



Thursday 26th August 2021

TERM 3 WEEK 7

KEY DATES 2021

SEPTEMBER

TBA

When School Returns

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

DATES AND TIMES TO REMEMBER:

TERM DATES 2021

Term 3: 12 July – 17th September 2021

Term 4: 4 October – 17th December 2021

CURRICULUM DAYS

Friday - October 29th

Monday - November 1st

PUBLIC HOLIDAYS

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

From The Principal

As we manage our way through the current lockdown, the school acknowledges that lockdown fatigue has become more and more of a factor. With this in mind, some of our recent modifications to remote learning have hopefully assisted families, with teachers doing an introduction to the day's work via Zoom and we hope, saving parents some time in the process. These sessions are record, so that students can watch them back at their convenience, along with the myriad of instructional videos that teachers are creating or utilising.

Whilst nothing is certain beyond September 2nd, there is the distinct possibility that remote learning will be extended through to the school holidays. Should this occur, staff will continue to support families wherever possible, but we recognise that extensions can be a blow for all members of the community, so please, if your child is struggling in any way with their learning, please let their teacher know. We will do our best to provide support wherever possible.

Face Masks for Students

Further to remote learning and specifically for students eligible to attend on-site, whilst Victoria's CHO has recommended face masks for school children, MPS will leave the decision to each individual parent.

Students attending for on-site supervision will be in close proximity for 6.5 hours. They will eat lunch together, work together, be in the same room together and they will play outdoors together. They will be following the instructions of the same staff members, who are not required to wear masks when delivering those instructions.

Just as it is critical for children to observe and interpret the facial cues of their teachers, so must their teachers be able to observe and interpret the facial cues of the students. Without this, learning is significantly harder and we are not interested in making things harder for our students at this point in time.

Father's Day Stall

I'm confident that our teachers will be working towards a little something for the dad's out there via teaching and learning, but unfortunately we will not be able to run the Father's Day stall again this year. At least we will be well stocked for 2022!

Parent Requests for 2022

It's that time of the year again when we seek parent requests for 2022 grade placements. Firstly, a reminder that requests must be based on educational grounds and the school cannot guarantee every request due to the complexity of the process, however every effort will be made to cater to the needs of each individual student.

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Mulgrave Primary School

Christine Miller

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Parent Requests for 2022

Attached to this newsletter is the 2022 request form. The forms are due by 4pm on Monday Sep 13th and can be emailed to me directly via Charles.spicer@education.vic.gov.au.

I would remind parents that requests for individual teachers are not practical and that no late requests can be accepted. Parents will be advised of the 2022 classes in early December, in time for our students to commence their end of year transition process. Again, I would remind families that we set up these classes with a view to trialling them over the last three weeks of the school year to reduce any anxiety over the holidays. This has been extremely effective over the last few years due to the great work of the teachers in getting the balance right. Please note that the school will put the needs of students first at all times and that whilst we endeavour to meet all requests, on occasion, some requests may not be possible.

2022 Enrolment Confirmations

Over the last week, Christine has been busy confirming enrolments for our 2022 Foundation cohort. We have confirmed places for 3 classes after receiving an enormous amount of applications (we could have run 6 classes). Unfortunately, due to capacity limits, we are unable to accommodate all enrolment applications, as we simply do not have another three classrooms to put them in! In the coming weeks, Ms. Ly will be in touch with families of our 2022 preps to outline the transition program and provide parents with information about getting ready for next year. All current families with a sibling claim will have received a place, however if you are yet to enrol your child, now is the time to do so.

Facilities Review

The school is currently working with the Department to review our facilities in light of growing enrolments and the fact that we have reached our capacity. The reality is that we are unlikely to receive new classrooms for 2022, as we have been advised that our class sizes have the capacity to absorb small increases. This of course, is not the news we were hoping to hear and we will continue to lobby for an extra classroom. For the record, we do not want to get much bigger than we are, but having the ability to run 3 classes at every year level is something that we would like to be able to do. That means we need to find a way to establish a 21st classroom.

In the meantime, school council is exploring alternatives which may include investing locally raised funds. This would enable us to maintain lower class sizes and avoid the need to squeeze more kids into classrooms. In the end, the Department expects schools to run a class average of 26 students (as per the current Enterprise Bargaining Agreement). We are currently running at an average of 22 across the school.

