's Creek P- 9 school. We wish her well in her new endeavours.

Over the holidays I shared the State Government's plan for students to return to school. I have included this information in the coming pages again for parents/carers. Our leadership team are working through the latest DET School Operations Guide to ensure the continued health and wellbeing of students, staff and families and the effective implementation of the COVIDSafe protocols. Once finalised these details will be shared with families.

If you have any questions regarding the students' return to school, please do not hesitate to contact me via phone or email. I have included the Roadmap information again in the coming pages.

To support the continuation of Remote and Flexible Learning we have organised another Resources Pick up to be held this Thursday 7th October from 9am – 2pm.

Resources available for each year level will include:

- literacy (lined) books,
- maths (grid) books,
- scrap books
- pencils

If you need anything that is not listed above, please email the school on moonee.ponds.ps@education.vic.gov.au with your request. Please note that we cannot supply library reading books as part of this resource collection.

COVID Safe protocols will be in place for the resource collection day. Please ensure that only one adult per family is in attendance, that you enter via Wilson St Entrance and sign in using the QR Code.

Please do not enter the school buildings.

School staff will be in the undercover area on Wilson St to guide and support parents/carers and provide assistance if needed.

Please ensure you:

- wear a mask,
- maintain physical distancing,
- sanitise your hands.

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

2021 Term Dates:

Term 4 - 4th Oct to 17th Dec

Dates to Note:

October

18th - Foundation/ Prep students return

21st - Year 1 & 2 students return

26th - Year 3 & 4 students return

28th - Year 5 & 6 students return

November

2nd - Melbourne Cup Public Holiday

5th - All students return to onsite learning

Parent's Association Meetings

2021 - 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/>

www.mpp.vic.edu.au/our-school/newsletters/

PRINCIPAL REPORT (continued)

Thank you for your cooperation and support during Remote and Flexible Learning. Details regarding onsite supervision will be the same as term three. A notification will be shared each week on a Thursday via Compass with confirmation completed each Friday.

Events

Unfortunately, the continuing lockdown and subsequent restrictions highlighted in the School Operations Guide mean that many term four events will be cancelled or rescheduled.

We have unfortunately had to cancel the Italian Day and will be postponing the Foundation Familiarisation and Transition sessions until later in the term. We will provide more information regarding other events in the next newsletter.

Classes 2022

Class arrangements for 2022 are beginning shortly. Any input parents wish to highlight will need to be in writing (email) to the Principal no later than Wednesday October 27th. While we cannot accommodate "teacher shopping" - choosing or not choosing a specific teacher, we always strive to make the best possible placement for students.

There are many issues considered when classes are arranged:

- Dynamics of various groups
- Gender balance
- Academic needs
- Special needs of individual students

As part of the process for developing classes, students in years 1 – 5 will be asked to nominate five "learning buddies" that they hope to be in a class with in 2022. The school will then ensure that each student is placed with at least one of their nominated friends when creating the home groups. If this is not possible, the child/ carer will be contacted by the school to confirm alternate arrangements.

Some issues for parents to consider when thinking about making a request include:

- Younger children have fluctuating friendship groups. This is a perfectly normal developmental stage so a request for a particular 'friend' may become less important over time—especially over the Christmas holidays.
- How will a request support our shared work on building resilience in our students?

Again it is normal if your child feels uncertain or apprehensive about moving classes or starting a new year. To minimise this anxiety and build student confidence and optimism, students in Prep/Foundation, years 2 and 4 will participate in our 'Move Up' days later in the term. These sessions focus on providing general information about the year level above as well as information about the literacy and numeracy program to support students with the transition. It is important that children practice coping with new experiences and environments. This will help develop their growth mindset and is reflected in 'optimism', one of our key school values.

Any families who will be leaving the school are asked to please notify the office as soon as possible to arrange a transfer note. This will support our planning for 2022 including class arrangements.

Home Group Structure at MPPS

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. In all year levels we support students based on need not on their year level. 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.



