

MOSSFIEL PRIMARY SCHOOL



**We are a resilient,
respectful, community of
Learners**

NEWSLETTER – 12 August 2021

MOSSFIEL SCHOOL LEADERS

PRINCIPAL	Paul Maisey		
ASSISTANT PRINCIPAL	Dennis Osborne		
INSTRUCTIONAL LEADER - Foundation	Diane Delapa	INSTRUCTIONAL LEADER - Years 1 & 2	Carmen Morrison
INSTRUCTIONAL LEADER - Years 3 & 4	Andrew Morrison	INSTRUCTIONAL LEADER - Years 5 & 6	Craig O'Donnell

MOSSFIEL SCHOOL COUNCILLORS

Catriona MacLeod – President	Iris Carnat - Vice President	Jane Churchland - Treasurer	Linda Spencer – Minute Sec
Dennis Osborne	Nicole Aquilina	Louise Price	Jasmin Quinn Trenevski
Holly Brunnbauer	Chloe Bell	Jacqueline Drew	
Jo Brown	Desiree King		

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MOSSFIEL DIARY DATES

Mon – Wed	16 – 18 August	Year 5/6 Campaspe Downs Camp
Mon – Wed	25 – 27 October	Year 3/4 Log Cabin Camp

Dear Parents/Carers,

Welcome to Lockdown 6.0 edition. Once again we find ourselves in a familiar space and while it is difficult for us all in different ways, I can also see the big picture and could not be prouder of the way our community has risen again to the challenge and is able to support each other to keep safe.

School Camp

Great news in the light of the latest lockdown, the wonderful grade 5/6 team led by Emily Goegan have been able to move the camp (again) to Monday 22nd November - Wednesday 24th November. More information as it comes to hand ... watch this space.

School Swimming Program – Suspended until further notice

The great news for MPS is that our swimming program started as scheduled and completed 2 sessions. The bad news of course is that it has been suspended due to the current restrictions and lockdown. Mrs Maclean will continue to monitor the situation and pass on information as soon as it comes to hand.

Below are some pictures from the first 2 session:



Also, we have had a few questions regarding payments and refunds for lost lessons. At this stage we are hoping to run the entire program, however we will investigate if the need arises. Thank you parents and carers for your understanding.

FEEDBACK

We are in the process of gathering vital school information from our Student, Staff and Parent surveys. This information is used to check in on our progress and as a measure against the targets set in our strategic plan. The students were given the opportunity to complete an online survey and instructed by Andrew Morrison who is in charge of our student voice. The staff were also given time during lockdown to complete the survey, with an emphasis on “getting off the fence” to give valuable feedback on what is going well and what we need to work on. The parent survey will be via a generic link for a randomly selected number of families. This will come out via an email from the school. We ask that if you get this email to please take the 20 minutes to give feedback as it forms an important part of our school’s improvement journey. Once completed, the school will receive results traditionally by the end of September and we will be able to continue our improvement journey.

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SCHOOL REVIEW

The review process is almost complete. We as a school have completed our tasks and worked through the final day and set some goals for our strategic plan for the next 4 years. The final report is in draft stage and I have read and discussed with our reviewer. It will be submitted and approved by DET. All going well it will be presented at our next school Council meeting.

Our draft goals are:

- 1. To maximise the achievement and learning growth of all students in Literacy and Numeracy*
- 2. To maximise students' engagement and wellbeing*
- 3. Furniture*

I hope you will agree they are important goals for our school and the young people in our care.

2022 ENROLMENTS

If you have a child who is eligible to come to school in 2022 (turning 5 years of age by April 30th 2022), we are accepting enrolments now. To enrol please contact the office for information. To help plan for this process you will need to organise and bring:

- ***Child's birth certificate***
- ***Immunisation certificate***
- ***Visa (Passport) if child is not born in Australia***

If you know someone who would like a tour of our school, please direct them to our website where you can find additional information: <http://www.mossfielps.vic.edu.au/>

COVID SAFE:

A reminder that with COVID and the current outbreak so close to our community, if you, your child, or a family member develops symptoms of COVID-19, you should follow the health advice, and get tested then isolate until you get a negative result. In addition, if you have been contacted by DHHS or need to isolate, please let the school know and look after your families and our community.

Together we can all do our bit to keep our community safe.

Paul Maisey
Principal



Mossfiel Mini Olympics

On Wednesday 4th of August, we were fortunate enough to hold our Mossfiel Mini Olympics. Each class chose a country to represent and participated in 6 different events. Students displayed determination, teamwork skills and great sportsmanship throughout the events!

