



Moonee Ponds Primary School

respect • optimism • care • collaboration

NEWSLETTER

October 11

2023

Read the MPPS newsletter to stay up to date with the latest information, upcoming events and celebrations of learning.

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:

TeamKids: 1300 035 000

Email: info@teamkids.com.au

www.teamkids.com.au

2023 Term Dates:

Term 4 - 2 Oct to 20 Dec

Dates to Note:

October

- 12 - 2024 Foundation Familiarisation #1
- 19 - 2024 Foundation Familiarisation #2
- 25 - School Council Meeting
- 27 - World Teachers Day

November

- 3 - 2024 Foundation Transition #1
- 6 - Student Free Curriculum Day
- 7 - Melbourne Cup Public Holiday
- 10 - 2024 Foundation Transition #2
- 13 - MVIMP Combined Concert
- 17 - 2024 Foundation Transition #3
- 22 - School Council Meeting
- 28-1 Dec - Year 5/6 Camp
- 30 - Year 1/2 BBQ & Year 2 Sleepover
- 30 - Foundation Movie Night

December

- 7 - Art Show
- 11 - Year 6 Graduation
- 12 - Gov. Schools Year 7 Orientation Day
- 13 - Italian Day
- 15 - PA End of Term Lunch
- 19 - Year 6 Picnic Lunch
- 20 - Last Day of Term 4

Parent's Association Meetings

2023 - 12 Oct, 16 Nov

Access the latest school newsletter through the Compass Newsfeed or through the School Website at:

<http://www.mpp.vic.edu.au/our-school/newsletters/>



WE ACKNOWLEDGE THE WURUNDJERI PEOPLE OF THE KULIN NATION AS THE TRADITIONAL OWNERS OF THE LAND WHICH IS MOONEE PONDS PRIMARY SCHOOL. WE PAY OUR RESPECTS TO ELDERS PAST AND PRESENT AND TO THE ONGOING LIVING CULTURES OF FIRST PEOPLES.



PRINCIPAL REPORT

Welcome to term four!

We hope that everyone was able to find some time during the break to relax and connect with family and friends. This term is always a busy one; we encourage families to check Compass and the newsletter calendar (on the back page) for upcoming events and details. If you are uncertain or need to clarify anything, please ring the school office and we can assist.

Welcome back to Kaye Biedukiewicz who is supporting the school office as we work towards finding a staff member for our office administration position. If anyone maybe knows someone who is suited to, and interested in this role, please reach out.

Well-done to Foundation A for their amazing assembly presentation last week featuring the songs that help them learn at school. It was also great to hear our Woodwind students perform as classes arrived. The next assembly will be on Thursday 19 October at 3pm in the Gym when the MVIMP Cello students will perform as we arrive. The MVIMP performance schedule for future assemblies is below:

Week	Instrument Group
3 (19/10/23)	Cello
5 (2/11/23)	Violin
7 (16/11/23)	Brass
9 (30/11/23)	Percussion and Bass

Foundation 2024 and whole school transition

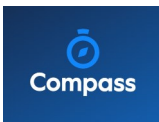
The 2024 Foundation familiarisation program will also begin tomorrow (Thursday 12 October). We will be hosting our second familiarisation session next week on Thursday 19 October. The three formal transition sessions (for both students and parents/carers) will then be held over three Fridays (3, 10, 17 November). During this time our current foundation students will begin their transition to year 1.

Curriculum Day

Our last Student Free Curriculum Day for the year is scheduled for Monday 6 November. This day is part of the MPPS assessment schedule where teachers review assessment tasks, moderate student work and write reports. Please mark it into your calendars. TeamKids will be providing their services to assist families as well.

COMPASS

For attendance, excursions, camps, bookings, school payments, emails and school communication via the newsfeed.



SEESAW

Stay connected to your child's learning at school. See photos and videos of school learning experiences and talk to your child about this!



SCHOOL WEBSITE

Access School policies, procedures and resources for families. This includes the newsletter and parent downloads.



