



Thursday 16th June 2020

TERM 3 WEEK 1

KEY DATES

JULY

Mon 13 - **Start of Term 3**

Mon 20 - Remote learning starts

CURRICULUM DATES 2020

Monday - 2nd November 2020

PUBLIC HOLIDAYS 2020

Tues 3rd November – Melbourne Cup Day

TERM DATES 2020

Term 1: 28 January - 27 March 2020

Term 2: (14)15 April - 26 June 2020

Term 3: 13 July - 18 September 2020

Term 4: 5 October - 18 December 2020

TERM DATES 2021

Term 1: 28 January - Staff only resume,

Students start - 29th Jan - 1st April 2021

Term 2: 19 April – 25th June 2021

Term 3: 12 July – 18th September 2021

Term 4: 4 October – 17th December 2021

WE'RE HERE FOR YOU

Stay well Stay Positive



From The Principal

The Premier and Minister for Education have announced a return to remote learning from July 20th. The school staff are currently preparing lessons which will again be delivered via our remote learning site (<https://sites.google.com/education.vic.gov.au/mps-home-learning>) and Zoom. The site will go live at the beginning of next week and Zoom reading conferences will commence next Monday also (teachers will advise families as to when their child's conference is on).

Staff have been busily filming new activities so that we can provide more video content, allowing students to revisit the explanations and hopefully saving parents from having to pull too much hair out.

Of course, the rules largely remain the same. If you are working from home, your child must stay at home, but those with a disability may also seek on-site support. All students on-site will be following the remote learning plan, with school staff assisting them to upload their tasks. School staff who are rostered on-site will still need to deliver their own classes online, so they are not there to teach a formal program. This is not sustainable. Also attached to this newsletter is the suggested home learning schedule. This does not need to be followed to the minute, it is merely a suggestion as to how you may wish to arrange your child's time.

A couple of things we have already planned for:

1. Wellbeing Wednesday was a great success last term and as the Minister has outlined, mental health will be a significant challenge. We will be continuing this to provide respite for parents and students.
2. A new Zoom Q & A session will be trialled for each class, each day. This will hopefully allow students to clarify any challenges. These sessions will be in addition to the weekly reading groups.

Collection of Books and Devices

The collection of school books and stationary, as well as the borrowing of digital equipment, will take place at the following times:

Session	Thursday July 16th	Session	Friday July 17th
1-2pm	Surnames A-K	9 - 10am	Surnames A - K
2-3pm	Surnames L-Z	10 - 11am	Surnames L - Z

As parents are not able to come on the school grounds, students will need to make their way to the collection points. For students in P-2 this will be in the hall, with all required resources pre-packaged for them. Students in 3-6 will be able to collect their resources from their classrooms (please bring a bag). Teachers will be available to assist students in collecting their things, with staff meeting junior school students at the main gate.

Principals Message Continued:

For families seeking to collect a **laptop or iPad**, these will also be available at the collection times. A parent will need to complete the attached borrowing form and pass it on to a staff member at the gate, at which point we will allocate a device to you.

Parent Teacher Interviews - Wednesday July 22nd

Parent / Teacher interview times are now available to book via Xuno.

Interviews will be conducted remotely using Zoom - the same platform that students have been using to conference with their teachers.

Teachers will send parents a Zoom link through Class Dojo the morning of the interviews.

Interviews will run for 10 minutes with a 5 minute break before the next interview begins.

Please ensure that you are logged in and ready for your interview at the specified time as teachers will not be able to reschedule you. We encourage students to be present for the Zoom interview if possible.

All Parent Teacher Interview bookings must be made by Tuesday July 21st 3pm.

If using the Xuno app - click the menu and select Parent Teacher Interviews. You can then select your preferred time for each child's teacher.

If using the website - Click the School tab and then select the Parent Teacher Interviews option.

