



Thursday 12th November 2020

TERM 4 WEEK 6

KEY DATES

NOVEMBER

TBA

DECEMBER

TBA

CURRICULUM DATES 2020

Late Term 4: (Numeracy and Planning for 2021) – TBC*

PUBLIC HOLIDAYS 2020

Fri 23rd October - [Grand Final Day](#)

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: 27 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

TIMETABLE

Commences	8.58 Music, 9am Bell
Recess	11.00 - 11.30pm
Lunch	1.40 - 2.30pm
School Finishes	3.30pm



From The Principal

Remembrance Day:

In 1918 the armistice that ended World War I came into force, bringing to an end four years of hostilities that saw 61,919 Australians die at sea, in the air, and on foreign soil. Few Australian families were left untouched by the events of World War I - 'the war to end all wars'. Most had lost a father, son, daughter, brother, sister or friend.

At 11am on the 11th of November we pause to remember the sacrifice of those men and women who have died or suffered in wars and conflicts and all those who have served to protect our country. This is an important ceremony that reminds us that the freedoms and prosperity that we enjoy as a nation have not come without a cost, and that we should be thankful to those who paid the price so that we may enjoy the wonders of this great country.



The Ode

**They shall grow not old,
as we that are left grow old:
Age shall not weary them,
nor the years condemn
At the going down of the sun
and in the morning
We will remember them.**

Lest we forget.

My Thanks to Ayanna and Levi for leading us through our Remembrance day service yesterday. They did a wonderful job.

Parent Payments

Today the 2021 parent contributions will come home. You will note that they differ slightly from year level to year level this year, under the Department's new structure. It is a detailed document and I urge that you take the time to read it. As per my previous messages, the cost structure has been changed where computer resources are no long considered an essential item, therefore as per the DET form, we have made a range of suggested contributions. In order to maintain such a high number of devices for students, without the cost of 1:1 programs, we would appreciate you considering making a voluntary contribution to this area. Of course, there are other voluntary items as well, most notably grounds, which we hope you may consider also. Any voluntary contributions will be specifically put towards the items described. MPS families have maintained an excellent record of support the school through their contributions and we look forward to your continued support so that we can provide the best education possible for your children.

Covidsafe School – Easing of Some Restrictions: Prep and Year 6 Transition

As mentioned above, this week the Department of Education and Training eased more restrictions on Melbourne metropolitan schools. Entire year levels can now undertake activities together and excursions can take place. Unfortunately at this point, parents are still not permitted on site. That said, School Council had previously opted to trial a parent free school in the mornings this term, so we are not far from where we would like to be regardless. It is my hope that we will be able to invite parents on-site, if not this term, then certainly for the beginning of Term 1 2021. I would hope for an exemption for the parents of our new preps at the very least.

Moving forward, it is likely that we will continue with the students only policy in the morning, with parents able to enter the school grounds from 3:15pm ahead of pick up in 2021.

Unfortunately, strict restrictions on Prep Transition and Gr 6 Graduation still remain. This week we have concluded our Prep transition sessions with small group visits for our newest members of MPS. The parent information session will need to remain a Zoom event, with further details coming home closer to the day. The session will be held on Wednesday December 2nd at 6:30pm.

Mr Stokes and Mrs Cutting are also working on the Grade 6 Graduation Ceremony which at this stage will be a staff and student event. It will follow the format of previous years and we are ready to live stream the event after today's successful Remembrance Day ceremony. We remain hopeful that parents will be allowed on-site, so are planning for all contingencies. We will keep families informed as soon as we receive updated information from the Department of Education and Training.

In addition, the Year 6 end of year excursion will now be able to take place. More details on what the day looks like will be coming home as soon as possible.

Preparing for 2021: What is Student Transition?

Mrs Melnyk is already preparing our whole school transition program to be held over the last three weeks of the school year, but we thought we would clarify what student transition involves, including the programs, processes and opportunities used to support students entering, moving through and exiting our school. Our transition program supports students transitioning:

- Step into Prep – 'Kinder – Prep' and new student enrolments from P-6
- Through school each year - As students progress through each Year level and
- Exiting the school - Year 6 to Year 7 and accessing special education settings.

Why is a transition program important?

Each student's life experience is different. Our students come from many different backgrounds as well as a

variety of family structures. Each child will have developed a range of skills and abilities that form the basis of their positive school experiences and ability to adapt to new situations.

Throughout each child's school journey the various stages of transition create periods of change for the child and their family. These periods can be both challenging and exciting. The aim of our transition program is to support each student to make every transition as smooth as possible. It is important to understand that the

preparation for each stage of transition starts well before students take their next step and is supported through a combination of special and whole school programs.



How are Mulgrave P.S students supported through the phases of transition?