Respect Optimism Care Collaboration

PRINCIPAL REPORT - CONT.

Classes 2024

Class arrangements for 2024 are beginning shortly.

If you will be leaving MPPS at the end of the year, please notify the school office as soon as possible. This will impact planning for 2024.

Any input parents wish to highlight as part of the class list process needs to be in writing to the Principal by Friday 27 October. While we cannot accommodate “teacher shopping- choosing or not choosing your 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 2024. These are peers who they enjoy being with and who bring out the best in them as a learner. The school will then ensure that each student is placed with at least one of their nominated peers 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 if 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?

Again, it is normal to feel apprehensive about moving classes or starting a new year. To support this, students in Prep/Foundation, years 2 and 4 will participate in our ‘Move Up’ days over the coming weeks. These sessions focus on providing general information about the year level above and literacy & numeracy-based information to assist students with the transition. Included in this newsletter is an article “Supporting your child with their transition to a new class”. This features some useful tips and strategies to support our students to feel successful and empowered in the lead up to 2024.

It is important that children develop confidence in their ability to cope with new experiences and environments. This is reflected in ‘optimism’, one of our key school values.

If you have any questions or concerns, please talk to your class teacher.

Sunsmart

As per the schools and DET’s Sunsmart policy the students are required to wear hats from September 1st through until April 30th. The weather is becoming warmer and we urge all students and their families to make sure they wear a hat during break times – the UV rays can be quite strong even during the dreary weather!

Money and other Valuables

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

Noone Imagewear - School Uniform

Located at 543 Keilor Road, Niddrie VIC 3042

Online orders at <https://www.noone.com.au/school/moonee-ponds-primary-school/shop>

Delivery to school available.



Second-Hand Uniform

Only accessible before and after school. All items \$5.

Please contact Gill (parent organiser) on 0419 321 962 or the school office on 9375 2511 for access.

SECOND HAND UNIFORM SALE



PRINCIPAL REPORT - CONT.

Dropping off and picking up

Please Note: Students may not be in the school grounds before 8:45am or after 3:35pm unless they are attending Before or After School Care. Any students in the yard beyond these times **MUST** be supervised by their parents. Developing resilience and independence supports student learning. To assist we ask parents to ensure that their child carries their own bags to and from the classroom. Students beyond Foundation should take their own bags to the bag rack or locker provided before school and be lined up at the designated places on the bell.



Safety around the school

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

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

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

Bikes

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

Care of Others Personal Belongings

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

Matthew Bott
Principal



SRC News

On the 11th of November each year we acknowledge Remembrance Day, also referred to as Poppy Day.

The red poppy symbolises remembrance, commemorating those who have made the supreme sacrifice in time of war.

To help us acknowledge this day, the school captains will visit each room on **Wednesdays** and **Fridays** up until Friday the 10th of November to sell a variety of merchandise. This will include poppies, pens and bracelets. Items range from \$2 to \$10.

All proceeds from the items sold go into the Poppy Appeal.

Lest we forget.

Thank you for your support.

On behalf of the SRC, 2023.

Moonee Valley Racecourse

Grandstand Precinct

Redevelopment Update

The Moonee Valley Racecourse is going through a period of transformation to become a world-class, sustainable precinct that will see the legacy of this historic and much-loved precinct continue well into the future.

To help us achieve this vision, a master plan was prepared to guide the redevelopment of the racing precinct. The master plan was developed in collaboration with a range of stakeholders and was approved by Moonee Valley City Council in October 2021.



To date, the approved master plan has guided permit approvals for the realignment of the racetrack, construction of new racing infrastructure, infield car parking and ride share super stop, lighting, and a maintenance facility for the new racecourse. The Grandstand Precinct is the next phase to bring the approved master plan to life. A planning application has been lodged with Moonee Valley City Council.

As the planning application is consistent with the approved master plan, and planning controls in place, the planning process does not require public notice and review.