The link for the website is <https://mulgraveps.xuno.com.au/>

If you are having trouble accessing Xuno, please contact the school office on 97952477

Specialist Interviews - Wednesday July 22nd

If any families would also like to have an interview with a specialist teacher (5 minute interviews) please Dojo the specialist teacher directly to organise a time. The specialist teacher will also send you a Zoom link the morning of the interviews.

On-site Supervision July 20-24th

For the first 6 weeks of the school term, all students will be learning from home, except for students on days when they are not able to be supervised at home and no other arrangements can be made.

On-site supervision will be available for children of parents who cannot work from home, any student with a disability and vulnerable children, including:

- children in out-of-home care
- children deemed by Child Protection and/or Family Services to be at risk of harm
- children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service)

If you cannot work from home or make other arrangements, please complete the form via the link below by no later than 4pm on Thursday July 16th.

<https://forms.gle/X13haZbU847uyKt5>

Temperature Checking

It is a condition of entry to the school that all students must be temperature checked. If a student's temperature is 37.5 degrees Celsius or higher, they will not be permitted to attend and we would ask that you seek medical attention.

Finally, I would like to finish by thanking our school community for their understanding. These are difficult times for us all and we appreciate your support.

Charles Spicer

Principal

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From School Council President

Many of you would know, but for those who don't, my name is Ed Meszaros and I am President of the Mulgrave Primary School Council. We work hard, often behind the scenes, to support the staff and students of the school, ensuring that we have a school that supports our values and is a school of choice for those in our community.

Being week 1 of Term 3, I think we can all agree that this has been a year like no other and to say it has been a period of change for everyone would be an understatement. My wife and I have two boys at the school, one in grade 5 and the other in grade 3 and we along with most parents are feeling a little apprehensive about returning to learning from home. We definitely found the first time around to be a challenging time and the thought of returning to this type of learning has brought about mixed feelings. I do however have full faith in our amazing teaching staff and can assure all families that they are doing all possible to take on board your feedback and implement the best ways possible to ensure that this time is as easy as it can be.

This year has been unprecedented and was not one that anyone could have planned. Mr. Spicer and his amazing team are in most situations learning of the ever-changing rules, and guidelines in the media along with us all. I would like to commend Mr. Spicer on his vigilant manner of keeping our school community updated as each change happens and for providing us with the information he has at hand, as he has it. I would ask for understanding at this time. Our staff and teachers at the school are giving us as much up to date information as they can in the most timely manner. They are not making the rules at this time and for your children's safety, are following the Government guidelines and implementing these as they come to hand. Many of our staff also have children at home and will be juggling work, teaching and their own family much the same as you are. We understand that this is a difficult time for all, please be assured that all guidelines are being followed and processes put in place for the health and wellbeing of your children and your family.

The staff and teachers at MPS are available to assist you with your queries and support you as best they can. However, please be aware that they are working within the ever-changing setting we find ourselves in and I would ask that you be aware of this and allow them time to respond. They will be doing this in the most timely manner, however this may be 48-72 hours depending on the details of your communication. I would also ask that you remain respectful during your communication and be aware that we are all in this together and are doing our best to facilitate the school as things are continuously changing.

I know the teachers and staff are looking forward to a time when they can welcome your children back to school and can resume on site learning. Please know that the main priority of the staff, teachers, and school council is the wellbeing of your children and we would always encourage you to reach out to the school, other parents within the school community, parents on the school council or PFA. Any of these avenues would be always willing to do their best to assist and support you. I have listed some useful links below that may be of help during this time.

In other news, the school stadium is looking great and almost complete, a new requirement for a new fire hydrant booster pump to be installed has delayed the Practical Completion date, now due in late August. With local sporting teams showing strong interest in calling the new stadium home, the opportunities this presents is certainly exciting.

Our MPS community is one to be valued and I am proud to be part of such an amazing school. Especially during this time, I think we need to rally together and support each other, and as such the school council and PFA will have more to share in newsletters to come. I wish you all the best of luck during this next phase of lockdown and remote learning.

