



Thursday 24th February 2022

TERM 1 WEEK 5

### KEY DATES 2022

#### FEBRUARY

Tennis clinics as advised

#### MARCH

Wed 16 - Photo Day

Fri 21 - Harmony Day

### DATES AND TIMES TO REMEMBER:

#### TERM DATES 2022

Term 1: 31 January – 8 April

Term 2: 26 April – 24 June

Term 3: 11 July – 16 September

Term 4: 3 October – 20 December

#### CURRICULUM DAYS 2022

Mon March 28th

Tue June 21st

Mon Oct 31st

#### PUBLIC HOLIDAYS 2022

Mon, 14 Mar 2022

Fri, 15 Apr 2022

Sun, 17 Apr 2022

Mon, 18 Apr 2022

Mon, 25 Apr 2022

Mon, 13 June 2022

Tue, 1 Nov 2022

**Labour Day**

Good Friday

Easter Sunday

Easter Monday

Anzac Day

Queen's Birthday

Melbourne Cup

#### TIMETABLE

Commence 8.58 Line-up Bell-Music, 2<sup>nd</sup> Bell 9am

Recess 11.00 - 11.30am

Lunch 1.40 - 2.30pm

School Finishes 3.30pm

## Message From The Principal

### MPS Priorities 2022

Attached to this newsletter is the summary of our 2022 Annual Implementation Plan priorities. This short document is an overview of the work that is being done throughout 2022 as the first stage of our new 4 year strategic plan. Over the previous 4 years, the staff have worked tirelessly to examine our previous practice, explore areas for improvement and reflect on research based evidence to overhaul the delivery of our curriculum. We have introduced improvements to our approach to literacy, numeracy, student voice, wellbeing and ongoing reporting in this time. Over the next 4 years, our focus will be on embedding these high impact strategies with a view to ensuring we are meeting the point of need of every student. As I have said often, we aim to achieve 18 months learning growth in a calendar year, with the expectation that the minimum standard is 12 months growth. We acknowledge that learning is not a consistent progression, with students surging and plateauing at different times during their schooling, but the end goal remains the same. If we can achieve 18 months growth at least twice in your child's 7 years with us, they will leave MPS a year ahead of their peers and will be well prepared to face the challenges of secondary schooling.

### Covid Update

Following recent announcements by the state government, schools will soon be able to revisit certain restrictions. Whilst we await official Department guidelines, we will work on providing parents with greater clarity about any changes as soon as possible. In the meantime, we ask that students continue to enter the grounds independently. We have noticed a significant gain in regards to student independence when they enter the school by themselves. They are more focused and ready to learn when they enter the classroom and this has been a small silver lining to the last two years of disruptions. Of course, all parents are welcome on the grounds to pick up their children at the end of the day.