The Moonee Valley Racing Club has chosen to share its plans and provide an update on this part of the racing precinct. Information is available on The Valley website (QR code below) and we welcome you to come along to a Community Information Session to view the plans.

Community Information Session

When: 6pm – 7pm, Wednesday 11th October 2023

Where: Moonee Valley Racing Club, Committee Room (Level 4), via Feehan Avenue



Grandstand Precinct Redevelopment Update

FAQs – Frequently Asked Questions

What is the vision for the site?

The approved Moonee Valley Racecourse (Master Plan) supports the transformation of the racecourse into 'The Valley of Tomorrow', a world-class sports, entertainment and community precinct.

In conjunction with the planning controls, the Master Plan guides and informs the redevelopment of the racing precinct and critical racing and event activities for the benefit of the Moonee Valley Racing Club, the greater community, stakeholders, and customers into the future.

What is this planning permit application for?

An application for the Grandstand Precinct is currently being assessed by Moonee Valley City Council. It follows recent planning permit approvals for the realignment of the racetrack, construction of new racing infrastructure, lighting, and a maintenance facility for the racecourse.

The Grandstand is to be sited along Wilson Street in accordance with the approved Master Plan and planning controls. The Clubhouse is to be sited along Thomas Street and will include a boutique residential hotel and health and wellness centre (to be owned and operated by the MVRC in connection with the racecourse), office for Moonee Valley Racing Club administration, and a new Legends restaurant representing an evolution of the existing venue onsite.

The precinct application has been designed in accordance with the approved Master Plan and the zoning controls, to ensure it meets the expectations and requirements set out in the Moonee Valley Planning Scheme.

How does the application process work?

The planning permit application for the Grandstand Precinct is exempt from public notice and review requirements as it is consistent with the approved Master Plan. Following this information session Council officers must prepare a planning report with recommendation for Council to make a decision.

The Moonee Valley Racing Club understands the delivery of the new Grandstand Precinct is important to the community, so we are keen to offer an opportunity to share an update on how this exciting new precinct will come to life.

For more information and a full list of FAQs,
Visit the website at www.thevalley.com.au/redevelopment

Green Team Biodiversity And Energy Audits

On Wednesday the 13th of September the green team members from year 5/6 contributed to a biodiversity audit with Bram Mcleod from Resource Smart Schools. Biodiversity is all the different types of life you find in an area and an audit is an inspection of everything you have, so a biodiversity audit is when we inspect all the different types of life in our area to see what we have, and what we can do to make it better.

The audit went from 9:00 am to 1:30 pm. The first part of the audit was about nature. We all paired up and had different things that we had to look out for. For example, one pair had to tally how many canopy trees they saw and if they were native or exotic. Bram taught us how to identify if they were native or exotic by the leaves, the exotic trees would have no leaves and the native ones would. But some trees had leaves despite being exotic, so it got a little confusing sometimes. Yet we still pushed through!

After we had gone all around the school, we shared the number of plants, trees, shrubs, etc., that we had counted. Depending on how many there were, our school received a different number of points based on a criteria. After the audit, we looked at the data we had collected and discussed what we could change or do to improve our environmental status in our school. There were many great ideas and discussions such as bird boxes, bird feeders, insect hotels and a worm farm. Bram also told us about an app called "iNaturalist," where you take a photo of wildlife or plants you find, suggest the species, and then a professional can clarify what species it is. We used the app and entered an Australian magpie, a Rainbow lorikeet, a Western honeybee, and some plants too, which were a Grevilleas, and a Spiny-headed Mat-Rush.

Now that we had finished our biodiversity audit, we were ready for the energy audit. We split off into some groups this time and went around the school with some devices that were easy to use, and surprisingly fun! These devices helped us measure the LUX (light level) and temperature. The LUX meter told us how bright it was, and an infrared thermometer told us how many degrees Celsius the room was. We put our brains to work, and used our math knowledge to count the lights, windows, ACs, heaters, and fans, and recorded the information we collected. We also checked what direction the windows were facing and wrote that too. Then, when we got back to the library where we started, we collated the data from both audits, and discussed some first ideas of how to improve our use of energy.