Ed

Coronavirus (COVID-19) advice for parents, carers and guardians:

<https://www.education.vic.gov.au/parents/Pages/coronavirus-advice-parents.aspx>

Learning from home information for parents:

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning.aspx>

Find advice, tips and resources to help parents and carers support their child's continuity of learning from home.

Managing screen time, health and wellbeing:

<https://www.education.vic.gov.au/parents/learning/Pages/home-learning-screentime-wellbeing.aspx>

Parentline:

<https://www.education.vic.gov.au/parents/services-for-parents/Pages/parentline.aspx>

Learning at Home

By 8:55am each day, you will receive a Dojo message or email outlining the expected tasks to be completed for the day. Your teacher will change the schedule and tasks each day so that your learning time is interesting and helps you to make progress.

If you are stuck on a task, reread the instructions as you might have missed something. If you are still stuck then ask mum, dad or a sibling for help. If no-one at home can help, message your teacher. While you are waiting, go on with something else as it might take your teacher some time to get back to you. Finally, if all else fails, you will be able to ask your teacher at the daily Q&A session in the early afternoon.

Suggested Home Learning Schedule

Before 9am	Wake up	Eat breakfast Make your bed Get dressed Put pyjamas away
9:00am – 10:30am	Literacy	Reading Writing Spelling Handwriting books
10:30am-11:00am	Recess	Morning snack & play time
11:00am-12:00pm	Numeracy	Number Game Problem Solving Essential Assessment Prodigy
12:00pm-1:00pm	Specialists Session	One per day (choose per family – updated weekly) <i>Specialist teachers will be available for questions as per current working days:</i> Visual Art (Mon – Fri) Physical Education (Mon – Fri) Performing Arts (Mon, Tues, Thurs, Fri) Spanish (Wed – Fri) STEM (Mon – Wed)
1:00pm-1:30pm	Zoom Q & A	A daily session with your class where you can discuss the work tasks, ask any questions you might have, or even have a social get together with your class-mates..
1:30pm-2:30pm	Lunch	Help to make lunch for you and your family members.
3:00pm-3:30pm	Quiet time	Gratitude and Mindfulness Free Choice Reading Puzzles
3:30pm-5:00pm	Afternoon fresh air	Remember social distancing Ride your bike Walk the dog Play in your backyard
5:00pm-6:30pm	Help Your Family	Wipe all kitchen tables and chairs Wipe all door handles, light switches and bench tops Wipe bathroom sinks and bench Help your parents to cook dinner Set the table Help with the dishes
6:30pm-8:00pm	Free time	Shower Relax (watch TV or play a board game)
8:00pm	Bedtime	Read before bed

Please Note: This is a suggested schedule. You do not have to follow it to the minute!



Before 8:55am each day, you will receive a Dojo message outlining the expected tasks to be completed for Literacy and Numeracy. The following page gives you a brief outline of what to expect. It is expected that a **minimum of three tasks are complete each day (Reading, Writing/Spelling, Mathematics)**

Examples of Daily Tasks

Reading

Read for 20 minutes every day
Complete a Reader's Notebook entry
Remember to think about your reading

Did you make **predictions**?

Did you make **connections**?

What are you **wondering**?

What **questions** do you have?

What did you **picture** in your mind while you were reading?

What can you **infer** from the text and picture cues?

Can you **summarise** what you have read?

Choose one of the above prompts to write about in your Reader's Notebook.

Writing

Over the week you will be working toward building a Narrative. Each day you will be required to complete one task that will help you when doing your 'Big Write'.

In addition to your Narrative, it is important that you continue to practise your handwriting. Make sure you complete the handwriting pages that will be regularly set for you.

