

Assistant Principal Message

Dear Parents/Guardians,

At Melton West Primary School we endeavour in lots of different ways to make stepping up to the next year level as stress free as possible. We understand that transitioning into the next year level can be a highly anxious time for both students and their families.

Our 2017 Prep students have taken part in two “Step Up” sessions thus far whilst their parents/carers have participated in information sessions. Their final session will take place on December 6th, 2016. In addition to these transition experiences there have been Kindergarten visits and visits to MWPS by the Kindergarten students. Mrs.Costa has conducted a number of school tours and answered many questions.

The Year 6 teachers have met with the Year 7 teachers from the Secondary Schools in the local area to pass on important information about our students’ learning, strengths and learning goals. In addition some of our Year 6 students have already visited their Secondary School in preparation for the “Step Up” day on December 6th, 2016.

Teachers have been busy gathering feedback from students in regards to friendship groupings for 2017 classes. All students are asked to choose 3 students they think they would work well with in 2017 and from these names students will end up in the same grade with at least 1 of the students they have nominated. This is yet another way of ensuring Student Voice is alive in our school. In late December all students will spend an hour with their new classmates and, in most cases, students will be able to meet their 2017 teacher.

As the end of the year draws closer it’s very important that we continue to work together, role modelling our school values through our actions and words. Change can be scary but it’s also an opportunity for growth and new learning.

“You must be the change you wish to see in the world” – Mahatma Gandhi

Warmest Regards,
Kathy Cvitkovic
Assistant Principal

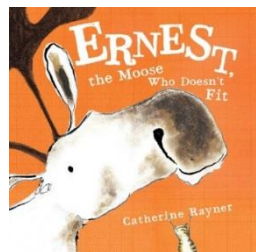
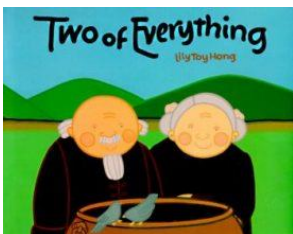
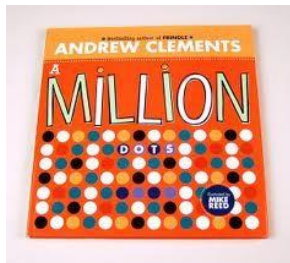
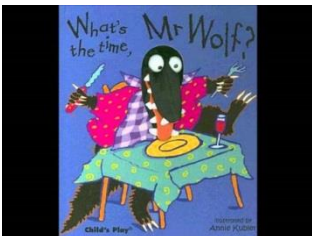
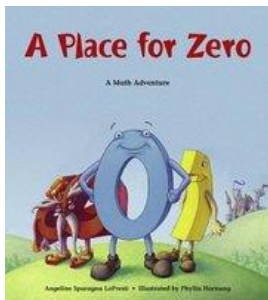
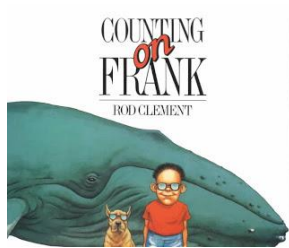
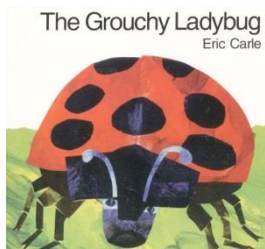
**Message from our School Vice Captains**

Hello Parents/ Guardians,
On the 16th November 2016 100 of the Grade 3/4 students went to Camp Kangarooobie. The students did a lot of fun activities. They returned on Friday 18th November in the afternoon.

Regards,
School Vice Captains
Shehrish & Brooklyn

Marvellous Maths

Reading to your child is both a wonderful way to spend time together and also an effective way to engage your child in conversation. Students of all ages love stories and love to talk about stories. "Literature provides students with opportunities to make connections with their own lives, provides a context to think and practice mathematics, and enriches students' view of the world of mathematics." *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6*. So why not take a trip to the library and take a look for some of the texts below with mathematical concepts.



Getting it right in Reading!

What are those letters and sounds?

The English language is a confusing network of sounds, letters, words and sentences. With 26 letters but 44 different sounds (phonemes) and sentences like *'They're not going to find their books in there.'* it is no wonder many people are bamboozled by the topic. English is complex and complicated but below are some ways that you can break down the English language for you and your child.

Vowels – Linguistically vowels are considered a sound that is made by the vocal cords when saying a particular letter (s) of the alphabet. More commonly however, vowels are described as the letter or combination of the letters a, e, i, o, and u. Vowels can make either a **long sound** (sounds like it's alphabet name as in bay, bee or boat) or **short sound** (as in bat, bit, bet).

Consonant – all other letters in the alphabet except for a, e, i, o, and u.

Digraph – when two letters are used together to make one sound such as ch (chip), ai (sail), sh (sheep) or wh (whale).

Trigraph – when three letters are used to make a single sound such as dge (dodge) or tch (match).

Consonant blend (consonant cluster) – two or more consonants that are used together but unlike a digraph, a blend you can hear all the letters. For example; bl (blend), fl (flag), pr (princess), or st (street).