We are planning to use all of this data and experience to help recommend and implement ways to improve the biodiversity in our school and to reduce the amount of energy we use.

It was a really interesting day and we learned lots, and felt proud to make a difference to our school and to the world.



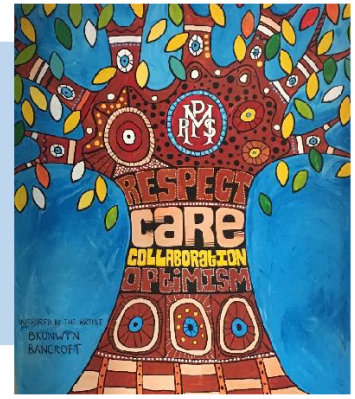
Auditing the energy used in the SPC



Learning how to
estimate the height of
canopy trees with Bram
from
Resource Smart Schools



Supporting your child with their transition to a new class.



If your child is worried by the process of changing class, Dr Locke believes speaking with them, listening to them, and providing your own examples of how you coped with change in your own life are great ways to help support your child through the process.

Making friends at school is a wonderful by-product of the main task at hand – to learn. Their effort should primarily be in developing new skills, not overly focussing on being in the constant company of their best friend. Indeed, immersing themselves in study and school activities will help them cope with early social awkwardness and also have the by product of making more friends naturally and over time.

Some tips:

- If your child is anxious about starting a new class with unfamiliar people, do listen to them talk about their fears, but normalise them ('A lot of people feel worried about starting something new'), and then talk about their past strengths in facing tricky things and your confidence that they will cope with this challenge.
- When they come home from their first day at a new activity, keep your questions broad, 'How was it?' not, 'Did you make a friend today?' or 'Is Sam in your class?' This won't put unnecessary pressure on them or suggest things in which they should be disappointed.
- Keep your and your child's expectations realistic. It is highly unlikely that they will form close friendships in the early days of a new school year, particularly in early primary. How often have you started a new job and come home from your first day to announce, 'I made my new best friend today'?

There are things you can say if your child is not in a class they want to be in:

1. Listen to them. Then reflect back what you hear. 'You're upset because your friend is not in your class. That is a completely understandable feeling'. Or 'Sounds like you are upset because you didn't get the teacher that you wanted.'

2. Then state the potential benefits of facing this challenge, i.e. making extra, new friends; learning skills to make new acquaintances; being able to focus more on schoolwork in class than talking to their current best friend; learning how to work with a different type of teacher than the one they had last year.
3. Maybe tell them a story about how you learned a lot from a teacher you had who was a bit tougher but taught you a lot, or a time you went somewhere where you didn't know anyone but learnt how to get on in unfamiliar environments.
4. Let your child know that they can still see their friend/s at lunchtime or at play dates or parties and other activities outside of school.

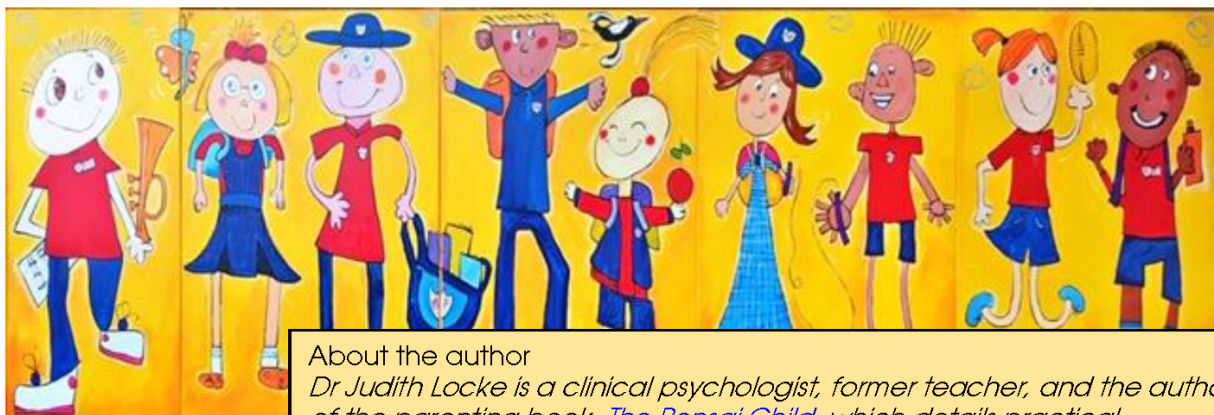
Dr Locke explains that giving students the opportunity to choose a friend to be in their class or team or camp group implies that they need it and makes them rely too much on one or two people – this will stop them developing their social skills to make other friends. It inadvertently suggests that the child is incapable of making new friends or that they can't cope when their environment is not exactly the way they want.