Spelling

Soundwaves Online – log in and complete the daily tasks

Do your homework tasks throughout the week

Maths

Play a Number Game

Problem Solving

Complete one MyNumeracy Task on Essential Assessment

Play some Prodigy (Grades 2 – 6)

Gratitude & Mindfulness

Write 3 things that you are grateful for today

Do some of your mindful colouring

Specialist Availability

Visual Art : Ms. Teghil – Mon–Fri

Performing Arts: Mrs Bush – Mon, Tues, Thurs, Fri

Phys Ed: Mr. O'Neill – Mon–Fri

STEM: Mr. Mac – Mon–Wed

Spanish: Mrs Gonzalez – Wed–Fri



Useful websites to support your learning at home

The following are links to resources that you can use to support your learning at home.

*** Passwords are on the inside cover of your book.**

Maths

Prodigy - <https://play.prodigygame.com/>

Essential Assessment - <https://www.essentialassessment.com.au/student/>

TumbleMath - K-6 math ebook database

Direct Link: <https://www.tumblemath.com/autologin.aspx?U=summerreading&P=trial>

Username: summerreading

Password: trial

Literacy

Zoom sessions

Each zoom session will be focusing on a guided or reciprocal reading sessions, all teachers will be focusing on reading goals that have been set from gathering recent data from last term.

Resources you could use at home:

Sunshine classics: (prep-6)

<https://www.sunshineclassics.com.au/>

You child can access books that are allocated to them at their level on this site, passwords have been provided in your home learning book.

Vooks (prep-3)

<https://www.vooks.com/>

Vooks story time program offer picture books online.

They offer for parents one month for free (please just sign up)

Tumble book library: (prep-6)

This a free online book library

: https://www.tumblebooklibrary.com/auto_login.aspx?U=summerreading&P=trial

Username: summerreading

Password: trial

Herald Sun Kids

Herald Sun Kids - <https://www.kidsnews.com.au/news>

Spelling

Soundwaves Online - https://online.fireflyeducation.com.au/services/student_login/soundwaves

Integrated Studies

Scholastic Learn At Home - <https://classroommagazines.scholastic.com/support/learnathome.html>

Zoos Victoria - <https://www.zoo.org.au/animal-house>

Wellbeing & Miscellaneous

DET Learning From Home - <https://fuse.education.vic.gov.au/Pages/learningfromhome>

Yoga Online - <https://www.cosmickids.com/>

Mindfulness/Meditation - <https://www.smilingmind.com.au/>

Colouring/Drawing tutorials/Origami etc. - <http://www.supercoloring.com/>

Learning to touch type - <https://www.typingclub.com/>



Mulgrave Primary School

Student Device Agreement 2020

Students in need of a device during the period of remote learning can be issued a device from Mulgrave Primary School for their educational use. If reasonable precautions and care are taken in the use of the device, the iPad or Notebook provided should not experience physical damage.

Each parent/guardian should review this form carefully with their child.

All devices issued to students are to only be used to access remote learning and for other educational uses. Students are expected to follow the guidelines below and take any additional common sense precautions to protect the device. Students, under the care and supervision of their parents/guardians, are responsible for taking care of the device.

Return of Device

This device is being loaned for the **student's** use during remote learning. This device is the property of Mulgrave Primary School. This device must be returned when on-site learning resumes.

Care and Maintenance

- The student/family is responsible for the daily care and maintenance of the device. Any damage or theft must be reported to Mulgrave Primary School within one school day.
- Keep the device in a safe place when not in use.
- The student/family should report any problems with the device to Mulgrave Primary School. Do not attempt to remove, add, or change the physical structure of the device, including keys, memory, battery, screen, charger, ID labels, etc.

Carry the device carefully at all times. Do not store items on top of the device.

Usage Guidelines

In general, all students are expected to use good judgment and common sense; be safe, appropriate, careful and kind online; not attempt to get around technological protection measures; and ask an adult if they need help.