Our amazing SRC: Sports and Recreation Team assisted Mrs Langfield with organising and setting up the sports equipment and then, led us through the Opening and Closing ceremonies, via a whole school Google Meet. They did a wonderful job and should all be very proud of their efforts.

The closing ceremony included a presentation of medals, and these medals were delivered to the winning classes. There was a lot of happiness and cheer spread across the school!

A big thanks to all that helped make the event a huge success, especially the staff organisers- Mrs Maclean, Mrs Langfield, Mrs Wojtas and Mrs Rapp. ■

It was great that the weather held out and we were able to celebrate a special day together!



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Congratulations to all medal recipients!



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Congratulations to all medal recipients! 2021 Mossfiel Mini Olympics Results:

Event	Foundation	1/2	3/4	5/6
Shot Put	Bronze- Foundation B Silver- Foundation C Gold- Foundation A	Bronze- 1/2D Silver- 1/2C Gold- 1/2E	Bronze- 3/4 D Silver- 3/4 C Gold- 3/4 B	Bronze- 5/6 D Silver- 5/6 A Gold- 5/6 E
Relay	Bronze- Foundation C Silver- Foundation B Gold- Foundation A	Bronze- 1/2 C Silver- 1/2 A Gold- 1/2 C	Bronze- 3/4 B Silver- 3/4 D Gold- 3/4 A	Bronze- 5/6A Silver- 5/6C Gold- 5/6E
Table Tennis	Bronze- Foundation B Silver- Foundation C Gold- Foundation A	Bronze- 1/2 C Silver- 1/2 E Gold- 1/2 D	Bronze- 3/4 B Silver- 3/4 C Gold- 3/4 D	Bronze- 5/6A Silver- 5/6C Gold- 5/6D
Beach Volleyball	Bronze- Foundation C Silver- Foundation A Gold- Foundation B	Bronze- 1/2 D Silver- 1/2 C Gold- 1/2 E	Bronze- 3/4 B Silver- 3/4 D Gold- 3/4 C	Bronze- 5/6 D Silver- 5/6 C Gold- 5/6 E
Tennis	Bronze- Foundation C Silver- Foundation B Gold- Foundation A	Bronze- 1/2 C Silver- 1/2 B Gold- 1/2 A	Bronze- 3/4 A Silver- 3/4 D Gold- 3/4 B	Bronze- 5/6 E Silver- 5/6 D Gold- 5/6 B and 5/6 A
Basketball	Bronze- Foundation C Silver- Foundation B Gold- Foundation A	Bronze- 1/2 B Silver- 1/2 C Gold- 1/2 D	Bronze- 3/4 C Silver- 3/4 D Gold- 3/4B	Bronze- 5/6D & 5/6E [EQUAL] Silver- 5/6B Gold- 5/6A

**You should all be proud
of your efforts!
Well done!!**

Student Wellbeing Newsletter

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Each newsletter I will be posting some exciting Wellbeing content for our community. This may include information about how you can support your children's and families' wellbeing, a snapshot on mental health issues currently prevalent in the community, or information about a local service in the area that might benefit you or your child.

This week's topic is Resilience.

What is resilience?

When we talk about resilience, we're talking about a child's ability to cope with ups and downs and bounce back from the challenges they experience during childhood. This may include moving home, changing schools, studying for an exam or dealing with the death of a loved one. Building resilience helps children not only to deal with current difficulties that are a part of everyday life, but also to develop the basic skills and habits that will help them deal with challenges later in life, during adolescence and adulthood.

Why is building resilience important?

Resilience is important for children's mental health. Children with greater resilience are better able to manage stress, which is a common response to difficult events. Stress is a risk factor for mental health conditions such as anxiety and depression, if the level of stress is severe or ongoing. There are so many benefits to resilience in kids and teens.

The list of benefits to building resilience include:

- Greater resilience leads to improved learning and academic achievement.
- Resilience is related to lower absences from work or school due to sickness.
- It contributes to reduced risk-taking behaviours including excessive drinking, smoking, and use of drugs.
- Those with greater resilience tend to be more involved in the community and/or family activities.
- Higher resilience is related to a lower rate of mortality and increased physical health (2015).
- The experience of more positive emotions and better regulation of negative emotions
- Less depressive symptoms
- Greater resistance to stress
- Better coping with stress, through enhanced problem-solving, a positive orientation, and re-evaluation of stressors
- Successful ageing and improved sense of well-being despite age-related challenges
- Better recovery after a spinal cord injury
- Better management of PTSD symptoms.

What does a resilient learner look like?

