

Coming To School Every Day and Learning Together

Hello Everyone,

A very BIG thank-you to all our lovely parents/carers who make a real effort every day to make sure their children are at school EVERY DAY, on time ready to learn. We understand that from time to time children become unwell and are unable to attend school however it is really important that children are encouraged and supported to come to school every day so that they have the best possible chance to maximize their learning opportunities.

We know from research on School Attendance that coming to school every day is important for all young people to succeed in education and life. School gives all children an opportunity to practice important social and interpersonal skills and supports young people to develop important skills, knowledge and values which set them up for further learning and participation in the wider community. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.

We have put an extremely high focus on Attendance with all our children and our teachers are tracking their individual class attendance rates and making phone calls to parents/carers to check in and find out why a child may be absent from class on a particular day and offering support for the child and family if required.

We are committed to learning and growing together and continuing to turn up to school is critical for us all to be able to learn and grow together. Some of the ways in which we have consciously endeavoured to have every child at school every day has included:

- Making our school a place where parents and students feel welcome. We do this through living our school values of Communication, Respect, Team Work and Trust
- Forging strong relationships with our parents and carers through our open communication/open door policy and various school events.
- Calling our parents/carers when their children are not in school to let them know the school is concerned.
- Teachers taking the time to talk to students about why they were gone and letting them know they were missed.
- Class teachers welcoming students every morning into the grade
- Class teachers providing programs that are engaging, challenging yet fun

We will continue to monitor every child's attendance rate as the year draws to a close and implement our Attendance Policy (Please see the attached Attendance Policy to this Newsletter).

If you are having trouble in getting your child to school please make an appointment at the office and ask to speak with one of the Assistant Principals Jenny O'Connor (P-2) or Kathy Cvitkovic (3-6).

"Doing your best at this moment puts you in the best place for the next moment" – Oprah Winfrey
Warmest Regards,

Kathy Cvitkovic – Assistant Principal

Getting it right in Reading!

What is phonics and why is it important?

Phonics is the understanding of the relationship between letters and sounds. It is an important component of reading (and writing!) and supports children when attempting to solve words that are not immediately known. In teacher speak, the process of solving or working out unknown words is referred to as 'decoding'.

It is helpful if the names of the individual letters of the alphabet are learned early, preferably before children begin school. The letter names are constant and help to provide a reference point for teachers (and parents) when teaching the different sounds that these individual letters, or combinations of letters make. Combinations of letters to make a sound are referred to as 'blends'. Some examples of these are /sh/, /ck/, /th/.

Children need practice identifying letters and blends randomly in their environment and in a variety of print displays i.e. signs, posters, billboards, books, food labels. Singing an alphabet song or reading letters in order off an alphabet chart does not guarantee letter knowledge.

As mentioned in previous newsletters, it is important for students to develop their oral language and vocabulary skills. This will support the development of phonic knowledge and skills. Children need a reference point to decide whether the word they are attempting to name using phonic knowledge, is a real word and/or fits in the context of what is being read.

It is important to be aware that letter-sound knowledge alone will not guarantee that children are independent and successful readers. It is possible to solve words yet not know their meaning or comprehend an author's message.

**Sourced from Letter-sound knowledge (phonics), Anne Bayetto, Flinder's University*

Activities to support the learning of phonics

1. Start with supporting your child to learn the individual letters and sounds that make up their name.
2. Use magnetic letters for children to match letters and build words
3. Sort letter cards *What is the odd one out and why?*
4. Have your child make their own alphabet book that includes names of family, pets, hobbies and interests
5. Play games with letter cards such as Snap, Memory or letter-sound-picture bingo
6. Put a plastic pocket over your child's home reader and have them use a whiteboard marker to circle a nominated letter or letter blend. Make this more challenging by setting a time limit.
7. Use and practise with simple flip books (see picture)

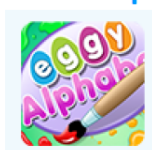


Apps and websites for phonics practice



www.teachyourmonstertoread.com

**Also available as an iPad app*



Eggy Alphabet
iPad app



www.starfall.com

**Also available as an iPad app*

Sarah Marshall- Leading Teacher Literacy

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

EXPLORING MATHS WITH YOUR CHILD

You may feel that the maths your child is doing at school is different from how you were taught, but you will still be able to support your child in many ways. There are lots of activities you can do at home, using everyday items to help explore maths with your child.

SPORTS scores

- How does your favourite sport tally the score? What maths is presented on the tally?
- How do other sports tally the score, for example, tennis, golf, cricket, netball, football?
- What maths do you use to find the total of the scores?
- Are there other ways to record the score?
- How long do your favourite sport games go for in minutes and seconds? Are they divided into halves, quarters or something else?
- What are the shapes of different playing fields and courts? Talk about edges and angles.
- How can you estimate the perimeter and area of a playing field?