Student Acceptable Use Guidelines

Students must:

- Use the device provided only to access remote learning activities.
- Follow the same guidelines for respectful, responsible behaviour online that students are expected to follow offline.
- Treat this device carefully, and alert Mulgrave Primary School if there is any problem with the operation.
- Understand that this equipment is the property of Mulgrave Primary School and should be treated as such. If equipment is stolen, a police report must be filed immediately.
- Alert a parent or teacher if students see threatening, inappropriate, or harmful content (images, messages, posts etc.) online.
- Be cautious to protect the safety of themselves and others.

Help to protect the security of school resources.

Students must not:

- Attempt to bypass the school's filter.
- Use this device in a way that could be personally or physically harmful.
- Attempt to find inappropriate content.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.

- Try to find ways to circumvent the school's safety measures and filtering tools.
- Use school technologies to send spam or chain mail.
- Use language online that would be unacceptable in the classroom.



Alter a school's device hardware or installed software.

Personal Safety and Privacy

- Students should never share personal information, including phone number, address, birthday, or financial information, over the Internet without adult permission.
- Students should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.
- Students should never agree to meet or communicate with someone they meet online in real life without parental permission. If students see a message, comment, image, or anything else online that makes them concerned for their personal safety, they should bring it to the attention of an adult immediately.

Any damage to, or loss of, these loaned devices must be paid for by the borrower. The costs will be as follows:

REPAIR COSTS FOR LOAN DEVICES

DAMAGE	PRICE
Lost power adapter Replacement of missing or broken keys, or where whole keyboard replacement is required. Screen damage (cracking, etc) Case damage (cracking, bending, etc)	\$250 – to cover the school's insurance excess.
Complete loss/theft	\$250, and parent/guardian must complete statutory declaration to attest that the device has been stolen and that the device was not left in an unsecured environment or car. NOTE: If the loaned device is not returned to school at the conclusion of remote learning, parents/guardians will be required to pay the full replacement cost, approximately \$800 for laptops and \$500 for iPads.

I understand that I must ensure the overall care and supervision of this device and accept the overall responsibility for keeping this device safe and in good condition.

<i>By signing this agreement, you acknowledge you have read, understood and accepted the Mulgrave Primary School Student Device Loan Agreement</i>	
Device type:	iPad / Laptop (please circle)
Device serial number:	(school to record)
Student's Name:	
Student's Grade Level:	
Parent/ Guardian Name:	
Parent/ Guardian Signature:	
Date Borrowed:	
Date Returned:	



Parenting tips for lockdown

As we all adjust to our uncertain new normal, parents are looking for ways balance kids' competing needs and head off conflict before it starts. Here are some strategies for keeping the peace between siblings and even encouraging them to make the most of this unplanned togetherness.

Set ground rules

When it comes to managing conflict between siblings, it helps to understand what's at the root of it. "We know that under normal circumstance, a lot of siblings' fights are about trying to get attention or something tangible, like a toy," says Meg Glick, LMSW, MSEd, a clinical social worker at the Child Mind Institute. "Kids fight over limited access to things they want. And right now with everyone cooped up inside the house, this kind of thing is happening more and more."

One of the best ways to get ahead of this kind of conflict is to set up clear schedules and systems — at a time when everyone is calm. For instance, if your kids always fight over who gets to pick what to watch on TV, you can create a schedule together and post it in a place where everyone can see it. Maybe the kids trade off days or half-hour time slots. You can do the same thing for sharing toys, picking routes on your family walk or even deciding who gets the last goodnight kiss from Mom or Dad.

The same goes for challenges around sharing space — if one child has a virtual activity with friends planned at a certain time and there's not much space to go around, agree in advance that those hours are quiet time for everyone. Knowing what to expect can help siblings stay calm and manage frustration when they can't have what they want in the moment.

Be specific and age-appropriate

Glick advises parents to use concrete tools to make the rules clear to everyone. What exactly this looks like will depend on your kids' ages, as well as their personalities and learning styles.

- For younger kids, timers for turn-taking or clear visual schedules often work well, says Glick. "The idea is that they need a way to anticipate what's coming next."
- For older kids, a written contract that everyone collaborates on and signs can give siblings a chance to work together and agree on common goals.

