SCHOOL REVIEW

Next Tuesday 21st October will be our School review day. Our reviewer Leslie Tulloch will facilitate the day. We will be supported on the day by two peer principals - Mandy Dunn and Wilma Culton. Our regional representative Judy Maguire together with our School Council President Paul Girdler will join school leadership, PLT leaders and staff to look at what the school has achieved over the past four years. There will also be a brief presentation from two JSC members. The day will consist of a welcome from the Principal, an introduction of the review by the reviewer, an overview of the review process by Assistant Principal Helen Thomas and informal and short presentations from: The Principal /Assistant Principals – the journey of the school, School council president – the school community, PLT leaders – how our classes operated. This will be followed by a discussion of where to? We will then spend time reflecting on the review areas: Student Achievement, Engagement, Wellbeing and Productivity.

We will make a start on developing goals and aspirational targets for the 2015 - 2018 Strategic Plan with opportunity for further reflection on the review areas and recommendations for goals and improvement areas. The day will end with a briefing for staff.

HELPING KIDS GET ENOUGH SLEEP

Clocking up enough sleep can seem like chasing an impossible dream for busy families. In honour of daylight saving, this month Kids Matter looks at how sleep relates to children’s mental health, the impact of screen time, and ways to overcome common sleep issues affecting their rest. Did you know that childhood sleep problems are really common? It is thought that about 40% of primary school kids have an issue of some sort, and the rates are higher in early childhood. It makes sense that sleep and a child’s mental health and wellbeing go hand-in-hand. In fact, insufficient and broken sleep has been associated with numerous issues. Go to the web link below for more information. This website also discusses and addresses many other areas in relation to student health and wellbeing.

http://www.kidsmatter.edu.au

CURRICULUM DAY

A reminder that Monday 3rd November is a Curriculum Day. For the staff this will be a report writing day. Please note that Camp Australia will be operating a Curriculum Day program. Please see or contact the people at Camp Australia to reserve a place.
ENROLMENT PLANS AND CLASS PLACEMENT FOR 2015
The demand for places at Moonee Ponds West continues to be high. If you are leaving the school during Term 4 or at the end of 2014 please let the office know at your earliest convenience. This will greatly assist our forward planning and also the transition of those students leaving at the end of the year into their new schools.

If you have some information that your child’s teacher is unaware of that may assist with your child’s class placement please put your comments in writing and forward to Jeff Lyon by Friday 31st October. This request will then be registered for consideration.

JAPAN TOUR
Yesterday the students in Grade 4 and 5 took home a reminder notice with regards to the Japan Tour for 2015. The application forms are due back on the 24th October. Please note that it is not essential that the passport section of the application be completed. If you require an additional form or have any questions please email me at symons.randal.j@edumail.vic.gov.au

STUDENTS LEARN BEST IN SAFE AND SUPPORTIVE ENVIRONMENTS
The health and wellbeing of your child is an important part of their education. When schools and families work together, students feel safer, they’re likely to stay in school longer and they achieve better results. Like you, our schools treat the health and wellbeing of every child as a priority. There are a number of programs you can learn more about below that help your child feel safe, supported and positive. There are also tools to help your child build the skills to be ready for whatever the future holds.

BULLY STOPPERS
The Bully Stoppers program was developed in collaboration with some of Australia’s leading anti-bullying and cyber safety experts to develop information, resources and tools to help parents, teachers and students prevent or manage a bullying situation. If you want to learn more about how you can help tackle bullying, this is a great tool to use.
Learn more: http://www.education.vic.gov.au/bullystoppers

eSMART
Bullying is something that can happen just as easily outside of school as it can inside of it. The eSmart cyber safety partnership with the Alannah and Madeline Foundation has seen more than 1,800 schools undertake training to help their students stay safe online. You can learn more about this program, and even how to get your school involved.

EVERY DAY COUNTS
It’s so important for your child’s education that they attend school every day. The Every Day Counts resource gives you advice on how to ensure that your child attends school as often as possible and won’t fall behind if they need to miss days.

