



Dear Parents/Guardians,

Our teachers and students have now for some time been focusing on the notion of efficacy, both self and collective efficacy. Collective **teacher efficacy** refers to the 'collective self-perception that teachers in a school make educational difference to their students over and above the educational impact of their homes and communities. **Self-efficacy** refers to an individual's belief in his or her capacity to put in place behaviors necessary to get the desired outcomes. Self-efficacy reflects confidence in the ability to apply control over one's own motivation, behavior and social environment. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be naturally motivated.

Increasing **student self-efficacy** is crucial to a student's success. As teachers, we can stimulate critical thinking and comprehension and therefore increase student self-efficacy through a variety of strategies such as conversation, questioning, positive reinforcement and increased availability.

Our teachers make themselves available to our students outside the regular classroom hours such as at break times and after school. These additional times our teachers spend with students allows for extra help to boost their understanding and confidence in work and themselves. In addition, I know we have teachers on staff who regularly attend week-end sporting events to watch their students compete, support them and reinforce their efforts back at school.

There are strategies that both parents and teachers can use inside and outside of classrooms to increase student self-efficacy. Some of these include:

- ⇒ Talking to your child about their school work and having them solve problems out aloud. This will help to slow down the process of critical thinking and analysis, encouraging deliberate thinking and reasoning.
- ⇒ Pose open ended questions that create conversation. Some prompts you can use to help with these questions include :
 - Tell me what you know about.....?
 - How might we break this problem into smaller steps?
 - Why do you think the author?

Remember the value of positive reinforcement and give your child **5 positives for EVERY 1 negative** remark or comment. Research tells us that for children to develop healthy sense of themselves as individuals they need to hear LOTS of positives. At school we have been focusing on **process praise** this means identifying the skill, understanding or knowledge a child has shown and then praise them. Some examples may include:

- Anna I can see you have cleaned your room thoroughly, your clothes are folded, toys put away and bed made. Well done. Great job!!!
- Ryan I can see you are managing your time well by starting your homework soon after you get home and doing a bit and then after dinner getting the homework out again and doing a bit more. Well done, Great work this will help you to succeed in meeting your goals.

The greatest thing in the world is to know how to belong to oneself".

- Michel de Montaigne, The Complete Essays.

Warmest Regards,
Kathy Cvitkovic,

Getting it right in English!

The importance of regular Read Aloud opportunities

Our home reading program encourages children to bring home Just Right Texts to read to an adult or older sibling. Children are encourage to practice the reading goal set in class and engage with a text that is slightly challenging but is able to be read independently and understood.

However, just as important is for children of all ages to experience being read to.

Modelled reading (reading to or reading aloud) involves children listening to a text read aloud by an adult. The adult models skilled reading behaviour, enjoyment and interest in a range of different styles of writing and types of text. Reading to or reading aloud provides an opportunity for adults to demonstrate their enjoyment in reading, and allows children to see a purpose in learning to read.

Reading aloud allows children to access texts that they are not able to access independently. It provides an opportunity for children to see and hear skilled reading behaviours, which they then begin to imitate and internalise.

Children gain practice in constructing images of events, people and objects that are removed from themselves. Unfamiliar and unusual vocabulary and increasingly more complex text structures, features and genres can be introduced and explained.

Most importantly, a reading aloud or being read to demonstrates interest and engagement in reading. A genuine engagement in reading by an adult can nurture a passion for literature. *

Ways you can support children when reading aloud to them:

Before Reading

Practise reading the book so you are familiar with the story-line, expression required and any unfamiliar words

During Reading

Read slowly
Enjoy the story
Use an expressive voice
Avoid interrupting the story

After Reading

Encourage students to:
Discuss the book and its meaning
Share and compare own experiences to those in the book
Describe characters and events they especially liked/disliked and say why

**Adapted from the DET Victorian Literacy Portal- Modelled Reading*

Sarah Marshall
Leading Teacher- Literacy

Marvellous Maths

WHY DO I NEED TO LEARN THAT?

One of the most common myths that kids believe, is that they can get away with not really knowing maths if they don't go into science, technology, engineering or a maths career. Below are some examples of interesting careers and how they use maths.

The Photographer -An understanding of geometry is essential for good photographic composition. In addition, maths is needed to control exposure (the amount of light used to define a photograph) and to decide how to set up auxiliary lighting.”