For teenagers, you can often take a more conversational approach to problem-solving. Glick recommends language like: "Hey, we've noticed that you and your sister are having difficulty sharing this space. What are some solutions that you think would be productive?"

Provide (lots of) positive reinforcement

Once your systems are set, it can take some time to get kids used to following them. During that time, it's essential to [reinforce the behavior you want](#) — and avoid focusing too much on the behavior you don't want.

Glick calls this strategy "active ignoring." "Instead of focusing on the whining and complaining," she says, "we're really focusing on the times it works: when they're able to calmly turn over the device or give space to their parent to be one-on-one with their sibling." You might remind your child of the rules or the schedule when they're having trouble sticking to them, but it's best not to spend a lot of time scolding or arguing. Positive reinforcement doesn't have to be complicated, Glick adds. It might be a reward like extra screen time or a special snack, but it can also be a high five or an enthusiastic "Good job letting your brother have his turn on time!" Especially for younger kids, even small bursts of attention and affirmation from parents can really [help siblings follow the rules](#).

Be open about differences between siblings

Especially right now, your kids might be dealing with very different stresses, responsibilities and daily routines. Maybe one child still has schoolwork while the other doesn't, or maybe [a teenager gets to go out and see friends](#) (from a distance!) while a younger sibling can't. With lots of families still spending most of their time together, it can be especially easy for kids to point to their siblings and say: "Why do they get different rules? It's not fair!"

The first thing to do in situations like these, Glick says, is to be clear about the difference between "fair" and "equal." "Try to be open in communicating to your kids what might be different among the siblings, and why that is," says Glick. If a younger kid is angry that an older sibling gets more screen time, being clear that the older sibling is just doing homework during that extra hour can be a big help. No, the rules might not be the same for each child, but that doesn't mean that the differences are unfair.

This can also be a chance for kids to adapt to the idea that sometimes life *isn't* fair — maybe one child's school schedule just runs longer than the other's, and there's nothing anyone in the family can do to change that.



Parenting tips for lockdown

Remember, says Glick, kids living with siblings are lucky right now, even though they might not always feel that way. Even if they can't see friends as much as they want to, they still have a peer to lean on and learn from. Keeping that in mind can help your kids (and you!) get through these difficult days as harmoniously as possible.

Clear up roles and responsibilities

One particularly tricky difference between siblings right now might be that older kids have had to take on new responsibilities within the family. With parents spread thin, many older siblings have been babysitting younger siblings, [supporting them with schoolwork](#) and helping out around the house more than before. And with so many summer programs cancelled, they may be called upon to be camp counselors at home as well.

If your family is in this situation, Glick recommends a few strategies for making sure that the new arrangements are meeting everyone's needs:

- Define roles clearly. Have an open conversation with everyone about what's expected. Make sure older siblings know what kinds of help you need them to provide (and that you're grateful!) and that younger siblings understand how their siblings' roles have changed.
- Set age-appropriate boundaries. Glick emphasizes that if you do need to rely on an older child, it should still be clear what the limits of this new responsibility are. "You want to avoid making kids feel like all the responsibility rests on them," she says. "When should they ask you to step in? What should they handle themselves and how can they get help when they need it?"

Check in often. Especially because teenagers and young adults are already dealing with a lot of stress and uncertainty about their own summer and fall, be sure to keep the conversation open and make space for your older kids to [talk with you and get the emotional support they need](#).

Finally, Glick notes that taking on additional responsibility at home can actually be an asset for many kids, no matter their age. "It can give them a real sense of confidence and mastery over their environment," she says. "It helps them feel like they're doing something to help in such an uncertain situation." So, don't assume that helping out with younger siblings will be a burden for older ones — they might find that it's a source of strength and purpose.