What this means is that the school may need to explore our options regarding grade structures for 2022. Until we have an indicative budget for next year, we can only develop models, but all modelling leads to the possibility of some multi-age classes in 2022. It should be noted that the research clearly shows that multi-age classrooms have no effect on student learning outcomes and that the average ability spread in a typical primary classroom is approximately 5 years, meaning every classroom is effectively a multi-age space on the learning continuum. All straight grade modelling indicates higher class sizes in a number of year levels, which is something that we would like to avoid. Please stay tuned for more information in term 4 as we fine tune our planning.

NAPLAN

The 2021 NAPLAN results are on their way and I would remind all families of children who are receiving their results, to consider the positives of your child's achievements first and foremost. NAPLAN is Australia's only standardised testing, but given it only happens every two years for each child from Years 3 – 9, it is a snapshot in time. It has been well publicised that Covid was likely to have a major impact however state wide results have been encouraging. As a school, we will not see the results until mid-next week, however we are confident that our students have put in the work and have been well supported at home and at school. As a school, we use the individual results to see if there are any gaps in student learning, to identify how our classes are travelling and consider where we may need to tweak our practice.

NAPLAN cont.

In some cases, students do exceedingly well, in others, they underperform on the day. That's life. As much as I'd prefer my Hawks to win every game, I know that the reality is different. As a school, whilst our NAPLAN results are traditionally strong, that is not what drives us. A far better measure is built over time spent with your children, getting to know them and understanding their strengths and weaknesses. Yes, we triangulate the NAPLAN data with teacher judgments and other assessments and as such, the information you receive in reports is a far better indicator of your child's progress and their individual point of need. As I have said many times before, we aim to achieve 18 months growth in any calendar year, with a minimum of 12 months growth. Whilst this is the aim, we also recognise that if we can achieve the minimum every time, with a few years of the loftier goal along the way, then every child leaves MPS ready for secondary school with a strong academic and social base. In the end, it is the collective efforts of parents, teachers and the school as a whole that will get results. Having said that, I look forward to the results, as I'm confident our students will have put their best foot forward.

Vaccination

The debate about vaccinating against COVID-19 has been a political football in recent times. I believe that each person has the right to make an informed decision about what goes into their bodies. That said, vaccination has been overwhelmingly beneficial for humans. It is true that most vaccination programs take 12-18 months for approval and that the vaccines used to fight COVID-19 were tested over a much shorter 6-9 month period (from already existing trials for similar viruses), but what is also true is that most approval processes sample approximately 10,000 patients, whereas COVID-19 has now been used for millions of patients, if not billions, across the globe. The data that comes from these programs is enormous and we are much more aware of the risks today than we were when the global roll out started. Far more so than a typical approval program.

It is also worth noting that Australia's Therapeutic Goods Administration was one of the last agencies in the world to approve most vaccines, taking their time to study the effects they may have. Whilst it is true that we may not know for years exactly what the full effects are, it is also worth noting that from the first Smallpox vaccine, developed around the same time MPS began in the late 1700's, it took more than 150 years to eradicate. Vaccination won't magically end COVID-19, but over time, it will hopefully reduce the severity and allow us to resume our everyday lives. Again, vaccination has been overwhelmingly positive for mankind, so with that in mind I have now had both doses and 6 weeks on from my second shot, I'm feeling no ill-effects. The choice remains an individual one.

<https://abcnews.go.com/Health/covid-19-vaccine-rollout-compares-smallpox-polio-past/story?id=75489514> if this link doesn't work....

New Link below

[How COVID-19 vaccine rollout compares to smallpox, polio and others in the past - ABC News \(go.com\)](#)

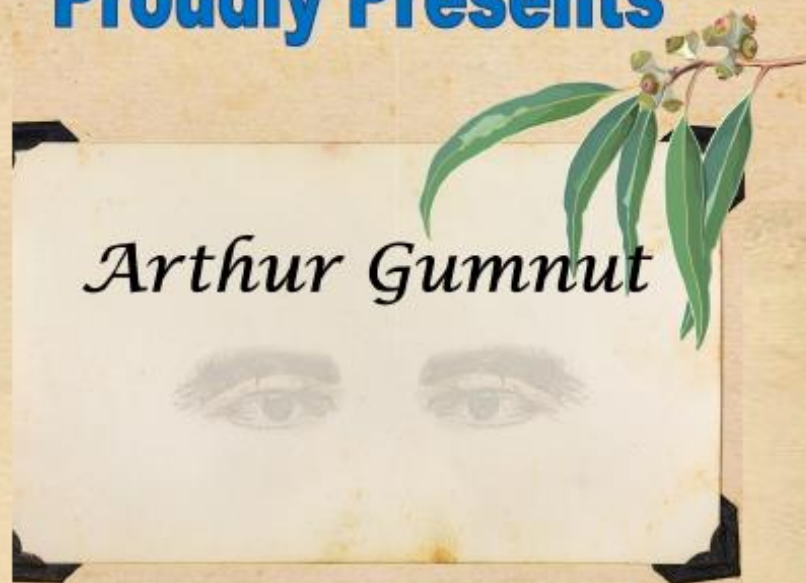
.....and finally, thank you to the community members who continue to access our school communications regularly, be it this newsletter, *Xuno* or *Classroom Dojo* entries and or via email. It's essential we all remain up to date on a daily basis with what's happening in and around our school, as we stick together during these difficult times.