Don't worry about your child coping. You can rely on the fact that teachers usually undertake activities that help children to get to know each other, early in the year. Even if your child is offered an opportunity to choose, I would encourage you to suggest they don't nominate anyone and see what happens. In this, you encourage them to be confident in their skills to cope with a new set of classmates and develop a potential new set of friends.

For further information see the full article online at:

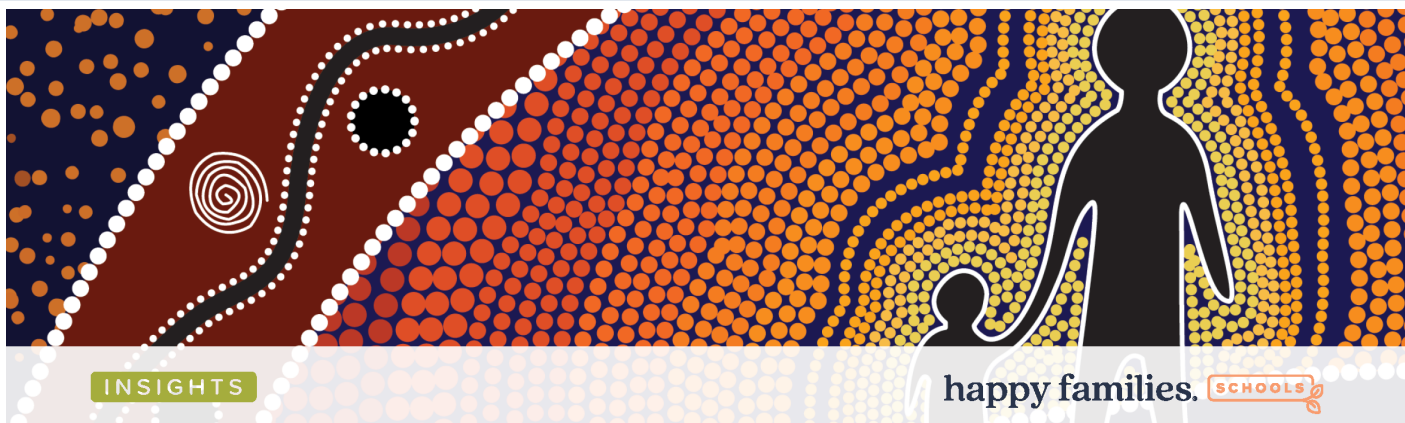
<https://theparentswebsite.com.au/judith-locke-case-parents-influencing-class-placements/>

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About the author

Dr Judith Locke is a clinical psychologist, former teacher, and the author of the parenting book, [The Bonsai Child](#), which details practical strategies to help you build confidence and capability in your child. (You can purchase this at bonsaichild.com)



ISSUE 1 | TERM 4 | 2023

How to talk to your kids about the referendum

On the 14th of October, Australians will have the opportunity to decide if an Aboriginal and Torres Strait Islander Voice to Parliament should be enshrined in the Australian constitution.

Given the extensive media coverage as the voting day draws ever closer, our kids are likely to hear about the referendum and want to understand what is going on.