<https://www.facebook.com/mulgravefarmersmarket/>

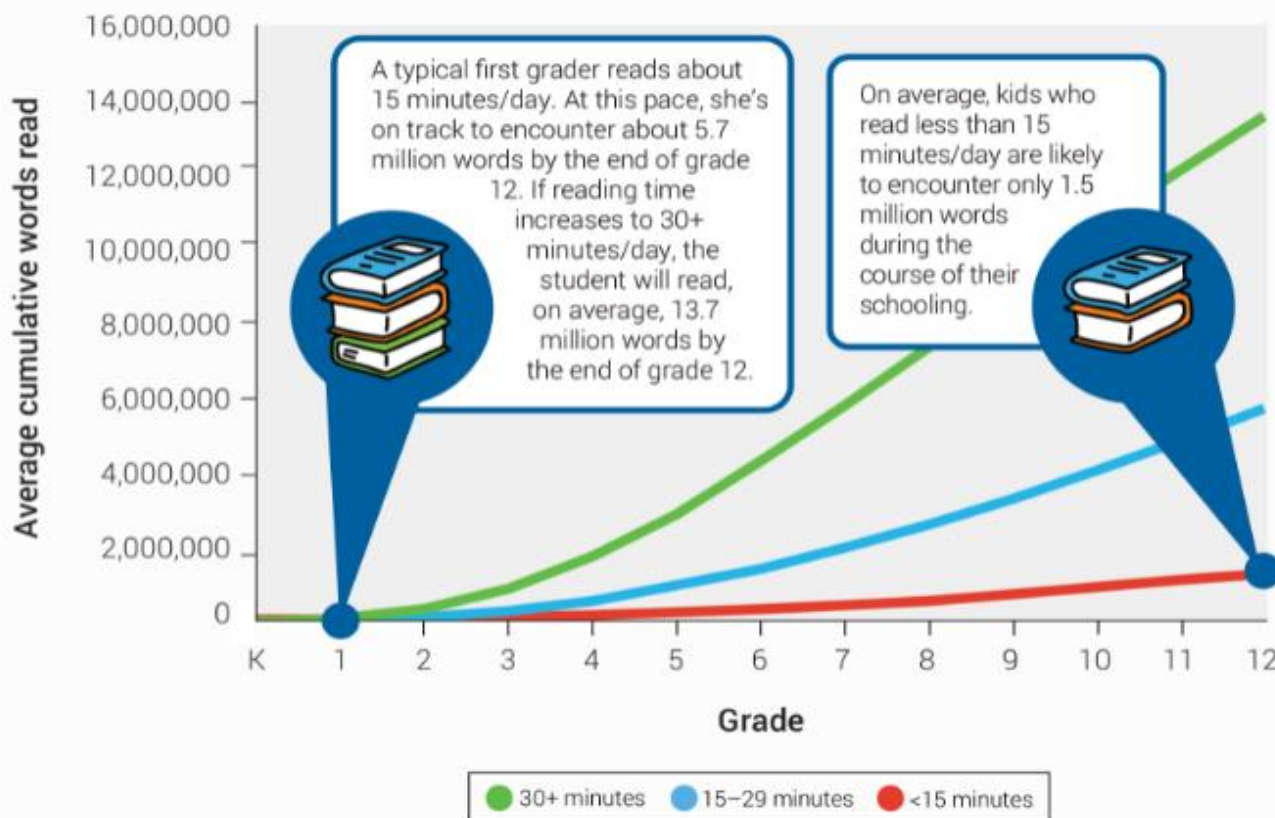


## Reading

Principals Message Continued:

Also attached to the newsletter is an article on the importance of reading. In short, reading every day is the key to student success. We provide the instructional reading tasks that progress each child's comprehension, fluency, vocabulary and phonological awareness so that students can read for enjoyment at home. Studies show that students who read for 67 minutes per day achieve, on average, in the 98<sup>th</sup> percentile in academic areas. Becoming a good reader is the skill that underpins all other pursuits. The table below highlights just how significant reading is for a child over their school years. Whilst we will provide a significant amount of the 67 minutes at school, if students can read for 30 minutes or more at home, the impact is undeniable. After the uncertainty of the last two years, the one thing that all parents can do to ensure strong educational outcomes for their children is to make sure they have a quiet place to read and access to lots of books (the local library is a great resource).

### Vocabulary exposure increases with daily reading time



## Canteen Update

At this week's school council meeting we discussed the issue of the canteen. The current providers had ended their agreement with their previous host school and we have been in negotiations to set up a similar option on site at MPS, however we have run into a few challenges that may not allow for this option. School Council has agreed to explore our options, including online ordering to simplify the process for parents. We will continue to work through the logistics with a view to having a canteen service up and running as soon as possible, but at this stage, we regret that there will be no canteen option for the next few weeks.

## School Council

As mentioned in our previous newsletter, the MPS Council is seeking to co-opt a new member to cover the retirement of long serving councillor Mr. Don Corcoran. The vacancy will run for 12 months from March 2022 to February 2023. If you are interested in taking on the roll, please feel free to contact me via the office to discuss it further.

*Charles Spicer*

Principal

Page 2





# MULGRAVE PRIMARY SCHOOL

## 2022 PRIORITIES (2022-25 SSP)

### Leadership & Strategic Planning

- Point of Need Reporting & Student Goal Setting.
- Focus on improving Student Attitudes to School & Staff Opinion survey outcomes.
- Induction Program to be piloted based on OneNote documentation.

### Wellbeing

- Embed a restorative approach to behaviour management across the whole school – engaging in restorative chats and connecting with home. Using restorative chat templates, reflection sheets and updating Xuno.
- Zones of regulation is being used across the whole school to promote a consistent approach and language social/emotional wellbeing and regulation.
- Embed the Resilience Project approach across the school and wider community.

### Pedagogy

- Embed the MPS Numeracy Instructional Model across the whole school
- Monitor students' attitudes towards numeracy and promote a growth mindset towards problem solving.
- Build staff capacity in assessment and differentiation in order to identify and create learning opportunities at students' point of need.
- Building staff's knowledge of the curriculum to identify problem-solving tasks that cover multiple curriculum outcomes.
- Undertake whole staff training in 6 Traits +1 writing model.
- Reading conferences: implementing and embedding reading conferences (Jennifer Serravallo), using Fountas and Pinnell assessment and continuum to assign goals towards each student.
- Writing conferences - through the use of our 6 traits data, developing embedding formal conferences (referring to all learning goals set), having small group focuses that are in line with the learning goals that are set within the writer's workshop.