Charles Spicer

Principal

Stay Well Stay Positive

Mulgrave Primary School Proudly Presents



The 2021 Production

New dates:

Monday 18th October - 6:30pm

Tuesday 19th October - 6:30pm

At Nazareth College

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

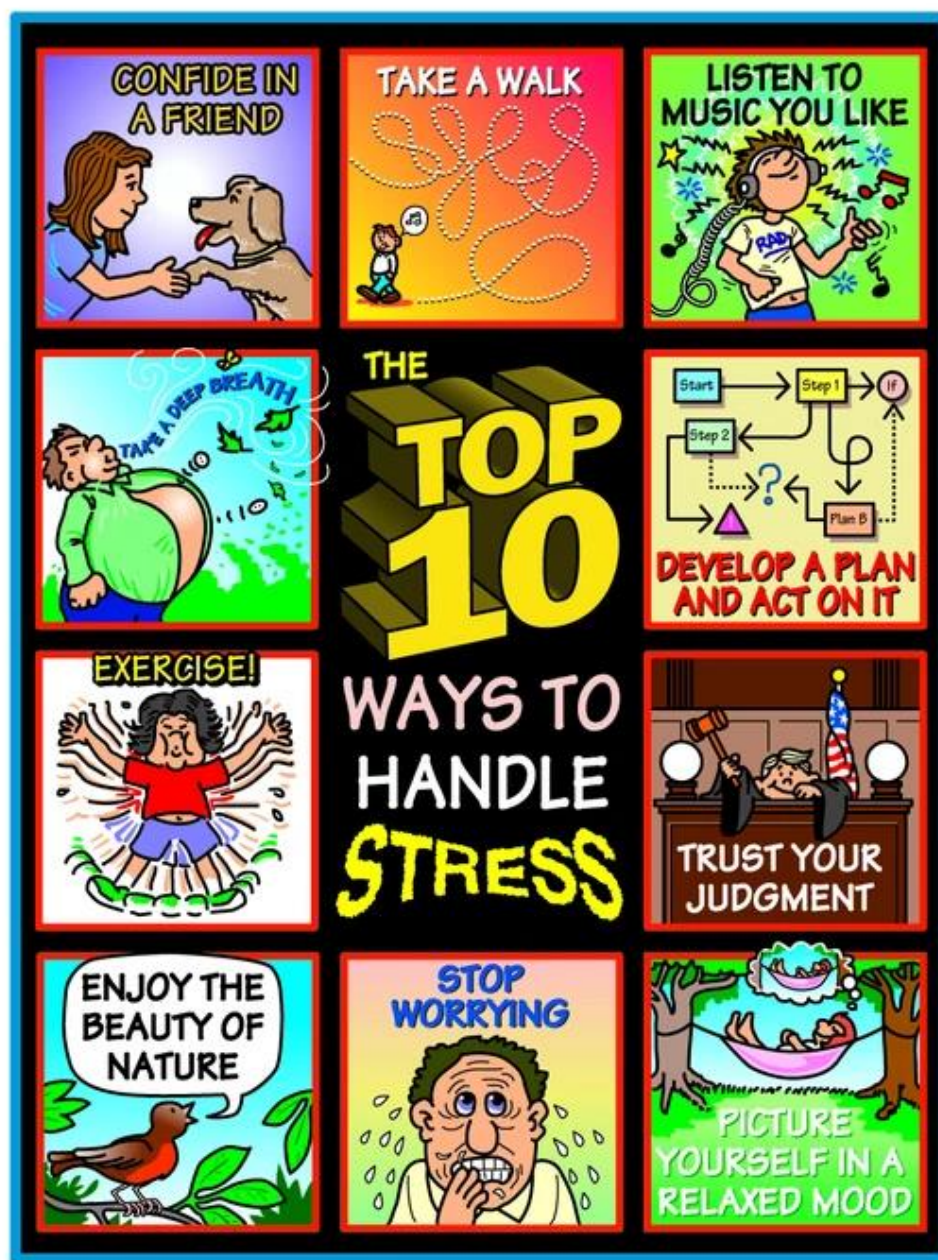
Look for updates of the
school production on
Class Dojo