This is a wonderful opportunity for us to have values based discussions with our children about culture, community, democracy, and history. Here's some tips on how to frame those conversations in a positive way, whichever way you plan on voting.

1. Lean in to what you don't understand

Getting our heads around politics can be difficult at the best of times, let alone working out how to explain political processes to children! And then add to that discomfort the fact that many of us grew up without a solid understanding (or even a complete misunderstanding!) of First Nations history and culture.

Start by acknowledging the gaps in your own knowledge. It's great for our kids to hear us admit that we don't have all of the answers. Demonstrate for them the process you're going to take to find answers to questions or concerns you might have.

2. Get clear on the basics

What is a referendum?

For younger children

Imagine the Australian Constitution is like a big rule book for the whole country. It tells the people who run the country, called the government, what they're allowed to do and what they're not allowed to do. It's super important because it helps keep everything fair and organized.

Sometimes the government wants to change the rules in this big book. But they can't just change it all by themselves. They have to ask the regular people, like your mum and dad and other grown-ups, if they agree with the change. And that's where a referendum comes in.

A referendum is like a special vote where all the grown-ups in Australia get to say 'yes' or 'no' to the government's idea for changing the rules in the big book. If most of the grown-ups say 'yes,' then the change can happen. But if most of them say 'no,' then the rules stay the same.

So, it's like a big decision that all the grown-ups make together to decide if they want to change the important rules in the country's rule book or not. It's a way to make sure everyone's voice is heard.

What is this referendum about?

Right now, in our big set of rules called the Constitution, it doesn't say anything special about the Aboriginal and Torres Strait Islander people. But some people think it should.

They have an idea called 'The Voice.' The Voice would make a group that speaks for the Aboriginal and Torres Strait Islander people. This group would tell the government what they think about things that affect these people.

Now, there's going to be a big vote, like when we vote for our favorite things, but this time it's about changing the rules. People will say 'yes' or 'no' to this idea of making The Voice part of our important rules, the Constitution. If more people say 'yes,' then it will happen. If more people say 'no,' then it won't change.

So, on a special day, people will decide if we should have The Voice in our rules or not. It's like a big decision we all make together."

Why might someone vote "yes"?

- The Voice would mean that the First Nations people get to talk about things that are important to them.
- People who vote "yes" think that the Voice will help First Nations people and the government make better rules. They also think it will bring all Australians closer together.
- If we put the Voice in our important rules (the Constitution), it can't be taken away or stopped by a different government. It stays there but can change a little bit.
- Lots of First Nations people like the "yes" vote idea, and it came from a special message made by Indigenous Australians called the Uluru Statement of the Heart.
- The Voice would make sure the First Nations people are remembered in the Constitution.
- It shows that Australians want to keep being friends and making things better together.

Why might someone vote "no"?

- Some people are saying "no" because they don't think the Voice will be good enough to help Indigenous people. They think the government might not listen to the Voice, and there might be better ways to help.
- Other people are voting "no" because they worry that the Voice might make people feel different because of their race. They want everyone to be treated the same.
- Some people say "no" because they think the Voice will cost a lot of money and make it harder to make new rules.
- Finally, some people think a Voice isn't needed because there are already Indigenous people in the government who are supposed to speak for everyone, including First Nations people.

"Yes" or "No", not "Right" or "Wrong"

It's highly unlikely that all the adults in your child's life will vote the same way on the referendum. Emphasize to your children that people on both sides of the argument care very much about First Nations people. Consequently, it's important to frame the discussion so that there are no "goodies" and "baddies". (Even First Nations people are not unanimous on how to vote in the referendum, so clearly there is no right answer.)

3. Give context

Many First Nations people in Australia don't have as good a life as others. They face challenges in their health, happiness, and how long they live.

This happens because of things that happened a long time ago, like when people from Europe came to Australia and didn't treat Indigenous people fairly.

