



18th October, 2018

Partners in Learning Newsletter
Moving forward With the Passion to Succeed

Addressing Parent Concerns

Dear Parents/Guardians,

At Melton West Primary School we endeavour to take care of our school community, attend to their concerns, and make them happy, it helps to create the best learning environment for your children, our students. The Victorian Government's Blueprint for Education and Early Childhood Development recognises that involving parents in their child's education is vital to children's development and learning. Melton West Primary School understands the importance of fostering positive relationships with parents and families and developing strong school community partnerships. We also understand that in all partnerships there will be times when there are disagreements and issues of concern that will need to be resolved. The school policy on Addressing parents' concerns and complaints follows all Education Department Guidelines and promotes an open, consistent approach that is courteous, efficient and fair. Such an approach provides opportunities to build partnerships between the school and all our families. Please take the time to read the School Policy available on the website and look at the attached flowchart to help understand the process for addressing parent concerns at Melton West Primary School.

Yours sincerely

Jennifer O'Connor

Assistant Principal P-2 Learning community



REMINDERS

- **Assembly tomorrow 9:00am—Performance by 56F**
- **Prep School Nursing Program forms due back Monday 22nd October. No late forms accepted.**
- **Grade 2 Sleepover Permission notes and payment Due Wednesday 22nd October. No late payment accepted.**

The Buddy Program

This year the Grade 6 students have worked with the preps every Friday for approximately 30 – 40 minutes. The Buddy Program helps the preps feel safe and ready to learn.

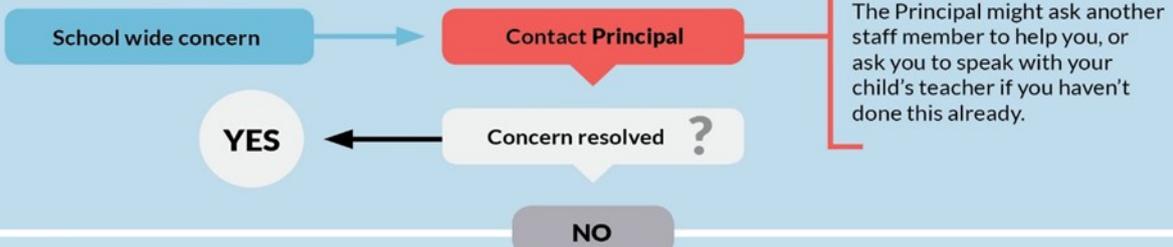
This term the prep students have been learning to write a recap of what happened in a story they had previously read. For example, if they read the Three Little Pigs their task was to re-write the story. The Grade 6 students helped them write their stories by spelling vocabulary words, assisting in correct letter formation of the alphabet and using capital letters and full stops correctly. Part of the writing process is also re-reading your writing to ensure it makes sense. The Preps would then read their sentences back to their buddy.

The buddy program has been a great experience and we hope it continues next year and beyond.

Samantha and Jackson

PARENT COMPLAINT FLOWCHART

School



Region



The region will assess the complaint, which can result in the following decisions:

- allow more time for resolution at the school
- provide assistance to reach a resolution through regional support
- undertake a regional review
- arrange for an independent investigation



Central Office



The office will assess the complaint, which can result in the following decisions:

- allow more time for resolution at the region or school level
- refer the complaint to School Operations and Governance Unit for a process review



When a complainant is dissatisfied with the outcome or response to their complaint the matter can be referred to the Victorian Ombudsman

Parents Count Too

Helping your child with –

Arithmetic: addition, subtraction, multiplication and division

Through everyday activities and play situations children will naturally use numbers. Young children are very capable of sharing out things such as lollies so that each person has a fair share or adding a friend's collection to his or her own and finding the total. We need to help children discover quick and easy ways of using numbers.

How do children learn to use numbers?

When first learning to use numbers, children will need to have the objects with them in order to add, subtract, multiply or share equally (divide). They will go through a process of needing to see and count each thing, one at a time.

We need to help children learn to start counting from a larger number and add or subtract a second number. We also need to help children build mental images of a group or quantity so they do not always have to rely on seeing the objects. Helping children to mentally “see” groups of things will also help them with understanding multiplication and division before they learn the “tables”.

What can you do at home?

- Play board games such as Snakes and Ladders with two dice and encourage your child to add the two numbers rolled. Show them how to count from the larger number.
- Play card games such as 21 or bust. In this game, two cards are dealt to each player who adds the numbers together. Each player may ask for more cards from the “kitty” with the aim of being the person with the highest score that does not go over 21.
- Share fruit such as mandarins with your child and add the number of pips you both have.
- Ask your child to help you work out how many more items are needed when you are shopping. I have six apples here, how many more will I get to make ten?
- Look at house numbers when going for a walk. Ask your child to guess what the next number will be.
- Set the table for one person and ask your child to put out enough plates for everyone. Ask them how many more were needed.
- Count the number of eggs in a carton, and again after some have been removed. Ask your child, How many were taken away?
- Read a book to your child that has a contents page. Look for a story or chapter on a certain page and work out how many pages until the next story.
- Use empty toilet rolls or empty plastic bottles and a ball to make a game of skittles. Encourage your child to tell you how many were knocked down and how many are still standing after bowling. Keep a score of how many are knocked down to see who is the winner.
- Sing songs that include numbers. Ask your child to tell you the next number in the song before you sing the next verse.