Student transition is most successful when:

Each student's sense of belonging at school is strong

Processes are in place to build familiarity and reduce anxiety and students are supported to build their capacity to adapt positively to change.

The key components of our comprehensive transition program are delivered through our curriculum, whole school teaching practices, special programs, parent evenings and meetings. **Over the last three weeks of term** children will meet their class teacher for 2021 and their classmates. They will spend 5 afternoons working in their new groups and familiarising themselves with their class in order to reduce any anxiety over the long break.

P-6 Transition Program

Once again we will be providing families with confirmation of each child's 2021 classroom in early December. Following this, students will be able to help their teachers prepare for 2021 through the process of co-creating term 1's Integrated Studies unit, with subsequent sessions focused on developing class expectations and having a little fun before we head into school holidays. As per the success of recent years, we want the children to have a chance to acclimatise to their new groups. I strongly believe that by having time to settle into their new classes before the end of the year, we will significantly reduce anxiety and set up all students for a great start to the new school year in 2020.

I would like to thank all of the parents who took the time to share information with me recently, regarding their child's class/group placement for next year. I was impressed with how well each submission had been presented and that parents/guardians understood that the process of making grades up each year was complex, and that all children's needs must be carefully considered. The due date for letter closed last term. On the whole, parents respected the need to make requests based on educational grounds. As stated in previous editions, letters that request teachers cannot be guaranteed. I would like to thank the teaching staff for working hard to set up balanced, fair and productive classes across the whole school, making sure to take the needs of all students into account.

6-7 Transition

Soon our Grade 6 students will soon be visiting their new Secondary Colleges, most likely in smaller groups due to covid with a mix of emotions—perhaps excitement, perhaps a little anxiety?

- These times provide great opportunities for parents to have a family chat about these feelings and how normal they can be. Parents can be strong role models through these times by sharing their experiences in relation to how they overcame their worries as they moved through different phases of their life. Our children look to us for a validation of their thoughts and feelings—many concerns can be put to rest over a family dinner discussion.

- In 2020, MPS has introduced "The Resilience Project" to help students develop the ability to be resilient during challenging and to help them better understand the importance of gratitude, empathy and mindfulness, skills that will be used throughout a child's life. Resilience is never giving up, even when things get tough. Teaching explicit skills in relation to the development of resilience is part of "The Resilience Project" that all students have participated in this year. It is vital to help children develop strategies that promote well-being and develop coping mechanisms.



Andrew Fuller is a clinical psychologist and he describes resilience as “the happy knack of being able to bungee jump through the pitfalls of life – to rise above adversity and obstacles.”

Tips for building resilience in children:

1. Make connections

Teach children how to make friends and develop empathy. Encourage them to be a friend in order to get friends. At school, watch to make sure that one child is not being isolated. Connecting with people provides social support and strengthens resilience.

2. Teach children to help others

Children who may feel helpless can be empowered by helping others. Ask for help with a task they can master. At school, brainstorm with children about ways they can help others.

3. Daily routine

Following a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage children to develop their own routines.

4. Take a break

Although it is important to stick to routines, endlessly worrying can be counter-productive. Show children how to focus on something besides what's worrying them.

5. Self-care for children

Teach child the importance of making time to eat properly, groom themselves, exercise and rest. Children need 'down time' to relax, so make sure that not all free time is filled with a scheduled activity.

6. Goals

Teach children to set reasonable goals and move toward them one step at a time. Moving toward that goal and receiving praise for doing so will focus children on what they have accomplished.

7. Nurture a positive self-view

Help children remember ways that they have successfully handled hardships in the past and how this can help them handle future challenges. Help children learn to trust themselves to solve problems and make appropriate decisions.

8. Be optimistic

Even when children are facing very painful events, help them look at the situation in a broader context. A positive outlook enables children to see the good things in life and keep going even in the hardest times.

9. Self-discovery

Change and tough times are often when children learn the most about themselves. Help children to see that this is a good time to find out “what they are made of.” Change can be scary for young people, help them to see that change is part of life.

10. Make home a safe haven

Home should be a haven, especially as your child matures and encounters more freedoms and choices and looks to home to be a constant, safe and emotionally secure place in his or her life.

Tutors in School:

As families may be aware of, the Department of Education has been funded to provide a Tutors in schools program to support schools in targeting students who need extension or support following on from remote learning. Schools have received preliminary information on how the State Government's tutoring program will roll out in schools. All schools will receive funding to based on approximately 20% of the student population receiving two to three, 40-45-minute small group tutoring sessions per week for 26 weeks.



Parents will have noted that the school had already built in extra support for 2020/21 in the form of additional intervention teacher this year, so the tutoring will enable us to build upon our work.

Over the coming weeks, our school will continue to monitor and identify students requiring additional support and put in place logistical plans to support the program.