The Jewellery Artist - Jewellery artists work with a variety of math problems, both for creating or resizing a piece.

The Glass Artist - When a piece of glass is put in the kiln, at a certain point the heat will turn the glass from a solid into a liquid and, the correct calculations are needed.

Artists – The most maths is used at the beginning stages of a painting, when sketching thumbnail ideas.

The Profiler - When profilers work to solve a crime, they use every type of math from basic addition to geometry and pattern analysis to statistics and probability to reasoning and logic.

The Cookbook Author -Test recipes are much smaller than the ones published in cook-books so the ingredients have to be converted for publication.

The Fish Hatchery Technician -This job requires the use of basic math when treating fish for parasites, using either salt or formalin.

The Coffee Roaster -The coffee roaster uses math to figure out how much coffee he needs to roast for his orders at his cafe.

Animator -An Animator uses linear algebra to show the way that an object is rotated and shifted and made larger and smaller. As well as prized jobs at Disney and Pixar, animators can work in computer and console game development, television programming, broadband internet animation, broadcast and web advertising, education, research, and military and corporate training.

Computer Games Designer - To build a game, with all its user generated levels, requires some serious maths skills.

Forensic Scientist - Forensic scientists use maths principles to figure out the location of the victim when the blood was shed and even the type of weapon or impact that caused the victim's injury.

Astronaut -Astronauts use maths in order to make precise mathematical calculations, from how the spacecraft leaves Earth's atmosphere to how the astronauts pilot the craft.

Architect -Mathematics is needed to analyse and calculate structural problems in order to engineer a solution that will assure that a structure will remain standing and stable.

Lots of jobs require maths but few of them have the words maths or statistics in their titles. You don't have to be called a mathematician to use maths – in fact, no matter what job you go into, you'll end up using your mathematical skills.

Kind regards
Jennifer O'Connor
Assistant Principal P-2 Learning Community

insights

Helping children achieve sustained school success

by Sharon Witt



The new school year is well and truly underway and thousands of kids (and their parents) across the country are settling in for a full year ahead. For some children, this year marks their first step into their school journey, while for others it is a chance for new opportunities, friendships and educational experiences. Here are some tips to help your child navigate the school year ahead:

1. Communicate with school

Communication with the school is important in aiding a successful school year for your child, whether they have just started at the school or have been there for several years. Familiarise yourself with your child's class teacher. If your child has any specific learning or behavioral issues it is important to communicate these with their teacher early on in the year. Don't assume that all relevant information will be passed on from previous teachers. It is well worth sending an introductory email to a new teacher outlining any information that would be helpful in relation to your child, including any strategies that have been successful in the past. Far from initiating 'red flags', this information is actually much more helpful for teachers than having to find out themselves.

Be sure to communicate any early concerns regarding your child's experience at school to the class teacher as soon as you become aware of them. Teachers can only deal with information you share with them, so by all means, call or email the school and make an appointment to discuss any issues. Avoid trying to have a serious discussion with the teacher at the beginning or end of the school day as this is often the busiest time for teachers. Booking an appointment time is desirable unless it is an urgent matter.



2. Give organisational tools to support success

Children thrive on routine and being able to visually see what is happening in the school week ahead. Creating a family calendar, whiteboard or wall chart that is visible to your child is helpful. Include important events such as camps, sports days and excursions.

It is also helpful to set up a communication tub or tray in the home where your child can place any notices they bring home, forms that need signing or books that need to be checked or worked on for homework. When children have a place for things it creates an environment that supports them gaining organisation skills and increased independence. Having a place to put their school bag each afternoon and encouraging them to empty out their lunch box and unpack notices is important.

3. Provide support with homework

Homework can be a struggle for both your child and yourself as a parent, especially when you are exhausted at the end of a working day. To enable your child to complete any set homework, ensure your child has a well-lit space where they can complete tasks, with the correct tools on hand – pens, rulers, whiteout, paper, etc. (a stationery tub or set of small drawers is helpful for the home).



Prioritise time to sit with them and guide them through their homework. If homework is becoming burdensome in your home and causing extra stress to your child, communicate this to their class teacher.

4. Prepare for a successful day ahead

Ensure your child gets plenty of sleep. Children should be averaging around 8 to 12 hours of sleep each night. Make sure they have a regular bed time and stick to it wherever possible. Reading before bedtime can be a helpful way to end the day and set the scene for a good night's rest.