Compound word – a word that is made up of two other words such as football, cupcake or buttonhole.

Department of Education, Western Australia, 2013, *First Steps: Reading Map of Development*, The Government of Western Australia.

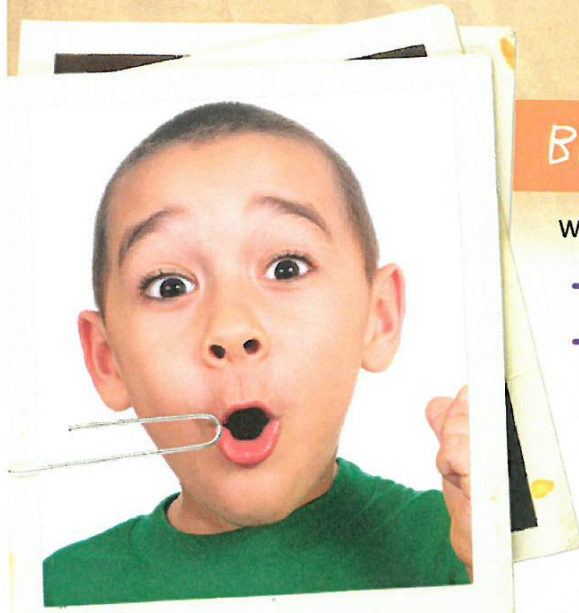




Building parent-school partnership

WORDS Michael Grose

How to encourage kids to be problem-solvers



When parents solve all children's problems we not only increase their dependency on adults but we teach kids to be afraid of making mistakes and to blame themselves for not being good enough. That's fertile ground for anxiety and depressive illness.

So, how can we raise kids to be courageous problem-solvers rather than self-critical scaredy cats?

Here are six practical ideas to get you started.

1 Turn requests into problems for kids to solve

Kids get used to bringing their problems to parents to solve. If you keep solving them, they'll keep bringing them. 'Mum, my sister is annoying me!' 'Dad, can you ask my teacher to pick me for the team?' 'Hey, I can't find my socks!' It's tempting if you are in a time-poor family to simply jump in and help kids out. Alternatively, you can take a problem-solving approach, cuing them to resolve their own problems and take responsibility for their concerns. 'What can you do to make her stop annoying you?' 'What's the best approach to take with your teacher?' 'Socks, smocks! Where might they be?'

2 Ask good questions to prompt problem-solving

A problem-solving approach relies on asking good questions, which can be challenging if you are used to solving your child's problems. The first question when a child brings you a problem should be: 'Can you handle this on your own?' Next should be, 'What do you want me to do to help you solve the problem?' These questions are not meant to deter children from coming to you; rather, to encourage and teach them to start working through their own concerns themselves.

3 Coach them through problems and concerns

So, your child feels she was unfairly left out of a school sports team by a teacher and asks you get involved. The easiest solution may be to meet with the teacher and find out what's going on. You may or not resolve the problem but in doing so you are teaching a child to become dependent on you. Alternatively, you could coach your child to speak to the teacher herself and find out why she was left out. Obviously, there are times when children need their

parents to be advocates for them such as when they are being bullied, but we need to make the most of the opportunities for children to speak for themselves. Better to help your child find the right words to use and discuss the best way to approach another person when they have problems. These are great skills to take into adulthood.

4 Prepare kids for problems and contingencies

You may coach your child to be independent – walk to school, spend some time alone at home (when old enough), catch a train with friends – but does he know what to do in an emergency? What happens if he comes home after school and the house is locked? Who should he go to? Discuss different scenarios with children whenever they enter new or potentially risky situations so that they won't fall apart when things don't go their way. Remember the Boy Scouts motto – be prepared!

more on page 2 >>



Parenting *ideas* INSIGHTS

Building parent-school partnerships

... How to encourage kids to be problem-solvers ...

5 Show a little faith

Sometimes you've got to show faith in children. We can easily trip them up with our negative expectations, such as by saying 'Don't spill it!' to a child who is carrying a glass filled with water. Of course, your child doesn't want to spill it but you've just conveyed your expectations with that statement. We need to be careful that we don't sabotage children's efforts to be independent problem-solvers with comments such as, 'Now don't stuff it up!' 'You'll be okay ... won't you?' 'You're not very good at looking after yourself!'

6 Applaud mistakes and stuff-ups

Would a child who accidentally breaks a plate in your family while emptying the dishwasher be met with a 'That's really annoying, you can be clumsy sometimes' response or an 'It doesn't matter, thanks for your help' type of response? Hopefully it won't be the first response, because nothing shuts a child's natural tendencies to extend themselves down quicker than an adult who can't abide mistakes. If you have a low-risk-taking, perfectionist, consider throwing a little party rather than making a fuss when they make errors so they can learn that mistakes don't reflect on them personally, and that the sun will still shine even if they break a plate, tell a joke that falls flat or don't get a perfect examination score.



Michael Grose 

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my **FREE** weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.