Pupil Free Day

The school has one pupil free day available that we haven't used in 2021. Whilst we recognise that this is not ideal timing, the school enters a review year next year and would like to utilise the day to begin planning for this massive exercise. The planned date for the curriculum day will be **Friday December 4th**.

Planning Week

This pupil free day will lead into our termly planning week where teachers will be able to map out the curriculum for Term 1 2021. As mentioned, students will have the opportunity during our transition sessions to have their say on the concepts that they would like to know more about and this information will be used to build our Integrated curriculum in particular, as well as co-create class expectations.

Student Leadership Criteria

Our staff have been talking to the grade 5 children about student leadership positions at our school for 2021. Please refer to the notice on Xuno for more detailed information

As students move into Year 6, opportunities for each child to partake in a number of formal and informal leadership roles are expanded.

Our formal leadership roles in 2021 are:

- ◆ School Captains
- ◆ Vice Captains
- ◆ Arts Captains
- ◆ Environment Captains
- ◆ House Captains
- ◆ Spanish Captains
- ◆ STEM Captains
- ◆ Student Voice Team (formerly Junior School Council)

We will announce the 2021 Year 6 student leadership roles during our assembly on **Friday December 11th**.

Finally, thanks again for your patience and understanding this year. The school would much prefer to be able to provide clear and timely information sooner rather than later, but this year has meant that we are flying blind, often until the last minute in many areas, which in turn means we can't communicate as efficiently as we would like with our school community. As we start to find some level of normality, we hope to bring parents information regarding their children's classes as soon as possible, so this will most likely mean some direct Dojo/Xuno messaging so that we don't have to wait for the newsletter each fortnight.

Charles Spicer

Principal



(Virtually) Come one, Come all to the MULGRAVE SHOW!

Hello family and friends!

Do you think you have the most creative brain in the Mulgrave community? Then step right up!

Now is your chance to prove you can go up against the best! Students V Students, Parents V Parents. Have you got what it takes to be the best and brightest in a range of categories? Do you have the most creative Lego build that would rival the Lego masters champions? Can you create the most entertaining stop motion animation using items around your house? Do you have the most well trained pet that will pose in goofy positions for the funniest pet photo?

Have you upcycled materials around your house for a bigger and better purpose?
PROVE IT!

All you need to do is log into Dojo and head over to the Mulgrave Show page. You will see a range of categories that you and your family members can enter. All details are available on each portfolio upload. Individual uploads only and one upload per portfolio task. Make sure if you are a student you upload in the student category and if you are a parent to upload in the parent category before the deadline (Friday Week 8 the 27th of November at 5pm)!

There are 5 main categories you will see: STEM, COOKING, SPORT, ART and ENVIRONMENT

Each main category has 3 sub categories. Once you have had a look and made a list of the categories you think you want to enter, **START CREATING!**

Each upload will cost you \$0.50c so start saving your pocket money.

Money is payable to the office through Qkr, no cash is to be passed over the counter so ask mum or dad for help with this one. Prizes include a range of gift vouchers for first place winners and official certificates for 1st, 2nd and 3rd places.

Tip: Add all of your entries into Dojo and then access Qkr to pay Eg. 10 entries = \$5

Note: Each upload must be added to its corresponding Dojo Portfolio otherwise it is invalid.

Only one upload per portfolio task is available so pick your best option.

Categories

STEM

Creative Block Building
Lego/Duplo/Wooden Blocks

Pattern work
Tessellation/ Mandala

Animation
Stop motion, flip book, visual game

COOKING

Fruits and Vegetables
Made into an animal

Best Looking Dessert
cake/cupcake/ice cream etc.

Fanciest Drink
Cocktail/Mocktail/smoothie/juice etc.

Environment

Nature Photography

Digital photograph of a nature

Upcycled Item

Creative way to reuse an item

Nature Sculpture

Work of art made from
leaves/flowers/rocks etc.

SPORT

Trick Shot

Creative way to score a perfect shot by hitting
a target or goal.

Keepy Uppy

Creative way of keeping a round object off the
ground (balloon/sports ball etc.)

Sports Jersey

Most creatively drawn sports jersey (can be a new or
existing team)

ART

Performing Arts – A piece of music

Performed by yourself – instruments/ singing or body percussion.

Pet Photography

Can be creative, cute or outright hilarious (the funnier the better).

Realistic Drawing

Black/white or colour sketch that looks lifelike.

Asthma

WHAT ARE AIRWAYS?

Airways are found in your lungs. Airways make up a network of tubes used to carry air in and out of the body when you are breathing.

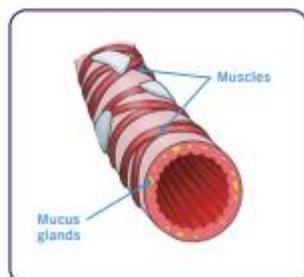
WHAT IS ASTHMA?