The best way to set up a successful day ahead is for your child to eat a healthy breakfast and take a nutritious and balanced lunch with them, including plenty of snacks to keep their brain focused throughout the day.

5. Make time to chat about school

Keep the lines of communication open with your child. Ask them questions about their day and look for any signs that they might be experiencing any concerns, particularly social issues. Remind your child that you are always available to listen. At the end of dinner time each evening you could ask each family member: “*What went well for you today?*”

6. Assist with friendships

Making and maintaining friends is an important aspect of your child's school life. Ask your child regularly about the friends they are making at school, who they are playing with and how they are interacting with others. Get to know your child's friends where possible and look for opportunities to grow your child's social experiences, particularly if you have a shy child. If there are social concerns at school, make sure you communicate these as early as possible to the class teacher.



Sharon Witt

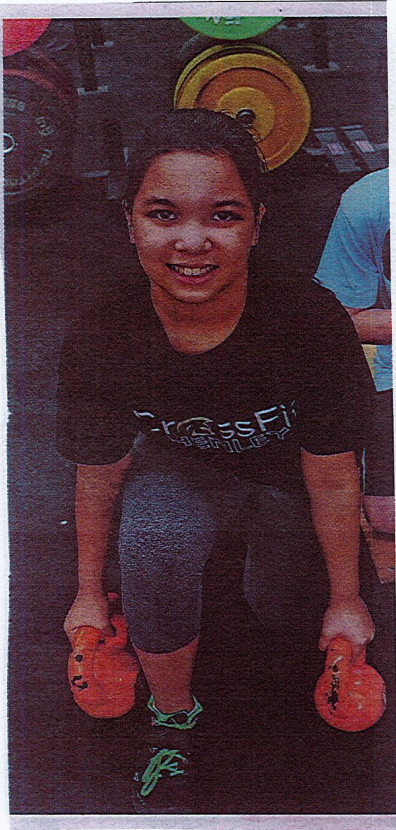
Sharon Witt has been immersed in teen world for over two decades in her role as a Secondary teacher, Author and Presenter. Sharon is one of Australia's leading book authors for young people. She has written 12 books for young people to help guide them through many of the issues they face in early years and help them develop key strategies in building resilience. www.sharonwitt.com.au

Canberra Camp

Students from Melton West PS recently undertook an educational tour of the national capital. Students were given the opportunity to participate in a variety of educational programs with a focus on Australia's history, culture, heritage and democracy. All students who attended had a fantastic time and learnt a lot about our country.

The Australian Government recognises the importance of all young Australians being able to visit the national capital as part of their Civics and Citizenship education. To assist families in meeting the cost of the excursion the Australian Government is contributing funding of \$35.00 per student under the Parliament and Civics Education Rebate program towards those costs. The rebate is paid directly to the school upon completion of the excursion.





Our own Alyssa Pigram lifts heavy

Hi... my name is Alyssa Pigram and I am in 5/6F here at Melton West Primary School.

I am a young and proud indigenous girl of the Yawuru people (Broome WA).

After doing my Crossfit classes for 12 months, my coach Toni Lane asked me if I would like to try "Olympic Lifting".

Since September 2017, I commenced my lifting and have recently qualified for National Competition to be held in Perth on 7 July.

To help me get to this competition, I need to fundraise to get me there. I think this is a good idea, because you could all get to participate in the fundraiser by bringing a donation that will help me raise money to get to the Nationals.

Mrs Costa has been nice enough to try and get Melton West Primary School to support me in getting to Perth in July.

Thanks to all at school for listening.

Alyssa

Rainbow Flag Raising

We're raising the rainbow flag to support International Day Against Homophobia, Biphobia, Intersex- phobia and transphobia.

It shows Council's commitment to reducing the barriers faced by LGBTIQ people in our community; fostering a sense of social connectedness, equality and respect for all.

FLAG RAISING AND LUNCH

WHEN:
Thursday 17 May 2018

TIME:
11.30 am- 1.30 pm

WHERE:
Community Hall
232 High Street Melton

COST:
Free

RSVP:
Sunita Mann
Email:
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Phone: 9747 7200



It is the mission of Melton West PS to work collaboratively to ensure high levels of learning for all.