

# THE NEWSLETTER



## DATES TO REMEMBER

10th March, 2017

Middle School Assembly 12.50pm

13th March, 2017

LABOUR DAY PUBLIC HOLIDAY

14th March, 2017

Year 7 Immunisation

14th March, 2017

Year 09 Humanities Excursion -  
All Day

15th March, 2017

- Junior School Athletics
- Interschool Sports Year 9 & 10

17th March 2017

- Senior School Assembly 12.50pm
- Junior School Assembly 2.35pm

20th March 2017

- Middle School Athletics
- Year 3 Scienceworks excursion

21st March 2017

- Harmony Day
- Whole School Assembly

## MESSAGE FROM THE PRINCIPAL

Dear Parents,

As you are aware we have been focusing on punctuality in the mornings. Classes start at 8:40am. We no longer have Form Assembly in the mornings and as a result of this we need to ensure to all students are in class at 8:40 am as this is when learning time begins.

Students that arrive to school with time to spare have the time to settle in and prepare for the classes that they have in the first two periods. Arriving to school after the class has begun can cause students to miss out on vital information including the introduction to a new lesson.

If showing up late to school becomes a consistent habit, it can have long-term effects on a child's academic progress. It can also develop the notion that tardiness is acceptable behaviour which in turn can have a negative impact on their future work ethic and employment opportunities.

As a College we are trying to ensure that all our students arrive to school on time so that we can ensure good habits are instilled in the students. We need to work together as a community to ensure that tardiness does not become a habit. So parents please ensure your child arrives to school on time.

Have a great long weekend!

**Ms. Sareh Salarzadeh**  
**Principal**

## ASSISTANT PRINCIPAL - ADMINISTRATION

### Parent Teacher Interviews

Junior School Parent Teacher Interviews will take place on Wednesday 29<sup>th</sup> of March. Your child should have received information about this important day and information has also been placed on SEQTA. This will be a student-free day for Junior students.

Middle and Senior School Parent Teacher Interviews will take place the following day on Thursday 30<sup>th</sup> March. Your child will receive further information about interviews tomorrow but notices have already been placed up on SEQTA. This day will be a student-free day for Middle and Senior School students.

We encourage all parents to attend an interview which allows some feedback and sharing information between parents and teachers. Students are also expected to attend the interviews with their parents. Research indicates that parents, students and teachers working together will result in the highest potential outcomes for students and by attending their interviews students will benefit from the direct feedback they are receiving from their teachers.

The interviews will commence at 8.30am and conclude at 6.30pm. Please see the notices for staff break times and overall availability. Please communicate effectively with your child where practical (obviously in Junior school many students will not be able to organise an appointment time on their parents behalf) and ensure they organise appropriate interview times that are actually available and pre-organised which you are available to attend.

### Term One Interim Reports

Parents will receive Interim Reports prior to the conclusion of Term One at the above mentioned Parent Teacher Interviews (Wednesday 29<sup>th</sup> March and Thursday 30<sup>th</sup> March). These reports provide some information about the standard of a students' performance over the course of Term One. These reports analyse a range of important considerations such as standard of work, behavior and overall effort. If you have any questions or concerns regarding information that is presented to you regarding your child and their interim report then please get in contact with the classroom teacher to communicate this.

We want to ensure that parents, teachers and students are working together collectively to ensure that students achieve their potential and communication about the results on the interim report can assist with this. Students will receive a Formal Academic Semester Report at the conclusion of Term Two.

### VCE Study Periods

VCE students are allocated a set amount of study periods each week. These periods are extremely important in achieving academic success with regard to SAC and Examination results. At present, some students are not using study periods to their advantage. There is no doubt that this will negatively impact the ATAR score of these students if they do not improve their current level of output.

Well done to those who are using their study periods effectively. Hopefully, you will be rewarded for your hard work by achieving positive results. A study period timetable has been developed commencing in Week Seven to ensure effective supervision and support of all VCE study period students. Furthermore students are regularly encouraged to seek support from their subject teachers during their study periods. Study period guidelines are going to be clarified with students to ensure the study environment is conducive to positive revision and homework completion.

