



Thursday 24th June 2021

TERM 2 WEEK 10

KEY DATES 2021

JUNE

Wed 23 - Parent / Teacher / Student Conferences

Fri 25 - Last day of term Finish 2.30pm

JULY

Mon 12 - First day of school - Term 3.

Fri 30 - 100 days of Prep

BREAKFAST CLUB DAILY (OLD HALL CANTEEN)

Monday - sit down including cereal & toast

Tuesday - grab and go with fruit options

Wednesday - including cereal & toast

Thursday - grab and go with fruit options

Friday - including cereal & toast

TERM DATES 2021

Term 2: 19 April – 25th June 2021

Term 3: 12 July – 18th September 2021

Term 4: 4 October – 17th December 2021

CURRICULUM DAYS

Friday - October 29th

Monday - November 1st

PUBLIC HOLIDAYS

Queens Birthday - Monday 14 June

Melbourne Cup - Tue 2 November

TIMETABLE

Commence 8.58 Line-up Bell-Music, 2nd Bell 9am

Recess 11.00 - 11.30am

Lunch 1.40 - 2.30pm

School Finishes 3.30pm

STEP INTO PREP DATES - 2021

9:15 - 10:00 am Wednesday, Oct 20th

9:15 - 10:00 am Wednesday, Oct 27th

9:15 - 10:00 am Wednesday, Nov 10th

9:15 - 10:00 am Wednesday, Nov 17th

happy
holidays!

From The Principal

We would like to sincerely thank everyone in our community, students, parents, carers and staff, for the role you have played in staying healthy, whilst remaining engaged as much as possible, with your own work and study requirements.

Having celebrated students' results with reports (published last Monday) and parent-teacher interviews (held last night), the last week of a school term provides a great opportunity for celebration and reflection.

It is important to note and acknowledge, just how well our school has pulled together over the past few weeks, and it really has been great to be part of.

In the context of COVID, the mid-year report cards evidencing continued student academic and social/emotional growth is all that more impressive, with it gratifying to hear that many students have 'snapped back' into schooling despite the disruptions.

Well done to everyone for the continued routine and rigour, with the upcoming holidays a chance to rebalance and reorientate.

Read, Read, Read

If you were to set one solitary goal for your child/ren for this holiday period it should be to read.

There is nothing quite like reading together as a family. Whether you're flipping through picture books with your little ones or sitting in the same room with older kids while, each immersed in a piece of literature, these are times you remember. For a moment, you are all able to escape worries and experience art in written form. In the middle and upper grades parents can help their children to become 'thinkers' as they read.

Starting in kindergarten, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by Year 6 and on standardised tests, they will likely score better than 90% of their peers. This is compelling data on the benefits of encouraging your child to read.

As parents we have a big responsibility to support our children's reading development. The best thing that you can do to help your child is to make a daily time to enjoy books together. For the younger students this means finding a time to sit on the couch together or snuggle up in bed to read together each day.

Reading in the younger years will often be mum or dad reading aloud to a child as they begin to make connections themselves and start to join in. Home reading books give our students the opportunity to have a go themselves and to practice what they are being taught at school.

Whenever we read, what we say should always make sense. If it doesn't, we need to have another try. Reading is about making meaning from print. Whenever your child 'self-corrects' (has another go when something doesn't sound right), we should praise them so they get into the habit of knowing this is what good readers do.

Learning to read becomes less about being able to 'say out loud what the words are' (decoding) and moves to ensuring we comprehend or understand what we have read. You can help your child greatly by discussing stories with them.

There are different kinds of questions you can ask your child during and after reading to help guide their understanding. Questions which help to find answers that are directly stated in a book could start with: *What happened...? How many...? How did...? Who...? What is...? Which...?*

Questions which help children to think a little more deeply and start to 'read between the lines' by thinking about what the author is telling us may include: *Why did...? What was...? What do you think about...? Can you explain...? How was this similar to...?*

We can help children to think even more deeply about what they are reading by discussing what they think, feel and wonder about what they read. Some good questions to ask about this level of thinking are: *How would you...? Do you agree...? What would have happened if...? How might...? What effect does...? If you were...? What would you...?*

Being able to read is a gateway to being a life-long learner, so consider using the holidays as a chance to connect with your children through daily opportunities to read.

