



Moving forward With the Passion to Succeed

Transition at MWPS 2018-2019

Dear Parents/Carers,

It is that time of year again where our students start feeling a little nervous perhaps even excited at the prospect of moving into the next year level, with a new teacher and new classmates. Our staff will have already started some conversations with students to highlight that it is perfectly normal to experience a range of emotions as one stage of their lives comes to a close and a new one begins. Parents and carers too, I am sure are wondering how their child/children will cope with a new teacher, new classmates and for our Year 6 students a new setting, as they embark on the next phase of their educational journey in secondary school.

We have thorough processes in place to support the transition of all our students across all year levels and we hope that these processes act to reassure our parents and students. Our processes and practices support students in settling in to their new learning environment in preparation for future learning and development. We want our students to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that students continue to make the very best progress.

Our processes for transition into prep are already well underway and meetings with Kindergartens have begun with dates set for Prep transition. The year 6 transition is also well underway and we have ensured that all students requiring additional transition dates/times have been identified and their names put forward to their respective secondary schools. In addition all year 6 teachers have completed extensive assessments and these will be passed onto relevant secondary schools with our year 6 teachers meeting face to face with secondary school personnel to discuss individual students in greater depth next Wednesday 7th of November.

Our school uses the computer program Class Creator to assist us with placing students into new classes. The program allows for our teachers to put in relevant information in regards to individual students' academic results their gender and social/emotional well-being to ensure we form well balanced classes. All students will have an opportunity to list the names of 3 students they wish for them to be in the same class. The parameters for choosing students to be with in same class next year is that the student believes they work well with these students and they support them to learn at their highest level. The school will endeavour to ensure that at least 1 of the listed names by the student is in their class for 2019.

Parents/carers please note if you have any questions or need any further clarification around our transition processes please feel free to make an appointment to speak with one of the Principal Class team. Finally we trust that all parents/carers will support the transition process through regular conversations with their children about feelings associated with endings and new beginnings and that the range of feelings are a normal part of life. All our teaching and support staff are caring professionals who work extremely hard to welcome all students into their new classes and ensure that teaching and learning programs are engaging, relevant and challenge all students to reach their full capabilities.

'Believe you can and you're half way there' – Theodore Roosevelt.

Warmest Regards,

Kathy Cvitkovic

Assistant Principal 3-6

REMINDERS

- **Curriculum Day Monday 5th November NO SCHOOL**
- **Cup Day Tuesday 6th November NO SCHOOL**

Levelled Literacy Intervention

LLI is a program that is run at our school. Miss Barnes, Miss MacDonald and Mrs Simpson help students from Year 1 to 6 with their reading. This week we asked some students 2 questions about LLI – What do you enjoy about LLI and what has LLI taught you? Their responses are below.

- Ashlea 56B – I enjoy when Miss Barnes helps to sound out new words. This helps me with my independent reading as I can sound out any new words I come across.
- Theresa 56M – I enjoy reading and can't wait for my LLI session each day. LLI has taught me to read and spell new words properly.
- Emelio 56M – I really enjoy LLI, especially when we get chocolate. We attend LLI four times each week. Miss Barnes has helped me learn to read fluently and understand what I read.
- Sorensen 34S – I really enjoy the reading of the texts and the games we play that keep us engaged with our reading. LLI has helped me improve my reading stamina and the understanding of what I am reading.
- Bailey 34W – I enjoy when we read and write. It makes me happy. LLI has helped me become a better reader.



Keep reading everyone!
Samantha and Jackson



OFF-SITE EVACUATION

On Tuesday 30th October we practised an off—site evacuation drill to Melton Waves Car Park.

Each year we must conduct various drills to ensure that our procedures comply with the Department guidelines. The drills are conducted to prepare the staff and students for what would be required in a 'real' emergency.

Everything went well and ran smoothly. It was wonderful to see the students taking this seriously and listening to the staff.

Well done to all!

Getting it right in English!

