



MOSSFIEL
PRIMARY SCHOOL

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No 8

NEWSLETTER

01 June 2017

THINK Excellence THINK Respect THINK Resilience THINK Community

MOSSFIEL SCHOOL COUNCILLORS – as at 1st April

Brenda Fisher – President	Nicole Arnold	Emma Bartlett	Andrew Graham
Nick Mullens	Sarah Hulme	Fouad Kerrout	Dallas Matthew
Linda Wareham			
Maureen Price – Exec Officer	Louise Price	Jason Simpson	Jenny Wilkins
Dennis Osborne- Treasurer	Linda Spencer – Minute Sec		

DIARY DATES

Fri	2 Jun		Student Free Day for staff training – NO SCHOOL FOR STUDENTS
Wed	7 Jun	2:15 – 3pm	Whole School Walkathon
Wed	7 Jun	7pm	School Council meeting
Fri	9 - 20 Jun		Life Education program at Mossfiel
Mon	12 Jun		QUEEN'S BIRTHDAY HOLIDAY – NO SCHOOL
Mon	19 Jun	6pm	OSHC meeting
Tue	27 Jun		BBQ day
Fri	30 Jun	8:45-2:30	LAST DAY TERM 2 ASSEMBLY 2PM SCHOOL FINISH 2:30PM
Mon	17 July	8:45	First day of Term 3

FROM THE PRINCIPAL

MOSSFIEL VALUES

THINK Excellence
THINK Respect
THINK Resilience
THINK Community

increase your steps for the day! The money raised will help pay for the new painting of classrooms in Block A [see below].

QUEENS BIRTHDAY HOLIDAY

The school will be closed on the Monday 12th Jun because of the Queen's Birthday holiday. The school week will start at 8:45am on Tuesday 14th June.

STUDENT FREE DAY FRIDAY 2 JUNE

We are holding a Curriculum Day tomorrow on Friday 2nd June and there will be

NO SCHOOL FOR STUDENTS TOMORROW.

The staff of Mossfiel will be learning more about the School-wide Positive Behaviours Framework, which we use throughout our school. Our school will be closed for the day.

NATIONAL WALK TO SCHOOL DAY

Last Friday most of our students walked all or part of the way to school to promote their fitness. It was great to see so many wearing their stickers. Thanks to those parents who also walked to school!

LIFE EDUCATION PROGRAM

Harold is coming in his van to teach our students about healthy lifestyles. He starts next week and is staying with us for a week and a half. Notes have gone home and are due back to school along with the \$9, as soon as you can or by next Friday.

WALKATHON

We are holding a walkathon next Wednesday and we're encouraging all students to get sponsors for their 10 laps. Parents are most welcome to walk with the students and

PAINTING CLASSROOMS IN BLOCK A

We are completing the next stage of painting Block A over the next couple of months. We are starting with 120 classroom possibly next week. The class will spend approximately a week working in the library as their class space. Other classrooms will also be painted in June and July including the holidays. We will inform the families of the actual dates as we get closer.

ASPHALTING OUR YARD

At last, we have the money to re-asphalt some of our school grounds where the asphalt has buckled and needs replacing. The works may commence during the July holidays replacing the surface between the library and Block B and also along the oval edge next to the south side of Block B. This will mean some areas may be out of bounds for a while but in the long run, the areas will be much safer and easier for all our community to use.

Keep Smiling
Maureen Price

CANCER COUNCIL BREAKFAST FUNDRAISER

Thank you to the Mossfiel Community for supporting this fundraiser. We hope you enjoyed your breakfast.

COMMUNITY NOTICE

FERGUSON PLARRE Bakehouse Hoppers Crossing is helping raise funds for MPS through its Babycino program. Every Babycino sold Mossfiel gets 100% of the funds raised.

STUDENTS OF THE WEEK

THINK Excellence

THINK Respect

THINK Resilience

THINK Community

12C	Jasdeep	Respect	Always considerate of others
	Myu	Excellence	Always trying his best
12F	Jai	Excellence	For making great self-connections while reading
	That Kyi moo	Community	For always being selfless and helping others
12M	Snow Win	Excellence	For always trying hard during reading time
	Amira	Excellence	Amazing improvement in reading
	Emily	Community	Always being caring towards other students
12O	Hayley P	Excellence	For learning her Golden Words
	Arsema	Excellence	For reading so well in class
12S	Maraea	Resilience	For showing a 'You Can Do It' attitude
	Daniel	Excellence	For excellence in handwriting
	Iman	Excellence	For excellence in maths
	Lilly	Excellence	For excellence in writing recounts
12V	Joviale, Yabets, Awal, Eshika & Jaidyn	Excellence	For making great choices in the classroom
56S	Sally	Respect	For showing consideration and care towards he peers
	James, Daniel C, Laura & Sehar	Excellence	Showing considerable growth in their reading levels
56G	Brock	Excellence	For improving is attitude towards writing tasks
	Christian & Hadi	Community	For being welcoming buddies to our new student
56M	Caelyn	Excellence	For always completing work to a high standard
	Jake	Excellence	For always being on task and using class time effectively
56D	Grace	Excellence	For always completing her reading tasks to a very high standard
	Giles	Excellence	For working very hard during maths sessions
56H	Jye	Excellence	For always completing his home reading and homework
	Nyikuia	Respect	For showing others respect in class