### Student Voice & Agency

- Greater opportunities for Student Leadership.
- Refine lunchtime clubs to fit student engagement.
- Student Voice Team to take a leading role in developing student agency and ongoing reporting reflections.
- Student centred approach to goal setting (beginning of each term).

### Parents

- Building a better connection with the wider community through engagement with other schools/ local businesses.
- Reconnect with parents in the wake of Covid with a focus on whole school events.

### Utilise Data

- Utilise diagnostic and formative data to inform planning (at student point of need). Eg Essential Assessment, PAT Data, Open Ended Rubrics.
- Use 2021 PAT assessment data to begin shaping curriculum in 2022.



## MULGRAVE PRIMARY SCHOOL

### Targets (based on 2019 % positive data)

#### Goal 1

- State wide goal – no data targets.

#### Goal 2

- Maintain or improve ATSS results in:
  - "I can recover in a short time when something bad happens to me" 87% (Resilience).
  - "I can talk to my teacher if something is worrying me" 86% (Teacher Concern).
  - "At this school, I help decide things like class activities or rules" 78% (Student voice and agency).
  - "I am encouraged to share my ideas" from 78% (Student voice and agency).
- Increase parent opinion regarding:
  - "This school has a strong relationship with the local community" 59% (Parent participation and involvement)
  - "Teachers communicate with me often enough about my child's progress" 59% (Teacher communication)
  - "My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours" 73% in 2021\* (Managing Bullying).
- Improve Staff Survey results in:
  - "Trust in students and parents" 71% (School Climate).
  - "Parent and Community Involvement, Engagement, and Outreach" 85% (School Leadership).

#### Goal 3

- Maintain or improve ATSS data on:
  - "My teacher asks me questions that challenge my thinking" 85% (Effective Teaching)
- Improve Staff Survey data in:
  - "Understand formative assessment" 72% (T&L Implementation).
  - "Time to share pedagogical content knowledge" 64% (T&L Implementation).
  - "Understand curriculum" 68% (T&L Implementation).
- Achieve expected levels of growth or more in school-administered diagnostic testing (e.g. OnDemand, PATM and PATR) Consistently utilise formative assessment and monitor student growth, in order to deliver high levels of achievement as reflected in teacher judgement data.



## The Value of Reading for Pleasure

A growing body of evidence demonstrates a strong connection between reading and educational achievement. Immersing children in reading from a young age benefits academic and occupational achievement.

It seems that book related resources have a substantive link with academic related skills such as: vocabulary building, counterfactual thinking and cognitive flexibility (Joint study by ANU and University of Nevada 2019).

This study researched 31 societies between 2011 and 2015. The findings showed that children who come from bookish homes get better grades and perform at a higher level in standardised tests than children who are otherwise comparable on demographic characteristics.

There is an intrinsic connection between book-oriented childhoods and educational/occupational success: namely adult literacy, numeracy and solving problems using ICT.

The connection between home libraries and academic achievement has held firm since the 1940s. When we think about home libraries, this doesn't only refer to home ownership of books. Books in the home is the key component – books could be borrowed from friends, family, local libraries or school libraries. This does raise the question of book sharing which is often encouraged by schools and libraries who promote the practice of students discussing books they enjoy reading and passing these books on to their peers who often borrow. We cannot underestimate the rich cultural experience of sharing ideas about reading.

The important thing to consider when thinking about the value of reading and how this can be practised outside the school walls, is that reading behaviour that leads to improved cognitive skills is a routine part of a child's life. It is not a practice that can be coerced but is something that has been cultivated at home and supported at school through specialist reading programs that foster an enjoyment of reading.

Some might argue that only children from homes with extensive libraries promote the love of reading, but studies have shown that students from disadvantaged homes who read regularly for pleasure benefit greatly in the development of academic skills.

Avid readers, from vastly different socio-economic backgrounds are more likely to make the educational transitions necessary for later academic achievement, than those children who do not read. This holds true for societies across the whole span of cultural and socio-economic development. The first book a child reads offers a whole new set of operational skills and cognitive possibilities. Each subsequent book continues to offer vocabulary expansion, cognitive complexity and intellectual flexibility.