Asthma is a long-term lung condition which can be controlled but cannot currently be cured. People with asthma have sensitive airways. These airways are more likely to react to triggers. The lining of the airways is thicker and inflamed. When a person with asthma has an asthma flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow, and there is more mucus. This makes it hard to breathe.

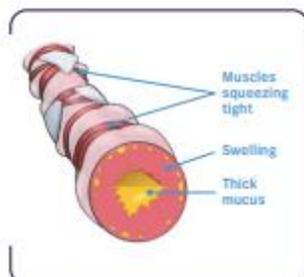
An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack. Any person with asthma can have an asthma flare-up.

The good news is, for most people, asthma can be well-controlled by following a daily management plan. People with well-controlled asthma have irregular asthma symptoms and very few flare-ups. This means that people with asthma can live healthy, active lives.

NORMAL OR WELL MANAGED ASTHMA AIRWAY



AIRWAYS DURING ASTHMA FLARE-UP



ASTHMA FACTS

- 1 in 9 people in Australia have asthma. That is around 2.7 million people (11% of the population)
- 389 people died from asthma in 2018
- 38,792 Australians were hospitalised in 2017-18
- Approximately 80% of asthma hospitalisations are preventable

To view the latest asthma statistics online, visit asthma.org.au/about-asthma/understanding-asthma/statistics/

HOW DO YOU RECOGNISE ASTHMA?

People with asthma can have a range of symptoms:

- Breathlessness
- Wheezing
- Tight chest
- Persistent cough
- Symptoms often occur at night, early in the morning or during/after activity

A person's asthma symptoms can vary over time - sometimes they will have no symptoms, especially when asthma is well-controlled. Symptoms often vary from person to person.

WHO GETS ASTHMA & WHY?

Asthma affects people of all ages. Some people get asthma when they are young; others when they are older. The causes are not entirely understood, although people with asthma often have a family history of asthma, eczema and hay fever. There is some evidence that exposure to environmental factors such as workplace chemicals or tobacco smoke can lead to asthma.

Researchers continue to try to find out more about what causes asthma and how we might prevent it.

Asthma

HOW DO PEOPLE WITH ASTHMA KEEP SAFE AND WELL?

While we still need to find out more about what causes asthma, we do know a lot about how to live well with asthma. Most people can carry out their lives normally, by following simple asthma treatments. Arrange to see your doctor for a review of your asthma at least twice a year.

UNDERSTANDING YOUR LEVEL OF ASTHMA SYMPTOM CONTROL

Think about your asthma over the last 4 weeks and look at the chart below to see if your asthma control is good, partial, or poor.

Good control	Partial control	Poor control
All of:	One or two of:	Three or more of:
Able to do all your usual activities	Less able to do your usual activities	Less able to do your usual activities
No asthma symptoms during night or on waking	Any asthma symptoms during night or on waking	Any asthma symptoms during night or on waking
Daytime symptoms no more than two days per week	Daytime symptoms more than two days per week	Daytime symptoms more than two days per week
Need reliever no more than two days per week*	Need reliever more than two days per week*	Need reliever more than two days per week*

SEE YOUR DOCTOR IF YOU:

- Wake up coughing, wheezing or breathless
- Struggle to keep up with normal activity
- Use your reliever more than two days per week

It is also important to see your doctor if you have had asthma symptoms, a flare-up or hospital presentation in the last month. This may indicate that you need regular preventer treatment or a review of your current preventer medication.

If started on or changing medications, book a follow-up appointment with your doctor in one month's time to review your asthma control.

GET A WRITTEN ASTHMA ACTION PLAN FROM YOUR DOCTOR

A written Asthma Action Plan tells you how to:

- Recognise when your asthma is getting worse
- Adjust your reliever and preventer medication based on your level of asthma control
- Know when to seek medical help

ASTHMA AUSTRALIA CAN HELP YOU:

- Learn about asthma and Asthma First Aid
- Learn about your asthma symptoms, triggers and medication
- Learn about written Asthma Action Plans
- Learn how to use your asthma devices correctly
- Understand how other health conditions might impact your asthma
- To understand and engage with various health services

CALL **1800 ASTHMA** (1800 278 462) or visit asthma.org.au

DO YOU KNOW YOUR TRIGGERS?

A trigger is something that can set off your asthma symptoms. Every person with asthma has different triggers.