Resilience won't stop kids from facing frustrations, stress and challenges at school, but it will help them to cope well when those types of situations arise. Good indicators for resilience in kids are things like using positive self-talk for encouragement, rearranging plans to work around unexpected situations, remaining hopeful and persistent if something doesn't work as planned the first time, and having helpful, age-appropriate strategies to manage their feelings if they are upset.

Where does resilience come from?

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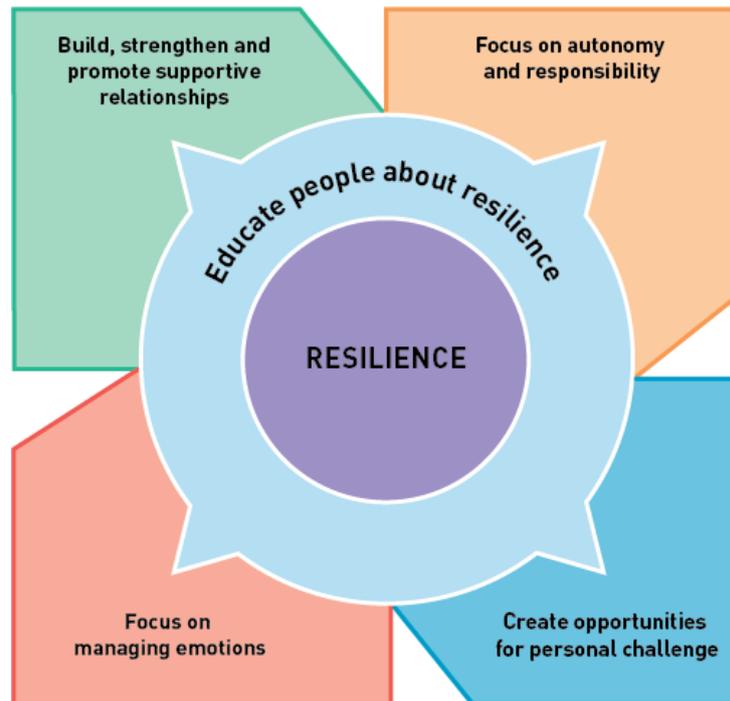
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Resilience is shaped partly by the individual characteristics we are born with (our genes, temperament and personality) and partly by the environment we grow up in — our family, community and the broader society. While there are some things we can't change, such as our biological makeup, there are many things we can change.

How can I build resilience in my child?

We can all help children become more resilient, and the good news is, you don't have to do it alone. You can ask other adults such as carers and grandparents to help. Building children's resilience is everyone's business, and it's never too early or too late to get started.

Beyond Blue's latest research found that there are five areas that offer the best chance for building resilience in children, shown here:



As a parent or carer, you can help to develop essential skills, habits and attitudes for building resilience at home by helping your child to:

- build good relationships with others including adults and peers
- build their independence
- learn to identify, express and manage their emotions
- build their confidence by taking on personal challenges

More information on how you can support your child in building resilience can be found here:

https://www.beyondblue.org.au/docs/default-source/resources/bl1810-building-resilience-in-children-aged-0-12-booklet_acc.pdf?sfvrsn=901946eb_2

What can you do at home?

You may consider choosing one or two of the following to complete together this week with the family to help build resilience.

- Name something bad that happened to you in your past and then say something good that happened from of it.
- Create and act out a short play about a time when someone failed at something or found the going tough. In the play, show how the character bounced back from the challenging situation.

- Think about a time when the going was tough. After a few minutes of thinking about that time, notice how your body is. Now, stand up tall and lift your shoulders. Take a few deep breaths. What do you notice?
- Play a board game or card game together. When finished, talk about how it felt to win or how losing made you feel.
- Go on a long walk or bike ride together where you are all pushed out of your comfort zones.
- Talk about the different areas in your life that you are resilient. Are there any areas that you are not so resilient? Why do you think this is? How could you change this?

If your child is currently experiencing stress, challenges or hardships in life which are affecting their wellbeing, additional professional support may be necessary. Resources can be found here: <https://healthyfamilies.beyondblue.org.au/seeking-support/professional-support/helpful-contacts-and-websites>

If you have further questions, please feel free to contact me at Kathryn.heenan@education.vic.gov.au

Stay safe and be kind to yourself and others,
Katie Heenan
Mental Health and Wellbeing Coordinator



Breakfast Club at Mossfiel!

Mossfiel has partnered with FoodBank Victoria to provide a nutritious, filling breakfast free of charge **every TUESDAY and THURSDAY from 8.15am in Block D**. Mossfiel's Breakfast Club aims to ensure students start the day with a healthy meal!

If anyone would like to join us for breakfast you are most welcome! No need to sign up, just turn up and come inside Block D and we will take your orders of cereal, fresh fruit, fruit cups, milk and toast.