Emphasize silver linings

Even though the current situation is stressful for many children, it comes with the potential for real growth and connection between siblings. "Siblings are really the first peer partners for a lot of kids," says Glick. Taking turns, sharing, resolving conflicts — these are all skills that siblings are getting extra opportunities to practice right now. Even older kids can benefit from collaborating to work through the unique challenges of this moment.

Glick notes that she's seeing a lot of kids building closer relationships with their siblings during the coronavirus crisis. Getting time away from the usual stresses of school and peer groups has made their bonds stronger. "In the absence of distraction, some kids are turning to each to fill that gap in a really positive way," Glick says. Glick recommends the following strategies for parents looking to help siblings rely on each other and work as a team:

- Praise positive interactions. Just as you might provide positive reinforcement for an individual child's behaviour, you can look for opportunities to praise siblings together. You might say, "I love how you figured out the rules of your game together," or, "It's so nice that you're reading quietly together."
- Promote shared experiences. Any positive experiences that your kids have together now can make for a stronger bond down the road. Whether it's a family movie night or shared daily walk, build in group activities that everyone enjoys to promote positive feelings between siblings.
- Reward teamwork. If your children have a particular shared interest or favorite activity, you can encourage them to work toward goals together. "Maybe there's a cooking activity, an art project or some other special privilege that they're all really excited about," says Glick. You might give them a task to complete together to work toward that reward, so that both the work and the celebration become shared experiences.



A Message from Ali - The Student Wellbeing Officer

Hi, I'm Ali Hardaker (If you don't know me!) I'm the school's Student Wellbeing Officer here at Mulgrave Primary School, providing social, emotional and pastoral care for our students and families, particularly those who at times, require specific assistance. I will be putting relevant and interesting articles into the newsletter each issue to hopefully inspire and encourage you on your parenting journey. There will be web links added for you to tap into for further resources and information. I'm here at the school on Thursdays and Fridays. I will look forward to connecting with you via the articles and at the moment in this lockdown via calling the school.

Ali :)

Dads CONNECT

ONLINE GROUP FOR TERM 3



This is a Dads Connect Group for Dads who have a child on the Autism Spectrum. This online group meets weekly & is a series. The aim is to support Dads' mental health, support parenting skills & build positive connections with other Dads. Peter, our Facilitator, can't wait to meet you online!

THURSDAYS 7:30pm - 9:00pm

DATES

Thursday 6th August 2020
Thursday 13 August 2020
Thursday 20th August 2020
Thursday 27th August 2020
Thursday 3rd September 2020
Thursday 10th September 2020

This Group is Free. Register via Eventbrite:

https://sjidadsconnect_term3.eventbrite.com.au



Thank you to the Department of Health and Human Services Vic for funding this Carer group



RESILIENCE CALENDAR: JUMP BACK JULY 2020



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
We can't control what happens to us, but we can choose how we respond			1 Be willing to ask for help when you need it today (and always)	2 Make a list of things that you're looking forward to	3 Adopt a growth mindset. Change "I can't" into "I can't... yet"	4 Find an action you can take to overcome a problem or worry
5 Avoid saying "must" or "should" to yourself today	6 Put a problem in perspective and see the bigger picture	7 Shift your mood by doing something you really enjoy	8 Get the basics right: eat well, exercise and go to bed on time	9 Help someone in need and notice how that gives you a boost too	10 Don't be so hard on yourself. It's ok not to be ok	11 Reach out to someone you trust and share your feelings with them
12 When things go wrong, be compassionate to yourself	13 Challenge negative thoughts. Find an alternative interpretation	14 Set yourself an achievable goal and make it happen	15 Go for a walk to clear your head when you feel overwhelmed	16 When things get tough, say to yourself "this too shall pass"	17 Write your worries down and save them for a specific 'worry time'	18 Let go of the small stuff and focus on the things that matter
19 Notice something positive to come out of a difficult situation	20 Ask yourself: What's the best thing that can happen?	21 If you can't change it, change the way you think about it	22 Make a list of 3 things that you can feel hopeful about	23 Remember that all feelings and situations pass in time	24 Choose to see something good about what has gone wrong	25 Notice when you are feeling judgemental and be kind instead
26 Get back in touch with a supportive friend and have a chat	27 Write down 3 things you're grateful for (even if today was hard)	28 Catch yourself over-reacting and take a deep breath	29 Think about what you can learn from a recent challenge	30 Ask for help from a loved one or colleague. Be specific	31 Remember that you are not alone. We all struggle at times	