PRINCIPAL REPORT (continued)

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.

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.

Of course, if you have any queries or questions, please contact me at matthew.bott@education.vic.gov.au

Stay safe!

Matthew Bott

Principal

Dear Parents and Carers,

Welcome to term four, the final stretch to what has been a challenging and difficult year.

Based on the roadmap supplied, this term will bring a welcome return to class-based learning which is something we're all looking forward to, particularly the students.

Later in October, we'll recognise World Teachers Day and demonstrate our gratitude towards teaching and support staff but I wanted to send a quick note to congratulate all of you that have home-taught and shouldered the responsibility of teaching our kids. Not an easy thing to do when you're juggling other priorities!

We're on the home straight.

Scott Siega

President – School Council.

PRINCIPAL REPORT (continued)

Roadmap Information

The Roadmap, which is based on advice from the Victorian Chief Health Officer, sets out the staged return to onsite learning in Term 4, with the plan being that all students returning onsite by Friday 5 November (see attached). This will, however, depend on final advice from health authorities closer to each stage.

For our school, this means that the following arrangements will be in place:

Year level - Foundation/ Prep
Date of return - From 18 October
Days of week - Monday – Wednesday

Year level - Year 1 & 2
Date of return - From 21 October
Days of week - Thursday – Friday

Year level - Year 3 & 4
Date of return - From 26 October
Days of week - Tuesday – Wednesday

Year level - Year 5 & 6
Date of return - From 28 October
Days of week - Thursday – Friday

Please Note: further details about these arrangements will be shared with the school community closer to the start dates listed.

Remote and flexible learning will be delivered to students on the days they are not onsite.

Vulnerable children and children of parents or guardians who are on the authorised provider and authorised worker list can continue attending onsite.

Outside School Hours Care (OSHC) programs will be open for all students during Term 4 in line with their return to onsite attendance at school.

Staged return to onsite learning for schools



Metropolitan Melbourne

Remote and flexible learning will continue to be delivered to students on the days they are not attending onsite.

Year levels	From Wednesday 6 October	From Monday 18 October	From Tuesday 26 October	From Friday 5 November
Prep		Monday – Wednesday	Monday – Wednesday	✓
Year 1-2		Thursday – Friday	Thursday – Friday	✓
Year 3-4			Tuesday – Wednesday	✓
Year 5-6			Thursday – Friday	✓
Year 7			✓	✓
Year 8-9			Tuesday – Wednesday	✓
Year 10			Thursday – Friday	✓
Year 11			✓	✓
Year 12 (VCE units 3/4 and final year VCAL and IB)	✓	✓	✓	✓

INSIGHTS

Everyday resilience lessons for kids



Muscles need to be exercised daily if they're to remain strong, flexible and do their jobs. Resilience is no different. If it's not exercised regularly our resilience will waste away.

Resilience is developed through regular daily use. Here are some simple ways you can encourage a child or young person of any age to flex their resilience muscles every day.

Wait until mealtime

Discourage them from random snacking when they are hungry. Encourage them to wait until mealtime. By tolerating minor discomforts such as hunger, thirst or even some worries, kids get the practise needed to help them manage bigger future hurdles that may come their way. You can build your child's tolerance of discomfort by encouraging them to delaying immediate gratification even just for a few moments.

Do more than expected

Great sportspeople routinely train more than others and push through mental and physical boundaries. Encourage your child to push through boundaries and do more than expected in small ways. Perhaps they don't just clean their bedroom but tidy the living room as well. They may aim to shoot 10 goals in a row at basketball practice but keep going until they reach fifteen. Going past the finish line is wonderful resilience practice. What else can you do that would encourage your child to do more than expected on a regular basis?