Therefore, the intellectual benefits of reading is a social practise that all young people can establish. These cognitive benefits are not only immediate but last into adulthood and are independent of educational and occupational standing.

Once students have attained the skills of reading independently, **they need to continue to do so in order to develop and maintain their literacy.** If the skill is not practised, it is lost.

A study by University of London in 2014 found that reading for pleasure is linked to greater intellectual progress for vocabulary, spelling and maths. The difference is four times greater than the difference made by having a parent with a degree. This study found that reading introduces young people to new ideas and new vocabulary and these two things enable them to better understand and absorb new information and concepts across the curriculum.

**What does this mean for schools given that we know that reading for pleasure and interest is the most reliable predictor of future academic success? It means that reading for pleasure has the most predictable, positive effect on the development of all language skills.**

## FINANCIAL ASSISTANCE INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

### CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

### MORE INFORMATION

For more information about CSEF visit:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>

### HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments;** your child has started or changed schools this year.
- **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.



# Breakfast club is on again for 2022!

We are looking for Parent Volunteers to help us out for our Breakfast Club, Monday - Friday - 8.45 - 9.15 am

You will be assisting with setting up, cleaning and packing up daily.

Monday - sit down including cereal & toast

Tuesday - grab and go with fruit options

Wednesday - sit down including cereal & toast

Thursday - grab and go with fruit options

Friday - sit down including cereal & toast



All Volunteers must have a current 'Working With Children

Check' – this is to be provided to the office prior to your first shift.

Proof of vaccination must also be provided prior to your first shift. This is to be emailed to [mulgrave.ps@education.vic.gov.au](mailto:mulgrave.ps@education.vic.gov.au) –

On arrival for your shift, please sign in at the office using the iPad.

Thank you so much for your help. - Click on the link below.



Page 7



# Performing Arts

## VSSS

"Congratulations to the students who are participating in the mass dance of the Victorian State School Spectacular. Rehearsals will begin soon in preparation for the performances in September.

### From the Music Captains:

Dear Parents and students,

At assembly every few weeks Mrs. Bush and the performing arts captains will choose a very talented student to show case their skills in front of the whole school.

Before you present yourself to the school you will have to audition in front of Mrs. Bush and the performing arts captains. (Jazzy and Cynthia)

Don't forget you will have to show us a talent.

Thank You







# ASTHMA AUSTRALIA

Asthma Australia has developed three apps to assist people with asthma and their carers.

Find out more about why we created each app, how it can help you, and where to download it.

## **ASTHMA FIRST AID APP**

The Asthma First Aid App is your go-to tool for an asthma emergency. It covers both first aid in the event of an asthma emergency, plus the ability to review each of the four first aid steps.

This app is an educational tool developed by [Asthma Australia](#) for people with asthma, their families and carers. It provides easy access to the asthma first aid steps in both live and training versions.

The app is perfect for family, friends, school, childcare, sport and recreation and allows you to:

- follow the asthma first aid steps live in ATTACK mode
- learn the asthma first aid steps in training review mode
- review the asthma first aid steps, using a sample of scenarios, in training scenario mode

[Download from Google Play Store](#)

[Download from Apple App Store](#)

## **KISS MY ASTHMA**

The [Kiss My Asthma App](#) is an app for young people, developed by young people. The app was developed by the [University of Sydney](#) with funding from Asthma Australia's National Research Fund.

The app features:

- access to your Asthma Action Plan
- the ability to track your asthma symptoms, severity and attacks, making it easy to inform your doctor or specialist accurately about your asthma
- mood tracker
- setting goals and receive support from one of the app's monster assistants
- reminders to take your asthma preventer medications
- Asthma First Aid instructions and emergency contacts
- finding out more about asthma, asthma medications and devices, and managing anxiety

The Kiss My Asthma App, through the Asthma Management Program, received funding from the [Australian Government Department of Health](#).



## The Challenge and Importance of Consistent Parenting

### Consistency is key. But why is the door so heavy?

#### KEY POINTS

- *Consistency is the most effective way for parents to enact effective behaviour change in their children.*
- *The message we send to kids in our responses matters.*
- *Kids are still learning, just as you are.*

It's the middle of February, which, if you're like most people, is right about the time those New Year's resolutions taper off, and we tell ourselves something along the lines of "I'll get back to it later." Whether that was a healthier eating routine, exercise, reading, or waking earlier to start the day, what you're experiencing is one of the great challenges of mankind—consistency.