School Review

The school review has now been completed with the school receiving the report from the reviewer on Wednesday. We will take the next month to examine the report, both through staff leadership and the school council. The next step is to develop the School Strategic Plan for 2022-2025, which will flow on from the findings of the review, but also the work that has got us to this point. I would like to thank all those who gave up their time to undertake surveys or forums and I would particularly like to thank our School Council President Mr. Ed Meszaros for his input over the three days of the review and for so generously giving up his time over the three days. Towards the end of the year, the school will present the community with the strategic plan and the 2022 Annual Implementation Plan.

Puberty Ed

For those who missed it, the Puberty Ed parent night was a great success with excellent questions from students and parents alike. For the Year 5 & 6 families who were unable to catch the Zoom session, we will provide a recording and Kate Wilde's details should you wish to contact her directly.

Thank You

Thank you MPS staff. With another school semester interrupted by a 'snap lockdown' in Term One and more recently the Term Two 'circuit-breaker', the teachers themselves have displayed amazing resilience. The school staff and leadership team pride ourselves in working hard behind the scenes to ensure that the rhythms of each day, week, month and term flow seamlessly for our students. In appearing effortless, this absolute grind and dedication to complete the 'invisible' organisational work can sometimes be underestimated as we energetically engage in our school vision: to nurture a collaborative, engaging and resilient environment that enhances knowledge and supports social, emotional and academic growth; maximizing our potential to become effective members of our learning community. We wish our sensational staff a well deserved holiday break.

Thank you MPS parents. Our sincere thanks to all families who've made the most of a difficult situation. Acknowledging that many families continue to struggle through hard times, we have come together as a community and can be proud of what we have achieved together. In the end, we have our health and the world continues to turn, so we can look to Term Three with hope and optimism. During the holiday break, stay connected and support each other. Our community is a magnificent community and it is important to keep connected. Look out for your neighbours and family members. Stay informed and seek information from reputable sources, for example, the daily update on [the Department of Health and Human Services website](#). Should there be any changes to schooling, we will be sure to update you late in the holidays via Doko and Xuno.

Thank you MPS children. Whilst we've shielded our students from the fatigue of constant COVID news and created happy distractions, we know that those who encounter difficult or challenging situations can learn from them and become stronger. Young people will always need the personal skills and attitudes to help them to be resilient. Everyone encounters everyday challenges such as making mistakes, falling out with a friend, moving to a new school or losing in a sports competition. Many young people will also face more serious challenges such as adapting to a step-family, the illness or death of a family member, or having an argument with a friend. Resilience helps young people to navigate through life and is an important aspect of adolescent development. When young people are resilient they are able to cope reasonably well with difficult situations and things that go wrong and then 'bounce back'. We are so very proud of the resilience and optimism of all our students and we look forward to your return in Term 3 with continued positivity.



A few more things ...

Having had 'students only' entering their classrooms independently in the morning has seen a significant boost to organisational skills, independence and resilience. In creating certainty as we transition back to school after the holidays and in line with the overwhelming support of parents via our last survey, we will continue our current operations for the remainder of the year. Of course, parents are welcome to visit the office should the need arise and we welcome all families on-site from 3:25pm. Parents helpers will hopefully be allowed back on site for Term 3, but aside from the breakfast club, at this stage we are restricted to essential service providers only on site, meaning parent helpers are unable to assist in the classroom for the time being. Hopefully we will be able to welcome families on-site for whole school activities later in Term 3, when we look forward to our school production, which this year will be held at Nazareth College on September 6th and 7th.

End of Term Dismissal – 2:30pm Friday

Friday 25th June is the last day of term and the timetable for the day is slightly different, with students in class from 9am, recess at 11am, class resuming for the second learning block from 11:30, before eating lunch at the earlier time of 1:00pm. Students will return indoors for the final half hour of the school term and a dismissal time of **2.30pm**.

On the holidays we encourage families to safely use our grounds, as this not only is a good use of our outdoor facilities, but deters vandals and graffiti. If you see any suspicious activity after school hours please call Department of Education Emergency Management (9589 6266) or Box Hill Police on 8892 3200.

Enjoy the break and I look forward to seeing everyone on our return on July 12th, although I'll be late that day, as I'm having my second Covid vaccine injection that morning!