Common asthma triggers include:

- Colds and flu
- Smoke, for example from cigarettes or fire
- Inhaled allergens; for example dust, pollens, moulds, pet dander, dust mites
- Workplace chemicals and environment
- Poor air quality
- Changes in temperature and weather
- Emotions, for example laughter or stress
- Some medications
- Some food chemicals and additives (e.g. sulfites can trigger asthma in some people)
- Exercise can be an asthma trigger (especially if your asthma is poorly controlled)

When a person's asthma is well-controlled, triggers are less likely to set off an asthma flare-up. A written Asthma Action Plan can support you to keep your asthma under good control. People with well-controlled asthma can live healthy active lives and participate in exercise.

Some triggers can be avoidable, and it is helpful to understand what triggers your asthma. To find out more, visit asthma.org.au/about-asthma/triggers/

It is important to know what to do if something makes your asthma worse. Follow your written Asthma Action Plan or see your doctor.

Asthma

HELPING SOMEONE WITH AN ASTHMA FLARE-UP

An asthma flare-up can happen to anyone with asthma, at any time.

Asthma flare-ups can get worse very quickly (in seconds to minutes) – some people call this an asthma attack.

Asthma flare-ups can also develop more slowly (over hours to days or even weeks).

Asthma First Aid can save someone's life.

Do not wait until asthma is severe to start first aid. Everyone can learn Asthma First Aid.

Signs of an asthma flare-up can include any of the following:

MILD/MODERATE

- Minor difficulty breathing
- Able to talk in full sentences
- Able to walk/move around
- May have cough or wheeze

Follow these steps:

- Ask the person if they have asthma and if they need help
- If so, assist the person with Asthma First Aid

SEVERE

- Obvious difficulty breathing
- Cannot speak a full sentence in one breath
- Tugging in of the skin between ribs or at base of neck
- May have cough or wheeze
- Reliever medication not lasting as long as usual

Follow these steps:

- Call Ambulance on Triple Zero (000)
- Commence Asthma First Aid

LIFE-THREATENING

- Gasping for breath
- Unable to speak or 1-2 words per breath
- Confused or exhausted
- Turning blue
- Collapsing
- May no longer have wheeze or cough
- Not responding to reliever medication

Follow these steps:

- Call Ambulance on Triple Zero (000)
- Commence Asthma First Aid



Supporting Childhood Mental Wellness

This year, why not resolve to put practical, productive and *achievable* plans into action...

To promote mental wellbeing for your children (and yourself).

The combination of each of these small acts will help *you* to help your children have a prosperous year.

And happy and healthy children make for happy and healthy parents!



1. Make a routine.

The easiest way to stick to your resolutions is to make them part of a routine.

A solid routine doesn't need to be rigid...

But it does need to be consistent.

This consistency helps to enforce good habits.

And the predictability and familiarity that comes with it helps kids to feel secure and safe.

So whatever unexpected challenges are thrown at them at school or with friends...

They'll always know exactly what they're coming home to.

Think of the things you'd like to add to you or your child's routine (perhaps some of the things we'll list below)...

And frame them around daily events that already occur:

Meal times, bath times, or travel times to and from school are a good place to start.

Mental Health Benefits: Stability; security; comfort; trust; familiarity.

2. Limit screen time.

It's not just kids' eyesight or concentration that makes excessive screen time problematic...

Research shows that youth mental health is suffering as a result of social media and smart phones.

Increased anxiety, poorer sleeping habits and feelings of loneliness and isolation are just some of the alleged symptoms.

Enforcing 'no screen zones' gives your children a break from this constant 'digital noise'.

Make it easy, productive and not-so-obvious by replacing screen time with family talking time!

Start with car trips and meal times, and then work on stretching out no-screen zones throughout the day.

Mental Health Benefits: Sense of mental 'quiet'; improved focus; distraction from online comparisons; perspective; improved sleep.

And on that note...

3. Support good sleeping habits.

Children and teenagers especially — physically and mentally — suffer from lack of sleep.

It makes us more emotional, less resilient, and makes it difficult to concentrate.

Research shows that lack of sleep affects self-regulation; that is, our ability to control our cognitive functions, our emotions, and our behaviour.

Furthermore, when a child can't concentrate in class because of fatigue, it can lead to poor performance, anxiety around school and low self-esteem.

To help your child develop healthy sleeping habits:

Encourage them to stay away from screens, TV or otherwise, for at least an hour before bed...

Make sure they avoid sugar or caffeine in the evenings...

Support consistent (and age-appropriate) sleeping and waking times...

And make sure their bedroom provides a good environment for sleep; that is, not too much light, noise, or distractions.

If sleep problems seem to persist, consider other causes, such as anxiety or a sleep disorder.

Mental Health Benefits: Self-regulation; focus; self-esteem; resilience.



4. Assign [chores](#).

Getting your kids to contribute to [household duties](#) has a number of benefits:

It helps to get things done, of course, but it also helps them to feel competent, and that they're contributing to the family and the home.

It teaches them responsibility, and encourages appreciation for all the things that you do for them.