The government makes a report called 'Closing the Gap' each year to show how they're trying to make things better for Indigenous people. But some people say the government isn't doing it quickly enough.

The Voice is an idea that some people think could make the government work harder to help Indigenous people and close this gap faster.

4. Model Values Based Voting

The referendum will be a big lesson for Australians. It's a chance to learn about Australia's history, how our government works, and how we make important decisions together. But the most important thing to learn is that it's okay to have different opinions, even if we care a lot about something. Everyone thinks differently based on their own feelings and ideas, and it's ok to be different.

More resources:

The topics discussed in this article are heavy, but there are many books suitable for children and teens that can be used as a springboard for engaging in discussions about these moments in history.

[Somebody's Land: Welcome to Our Country](#) address the mistaken belief of Terra Nullius,

[Stolen Girl](#) talks about the Stolen Generation, and

[Say Yes: A Story of Friendship, Fairness and a Vote for Hope](#) talks about the 1967 referendum that finally saw Aboriginal and Torres Strait Islander peoples recognized as Australians.

[Finding Our Heart](#) explains the Uluru Statement from the Heart in a way that even young children can understand.

More resources for learning about the history of First Nations people and important Indigenous topics can be found at AIATSIS.gov.au , ulurustatement.org/history , and abc.net.au/education.



AUTHOR

Dr Justin Coulson

Dr Justin Coulson is a dad to 6 daughters. He is the parenting expert and co-host of Channel Nine's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families Podcast. He has written 7 books about families and parenting. For further details visit happyfamilies.com.au.



Learning Star Awards



LEARNING Star...	Name	Reason
Foundation A Mae Anders	Miriam K	For completing some amazing subtraction work in maths this week. Fantastic work!
Foundation B Nicola Scott	Hamish J	For completing some amazing writing about his holidays and always giving everything a go! Well done Hamish!
1/2 A Archie Singh	Rafael F	For coming up with such a fun and creative way to write about your holidays. Keep up the fantastic work Raf!
1/2 B Antony Brock	Bailey C	For the excitement, enthusiasm and growth mindset you bring to all your learning. Well done Bailey!
1/2 C Libby Haigh	Nicholas D	For some great writing about the holidays, experimenting with different writing styles and including revising to make the work your best. Well done, Nicholas!
1/2 D Jenny Clark	Neva B	For working so hard on your learning goals and making great improvement in your writing Neva! Your pencil grip is amazing!
3/4 A Georgia Marks	Alannah B	For coming back and working so hard in your learning, especially in solving those tricky division problems. Keep it up, Lani!
3/4 B Chris Mizis	Alannah F	For using a positive growth mind set with her learning, in particular when trying to learn long division. Well done
3/4 C Rebekah S & Rebecca D	Jackson M	For demonstrating joy in the process of learning, especially in mathematics. Your attitude is contagious Jackson! Well done.
3/4 D Lee Pregnell	Samson V	For the effort and positive approach he has brought to recent maths work. Well done, Samson!
5/6 A Stephanie Thompson	Angelina E	For showing dedication to her learning by asking questions, sharing ideas and collaborating with others. Amazing effort!
5/6 B Candice Ryan	Eve R	For reading and responding to a variety of different poems and sharing her ideas with her group. Well done, Eve!
5/6 C Paul Luu	Reuben W	For always trying his best in everything he does. Your effort and passion is amazing. Well done, Reuben.
5/6 D Erin Mullin	Logan H	For being a reflective learner and sharing his thinking with the class. Well done, Logan!
Arts Christine Caminiti	Elijah W	For working hard on his Pablo Picasso inspired foam print drawing. Well done!
Italian Nancy Berardone	Maya S	For being a curious, responsible and dedicated learner. Keep it up! Ottimo!