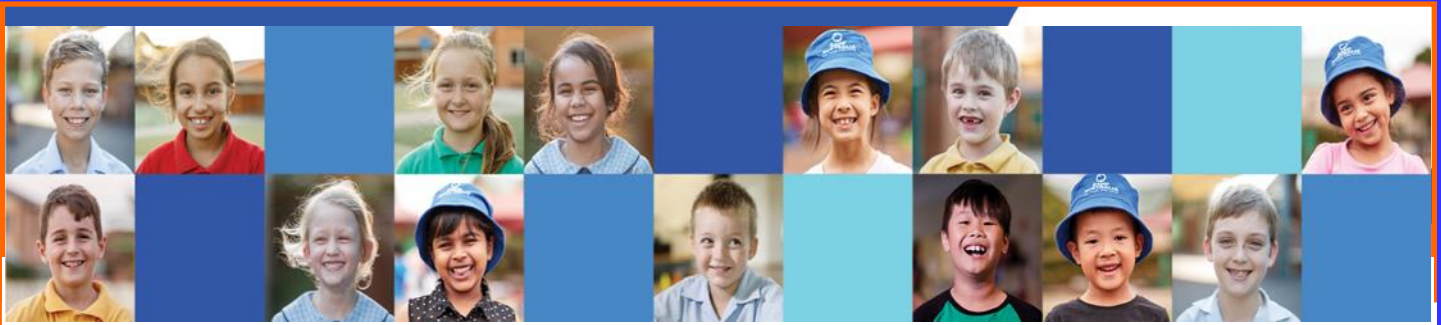
ACTION FOR HAPPINESS



actionforhappiness.org

Daily actions to look after ourselves and each other as we face this global crisis together

Keep Calm · Stay Wise · Be Kind



Dear Families,

A very warm welcome back to all families in term 3!

Firstly, I would like to share some of the highlights of the Winter Holiday program since we had an awesome time at the program! The children had their hands-on, on the range of daily theme-based activities such as: designing our very own umbrellas, painting and assembling Foosball in our desired colours, constructing magical architecture with colourful magic corn, creating a tornado in a bottle, modelling bridges, designing boats and expressing gratitude to our front line workers through drawing art. We also had an opportunity to immerse ourselves in French culture by exploring French culinary tradition, perfumes, Fashion, and ball games. Mexican Fiesta was all about Mexican scrumptious food, that everyone loved, we could not wait for seconds! Apart from all these activities, team games and physical activities were also popular throughout the program.

This week we are exploring winter art such as: pop stick snow man, igloo, 3D snow flake, penguin art and physical activities.

Next week's activities

Monday	Art and Craft: Surprise Monster art
Tuesday	Science: Magic Ink/ Milk
Wednesday	Art and Craft: Magazine art
Thursday	Cooking: Oat choc slice
Friday	Design wooden plaque

On Monday Eli, Nibihah, Yejun and Ryan made stick Snow man. Nibihah said, 'I like mine with two scarfs it looks like hands'. Eli said, 'I liked the hat of my snow man.'



During Holiday club "Care for our community day" Charlie and Marcus showed gratitude to our frontline work force by these lovely drawings.



Kind Regards
Meena

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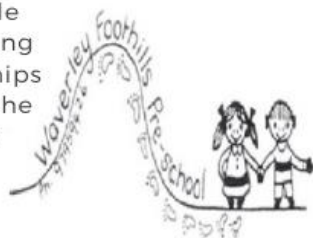
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