And it develops important, practical skills they will need to be self-sufficient adults.

It also has the added bonus of implicit screen-free time — it's pretty hard to play on your phone while doing the dishes!

[Mental Health Benefits:](#) Gratitude; competence; contribution; accomplishment.

5. Encourage physical activity and [healthy eating](#).

Aside from the obvious physiological benefits of a healthy lifestyle...

A nutritious diet and physical activity have a profound impact on our mental health.

Exercise helps to fight [depression](#) by releasing endorphins — those chemicals in our brain that make us feel good.

It also helps reduce inflammation which has been linked with [depression](#) and [anxiety](#)...

And it encourages brain activity that supports feelings of calm and wellbeing.

A diet rich in fruits and vegetables can also do the same thing:

A recent study of 12,000 participants found that those who increased their daily fruit and veg intake experienced a dramatic increase in life satisfaction...

'Equivalent to moving from unemployment to employment!'

Exercise and healthy eating also improve sleeping habits, which aids good mental health.

[Mental Health Benefits:](#) Release of endorphins; increased energy, reduced fatigue; improved concentration and memory.

6. Practice gratitude.

Studies show that a sense of gratitude has a huge impact on our sense of life satisfaction.

And by [encouraging your children to feel grateful](#) for the small things, you'll help them to appreciate the bigger picture.

Start small:

Simple questions like *'what was the best thing that happened at school today?'* get kids to look on the bright side more often — and be thankful for it.

Being appreciative for the big and small things in our lives helps us to develop [empathy](#), compassion and [resilience](#).

And it also helps to quiet our [negative thoughts](#).

[Mental Health Benefits:](#) Resilience; [empathy](#); positivity; confidence.

7. Practice Mindfulness.

[As little as thirty seconds a day of mindfulness](#) can have a huge impact on our mental health.

And educators around the world are adopting [meditation in their classrooms!](#)

It's a practical and effective antidote to the pressures in the classroom...

And it's a skill that becomes easier the more you do it.

[Meditation and mindfulness](#) help to quiet and soften our internal dialogue...

When we're overwhelmed with challenges in our social life, school or home, these quiet moments help to remind us that our anxious and negative thoughts are just that: thoughts.

There are many meditation [apps](#) designed specifically for kids...

But you can also practice mindfulness together as a family.

[Mental Health Benefits:](#) Reduced anxiety; positivity; [resilience](#); calm; improved sleep.



8. Make time for family time, and talk openly and often

As parents, you are the most influential people in your children's lives.

They rely on you for support, emotionally and practically...

So taking the time from your schedule to connect and bond with them is incredibly important and beneficial.

For a start, making family time a priority shows kids that they are valued, respected and important.

It helps them to voice their thoughts, feelings and concerns.

It develops trust between parent and child, so that they are comfortable coming to you when they are in need.

And it makes parents more aware of their child's strengths, weaknesses and challenges, so that they can be addressed as they occur, and before they worsen.

Specifically designated family time, like weekend activities, is important, but you can also make time for bonding in your every day routine:

Over dinner, during car trips, while cooking together, or on a walk around the block..

However you fit it in, make sure to converse with your child often, show them that they can trust you and you won't be judgmental, and prove to them that your time together is valuable and important.

Mental Health Benefits: Comfort; trust; security; emotional intelligence; empathy; understanding.

Incorporate all these New Year's Resolutions into your daily life to support mental wellness and prosperity for your whole family this year.

It's not as hard as it may seem...

Try this mental-health makeover to your day:

Make no screen zones for car rides and meal times, and talk about the best things that happened in your days — this immediately incorporates 2, 6 and 8.

Get your kids to help with preparing healthy dinner and clean up afterwards, and do it together — that's 4, 5 and 8.

Put the phones away an hour before bed time, and read for five minutes or more, together or independently — that can satisfy 2, 3, 7 and 8.

And by incorporating at least a few of these actions into your everyday life, you're already mastering number 1!





ACTION CALENDAR: NEW WAYS NOVEMBER 2020



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Make a list of new things you want to do this month	2 Respond to a difficult situation in a different way	3 Get outside and observe the changes in nature around you	4 Sign up to join a new course, activity or online community	5 Change your normal routine today and notice how you feel	6 Give yourself a boost. Try a new way of being physically active	7 Be creative. Cook, draw, write, paint, make or inspire
8 Find out something new about someone you care about	9 Plan a new activity or idea you want to try out this week	10 When you feel you can't do something, add the word "yet"	11 Be curious. Learn about a new topic or an inspiring idea	12 Overcome a frustration by trying out a new approach	13 Choose a different route and see what you notice on the way	14 Find a new way to help or support a cause you care about
15 Go outside and do something playful - walk, run, explore, relax	16 Look at life through someone else's eyes and see their perspective	17 Try a new way to practice self-care and be kind to yourself	18 Connect with someone from a different generation	19 Broaden your perspective: read a different paper, magazine or site	20 Make a meal using a recipe or ingredient you've not tried before	21 Learn a new skill from a friend or share one of yours with them
22 Find a new way to tell someone you appreciate them	23 Set aside a regular time to pursue an activity you love	24 Share with a friend something helpful you learned recently	25 Use one of your strengths in a new or creative way	26 Tune in to a different radio station or TV channel	27 Enjoy new music today. Play, sing, dance or listen	28 Join a friend doing their hobby and find out why they love it
29 Discover your artistic side. Design your own Christmas cards!	30 Look for reasons to be hopeful, even in difficult times					