ROCC Star Awards



ROCC Star...	Name	Reason
Foundation A Mae Anders	April P	For starting Term 4 with an optimistic attitude, trying her best and participating in all our activities. Well done!
Foundation B Nicola Scott	Lucas M	For being such a great role model for the classroom and always demonstrating respect, kindness and optimism!
1/2 A Archie Singh	Violette V	For settling into Term 4 with fantastic positive attitude and giving 100% effort to your learning. Keep up the excellent work Violette! □
1/2 B Antony Brock	Remy J	For the optimistic way you have been approaching your work when you are working by yourself and when you work with partners. Well done Remy!
1/2 C Libby Haigh	Sabastian S	For showing a fantastic attitude towards learning, listening carefully and always doing his best.
1/2 D Jenny Clark	Finn S	For always being a kind and respectful class member and being so friendly to everyone in 1/2D! You have a good heart!
3/4 A Georgia Marks	Rex B	For being a superstar at camp! You have everything a go, were so encouraging to others and always had a smile on your face. Well done, Rex!
3/4 B Chris Mizis	Bowen Q	For trying all the activities at camp with enthusiasm and challenging himself with activities such as the high ropes. Bowen was a great role model for others.
3/4 C Rebekah S & Rebecca D	Alex T	For consistently sharing her insightful ideas in class discussions, prompting thoughtful conversation. Well done Alex!
3/4 D Lee Pregnell	Sara K	For the enthusiasm and can do attitude she displayed at camp. Well done, Sara!
5/6 A Stephanie Thompson	Owen L	For enthusiastically and expressively reading poems aloud to the class. Very entertaining! Well done, Owen!
5/6 B Candice Ryan	Clarrie H	For starting term 4 with a positive and optimistic attitude and being proactive learner. Keep it up, Clarrie!
5/6 C Paul Luu	Clara P	For being kind and caring person who makes others feel welcome. Well done, Clara.
5/6 D Erin Mullin	Ewan G	For always showing kindness and consideration to all and for always giving things a go.
Arts Christine Caminiti	April P	For showing enthusiasm in her arts learning! Well done, April.
Italian Nancy Berardone	Allegra B	For taking great pride when completing all tasks. Ottimo!

Moonee Valley Cricket Club



Junior players are invited to join a Moonee Valley CC team. All are welcome!

Training – Ormond Park, Moonee Ponds U10s Tuesdays

U10s Boys and Girls – discounts for new players.

No cricket experience required. Come along and try it

Woolworths Cricket Blast coming to Ormond Park on October 20th

Interest from girls for playing in an U10s all girls team Monday evenings

Interested in another age group. Please contact the junior coordinator as there are available spots

Scan below to register or view rego prices



Junior Enquiries:

Co-ordinator Paul Severson

Email: mvccjuniors@outlook.com

Ph: 0407 556 950

Further Information

[Our Juniors - Moonee Valley Cricket Club](#)

Match Times:

Mixed: Fridays 5pm to 7.30pm

Girls: U10s Mondays 5:45pm – 7.45pm

TERM 4 2023 CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 9	October 10	October 11 Newsletter	October 12 2024 Foundation Familiarisation #1 Parents Association Meeting	October 13
October 16	October 17	October 18	October 19 2024 Foundation Familiarisation #2 Assembly 3pm	October 20
October 23	October 24	October 25 Newsletter School Council Meeting	October 26	October 27 World Teachers Day
October 30	October 31	November 1	November 2 Assembly 3pm	November 3 2024 Foundation Transition #1
November 6 Student Free Curriculum Day	November 7 Melbourne Cup Public Holiday	November 8 Newsletter	November 9	November 10 2024 Foundation Transition #2
November 13 MVIMP Combined Concert	November 14	November 15	November 16 Assembly 3pm Parents Association Meeting	November 17 2024 Foundation Transition #3
November 20	November 21	November 22 Newsletter School Council Meeting	November 23	November 24
November 27	November 28	November 29	November 30	December 1
	Year 5/6 Camp			
			Year 1/2 BBQ & Year 2 Sleepover Foundation Movie Night Assembly 3pm	

Newsletter

The newsletter will be published fortnightly all year. 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/>

Respect Optimism Care Collaboration