### Monash College - Japanese Students Visit

On Wednesday the 24<sup>th</sup> of February Mt Hira College had a visit from a delegate of approximately 20 Japanese University students through Monash College. The students and one staff member spent the morning at the College and observed some primary and secondary school classes, had an introductory presentation to the school by Ms. Sareh, a tour of the school with Mr. Stock and a morning tea with a number of staff and Year Twelve students. They were very interested in observing what our system of education is like and greatly enjoyed their classroom observations. They especially enjoyed attending the Primary school classes and thought that the educational experiences they observed were very enriching.

We had a number of our Year 12 students and all of our official school student leadership group have morning tea with the visitors and they were fantastic in communicating and socialising with the Japanese students. Our students were very friendly, respectful and polite. Thank you very much to all of the staff and students who contributed in making the Japanese visitors experience a rewarding one. Overall, the visitors appeared impressed by the College and found the experience very positive.

Mr. Tim Campbell

Assistant Principal (Administration)

#### TRANSPORT SERVICE

#### HAMPTON PARK TO MT. HIRA COLLEGE AND RETURN

PLEASE CALL MRS TUBA PEHLIVAN ON **0409 335 515** TO BOOK A SEAT.

**ONLY THREE PLACES AVAILABLE.**



## WELL DONE



Congratulations to Shadi Corles for memorising the surah Alaq and it's meaning.

**GymbaROO**



**Unlocking Potential: A Sensory-Motor-Perceptual Movement Program.**

Mt Hira College is committed to providing the best programmes for our students. The UP (Unlocking Potential) program has been developed to help our students perform better at school through simple but fun activities.

Unlocking Potential is a unique primary school movement program that draws on the latest brain development research to assist the stimulation of brain development important to learning, essential knowledge, skills and behaviours. It presents a rationale and learning activities supporting teachers and students to maximise opportunities for learning in Health and Physical Education and other areas of the curriculum.

Background to the development of GymbaROO's Unlocking Potential: a sensory-motor-perceptual program for primary schools. It is common knowledge, that constant changes in curriculum have not been able to achieve the desired outcomes for all students. Yet research in the field of neurological development has confirmed that sensory motor perceptual maturities drive the success of learning and behaviour. By improving basic brain processes, it has been found that efficiency in all dimensions of life can be increased. Daily neurodevelopmental activities train the brain to process and manage multi-sensory input and fine-tune the brain. The more finely tuned the brain, the more efficiently the processing of information, leading to organized brain functions and ultimately allowing higher levels of functioning.

Kindy GymbaROO devised a sensory-motor integration and perceptual development program that incorporated the latest thinking and research on brain development and the important role of reflex inhibition and sensory motor integration to total child development. The results of the research program were extremely positive with teachers reporting that the program not only improved proprioceptive processing, but also visual and auditory processing, resulting in an improvement in literacy, concentration and the ability to follow instructions. More specifically, the pilot project showed that Year One and Two students who were well behind their peers in their reading test at the beginning of the year had caught up after using the program for a year. In Years Three, Four and Five greater improvements in comprehension were achieved at all grade levels and the results were statistically significant when subjected to a multi-variate analysis of variance. Teachers also noted an increase in self-esteem, confidence and social interaction, as well as a willingness to attempt new tasks and to take on the responsibility for their own learning. Importantly, most of the students found it motivating and enjoyable, which encouraged performance of the developmental exercises and activities every day. The teachers also advised the researchers that they would like a clearly defined and explained program that was easy to utilize, contained all the necessary details of the activities and was age structured. Unlocking Potential: a sensory-motor-perceptual program for primary schools was developed in response to these requests, with the added assistance of Dr Jane Williams (GymbaROO Research and Education Manager). Unlocking Potential provides specific developmental movement exercises and many physical activities designed to enhance learning in a fun way. The program is also organized to enable the activities to be fully integrated into the daily curriculum. 'The Structured Program' and the 'Three Minute Classroom Activities' challenge students to improve their own focus in all areas of learning and to make learning an enjoyable, successful experience.

What are the real gains for primary students?

- ⇒ Provides students with activities that develop brain capacity, while at the same time, enjoyment
- ⇒ Enables students to lay the building blocks for future learning.
- ⇒ Sensory-motor-perceptual (neuro-physiological) activities influence executive functioning, visual and auditory abilities, memory and co-ordination.
- ⇒ The program builds brain processing capacity and cognitive skills, speech, reading, writing, and mathematical ability as well as physical prowess.
- ⇒ Enables children to develop to their full genetic potential and to reach much higher levels of neurological functioning and achievement.
- ⇒ Improves concentration, organization, social/emotional behaviour, energy and attitudes to learning.