Save pocket money

Did you know that when you encourage your child to save some of their pocket money rather than spend it immediately you are teaching them to delay gratification, an acknowledged resilience attribute? Asking a child to set aside some pocket money for saving, some for charity and some for spending will help develop a balanced use of pocket money. It helps if a child can develop their own savings goal, and parental suggestions can assist. The delay of an immediate reward to achieve a greater or later reward needs to be practiced if it's to become part a child's pattern of behaviour.

Make the bed

Resilience comes from doing things that we don't feel like doing and making a bed is one thing few people enjoy. The daily habit of making a bed (to the best of a child's or teen's ability) is a brilliant discipline to develop, which has the bonus of setting kids up well for a productive day at school. What other simple habits that fit into the "don't-like-to-do" basket that benefits either your child or others in the family?

parenting * ideas

Help when you don't feel like it

It's easy to help at home when they've had a good day at school or the weather is fine. It's much more difficult to step up and help set the table, put the rubbish out or hear a sibling read when they've had a bad day at school or the weather is stinking hot. The seemingly small act of sticking to commitments develops discipline and conscientiousness that contributes to a sense of resilience.

Smile when you don't feel happy

Feelings may be difficult to manage, but behaviour is a choice. Encourage kids to choose happy, or at least act happy by smiling rather than putting on a grumpy face. The brilliant thing about this strategy is that smiling changes their mood so that they begin to experience pleasant emotions.

It's the small, everyday behaviours we encourage in kids that have the greatest impact on their behaviour, wellbeing and resilience.



Michael Grose

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



LEARNING STAR AWARDS: 06/10/21



LEARNING Star...	Name	Reason
Foundation A Mae Risson	Lawrence Zhou	For working hard on all his work in the small groups and at home.
Foundation B Paul Luu	Perry Michaelidis	For always trying to do as much learning as possible and working hard during remote learning. Keep it up, Perry!
Foundation C Nicola Scott	Dilara Icme	For trying her best and doing as much learning as possible. I love the effort you put into all your learning tasks Dilara!
1/2 A Taylor Reid	Leon Michaelidis	For being an active participant and listener in WebEx classes.
1/2 B Antony Brock	William Hinvest	For working hard on improving your wonderful stories by using planning and 'slowing down the moment'.
1/2 C Shannon Radford	Annabel Mezo	For trying her best each day, staying focused and always bringin a smile to our online meetings. Well done Annabel!
1/2 D Jenny Clark	Clara Shimmin	For really listening well to feedback about your writing and trying hard to practise your writing goals during Lightning Writing! Well done Clara!
3/4 A Zoe Pirotta/Nicole Macrae	Thomas Keenan	For working hard in his small groups and the open WebEx to complete his work. Well done.
3/4 B Matthew Feeley	Jemima McClelland	For thriving and seeking a challenge in mathematics. Well done, Jemima.
3/4 C Meredith Anderson	Claudia Reynolds	For demonstrating her creative genius when producing a wonderful documentary about Flamingos!
3/4 D Lee Pregnell	Eve Rundle	For her willingness to share and discuss her learnings and understandings.
3/4 E Stef Lipoma	Alexander Eleftherakis	For taking on feedback about his learning and excelling expectations!
5/6 A Libby Haigh	Isabella Johnstone	For your insightful reflections and deep understanding when reading a complex text.
5/6 B Candice Ryan	Ella Stewart	For writing a great book review and sharing her thoughts and opinions about her book club book.
5/6 C Holly Coleman	Lexi Pafumi	For putting lots of effort into a fantastic book review on Hitler's Daughter.
Arts Christine Caminiti	Eva Eleftherakis	For her well planned Impressionist inspired painting, Well done!
Italian (LOTE) Nancy Berardone	Audrey Cutler	For her insightful reflections about her learning and for her amazing work ethic and positivity. Ottimo!
Physical Education Stef Modesti	Beau Petale	For his great contribution and active participation in the PE webex.