SAFEMinds: Schools and Families Enhancing Minds
Kids need to feel mentally healthy in order to learn, and it’s up to their schools and parents to look out for the signs that suggest they might be having difficulty. SAFEMinds is a program that’s been developed in collaboration with headspace, Australia’s National Youth Mental Health Foundation. It provides training to parents and teachers on how to recognise the signs that a young person is experiencing mental health issues such as anxiety or depression, and how and when to intervene.

PRIMARY WELFARE OFFICER INITIATIVE
The welfare of all kids is a primary focus for Victorian schools. That’s why there are more than 400 Primary Welfare Officers working in primary schools across the state, helping schools to be well-informed and ensuring that student welfare remains a top priority.

Student Engagement and Inclusion Guidance
Positive reinforcement is the best way to teach kids great habits and help them learn how to make good decisions for themselves as they get older. The Student Engagement and Inclusion Guidance program gives schools new advice and resources to help them promote and reward positive behaviour, rather than
Changes to the Education Maintenance Allowance
From 1\textsuperscript{st} January 2015, the government will provide extra financial support directly to Victoria’s neediest schools instead of providing the Education Maintenance Allowance directly to parents. This means that \textbf{parents will not be able to apply for the Education Maintenance Allowance in 2015}.

The money will be allocated to eligible schools through schools’ core operational funding mechanism, with the neediest schools receiving the most funding. Not all schools will be receiving funding in 2015. This change to how the money is distributed was required by the funding agreement with the Commonwealth government to make sure Victorian schools receive increased funding that will benefit all students and, in particular, those from schools with a concentrated disadvantage.

The majority of parents who received the EMA payment already elected to provide the money directly to their school.

If you are experiencing financial hardship, you can speak to your principal about how you can access assistance from the State Schools’ Relief Committee for clothing and uniforms. The end of the EMA direct payments to parents will not affect any other payment you may be receiving such as the Schoolkids Bonus, which is provided directly to eligible parents to assist with education costs.

If you have any questions about this change, please speak to Jeff Lyon (Acting Principal).
**School Drop Off And Pick Up Zone Changes**

The city of Moonee Valley Council has placed new signage and line markings around the school drop off and pick up zones in both Athol and Eglington Streets. **In order to be more visible the bay area is marked in GREEN.**

This has taken effect from Monday 6th October, which was the start of Term 4.

We ask that parents/guardians and students be aware of these changes, and the above notices which have been placed on the school gates. Please note that council parking inspectors will start patrolling the area in the coming weeks.

**These changes mean that drivers will NO LONGER be able to leave their vehicle Including NO PARKING from the designated drop off and pick up zones to drop off/pick up students.**

Drivers can still drop off and pick up students by moving forward within the queue of vehicles. This will improve both the functionality of these zones and more importantly the safety of all students.

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**MPW Student Athletics Achievement**

On Tuesday 9th September I got in the divisions for the 800m and the triple jump. In triple jump I got 7.31m. I was so nervous but I came first.

In the 800m it was hard like it usually is to me. I was pushing myself as hard as I could and then I just came first. Now I am in the regionals.

Nathan J-S.
Speaking and Listening

Speaking and listening is an integral component of English and together with reading and writing is part of a students’ daily learning. It is important to look at the map of development of speaking and listening to understand the stages children experience.

Beginning Phase

In this phase, children use the language of the home and community to communicate with familiar others. They often rely on non-verbal clues to convey and comprehend spoken language. Their speech may be characterized by short utterances and they may require support in unfamiliar settings.

Key Indicators

- Responds to and communicates to spoken texts in own personal way.
- Understands simple and familiar questions, e.g. Are you Hungry? Where would you like to play?
- Children communicate to meet own needs.
- Assumes a shared background between speaker and listener.
- Recognises meaning from familiar language, tone of voice and facial expressions in familiar situations.
- Is understood by familiar adults in supportive or predictable situations.
- Uses a small range of vocabulary.
- Responds to spoken language in ways appropriate to home language or culture.
- May ask many questions.
- Relies on personal experiences as a stimulus for speaking and listening.
- Uses a limited range of processes and strategies when listening and when speaking, e.g. uses repetition.