**Julie Parker**

**Assistant Principal - Academic and Innovation**

This week the Junior School has been abuzz with hands on learning and fun activities to enrich student's classroom learning. I would like to thank the classroom teachers for organising these terrific activities, the parents for supporting them and our students for their excellent behaviour and enthusiasm.

### Year Four Incurtion: Hands-On Science

On the 7<sup>th</sup> of March, Year Four had an incursion called Hands-On Science with a lady named Liz. The first thing we did was sort things into the right places. We had to put them into the categories of raw and processed for animal, plant, rock and mineral resources. After that we made gelatine disks. We used gelatine powder and mixed it with hot water that had red food dye in it. Once it was all mixed together we poured it onto a plastic lid. It has to dry for three days before we can use it. My favourite part was creating the gelatine disks.

Tijen Ozer, 4H



### Year Two Incurtion: Wildlife Exposure

Yesterday we had an incursion. We got to hold the animals and we learnt lots on information about them. For example snakes can grow up to 4-5 metres and baby wombats like to eat rockmelon and they can also glide for 100 metres. My favourite part was when my friends and I got to hold a three metre python.

Taha Daknach, 2T



More activities like these will be offered to students within the Junior School throughout the year. Please keep up to date with SEQTA, the College Newsletter and our website to stay informed about upcoming events.

Kind regards,

Ms Ashley Beardsley

Head of Junior School (Foundation to Year Five)

[abeardsley@mthira.vic.edu.au](mailto:abeardsley@mthira.vic.edu.au)

### ATHLETICS DAY 2017

The Annual Junior School Athletics Day is on **Wednesday, 15<sup>th</sup> March 2017**. This year the carnival will be held at **Ross Reserve Athletics Track, Noble Park** from **9.00am-3.00pm**. All parents are encouraged to come and support their children. All Students from Year Two to Year Five are required to attend and it is a **compulsory** school day. Students will have the opportunity to compete in competitive events including 100m, 200m, and relay races. In addition, students can compete in field events including shot put and team activities.

The long jump event will also take place throughout the day. Remember there will be **no** canteen available at the track. Please make sure you bring enough food and water for the whole day. Ensure you support your House by wearing your House colours and they **MUST** be appropriate clothes for school (no singlets or inappropriate foot wear). Students must bring their prayer attire and mats as they are required to perform prayers during lunch break. Students are not permitted to bring/put on any face paint or hair spray due to prayer.

**NO** electrical or digital devices (phones, Ipods, Ipads, music devices, cameras, etc) are permitted.

**Remember to be Sun Smart. Always wear a hat, use sunscreen and drink a lot of water.**

## PARENTING RESILIENT KIDS



We are inviting parents and their primary-school aged children to take part in a new online parenting program designed to provide parents with strategies to parent with confidence and stay connected with their pre-teen child.

### WHAT IS THE RESEARCH ABOUT?

You are invited to participate in research being conducted by Monash University, led by Dr Marie Yap. The research aims to evaluate whether our new online parenting program can help empower parents and in turn build their child's resilience.

### WHAT IS INVOLVED?

You will be randomly allocated to one of two groups, to receive either:

- 1) An individually-tailored, interactive online parenting program that will give you practical strategies you can use to parent your child more confidently.
- OR
- 2) An information package of 6 weekly factsheets about child development and well-being.
- We will give you a 5-minute call once a week until you have completed your allocated program. We will ask both you and your child (if they agree to take part) to complete some online surveys at the beginning, and after 3 and 12 months.

In total, participation in this research will take a few hours of yours and your child's time over 12 months. To say thank you, you will be reimbursed with e-gift vouchers.

All components of the online program can be done using a computer, tablet, or smartphone.

### WHO CAN PARTICIPATE?

Parents or guardians of a child aged 8-11 who live in Australia, are fluent in English and have internet access.



MONASH University

### HOW DO I FIND OUT MORE?

To find out more, or to register to participate, please go to [www.parentingresilientkids.com](http://www.parentingresilientkids.com)

For further details, please contact the researchers at [med-resilientkids@monash.edu](mailto:med-resilientkids@monash.edu) or on (03) 9905 1232.



PARENTING RESILIENT KIDS:  
Preventing Depression & Anxiety