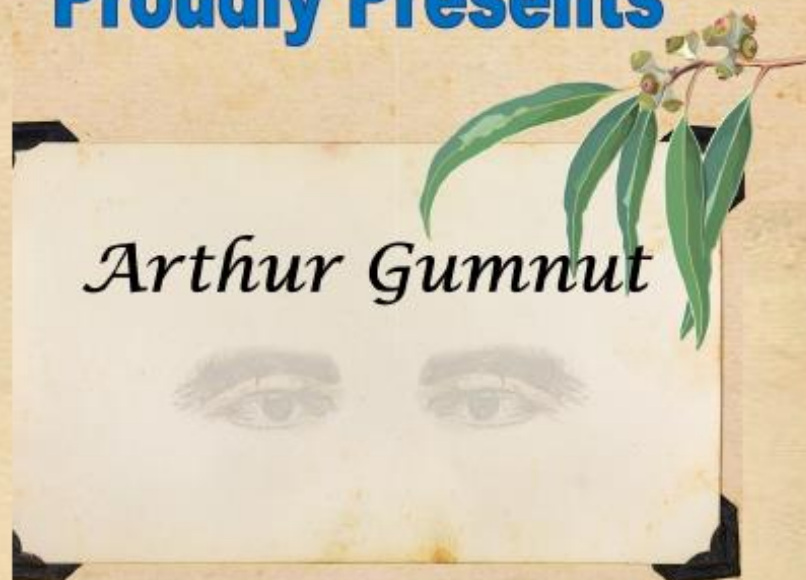
Charles Spicer
Principal

End of Term 2 Dismissal – 2:30pm Friday



Mulgrave Primary School

Proudly Presents



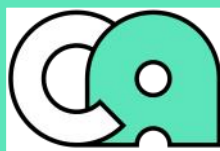
The 2021 Production

Monday 6th September - 6:30pm

Tuesday 7th September - 6:30pm

At Nazareth College

Ticketing details and all important
information will be available during Term 3



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TERM 2 - Week 9 - STUDENT OF THE WEEK

Class	Name	Reason
6G	Eva D	For her detailed and engaging narrative writing. Your ideas and vocabulary keep me hooked! Awesome work!
5W	Shanzee K	For using the 6+1 writing traits to help up skill her writing and create a great narrative.
5N	Audrey M	For working hard to write and edit her amazing narrative!
5H	Akein	For trying hard on his creative narrative last week and always engaging in classroom discussions.
4J	Emmanuel H & Jayden L	For working really hard to finish and illustrate their Mr Men books. Great work boys.
4B	Valerie D Aadam N	For using detail and description with a purpose, to create a highly engaging Big Write! You are a wonderful author. For working extremely hard over the past two weeks to improve his writing. I am proud of you!
3S	Mylah K	For working hard on her writing this week and always having thoughtful things to say during our lessons.
3R	Viktor	For engaging with his Big Write during writing sessions the past two weeks.
3M	Akshat T Iris A	For writing a very entertaining narrative this week. For being a kind, caring and positive role model in our class. You have demonstrated our school values of resilience and respect. Great work!
2B	Zion D	For working to the best of his abilities on his Big Write narrative. Great work!
2E	Danilo Cirjanic	For your attentiveness in class, your kindness to others and your willingness to help. Thank you Danilo!
2M	Kenisha	For her excellent standard of work that she consistently produces, keep up the amazing work!
1T	Giselle A	For being a thoughtful and helpful class member.
1P	Athan P	For writing an excellent narrative and consistently making good choices.
1M	Andrew P	For writing an excellent story about his favourite celebration. Great work!
1C	Fatima A	For a wonderful Big Write narrative which included lots of interesting adjectives.
PL	Ansh P	For independently writing an amazing narrative. Well done Ansh!
PH	Elita E	For working so hard on her writing this week.
PC	Leen E	For being helpful and brightening our day with her big smile.