Major Teaching Emphases

- Environment and attitude.
- Provide opportunities for relevant, challenging and purposeful communication.
- Create a supportive environment which values the diversity of students speaking and listening development (in their home languages).
- Encourage students to see the value of effective listening and speaking for community, school and family life.
- Uses of texts.
- Students are exposed to a range of functional spoken texts composed in Standard Australian English.
- Provide authentic opportunities for students to participate in unplanned speaking and listening and opportunities for extended talk.
- Teach students to share personal comments after listening.
- Build knowledge of common topics to which students can relate to, e.g. toys, families, community.
- Teach children the words; speak, listen, hear, speaker, listener, take turns, words, think.

Contextual Understanding

- Provide effective feedback to students about their speaking and listening.
- Discuss speaking and listening, referring to the audience and purpose.
- Model and discuss how to include relevant information when speaking.
- Draw students attention to the ways, ideas and feelings are communicated through speaking and listening.
- Encourage students to use verbal and non-verbal devices to create meaning.

Conventions

- Develop and extend children’s vocabulary for different purposes.
- Model speaking for different purposes, e.g. making requests, seeking information.
- Model speaking and listening behaviours, maintain a conversation.
- Model listening behaviours, e.g. responding to requests, questions, looking at the person.

Processes and Strategies

- Model language to describe thinking.
- Involve children in conversations with family members and others.
- Model the language and behaviours of listening, e.g. Let’s listen to the music.
- Model ways to improve communication, e.g. adjusting volume, use of voice.
COMMUNITY NEWS

THE DROP OFF AND PICK UP ZONE

You might have noticed our new signage and line markings on Epiphany Street and Khulu Street for our drop off and pick up zone. Here are some tips to help you use the zone safely:

- Respect the no parking signs.
- Only drop off or pick up children from the designated area.
- In the zone, drivers should:
  - remain in your vehicle at all times.
  - move forward to join the queue when other cars can get into the zone.
  - use the hand signals when the vehicle is stationary.
  - not double park.
  - not park more than one child.
  - not park more than one car in front of the school.
- Students should:
  - keep your feet on the floor while the vehicle has stopped in the zone.
- Have your school bag and other items in a safe position on the floor and reach for you to pick up when the car has stopped.
- Always get in and out of the vehicle through the safety door (the rear footwell side door).

What does the no parking sign mean?
Quite simply, it means that you cannot park in the zone during the times specified on the sign. The zone is to be used to pick up or drop off only during those times.

Drivers can drop off or pick up passengers in the zone, as long as they do not leave the vehicle, and stay as close as possible after stopping.

If you overload the zone limit or park across a driveway or access point, you could create an infringement.

MPWPS Mini Market!
Friday 5/12/14
3.00 - 4.30
Performance Space

The first mini market of 2014 is planned to go ahead on the Friday 5/12/14.
A $20 fee is required per stall and will be given to the school.
Stalls at this stage will consist of diverse handmade children's clothes, bags, accessories and jewellery. If you are interested in purchasing a stall, please let us know as a variety of products would be welcomed.

Stores will be CASH ONLY.

If anyone is interested in being a stall holder please contact Antoinette Rozzi on 0410619678.
**Community News**

**Chess Coaching**

Come along to the 1st lesson for free!

**Where:** Performance Arts Room  
**When:** Tuesday’s lunchtime  
14th October – 9th December 2014  
**Cost:** $85 (per child) or $65 for the 2nd Sibling  
**Benefits:** Strategic thinking, improved self esteem, attention span in class, lateral thinking, team work and analytical skills.

We cater for all skill levels! Each week different lessons are taught & games are played. At the end of the term a trophy is awarded to the “Best & Fairest” player, a silver badge to 2nd place and a bronze badge to 3rd place. To enrol your child please make a payment of $85 by Friday 17th October.

For more info contact Phil Hooton on mobile number 0421 901 530

Please pay online or forward payment form inside an Envelope Marked “Chess Coaching” to Phil at chess club or school office.

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Child’s Full Name:  
Grade:  
School:  
Phone:  
Email:  
Payment Due: Friday 17th October

CHEQUE: made payable to “Hooton Consulting Pty Ltd”  
EFT: Account Name: Hooton Consulting Pty Ltd  
BANK: CBA BSB: 063201 ACC #: 1004 9289

$85.00 Please Tick Payment Method

CHEQUE: □  
EFT: □  
CASH: □

(please put school initials & child’s name on your transaction)