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 :)





6 positive ways to respond to your anxious child

When our kids feel anxious they come to us for help. Help to stop the worrying thoughts spinning around their head, help to get rid of the feeling of dread that wells up inside their tummy and help to feel safe, calm and happy. We want so much to be able to do that for them. They turn to us because they know how much we love them, and they trust us (all knowing beings) to do and say all the 'right' things. But what are the right things to do and say?

While there's no such thing as the perfect script for parenting anxious kids there are things we can do to make a powerful difference to how they feel. These ideas will help you to help your kids feel understood, valued and empowered to manage their anxiety.

1. Empathy first, always

When they're feeling anxious, the very first thing kids need to know is that we get it. That we understand how they feel. When we show empathy, anxious kids feel validated. Different to sympathy, where they know you *care* about their suffering, empathy shows you *feel* their suffering, that you know what it feels like to experience fear, anxiety and worry.

If you stay calm, cool as a cucumber, not showing any emotion, this is actually a sign to anxious kids that you don't get it. This can lead to them turning up the dial on their emotions and behaviour so you eventually *do* get it. You don't have to agree with their reaction or what they're saying, but a powerful first response to anxiety is to validate how they're feeling.

2. The antidote to mental time travel

When kids start thinking about the 'if onlys' and 'what ifs' they're engaging in something us humans are all too good at. Mental time travel. And usually not in a good way. Helping bring their attention to the present moment using mindfulness can help down-regulate their emotional response. A really effective way to do this is to help your child, no matter what age, tune into their senses. Ask them to name 5 things they can see, 4 things they can hear, 3 things they can touch and so on. Bringing their attention back to the here and now is an incredibly powerful thing to do when anxiety shows up.

3. Press the button

Anxious thinking can have our kids endlessly ruminating over thoughts and fears. As we teach them to tune into what they're thinking, we can teach them that they don't have to believe everything they think. Thoughts are just a bunch of words, like the ones on this page. It's how we tie to their thoughts that hurts them. A fun way of helping younger kids see their thoughts for what they are is the 'Press the button' technique. I use this with our 7 year old. Let's say she's thinking "A scary clown is going to chase me" in her dream when she falls asleep. That's her thought. Now it's time to press the button. The 'button' is actually my nose. And when she presses it I say her thought in the most ridiculous voice I can muster. She laughs her head off. Then she does the same. I press her nose and she repeats the thought in an even sillier voice! We both crack up laughing. We keep going back and forth using silly voices. It takes all the sting out of the thought, and helps remind her that it's just a thought, not a fact.



6 positive ways to respond to your anxious child

4. Ahhhh Statements

Ahhhh statements are a brilliant way to validate how your child is feeling and to remind them that their thoughts are not facts. Repeating back what you're hearing about how they're feeling shows you're listening and trying to understand. It's also a great way to help your child's develop a more nuanced emotional vocabulary. "Ahhhh, you're feeling anxious right now..."

"Ahhhh, you're having one of those 'I might mess it up' ideas..."

"Ahhhh, you're feeling disappointed that didn't work out for you..."

5. Thought bubbles

Helping our kids to notice their thinking is such an important skill. We all have this kind of mental chatter constantly going on in our minds. When our kids are caught up in a thought it can be extremely worrying and anxiety provoking. A bit like getting swept down a river. But when we can get our kids 'out of the river' and start 'watching from the riverbank', it's far easier for them to see their thoughts for what they are. You can ask younger kids what their 'thought bubble' is saying, and liken it to what they see when they read a comic. You can ask older kids to start paying attention to the thoughts that come and go in their minds. This really helps kids get some distance between themselves and their thinking.

6. Is it helpful?

Let's say your child come's home and tells you "I'm terrible at maths". Instead of trying to dispute this by saying "of course you're not", "you're being too hard on yourself", "remember last year when you won the 'mathematician of the month' award", try asking your child if what he/she said is helpful. It's a simple but powerful question. They'll say "no" which opens up a conversation to discuss what would be helpful. Maybe more support, perhaps a chat with the teacher, more time spent practicing or possibly even a tutor. It will help your child calm down and develop a growth mindset, with an understanding that ability isn't fixed, and that effort and persistence will move them forward, no matter how stuck they feel.