TERM 2 - SPECIALIST AWARDS

	Junior	Middle	Senior
Art	Anders L - 1M For his amazing scissor skills when cutting around his 'Monster Selfie' painting and for working with focus to get his monster done. Well done!	Archer M - 4B For working with persistence and effort on his 'Onomatopoeia Pop Art' collage to create all 4 layers. Fabulous work!	Amelia G - 5W For applying amazing wire bending techniques to create her 'Wire Face' sculpture with curly details for hair and other great features. Fantastic work!
PE	Aleseia R - 1T For showing persistence and seeking feedback during our athletic unit, your approach to PE has allowed you to excell!	Elena K - 3M For giving every sport a genuine go and having a fun and safe time in PE with his friends. Awesome effort!	Alira H - 5H For an amazing effort in our fitness unit. Your enthusiasm helped others around you lift for the challenge! Well Done!
Performing Arts	Alexandra T - 1C For consistently applying your best effort in music, including during remote learning and when learning the production songs. Awesome effort!	Joshua K - 3R For your excellent effort to learn the recorder and perform it confidently to the class and for also doing some terrific work during remote learning. Well done!	Shanzae K - 5W You demonstrated some fantastic improvisation and acting skills during our drama games; thinking very quickly on your feet with amusing and entertaining results. Terrific work!
Science	Ana T - 2B For your awesome work while we have been working on animal features and traits both with labelling and using the digital microscopes. Great job Ana.	Mayson P - 3M For your excellent work while creating PowerPoints in class, as well as assisting your classmates who needed help. Nice job Mayson	Pano P - 5H For your work and effort as we have been learning how to use Office 365. You have shown great confidence and skill during this process. Amazing job Pano.



Resilience and how to help children grow it

One thing most parents are keen for their children to learn is how to be resilient in the face of daily bumps and struggles. Parents try to knock down all the hurdles along the way, but life has a way of putting them back up again in different places. Resilience is key in overcoming them.

It doesn't take much to wobble a child. It could be the classmate who pushes them in line at school, or the sibling who flicks their face with water while they're doing the dishes. My four-year-old grandson fell apart in my kitchen this week because his bread and jam had too many seeds in it. The disappointment and rage is real.

Fostering resilience at home

Your home is a great place to start fostering resilience in your children. Home is where life's first spills and sibling spats take place. That makes it a supportive environment to learn how to cope with conflict and change. Showing empathy when something goes wrong in day-to-day life is one of the best ways to help a child develop flexibility and balance. Resilience is built into our lives little by little, and there are some ways to enhance this brilliant quality.

A helpful way to build resilience is to show our children what's going on behind our feelings and responses. We are amazing and so are our brains. Dr Daniel Siegel has simplified the complexity of the brain and how it copes under stress. He talks about the three zones that our brain functions in.*

The green zone

The green zone sits between the red and blue zone, and is where the nervous system has found the balance between the accelerator pedal and the brake pedal. The accelerator pedal revs us up in response to what's going on around us. The brake pedal slows us down and calms us. When a child is in the green zone, their body, emotions and behaviour are regulated. The brakes and the accelerator are working in a coordinated way. They feel in control and can manage themselves well, even when they're facing adversity.

The red zone

At times, all children get overwhelmed, and that's when they enter the red zone. The big emotion has busted out of the green zone and is easily seen in a younger child who has just heard that they can't have another cookie from the pantry. The red zone is where the accelerator is on full bore. The child's heart rate and breathing increases, and their skin might get blotchy and red. The result looks like a tantrum, lashing out, throwing their food on the floor, or a big combo of them all.

The blue zone

The blue zone is where the brain is more likely to freeze or faint. The child responds to a negative situation by shutting down. It could look like withdrawing, becoming quiet, or leaving the room. Their brain has hit the brakes hard. Their heart rate and blood pressure lowers, their breathing is slower, their muscles become floppy, and they won't make eye contact. Children enter this zone when they can't find a clear escape for a situation that seems uncomfortable or scary.

All kids enter the red and blue zones at some point. We can help by encouraging them to experience the full range of emotions. Those who do, will grow up with a large green zone to operate in. They'll be developing resilience for life's ups and downs. They are balanced and adaptable even in the face of adversity.



Big people sitting with big feelings

When life's knocks come along, one of the most important things for a child is to have someone else know what it's like. For someone to simply allow the feeling to be there.

When eight-year-old Hugo doesn't do as well as he wanted to in the Weetbix Trythalon, his dad can refrain from telling him why he performed poorly. He can instead offer something soothing and comforting. It might sound like, "Buddy, I get how disappointed you are. I know how much you wanted to be in the first five." It might look like, "Come and sit with me for a bit. It's okay to cry."