As humans, we have a hard time sticking to something long-term. The reason? It's hard to delay gratification when something else can grab our [attention](#) or be easier for us *right now*.

We can't argue with the logic that consistency, in some things, is the best path, though. If we consistently eat better, we'll consistently feel better. If we consistently improve our communication with a loved one, our relationships get better. If we consistently avoid drinking, our health gets better.

#### Consistency in Parenting

In no sphere of life is the power of consistency more valuable than in [parenting](#). Parents have the particularly sticky job of raising little humans—little humans who have never experienced the world before. Every single day is a lesson in "how to be a person." Along the way, they make many mistakes and push many boundaries—that is, after all, how we learn.

But to parents, those pushing boundaries and making mistakes is a call to action. Parents, the good ones, know that they can't allow their children to go without redirection when they stray off course.

It would be easy if all it took was a parent applying a rule one time, and the child understood it immediately, obeyed immediately, questioned nothing, and internalized that desire for obedience. But who are we kidding?

What is more likely to happen is that the child will listen... a little... then get [bored](#), or think that the parents forgot and go right back to pushing and testing the limits. They're trying to learn, yes - but how do you help kids learn effectively without pulling your hair out?

#### Where It Goes Wrong

The instinct in these rebellious moments is to argue, lose your temper, and go to an all-out war with your child. Alternatively, if your child is the one who chooses war, sometimes it's easier to just give in. You decide to skip the war altogether and just say, "Fine, do what you want," and you figure it's better to lose the battle than fight the war.

Enter delayed gratification. You know in your heart that you need to be consistent with what you said, but you really want to avoid this meltdown in the grocery store, so you're just going to give her the candy bar. Or you know that he hasn't gotten home by curfew the past three nights, but taking away his car like you threatened would really make it difficult for him to bring his brother to soccer practice, so maybe you'll just let it go this time. Etc. Etc.

But we have to be aware of what we are communicating in these moments of inconsistent parenting.





## The Challenge and Importance of Consistent Parenting

### Consistency is key. But why is the door so heavy?

In effect, we're saying: "Hey kid, while you're learning to test limits and trying to figure things out, I see that you're outright pushing the boundaries, and I know you know that what you're doing is against the rules—but I'm not going to punish you every time, so good luck knowing which parent you're going to get, and good luck knowing which rule really matters. It's up to you to read my mind to get what you want and for us to avoid fighting."

Spelled out like this—we can see the error of our ways. Spelled out like this, we see that this is not the message we want to send. So what do we do?

### Get On the Same Page

One of the first things I [stress](#) to the parents I work with is that you must agree on how and when you discipline. Your child doesn't have the capacity and shouldn't be responsible for switching between parenting modes that the two of you dance around.

Second, get on the same page with your kid. Have a sit-down with them to explain the rules clearly and concisely, as well as the consequences for when the rules are violated. Make this developmentally appropriate for your child's age. Depending on your child's age and temperament, I recommend regular family check-ins where you discuss what went well and what was hard each week and a refresher on what is expected.

Third, stick to what you say. Even if you have to delay [punishment](#) for a few hours to get your head straight, simply let your child know that you'll have a discussion later about what the consequence will be for their actions so that you can stick to your consistent plan.

### Not Fair

I know it's challenging, and it feels very unfair that as parents, you give so much, and yet in these moments, you're being asked to give even more of yourself. Patience and sacrifice. But remember that instead of a snotty [teenager](#) sitting in front of you, you have a scared kid who has never done this "life" thing before, and you're the only one that can teach them. You were given that job. You signed up for that job the day you became a parent. So, it is hard. But you can do it.



*Love well and laugh often*

*Ali :)*

### About the Author

**Stephanie Cox, MS** is a [Licensed Mental Health Counselor in Florida specializing in therapy with children, families, and adults with mild to severe mental health and relational issues.](#)

# Newsletter

**WELCOME BACK!**

**Your OSHC.**



## A message from your Coordinator

Dear Families

Firstly, I would like to welcome Elizabeth, Maximus, Harley, Ella, Jun, Amelia, Anastasia, Kingston to our program, who have joined our program and settled in well!

The children were involved in a variety of activities last week. Monday children designed valentine's day cards and wrote lovely messages for their family, which looked fabulous. Tuesday, we made a Chinese lantern and celebrated the last leg of Chinese New Year, the children creatively designed their lantern with lovely patterns, which are now displayed in the room. Wednesday, our Scientists created sand volcanoes. They worked in pairs to design their volcano and enjoyed erupting it with vinegar and bi-carb soda. They had an unlimited fun time. Thursday, we learnt to make origami cameras and connected children to Japanese art; they followed step by step instructions to create a lovely piece of art and had so much fun taking pictures of each other.