"You never know what you can do until you try" ~ C. S. Lewis



ACTION FOR HAPPINESS

www.actionforhappiness.org

Keep Calm · Stay Wise · Be Kind

Learn more about this month's theme at www.actionforhappiness.org/new-ways-november

Student of the Week Term 4: Week 5

Class	Name	Reason
6S	Georgia M	For her excellent contributions to our class discussions and her helpful attitude in the classroom.
6C	April. G	For participating well in class and putting a lot of effort into her reading.
	Alexandra. A	For a massive effort in her explanation report about how Orca's hunt.
5T	Nicolas	For his engaging explanation text on how orcas hunt, particularly his play on words!
5H	Omar	For being a valuable member of 5H. Omar's last day at Mulgrave PS is today and he will be missed by his peers and teachers. All the best Omar.
	Lily	A fantastic effort with her explanation report on how Orca's hunt. Also for always being a happy and helpful member of 5H.
4W	Akein	For making such a positive start at Mulgrave Primary School!
4H	Riley	For taking more ownership of his learning over the past two weeks. Keep it up!!
4B	Kanav S	For showing excellent team work skills when collaborating with classmates and writing detailed notes about the life cycle of a sea turtle.
3R	Aleena	For applying herself during writing this week, preparing for her Big Write!
3M	Kaan T	For displaying a positive attitude and fantastic engagement during class discussions.
2T	Josh W	For his effort and collaboration during group tasks and work on explanation texts.
2P	Leo K	For always displaying the school values and for being an active and engaged member of class.
2G	Hamza E	For being a wonderful member of 2G. Thanks for all your great work and being a helpful and supportive friend. Well done and all the best!
	Avin W	For having such a positive attitude towards school and settling in well to his new class. Well done on a great week Avin!
1T	Ellora	For trying really hard on her Big Write. Keep up the fantastic work ethic!
1J	Nicola	For her creativity and always being friendly to all her classmates. Your smile is the best Nicola!
PN	Sam	For his amazing efforts with his writing and spelling this week! You've made awesome progress Sam!
PL	Pearl B	For her enthusiasm and engagement in writing her explanation text. Fantastic sounding out Pearl.
PG	Charlotte P	For always having a go with a positive attitude and a smile on her face.
PC	Amelia W	For being a kind, considerate and helpful friend.

Specialist Awards Term 4

	Junior	Middle	Senior
Art	<p>Aydin O - 1T</p> <p>For persistence when trying to master a new skill in the art room.</p>	<p>Bianca H - 4H</p> <p>For her bright, eye-catching street art.</p>	<p>Rana A - 5T</p> <p>For her bold experimental colour choices and wonderful painting of Man's Best Friend.</p>
PE	<p>Pavlos T - 1T</p> <p>For his amazing effort and attitude when exploring his Fundamental Motor Skills. Great Work</p>	<p>Oliver G - 3R</p> <p>For amazing enthusiasm, team work and sportsmanship during our class soccer games. Great Effort!</p>	<p>Danial H - 6S</p> <p>For his skilful and fair play when playing soccer, it was great to see you challenging yourself with opposite foot play and scoring goals with your head only! Well Done</p>
Performing Arts (4 Today)	<p>Fatima A - Prep L</p> <p>For demonstrating her fantastic acting skills during all drama activities. You are giving us confident and entertaining performances that are a joy to watch. Well done!</p>	<p>Amelia G - 4H</p> <p>For demonstrating your wonderful acting skills during the performance of your skit and as you are rehearsing for your play. You are using your voice, face and movement to really tell your audience who your character is and how they're feeling. Well done!</p>	<p>Mark K - 6S</p> <p>For his entertaining and energetic performance of the skit, "The Viper". Keep up this level of performance and I am sure you'll provide an equally entertaining performance of your upcoming play.</p>
Science	<p>Indi B - PN</p> <p>For your eagerness and hard work in STEM while learning about animal features and how to use digital microscopes. Great work Indi.</p>	<p>Vicky S - 4B</p> <p>For your interest in STEM and great work while we've been looking at physical forces. Well done Vicky.</p>	<p>Levi T - 6C</p> <p>For your excellent work in STEM and your contributions during class as we've looked at human influences on animals. Excellent work Levi.</p>
Spanish	<p>Sean D - 1T</p> <p>For taking part in Spanish fruit games with great enthusiasm.</p>	<p>Valerie D - 3R</p> <p>For being able to ask and explain where things are in the classroom. Well done!</p>	<p>Rana A - 5T</p> <p>For her asking excellent questions to help her understanding of Spanish. Keep it up.</p>