Dr Jodi Richardson



Dr Jodi Richardson helps people to reduce their anxiety, strengthen their wellbeing, live by their personal values and achieve resilience and lasting happiness. Her research-based advice is grounded in a career of extensive university studies, clinical practice, education and endless compassion. Jodi is the co-author of the highly acclaimed book *Anxious Kids*.

Her latest release is *Anxious Mums: How mums can turn their anxiety into strength*.

For further details visit www.drjodirichardson.com.au

TERM 3 - Week 6 - STUDENT OF THE WEEK

Class	Name	Reason
6C	Scott M David L	For ongoing enthusiasm throughout remote learning, and making it work for him and his family. For putting in the effort and presenting his work with care and really thinking about the tasks.
6G	Ilyas A Brian T	For the outstanding effort he puts into all areas of his learning. Keep up the amazing work Ilyas, well done! For engaging in whole class sessions and contributing well in our reading conferences. Awesome work, keep it up!
5W	Riley M	For making some fantastic inferences during small group reading conferences.
5N	Phoenix	For making great inferences, using expression and recalling facts in reading. Your positive attitude brightens our Zooms every day!
5H	Sussanna Alira	For her persistence in working on her vertical multiplication and division while onsite learning. Sussanna has been making excellent improvements and is displaying increased confidence towards her maths. For positively working through her home learning tasks and uploading top quality work. Keep up the fantastic work Alira!
4J	Paxon B Grace H	For using some amazing adjectives in his reading responses this week. Great work Paxon. For developing an excellent narrative with some amazing character descriptions and wow words! Another incredible piece of writing Grace, well done!!
4B	Jasper G Stella C	For creating a spectacular autobiography Power Point and confidently presenting it to our class over Zoom! For creating an interesting and engaging autobiography video and working independently to produce high-quality work during remote-learning.
3S	Ella M	For her incredible hard work during lockdown and creating an awesome narrative about fighting vampires!
3R	Jordan G	For bringing new ideas and creativity to our Zoom Meetings! Well done Jordan!
3M	Lachlan A	For putting in an outstanding effort to show your understanding of our text in reading this week. Keep up the good work!
2B	Tyler W Charlie B	For adapting well to Remote Learning and always trying his best. Keep it up! For creating a great persuasive text on why television is educational for all. Keep up the fantastic work!
2E	Isaiah P	For your enthusiasm and thoughtful feedback during our classroom Author's Chair sessions.
2M	Pavlos	For recording such interesting facts about healthy food, well done Pavlos!
1T	Leila W	For finding lots of interesting facts in her Reading and sharing her ideas with her reading group. Keep up the great work, Leila!
1P	Varanadhi R	For contributing positively to our reading group Zoom and producing an excellent standard of work. Keep up the amazing effort Varanadhi!
1M	Zayn L	For making thoughtful contributions to our book discussion during our Reading Group zoom.
1C	Jane S	For finding lots of new facts and information in Reading and developing strong persuasive reasons in Writing this week!
PL	Alexandra P	For her detailed recount of Wellbeing Wednesday and uplifting video during remote learning. You superstar!
PH	Zaky L	For his fantastic work at the 'carnival' this week, working hard on his subtraction. Well done Zaky!
PC	Seth R	For doing an amazing job with his writing and tasks while on remote learning. You are a superstar Seth.

Newsletter



EXTRAORDINARY HOLIDAY ADVENTURES

Bookings now open for Mission III

www.campaustalia.com.au/rocketeers



A message from your Coordinator

I believe everyone is keeping safe and well during this difficult period! I can't wait to see you all back at school!

After exploring many exciting activities last week in the National Science week like gummy bears, sherbet, fruit jelly, forensic science, and balloon rocket race. This week our focus is on challenging physical and cognitive skills through various experiences such as coding, building, puzzles, obstacle race etc.

Time is running out for sharing your favourite healthy recipe to entre the competition, so don't miss out on a chance to win an experimental cookbook with your signature recipes! Rocketeer Mission III has been launched and open for booking with many exciting missions, projects, and experiences such as FX filmmaking, taking over reptile world, and adventure to The Big Goose Farm. Please visit campaustalia.com.au for booking.



It's free to register

To attend our program, you must register your child. You can register an account with us at pp.campaustalia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



Activities coming up

- Father's Day craft
- Hand ball
- Marble construction

What's on the menu

- Spaghetti toasties
- Vegemite crackers
- Popcorns

Visit our blog

New articles are added each week for parents and cover various topics to help families.

[Visit our blog](#)

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