We also did an elephant toothpaste science experiment and learned about heat reactions. Friday, we made delicious cheesy vegemite scrolls. Everyone participated and learnt to scroll the rolls. We also played several games: cops and robbers, line tag, footy, Mancala, Kendama, sand water, ship shark shore. The children participated in a sustainability quiz and learnt to be environmentally friendly.

### Activities coming up

- Science: Lava lamp
- Art and craft: water mosaics
- Cooking: Apple Pie

### What's on the menu

- Cheesy slice
- Fruit scones
- Vegetable Noodles
- 

### 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](http://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.



### Visit our blog

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

[Visit our blog](#)

**Your OSHC.**

[www.campaustalia.com.au](http://www.campaustalia.com.au)

  
**ROCKETEERS**



# Program spotlight



## Your OSHC.



Your OSHC by Camp Australia provides enriching experiences for children during term – before school, after school and on pupil free days. At Your OSHC we give children a supportive space to continue their development, build confidence and socialise with their friends.

What's coming up at Your OSHC this week:

**Monday 28<sup>th</sup> February**

Creative artist: Water painting Mosaics

**Tuesday 01<sup>st</sup> March**

Team games: Skittle Soccer

**Wednesday 02<sup>nd</sup> March**

**Crazy Science Day: Join us for our biggest science day full of fun event and learn coin and water suspension tricks, create lava lamps, volcanoes**

**Thursday 03<sup>rd</sup> March**

Cooking Master Class: Apple Pie

**Friday 04<sup>th</sup> March**

Building Challenge



### Stop by and say hi!

Please feel free to visit the program with your children to meet the team and see what happens in our great program each school day.



### Visit our blog

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



### Register for Your OSHC

Once registered, you'll be able to easily make and manage your bookings online via our Parent Portal.

Register free and book now at [www.campaustralia.com.au](http://www.campaustralia.com.au)

by  Camp Australia

# OPEN EVENING



## OPEN EVENING

22 MARCH 2022

### Session 1

4:00 - 5:30 pm

### Session 2

5:30 - 7:00 pm

### Session 3

7:00 - 8:30 pm

### Explore the difference a Nazareth education

The Nazareth College Open Evening is a great opportunity for the whole family to see what our College has to offer. You will hear from our Principal, Mr Sam Cosentino, view demonstrations from several learning areas as well as have the opportunity to ask questions and discuss important aspects of the College with key members of our staff.

Registrations essential

[www.nazareth.vic.edu.au/enrolments/school-tours](http://www.nazareth.vic.edu.au/enrolments/school-tours)



ENROL NOW

for 2024 and beyond

Nazareth College is a Catholic Co-educational Secondary School where all students are known and have the opportunity to succeed.



ENROLMENT INFO



BOOK A TOUR

[www.nazareth.vic.edu.au/enrolments/enrolment-process](http://www.nazareth.vic.edu.au/enrolments/enrolment-process)



# ADVERTISING

## Kids Self Defence & Fitness Classes

Mulgrave PS

Ages 6—11

Boys & Girls

Tuesdays

6:00—7:00 pm

Register now for a  
free trial lesson.



Contact : Cliff Wilson

M: 0418 150 405

E: cliffwilson@caydam.com

W: caydam.com

**Your children are amazing  
already. We just help  
them prove it.**

[numberworksnwords.com/au](http://numberworksnwords.com/au)

Glen Waverley Ph 9574 9964

**NumberWorks  
'nWords**

TUITION  
CONFIDENCE  
RESULTS

**ENGLISH  
& MATHS**  
Free assessment  
Book now!

# ADVERTISING

NOBLE PARK JUNIOR FOOTBALL CLUB



# COMMUNITY OPEN NIGHT

MARCH 4TH 2022  
5PM - 7PM



GAMES & ACTIVITIES  
PRIZES TO BE WON  
FOOD AND DRINK  
MERCHANDISE  
AND SO MUCH MORE



# FOOTY 4 FUN

PAT WRIGHT SNR RESERVE  
MOODEMERE STREET,  
NOBLE PARK

# FREE FUN FOR THE WHOLE FAMILY

TO REGISTER  
OR FOR MORE INFORMATION  
CONTACT NPFCJ@HOTMAIL.COM

SCAN HERE