If you are joining us for breakfast at 8:15am, please be aware that you are to stay in Block D until the yard is supervised from 8:35am.

A big thankyou to Bakers Delight Hoppers Crossing, who kindly donate bread for our Breakfast Club each week!

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Resilience, Rights and Respectful Relationships at Mossfiel Primary School

At Mossfiel Primary School we have always been committed to promoting happy, healthy, resilient children who participate in relationships with each other, their teachers and the community, that are respectful and equitable.

In 2015 the Royal Commission into Family Violence identified the critical role that schools have in creating a culture of respect, to change the story of family violence for future generations. In response to the Royal Commissions' recommendation, all Government schools were mandated to deliver Respectful Relationships Education by June 2021.

In 2020/21 the Victorian Budget invested \$37.5 million for Respectful Relationships to support schools and early childhood educators to promote respect, positive attitudes and behaviours. The initiative provides training and support to schools to implement respectful relationships education as a core component of the Victorian curriculum. It also includes professional development for educators to support respectful relationships in school settings.

What we have done so far:

- we became a 'partner school' within a local support network
- began auditing our school with regard to Respectful Relationship needs
- a core group of teachers participated in initial Professional Development
- we adopted the Resilience, Rights and Respectful Relationship resources as part of our Social and Emotional Learning and the Personal and Social Capabilities component of the Victorian Curriculum
- teachers have begun teaching the curriculum across Units 1-6. These topics include: Emotional Literacy, Personal Strengths, Positive Coping, Problem Solving, Stress Management and Help Seeking.

Recognising that schools are a place of learning, a workplace and a community hub, Respectful Relationships aims to embed a culture of respect and equality across our entire community, leading to positive impacts on students' academic outcomes, mental health, classroom behaviour, and relationships.

Each week I will be posting information about the Respectful Relationships program, sharing the great learning students are doing in their learning spaces, and what you can do at home to support them.



Happy birthday from the 9th-22nd August to:

- Lachlan, 0B
- Harper, 1/2B
- Marelle, 1/2B
- Anasimos, 5/6A
- Paw Lwe Say 5/6A
 - Tyana, 5/6A
 - Ryland, 5/6C
 - Mason, 5/6E
 - Xander, 5/6E
 - Anna, 5/6D
- Te Awahou, 5/6D
 - Billy, 5/6D
 - Jacoby, 1/2B
 - Ashton, 1/2C
 - Rehan, 1/2C
 - Troy, 3/4D
 - Charlie, 3/4D
 - Isaac, 3/4D
- Draedyn, 3/4D
 - Eric, 3/4A
 - Rebecca, 3/4B
 - Jarred, 3/4B

FREE BMX

FREE 4 WEEK MEMBERSHIP

<https://www.ausicycling.org.au/membership/other/free-trial>

**OPEN TO BEGINNERS
TO ADVANCED
ALL AGE GROUPS
WELCOME**



Where: Heathdale Glen Orden Wetlands
115 Derrimut Road, Hoppers Crossing

Time: 8:45am - 10:30 every Saturday

To book or more info email:
committee@wwbmxclub.com.au

- | We can loan | What to wear |
|--------------------|---------------------|
| • Bikes | • Enclosed Shoes |
| • Gloves | • Gloves |
| • Helmets | • Helmets |

**NOT SURE
THEN COME & TRY**

Find us on 



**Please arrive 15 minutes before so you can check
your gear and bike before you head out on the track.**



Multicultural



FREE MULTICULTURAL AUSKICK PROGRAM (AGES 5-12)

4 WEEKS

MONDAY,
AUGUST 23

MONDAY,
AUGUST 30

MONDAY,
SEPTEMBER 6

MONDAY,
SEPTEMBER 13

TIME: 3:45-4:45PM

WHERE: MAINVIEW BOULEVARD RESERVE, TRUGANINA

**GIVEAWAYS!
MASCOT APPEARANCE!
REGISTER NOW!**

www.playhq.com/afl/register/f19971



**SCAN
ME**

For more information contact
Shannon Gore at Shannon.Gore@afl.com.au





Multicultural



FREE MULTICULTURAL AUSKICK PROGRAM (AGES 5-12)

4 WEEKS

TUESDAY,
AUGUST 24

TUESDAY,
AUGUST 31

TUESDAY,
SEPTEMBER 7

TUESDAY,
SEPTEMBER 14

TIME: 3:45-4:45PM

WHERE: MANOR LAKES RESERVE

**GIVEAWAYS!
MASCOT APPEARANCE!
REGISTER NOW!**

www.playhq.com/afl/register/2df81f



**SCAN
ME**

For more information contact
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