WEATHER maps

- Visit the website <http://www.bom.gov.au/weather/vic/> or look at the weather maps in the newspaper
- What is the difference between the minimum and maximum temperature for each day?
- Find a seven-day forecast then record the actual temperature for each day and compare. Was the forecast accurate? What were the similarities and differences?
- Use the information on the weather website to explore differences in weather from your area to others. How much rain do you get compared to others? Are there differences in temperature?

RECIPES

- Collect and read recipes and discuss the use of fractions, millimetres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.
- Discuss how you would double a recipe. Encourage your child to record the new measurements for the recipe.
- Identify the temperature and cooking time on the recipe.
- Estimate the cost to buy all the ingredients to make the recipe.
- Make a list of the abbreviations used in the recipe and then write them in full, for example, L for litre, mL for millilitre, tsp for teaspoon, tbs for tablespoon.

CATALOGUES

- How would you spend \$40 from a catalogue? How many products can you buy for \$40?
- Select five products from the catalogue then calculate what the cost be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- What is the best value sale item in the catalogue? Can you explain your reasoning?
- What are the cheapest and most expensive items in your catalogue?
- Compare the cost of a product across different stores using different catalogues. What did you find?

TRAVEL timetables

- Can you identify your starting point on the timetable?
- What is the earliest and latest time to travel on this route? What is the difference?
- How long does it take to travel the entire route?
- How many stops are there on this route?
- What is the difference in the time travelled when not making all stops?
- What is the cost? Is it good value compared to other travel options?

MONEY

- Encouraging children to think about money, saving money and considering how they spend money are important skills for all children to develop.
- Encourage your child to work out how much change you will get after buying something.
- Investigate costs for family trips together. For example, a visit to a theme park may include transport costs, entry ticket costs and food costs.
- Discuss saving money for presents or something your child may want to buy. Work out how long it will take to save this much if they get a small amount of money each week.
- Negotiate increases in pocket money as percentages. For example, a 5% increase would be how much money per week?
- Encourage your child to save a percentage of their pocket money or birthday money, and work out how much this would be. For example, how much money would you have if you saved 40% each week?
- Calculate together how much a mobile phone costs per month. How much is spent on messages and how much on phone calls?

NEWSPAPERS

- On the front page, estimate the percentage of picture and text. Does this vary over the first four pages?
- Research the cost per word/line to put a classified advertisement in the newspaper. Calculate how much it would cost to put an advertisement in the classified section.
- Find numbers in the newspaper, in digits and in words. Cut the numbers out and put them in order from smallest number to largest number.
- Visit the section that advertises entertainment. Select an event or movie. Find out how much the tickets are. How much would it cost for your family to attend?
- Try the number puzzles such as Sudoku, in the puzzle section of the newspaper or online

By Courtney Templeton

Numeracy Leading Teacher

Has your child been diagnosed with Asthma or Hay fever?

Epidemic Thunderstorm Asthma

Every year during grass pollen season there is an increase in asthma and hay fever symptoms and during grass pollen season there is also the chance of an epidemic thunderstorm asthma event. Epidemic thunderstorm asthma events are thought to be triggered by an uncommon combination of high grass pollen levels and a certain type of thunderstorm, resulting in large numbers of people developing asthma symptoms over a short period of time.

Those at increased risk of epidemic thunderstorm asthma include people with asthma, people with a past history of asthma, those with undiagnosed asthma (i.e. people who have asthma symptoms but have not yet been diagnosed with asthma) and also includes people with hay fever who may or may not have asthma. Having both asthma and hay fever, as well as poor control and self-management of asthma increases the risk further.

How we can support your child during Pollen Season?

If your child has been diagnosed with Asthma or Hay fever the Department of Education and Training Policy require schools to have a written

- Asthma Care Plan and/ or Hay fever Care Plan completed by a Doctor
- Student Health Support Plan to be completed in consultation with the school and a parent or carer

The Student Support Plan is designed to develop an individual risk minimisation plan suited to your child. Together we develop strategies to reduce the risk of symptoms for your child's diagnosed medical condition whilst at school. Helping your child reduce symptoms is important for their comfort and to reduce the impact on your child's learning.

During Pollen Season the Melbourne Pollen Forecast and Thunderstorm Asthma Forecast are monitored daily by the school. You have the option of deciding whether you would like your child to remain indoors if a high to extreme pollen count is forecast.

What happens when the risk of Epidemic Thunderstorm Asthma is High?

- The school will act on advice and warnings from the Department of Education and Training's Emergency Management Division
- Procedures to avoid exposure such as staying indoors with windows and doors closed will be implemented
- the school community will be notified via SMS, please notify the school of any changes to contact details so that we can keep you informed
- emergency response procedures will be implemented if required and Individual Asthma Plans followed

If pollen affects your child please make an appointment with Sherrie Ph 97435818 to develop a Student Health Support Plan for your child.

VICE CAPTAIN'S REPORT

It's beginning to look a lot like Christmas and we only have 4 weeks of the 2018 school year left.