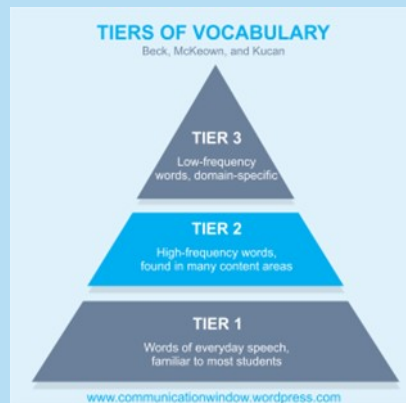
The importance of using and understanding vocabulary

Developing the ability to use and understand vocabulary is an important aspect of students' literacy development. Understanding vocabulary is not just knowing a large number of words, but understanding what they mean and being able to use them in the correct context. It involves students knowing multiple meanings of these words, including words that are similar (synonyms) and words that mean the opposite (antonyms). Increasing their knowledge of vocabulary, starts when students begin to develop their oral language skills. It then supports to deepen students understanding when they are reading words and when they are using them in their own speech and writing.

The development of vocabulary focuses both on expressive vocabulary and receptive vocabulary. Expressive vocabulary represents the words a student actively uses when talking, writing or communicating. Receptive vocabulary represents the words a student understands, but may not use.

Tiers of Vocabulary

There are 3 tiers of vocabulary. Our focus at school is developing students understanding of Tier 2 words. These are the words that help students better access and understand in all content areas.



Tier 1- These words are used in everyday conversations. They are encountered in oral conversations.

Tier 2- These are general academic words that can be used across content areas. They include words that have multiple meanings. These words are encountered in written language.

i.e. walk- saunter, run- sprint

Tier 3- These are highly specialized, subject specific words. They are best learned in specific content lessons and tend to be more common in information text.

i.e. isotope, refinery.

Activities and strategies that can support the development of vocabulary:

- Completing nightly home reading of quality literature
- Playing barrier games i.e. Battleships, giving instructions to draw a picture or build something with as much detail as possible
- Discussing the synonyms for words
- Discussing the different meanings that the same word may have

Sarah Marshall

Educational Mathematics Apps for Primary Aged Students

Smartphones and tablets and the apps that go with them can have a reputation for being time wasters and distractions, but they aren't just for games or social networking. In fact, these technologies are becoming more and more common in the classroom due to the wide range of educational opportunities they offer.

Below are some fantastic Mathematics Apps that you can download and start using with your child.

1,2, 3 Sheep!!

Learning Focus

To teach students to look for patterns.

Learning and Teaching Ideas

Practise counting in three different games. Looking for different numbers of sheep (in groups), putting the correct number of sheep in the pens and looking at odd and even numbers (counting in 2's, etc).

Aussie Kids Count Coins

Learning Focus

Features six game modes to present the different ways in which money can be used: Buying things, Giving change, counting pocket money, comparing amounts, and more!

Khan Academy

Learning Focus

Khan Academy covers a massive number of topics, including K-12 math, science topics such as biology, chemistry, and physics, and even the humanities with playlists on finance and history.

Learning and Teaching Ideas

Students are able to brush up on statistics, discover how the Krebs cycle works, learn about the fundamentals of computer science and learn how fire stick farming changed the landscape of Australia

Tell Time- Little Matchups

Learning Focus

Use this app to practise analogue and digital time by using the various activities within the game.

Learning and Teaching Ideas

It could be used to work on a planner for a student's day (what activity they do each day) and understanding difference between am and pm.

insights

How to stop your children from swearing

by Michael Grose



If you're like me, you feel decidedly uncomfortable when kids of any age turn the air blue with profanities. Swearing shows lack of respect for others, and also a lack of awareness for their surroundings.

Teaching kids to use appropriate language is trickier now than in the past. For a start, standards have changed where many words – such as the 'F' word – that were deemed inappropriate in the past are often heard on radio and seen in mainstream newspapers. Words that everyone agrees are inappropriate are frequently used in public forums, to the point that the boundaries of appropriateness have become blurred.

Standards may change, but the job of parents hasn't altered. That is, **to teach kids to use language that doesn't offend others**. Whether it's teasing or swearing – it's all the same. If a word or words are offensive, then choose other words or say nothing at all. That is the message to get across to the next generation.