Grandma can invite her four-year-old granddaughter to have that big long cuddle on the couch when she finds out that all the ice blocks in the freezer are gone. Someone big is saying to this little person, "I see you, I hear you and this big feeling you are having is safe with me."

Moving back to the green zone

The most effective way to help a child move back into the green zone is through connection. Children become resilient when they know a big person will sit with them in their hard time. They'll become resilient when someone will help them to accept the big emotions.

It's as simple as sitting down on the bed next to them and being present to how they're feeling. From there, the big job of bouncing back from disappointment, or accepting that this time no is the answer, is possible.

The reality is that kids will be kids. Big emotions are going to show up in your home on a daily basis. Parents can provide the welcome to those feelings, and that's going to get the ball rolling in building resilience.

*The Yes Brain Child: Help your child be more resilient, independent and creative
Dr Daniel Siegel and Dr Tina Payne Bryson

In a world where technology touches every aspect of our lives, it is crucial that our children understand how it works. To accomplish this objective, there is an exciting coding club running at the school.



DEVELOP SKILLS

- Creativity
- Logical thinking
- Problem solving



LEARN

- Computer Science Concepts
- Fundamentals of programming
Loops, Events, Randomness and more

PROGRAMMING LANGUAGES

- Scratch
- Python
- Javascript
- ... and many more



MAKE

- Games
- Web pages
- Apps

The club will run for 8 to 10 weeks each term (depending on the length of the term) and is charged on a per-term basis. Students will use school computer during the lesson.

9 WEEK TERM PROGRAM

Program for **Term 3 2021** is as follows:

Year levels: 3 to 6
Term Fee: \$135 + GST

LUNCH TIME	BATCH
1:40pm – 2:25pm	Wednesday's 14 th Jul to 8 th Sep 2021

Fill out the form online by
Thursday 24th June 2021



www.digimaker.com.au/enrol

Digimaker will confirm your child's spot via email**

** All important emails from Digimaker will be sent from info@digimaker.com.au. Please ensure this address is whitelisted in your Junk Email filters or added as a Trusted contact.

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\$12

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ADVERTISING

Get Active Kids Voucher Program

I'm getting in touch to let you know that applications for the second round of Get Active Kids Voucher program are now open.

This program will provide 100,000 vouchers worth up to \$200 to help families with the cost of membership and registration fees, sports equipment and uniforms.

To be eligible, kids need to be:

- 4 to 18 years old,
- a resident in Victoria,
- named on a current Australian Government Health Care Card or Pensioner Concession Card, and Also named on a valid Australian Government Medicare Card at the time of application.

Applications for vouchers in round two will close on July 9. To apply online or for more details, visit <https://www.getactive.vic.gov.au/>

If you have any questions, please get in touch on 9548 5644 or email back and we'll be happy to follow up on your behalf.

We've also attached some social media graphics in case you'd like to promote this in your newsletter or on your Facebook page.

Yours sincerely,

Electorate Office
Office of Daniel Andrews MP
State Member for Mulgrave | Premier of Victoria
517A Princes Hwy, Noble Park VIC 3174
(03) 9548 5644



After School Soccer At Mulgrave Primary School FUN - EDUCATIONAL - ACTIVE

Starting in Term 3, Soccer X will be running a 7 week After School Soccer programme at Mulgrave Primary School every Wed from 3.40 - 4.40pm beginning 4 August. The programme is available to students from Prep - Yr 6. Children will be split into groups according to age. All sessions will be run by qualified coaches who hold WWCC. The sessions will be fully inclusive & fun based, catering for all abilities. For more information & online registrations please visit **WWW.SOCCER-X.COM.**

ADVERTISING

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SCHOOL HOLIDAY SOFTBALL PROGRAM

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29-30 JUNE 2021



WAVERLEY SOFTBALL
ASSOCIATION

2-30 JELLS RD, WHEELERS HILL



FOR INQUIRIES AND BOOKINGS:

[HTTPS://AUSTRALIANSPORTSCAMPS.COM.AU/CAMPS/SOFTBALL/](https://australiansportscamps.com.au/camps/softball/)

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...Small Successes, Proudest Moments