- Go for a drive and point out the signs that indicate the distance to the next town. In the country the numbers on the kilometre signs go down by 5. Ask your child to work out what number will be on the next sign.
- Have your child help share out food to the family. How many slices will I need to cut the pizza into so that everyone has two slices?
- Ask your child to share out items fairly with others.
- Count the number of things in a collection such as shells in a bag or a large jar of buttons. Ask your child if there is a quick and easy way of counting, say counting by fives.
- Decorate patty cakes with sultanas or smarties. Place the same number of sultanas or smarties on each cake and ask your child to find out how many you will need altogether.
- Count the number of ice cubes in a tray. If your child counts by ones suggest counting by the number in each row of the tray. (This will usually be counting by twos.)

Courtney Templeton

Immunisation

Immunisation is the most significant public health intervention in the last 200 years, providing a safe and effective way to prevent the spread of many diseases that cause hospitalisation, serious ongoing health conditions and sometimes death.

Since the introduction of vaccination for children in Australia in 1932, deaths from vaccine-preventable diseases have fallen by 99 per cent, despite a threefold increase in the Australian population over that period. Worldwide, it has been estimated that immunisation programs prevent approximately three million deaths each year.

Immunisation is critical for the health of children and the wider community. For immunisation to provide the greatest benefit, a sufficient number of people need to be vaccinated to halt the spread of bacteria and viruses that cause disease - this is known as herd immunity or community immunity. The proportion of the population that has to be immune to interrupt disease transmission differs for each vaccine preventable disease, but is around 90 per cent for most diseases.

Australia has a strong and internationally recognised National Immunisation Program (NIP), with childhood vaccination rates over 90 per cent. This high rate of immunisation helps to maintain community immunity, especially for those who are too young to be immunised or those that are not able to be immunised for medical reasons. Without community immunity, rare diseases will become common again, causing more illness and deaths.

The NIP is a joint Commonwealth and state and territory initiative that aims to maintain, and where possible increase, national immunisation coverage rates to reduce the incidence of vaccine-preventable diseases in the Australian community. The NIP provides free vaccines against 17 diseases for eligible people. For information about the NIP and the NIP schedule, visit the [Department of Health website](#).

Since July 2017, the Australian Government has provided ongoing access to free catch up vaccines equivalent to those received in early childhood for all young people up to the age of 19 years and refugees and humanitarian entrants of any age.

The Australian Government launched a three-year 'Get the facts about immunisation' campaign to support expectant parents, and those with children under the age of 5 years, by explaining the benefits of childhood vaccination, addressing misconceptions and encouraging timely completion of the childhood immunisation schedule. Further information can be accessed on the [Department of Health website](#), immunisationfacts.gov.au

Sherrie Brezina, School Nurse

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

OUR STUDENTS SHINE AT DREAM BIG FESTIVAL- “THE BIG DREAM”

On Friday 14 September 65 of our school students P-6 travelled to Mt Carberry Reserve in Melton South to perform at this year’s **Dream Big Combined Schools event.**

On a dreamy spring afternoon, and under the watchful supervision of Natalie Marcok, Jane MacDonald and Jen Mega, our Koorie Club, Bucket-drummers and choir respectively performed their individual and collaborative pieces to a very appreciative audience including our local Mayor Mr Bob Turner, community members, representatives of the art scene, and a large contingent of their own families. It was extremely gratifying to catch up with the satisfied and grateful parents of our children throughout the afternoon as their engagement was clearly important for their children.

The Koorie Club worked collaboratively with ‘Koorie’ children from Melton South Primary School to start the show with an exciting and colourful musical opening ceremony relating to our First Australians. The MWPS choir then performed three songs from their vast repertoire ably conducted by our resident maestro Jane MacDonald with keyboard from Jen Mega. The performances were significantly enhanced by young Miriam’ wonderful percussion on djembe with big bonus of an 8-piece bucket-drumming unit driving the beat. Fantastic reception and great applause.

The bucket-drummers weren’t finished as yet. In an unbelievable finale, our boys were fortunate to have been part of a 60-piece group performing “Drum Big.” We all witnessed this awesome percussive treat for which we proudly showed off our own talent amongst many secondary children and several adult mentors.