Socially smart kids alter their language

Socially skilled kids of all ages will adjust their language to suit the situation they are in. They may speak one way with their friends but use a completely different vocabulary when they are with adults. They are aware that what works with their best friend just won't cut it when they are in Grandma's company. This awareness shows social acuity and the flexibility to adjust to different environments. It needs to be extended to all sorts of situations including where adults and younger children are present. Kids who constantly swear limit their social possibilities.

They didn't hear that from me!

What do you do when you know your children swear despite your best intentions? Don't over react. Try to work out its purpose. Children swear for many reasons, including: to experiment with language; to attract your attention; to make themselves appear bigger or older than they are; and even as a challenge or expression of personal power.

Inappropriate language can also simply be a reflection of your children's peer groups. *"Everyone else swears so there's nothing wrong with it"* is a common attitude of many children and young people.

Teach them that while swearing may be appropriate in one context or be accepted by one group, it is not acceptable in every situation. While not condoning swearing, get across to children that they need to learn to control their use of language and adjust it to suit the situation they are in.

When swearing becomes a habit

If swearing has become a habit for kids, make up alternative words to replace the swear words. One family I know had replaced certain words with fruit. They had a fruit for every situation!

Alternatively, use a penalty or fine system to make kids aware of their poor language. When you hear a family member swear, fine them an agree amount. At the end of the week or month give the money collected to a worthy cause. Of course, this strategy is easier to implement when parents join in as well.

Take a long, hard look at, er yourself!

It's also helpful to examine your own choice of language to judge if it is an acceptable model for your children. Yep, sometimes kids will pick up their parents' language and repeat it at the worst possible time, such as when relatives are over.

The job of adults is to develop a sense of social awareness in the next generation so they can easily navigate a variety of different groups and social situations. Teaching appropriate language use is at the very heart of teaching kids to be socially skilled. That's something we all should swear by!

Things to remember when kids swear:

1. Avoid over-reacting when your kids swear. Look for the reason.
2. Discuss with older children the concept of matching their language with the audience.
3. Nip it in the bud before it becomes habit forming.
4. Use a penalty or fine system when kids swear in front of you.
5. Model the language you want your kids to use.

A last word

Standards may change, but the job of parents hasn't altered. That is, to teach kids to use language that doesn't offend others. If it's offensive then encourage them to choose other words, or say nothing at all. That's the approach that socially smart kids follow.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spoonfed Generation: How to raise independent children*.



CALLING ALL COMMUNITY!

**The DREAM BIG FESTIVAL & LINKING MELTON SOUTH
invites you to join us in the
Djerriwarrh Festival Parade on Sat. 10 November**



**We are again bringing highlights of the Dream Big Festival into the Djerriwarrh Parade ...
The Parade assembles from 10 am, Saturday 18 November,
and sets off at 11am, in High Street Melton.**

***LAST YEAR WE WON 'MOST OUTSTANDING ACHIEVEMENT OVERALL' ...
LET'S DO IT AGAIN !!!***

***We have the giant semi-trailer again...
and we have dozens of stilt-walkers and drummers who've been practising***

INTERESTED? CALL US TO FIND OUT MORE... or go to the Dream Big FB page

John Lane – Dream Big Coordinator ph: 0417 332 132
Amy McDonald – Asst. Coordinator ph: 0457 501 425

e: festival.hl@rch.org.au
e: amymcdonaldwork@yahoo.com

AND come to the:

**Djerriwarrh Parade Community Arts Workshop
at Kirrip House, 26 Exford Rd. Melton South
1-3pm on THIS SATURDAY 3RD NOVEMBER**

**We'll be making stuff and rehearsing for the Parade:
... music, banners, costumes, and stilt-walking.**

**THIS IS HAPPENING AS PART OF A KIR RIP COMMUNITY DAY:
all welcome!**

**PLEASE NOTE: Some practices are happening at local schools
BUT this is a COMMUNITY PROJECT NOT A SCHOOLS PROJECT
School staff will not be in charge; it's essential that families take responsibility for
the kids – AND THEN THE ADULTS CAN BE IN IT TOO!**

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