Respect Optimism Care Collaboration

ROCC STAR AWARDS: 06/10/21



ROCC Star...	Name	Reason
Foundation A Mae Risson	Alison Huntington	For showing care to her friends in the small groups and being an optimistic member of our class. Well done!
Foundation B Paul Luu	Beau Petale	For always treating others with respect and care. It is great to see you being kind to others, Beau.
Foundation C Nicola Scott	Edan Joseph	For showing care in the WebEx meetings and being a kind friend to all his peers! Go Edan!
1/2 A Taylor Reid	Jackson Mitas	For showing respect and optimism in all WebEx meetings and being an active participant and listener in lessons.
1/2 B Antony Brock	Mila Burlak	For always being so optimistic and enthusiastic in our whole class and small group Webex sessions. You bring a big smile to our faces!
1/2 C Shannon Radford	Sophie Webb	For coming to each meeting with a positive, optimistic attitude and trying her best. Well done Soph!
1/2 D Jenny Clark	Alannah Baker	For being such an optimistic learner and really trying hard in maths! You have worked hard to become a great mathematician Lani!
3/4 A Zoe Pirotta/Nicole Macrae	David Taleb	For his resilience and optimism, in the working on the challenge activities, in the small group lesson. Well done!
3/4 B Matthew Feeley	Kyla Rigby	For her willingness to share her thoughts and ideas during small group WebEx sessions. Well done, Kyla.
3/4 C Meredith Anderson	Luca Belilovsky	For taking such a positive and proactive approach to all of his learning tasks. Great work Luca!
3/4 D Lee Pregnell	Eli Nelson	For his positive approach to all of his learning tasks and his insightful contributions to small group discussions.
3/4 E Stef Lipoma	Rosie Dona- Doni	For coming to class each day with a positive mindset and ready to give things a go attitude. Great effort Rosie!
5/6 A Libby Haigh	Henry Lamb	For demonstrating amazing patience and perseverance in completing tasks in home learning. Well done, Henry!
5/6 B Candice Ryan	Jacob Shack	For adapting so well to remote learning, sharing work on the OneNote and working collaboratively during Webex meetings
5/6 C Holly Coleman	Sina Michael	For always bring a positive attitude to WebEx meetings and completing home learning tasks to a high standard.
Arts Christine Caminiti	Aadya Mudududdla	For attending every Arts Webex meeting with a positive attitude with her.
Italian (LOTE) Nancy Berardone	Isabella Ferraro	For her fantastic attitude to learning and for always completing her work to a high standard. Ottimo!
Physical Education Stef Modesti	Hannah Ristig	For completing her PE home learning tasks each week to a high standard.

Respect Optimism Care Collaboration

TERM 4 2021 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 4 Start of Term 4	October 5	October 6 Newsletter	October 7	October 8
October 11	October 12	October 13	October 14 Assembly	October 15
October 18	October 19	October 20 Newsletter	October 21	October 22
Foundation Students On-site Learning			Year 1 & 2 Students On-site Learning	
October 25	October 26	October 27	October 28	October 29
Foundation Students On-site Learning			Year 1 & 2 Students On-site Learning	
	Year 3 & 4 Students On-site Learning	School Council Meeting	Year 5 & 6 Students On-site Learning	Year 5 & 6 Students On-site Learning
November 1 Foundation/ Prep	November 2 Melbourne Cup Public Holiday	November 3 Foundation/ Prep Year 3 & 4 Newsletter	November 4 Year 1 & 2 Year 5 & 6	November 5 ALL STUDENTS RETURN ON-SITE
November 8	November 9	November 10	November 11 Assembly MVIMP Soiree (TBC)	November 12
November 15	November 16	November 17 Newsletter	November 18	November 19 Student Free Curriculum Day
November 22	November 23	November 24	November 25 Assembly	November 26
November 29	November 30	December 1 Newsletter	December 2	December 3
December 6	December 7	December 8	December 9 Assembly	December 10
December 13	December 14	December 15 Newsletter	December 16 Poolside Picnic Reports available via Compass	December 17 Last Day 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/>