How children manage change differently

We each have different temperaments, social and emotional skills and life experiences. These differences all influence our reaction to change or transition, and will mean that no two children will respond in the same way to a change or transition. The same child at different times may also respond in different ways.

Change opens the door to many different possible emotions, from fear and sadness to excitement and anticipation. A child's ability to understand what they are feeling, name their feelings and express them constructively will play a large role in how they cope with change. These are skills which develop with age, exposure to different situations, guidance from adults and practice. For example, children with early-developing social and emotional skills may only be able to recognise one emotion within themselves at a time, whereas children with more developed skills might recognise that they can feel both sad and excited at the same time.

Age and stage of development plays a direct role in the level of emotional skills a child has to manage change. With age and opportunities to experience children's responses to change will become more adaptive and sophisticated. However, social and emotional skills not only develop with age but also with teaching and opportunities to practice skills when responding to difficulties. Children will model their reactions to change on their family's responses, and their level of self-awareness and insight will also be a result of how their family has helped them make sense of their emotions. Thus, families play an important role in teaching children effective coping strategies for change. Age-appropriate responses can be modelled and taught by adults and then internalised by children, giving them a framework for managing change effectively in the future.

How children respond to change is also influenced by their temperament. Temperament encompasses a child's personality, likes and dislikes and how they respond to different situations. A child who is shy and afraid of new situations will obviously respond very differently to a child who is outgoing and enjoys new experiences. This will then influence how families need to help children to manage change.

Commonly, children will be worried about at least some elements of a change. However, expression of that worry might be different in different children. Some children might express their worry by becoming withdrawn and quiet. Others might become angry more easily than normal, or start to misbehave. It's important to understand that there's no one 'right' way to express worry in times of change. A quiet child might look like they are coping on the surface, but a few gentle enquiries might find a torrent of emotion underneath. A child who gets angry about something unrelated to the change might need some help to identify what's really worrying them.

Over time children's responses to managing change will vary as their social and emotional competence develops. As children grow, their level of awareness and insight of situations develops and they move from concrete thinking patterns to more abstract reasoning. This may mean their responses to change will become more intense as their knowledge and awareness of situations becomes more in-depth.

Families can support children in how they cope with change, laying the foundation for the development of effective coping strategies in managing change in the future.



The Premiers' reading challenge has begun and all Mossfiel students have been registered to participate. F-2 students must read 30 books (20 PRC & 10 Other) and 3-6 students must read 15 (10 PRC & 5 Other) to complete the challenge. For any further PRC information and booklists please go to; www.education.vic.gov.au/about/events/prc

Students can borrow PRC books from the school library during their library lessons. **The library is open on Tuesdays and Wednesdays from 8.30-8.45am for additional borrowing.** Local libraries also have lots of PRC books for borrowing.

Please encourage students to read books at their reading level. Books that are deemed too easy for the student will not be verified. Take home books are also not suitable PRC books.

If you require another log sheet they are available from the office and usernames and passwords can be obtained from your class teacher.

Congratulations to these students who have completed the challenge;

Michelle Deimenzis FA

Liana Morris 3/4J

Nidhi Tajrian Arjoita 3/4H

Claire Reardon 1/2S

Noel San Ba 1/2S

Daniel Mayit 1/2S

Aahana Grover 1/2S

Julie Ung 5/6W

Boizathong Hetacia 1/2V

Bella Fletcher 1/2S

Tui Martyn-Rice FP

Paw K'Lay Kar Aye 5/6H

Tomos Parsons-Parry 3/4H

William Masters FF

Bethsheba Hlawn Cue 1/2S

Charlotte-Rose Smith 1/2S

Maraea Waiariki 1/2S

Abigail Connolly 5/6M

Hel Kaw Thaw Kyaw 1/2S

Liam Bell 1/2S

Amber Brooks FF

Kieran Whiting FP

Acho Jia 1/2O

Rhys Findlow 3/4H

Younes Kerrout FF

Fynn Molinaro FF

Paw Lwe Say Eh 1/2S

Raff Hillard 1/2S

Angelyna Cutrona 5/6D

Oskar Bartlett 1/2S

Troy Mullens FA

Charlie Loveless FF