Dear Families,

This week is our 'your Creative Kids' week jam-packed with many exciting activities and is progressing well. The children are encouraged to explore their innate creativity through a variety of experiences to nurture their emotional health. Experiences such as controlled breathing wave, painting to music, making Mandalas, what in your heart, open-ended collage and many more have been planned to express feelings through these creative arts!

Apart from planned experiences at the service, Camp Australia has organised a creative art competition for all families.

To join the contest, children required to showcase their talent on 'all about you' template by 18th of November and give self-chance to win fabulous prizes. The great news is that the service with the highest percentage of families to enter will also win their very own prize.

The "All about U" template, is downloadable for families online at <https://campaustralia.com.au/bigartcomp>.

Highlights of the program over the last week is, in art and craft we made colourful spinning balls and paper plate fascinators for Melbourne Cup day. In science, some of the children constructed Solar cars and we loved watching them drive off in the sun. We also explored the technique behind the float or sink science. In another experience, we made a tornado in the bottle. Our master chef made delicious cheese naan bread and cinnamon and fruit pancakes for breakfast.

Besides these experiences, we extended our physical and social skills through a variety of team games such as modified guards and soldiers, one-touch, ball tiggly, rock paper scissor relay, fruit salad, memory tag and many more!

During term 4 and 1, we encourage children to wear hats for outdoor play, A friendly reminder to all families to pack an extra hat in your child's bag for outdoor activities.

A very happy Deepawali to all our Indian community!

Next week activities are:

Monday	Recycle building: Tube Robot
Tuesday	Science: Magic paper towel art
Wednesday	Cooking: Fruit jelly
Thursday	Pastel chalk art
Friday	Skipping challenge

Kind Regards

Meena

For booking, please visit: campaustralia.com.au

Join us in Outside
 School Hours Care for



YOUR CREATIVE KIDS



November 9th - 13th

Your Creative Kids is all about helping your children express themselves through art. Whether it's drawing, painting, sculpting, or any other art form, we'll guide your child's emotional growth through individuality.



Government subsidies available for eligible families

Check out what's planned for Your Creative Kids:

Mulgrave Primary School

Monday	Control breathing waves/ open ended craft/ Painting to music
Tuesday	Stress ball making/Making Mandela/Words to live by poster
Wednesday	What's in your heart/Nature art/Wax art/Skipping challenge.
Thursday	Shadow drawing/ Musical skittle Soccer/Colour Mania/Musical puddle
Friday	Marble painting/Clay Diya art/Dancing with Streamers

Membership **BONUS**



\$10 WISH eGift Card[^]
when you purchase
Single City Membership **\$69.99**



\$20 WISH eGift Card[^]
when you purchase Multi City
Membership **\$119.99** or
Multi Plus Membership **\$229.99**

[Renew & support us](#)



WISH eGift Cards can be used for everyday expenses at participating Woolworths brands. Redeemable in store and online.

Redeemable in store and online at



Redeemable at participating stores



Thank you

Your support makes a big difference



Advertising



Wellington
Preschool Inc.

We moving temporarily for 1 year to Glen waverley
South while we are being rebuilt !

Same fabulous staff... same fabulous programs !

State of the art new facility in 2022

3 & 4 year Old Groups now enrolling for 2021

*Fully qualified & dedicated teachers providing
stimulating and creative programs

*15 hour , 4 year old program available now

*7 hour , 3yo program available now

*Exceeding Rating Service

* Friendly caring staff

For more information please contact the
Preschool on 0490860377 or email us
wellington.kin@kindergarten.vic.gov.au

Or enrol on our website

www.wellingtonpreschool.org.au/enrolments

Wellington Preschool

43 Fraser Street, Glen Waverley 3150

Schools Communication App's



THE STADIUM
FISH & CHIPPERY
Est. 2006

Unit 1/2 Stadium Circuit, Mulgrave Vic 3170
P: 9569 7522
Order online at
www.thestadiumfishandchips.com.au



with  masterpass



Stay well Stay Positive

Page 20

Mulgrave Primary School

Values: Persistent, Motivated, Successful

23-31 Gladeswood Dr, Mulgrave VIC 3170

Phone: (03) 9795 2477

mulgrave.ps@edumail.vic.gov.au