I personally want to thank the organisers of this event for all their commitment to providing artistic performance opportunities for our children, and their long-standing cultural connections with our Koorie Club and previous Culture Club (inclusive of Samoan, Tongan and Maori children). I sincerely thank John Lane for his ongoing support of our school and the programs we are fortunate to have in place.

Thanks to Michelle Costa for her wonderful support and allowing us to take two busloads of students to this event. I can only say that you and your school were done extremely proud.

As part of the supervisory group looking out for our children, I speak on everybody’s behalf by saying the children behaved impeccably, and proved great ambassadors for our school. Melton West Primary School performed in a significant proportion of the show and this was great for the large amount of parents that were there to see their children and school ‘do their thing’. Even more pleasing were some of the reflections from our students in praising the work of other schools.

Finally yet not least, thank you to the parents that came along on the bus and assisted during the afternoon. A wonderful team effort and working group. Look forward to an even better 2019

LIVING WELL AND BEAUTIFULLY AND JUSTLY ARE ALL ONE THING.... SOCRATES

Tolley ... Jane... Natalie... Jen... Taryn... and parent-support Marie... Tina... Heather



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insights



How do you show up for your kids?

by Dr Jodi Richardson

Every now and again a meme pops up on social media from a mum who delights in sharing the joys of her trip to the shops alone. No kids. Just her and her handbag. The caption always reads something along the lines of ‘You know you’re a mum when going to Target alone feels like a holiday’. I always chuckle when I see those, because I can relate. A lot of us can. And not just the mums.

Parenting is incredibly fulfilling and the most important ‘job’ any of us will ever do, but it can also be demanding, frustrating and exhausting.

I can’t tell you the number of times I’ve arrived home only to be bombarded with requests, questions, stories of what I missed – or all three – before I’ve even taken my key out of the door. I’m not joking. I tried to implement some sort of buffer for myself so I didn’t feel so stretched within the first minute of getting home but it never worked. They’d always be so happy to see me and it didn’t seem fair to not be immediately available, despite the fact that it was quite overwhelming. It’s not as though I was ever gone that long either. I wasn’t even working. I’d only ever been to the supermarket, or Target, lol.

I always found the contrast of time alone and all of the quiet that comes with that, and the – is chaos too harsh? – of walking in the door really difficult to manage, especially because the kids always had stuff absolutely everywhere by the time I got back. I knew they’d always had heaps of fun because the family room always resembled a toy shop. There was never any “Let’s put things away as we’re finished with them” on Dad’s watch!

Whether our kids are little and jump on us the minute they see us or they’re that bit older and don’t necessarily even come to the door when we get home, it’s worth taking time to think about how we want to show up when we see them. It never occurred to me all those years ago that I could better prepare myself for the homecoming. Not once. Sometimes we were just taking each day moment by moment. What I know now is that if we use the time between leaving one place and arriving at another, it can make an astounding difference to how we feel, and to what we bring to our family at the same time.

The Third Space

Dr Adam Fraser calls it the ‘Third Space’. It’s the space between two places or spaces such as between work and home, between being home alone and the kids arriving home after school, or even between going to the supermarket and home. Tuning into the Third Space is also a brilliant practice to incorporate into a work day, say between your desk and a meeting, or a meeting and an interview.

In the Third Space, we can do three things to ensure we show up the way we want to, every time: reflect, rest and

reset.

Reflection is time spent looking back over the day and contemplating what you've achieved and what went well. It could be that you accomplished something you're proud of, or ticked off a few things on your list. It could be something big or small you reflect upon. It really doesn't matter, it's just about reflecting on a handful of good things about your day.

Rest is downtime. You can spend it how you like! You might have a long commute and decide to rest by listening to music, watching a movie, reading the paper or a book. Your rest time might be brief on some days and longer on others. It doesn't matter what you do or for how long, it's just about doing something that recharges your batteries and helps you feel relaxed.

Reset is all about how you're going to show up. How do you want to feel and act when you walk through the door to your home?

When Dr Fraser taught people to use the Third Space model as part of a research project, he measured a huge 41 per cent improvement in behaviours in the home, inevitably having a wonderful impact on relationships and the family as a whole.

In a recent presentation I heard Dr Fraser deliver, he told a story of a dad whose kids would make themselves scarce whenever they heard him come home. He was always like a tornado ripping through the house and they didn't want anything to do with him. When he found out, he was understandably devastated. He made a change and put the Third Space model into practice and turned things around.

It's so easy to let the events of the day affect our time with our family, but they don't have to. Our relationships with our kids and our partners play an important role in our kids' development, happiness and mental health. Let's do what we can to show up for them as our best possible selves. They deserve it, and we do too.



Dr Jodi Richardson

Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at drjodirichardson.com.au and say hello on [facebook.com/DrJodiRichardson](https://www.facebook.com/DrJodiRichardson). Enquiries to jodi@drjodirichardson.com.au

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