This week we decided to ask some students to reflect on this year and what they are looking forward to next year. We asked a student from each year level the following two questions:

1. What are you looking forward to next year?
2. What have you enjoyed about your learning this year?

Student	Response 1	Response 2
Kyrie Prep – Prep B	Making new friends, learning, the gym and the playgrounds	Writing and Maths
Amity Grade 1 – 12W	The new gym, playgrounds and excursions	Reading
Chloe Grade 2 – 12M	Making new friends, the new gym and playgrounds	I enjoy maths, circle time, science and Chinese.
Alisha Grade 3 – 34P	Meeting new friends every day and doing maths	I have enjoyed writing editorials.
Cooper Grade 4 – 34S	Maths and making new friends	I have enjoyed writing, science and maths.
Rehaan Grade 5 – 56D	New teacher, gym, being a leader and making new friends	Learning new concepts in science and P.E
Summer Grade 6 – 56B	Meeting new friends and being at my new school	I have really enjoyed science, maths, P.E and inquiry.

Also, we would like to congratulate Matai in 56S for his efforts at the National Championships for Athletics. He competed in discus and shot put. Matai came second in discus and proved anything is possible if you put your mind to it. We wish you the best of luck next year.

Samantha and Jackson



FAMILY FUN NIGHT

Due to the commencement of our building works, this year's Family Night has been cancelled. Please accept our apologies for any inconvenience this has caused.

Hi Melton West Primary School.
This week, On Tuesday 27th November 2018, I got the highest badge in Joey Scouts. It is called the Promise Challenge Badge.

Layla 12W



CONGRATULATIONS
LAYLA

insights

Why developing empathy in your child matters

by Michael Grose



Parenting is a socialisation process during which parents develop in their children and teenagers the skills and attitudes that will enable them to fit into the different groups they encounter. These groups will exist inside the classroom, in friendship groups, during sports and leisure activities and elsewhere.

This socialisation process needs to begin from a young age.

Initially, most kids believe that their world and everyone in it revolves around them. “I want” is their mantra. Patient, firm parents will continually remind children that they need to think of others. “It’s your brother’s turn.” “Nana doesn’t feel comfortable listening to that language.” “Think about how your behaviour affects others.” These are the types of appeal to a less self-centred approach that many parents make.

The socialisation process operates on two levels. On one level its focus is on teaching and helping kids to follow social rules or conventions that exist to help them get along with each other. At a deeper level successful socialisation develops empathy in a child or young person.

Empathy – the ability to understand how another person is feeling or how they respond to a behaviour or an event – is the basis of all respectful relationships. Without empathy it’s impossible for someone to enjoy a relationship based on respect and equality. It’s easy for a person who doesn’t practise empathy to reject, bully, intimidate or hurt someone else.

Empathy learned in childhood carries on to adult life

Empathetic adults enjoy better personal relationships and experience less stress. They also make better leaders who are more likely to get the best out of people than self-centred, result-focused leaders.

Anecdotal evidence suggests that empathy, if neglected in childhood, can be difficult to develop in adulthood. In some adults it takes a traumatic event or a ‘road-to-Damascus’ moment for them to adopt an empathetic perspective.

So, rather than wait until adulthood, let’s focus on developing empathy in your children and adolescents. There is a good chance they will benefit very soon in terms of enjoying better friendships, improved wellbeing and more success at school. Here are five ideas to get you started:

4. Set up a designated study space in the home

Now that your young person has hit the big time it's important that they have a study space to call their own. Keep this outside the bedroom if possible – the bedroom is a space for sleeping and relaxing. Use any area that is reasonably quiet and well lit. Set up a desk with a computer, if possible, along with stationery items.

5. Establish a work schedule

If your child's primary school homework was given inconsistently then be prepared for a change. Most secondary schools try to coordinate homework between different teachers but there will be more times than not when your child will come home with multiple homework assignments to complete. Build the homework habit early and choose a regular time that allows for breaks. Encourage them to work quickly so that work does not drag on and become demotivating.

6. Stay patient and positive

The social and academic demands of going to secondary school can be mentally draining for young people. Some will miss old friends and the relative comfort of primary school. It's important for parents to be patient with their young person, to expect a few behaviour blowouts and to be prepared to listen and help them process their new experiences. If your young person has negative experiences, point them in the direction of the good things that may happen during the day.

Your young person's coping mechanisms are being tested during this time. They can change on a daily basis. If stress becomes overwhelming or persistent to the point that they don't want to go to school after the initial settling-in period, consider organising some extra assistance. A year-level coordinator, school counsellor or the local doctor can be good starting points should extra assistance be needed.

Starting secondary school is one of many transitions your young person will face in life. With planning and support, your child can make a positive start to secondary school and enjoy an amazing time at their new school.

You can attend our upcoming webinar, [Preparing for High School](#), at no cost!

About the webinar

In this webinar popular parenting educator, author and secondary teacher Sharon Witt will share a bag full of practical strategies guaranteed to remove the stress and ensure a smooth transition to secondary school.

When

Tuesday, November 27, 2018 7:30 PM – 8:30 PM AEDT

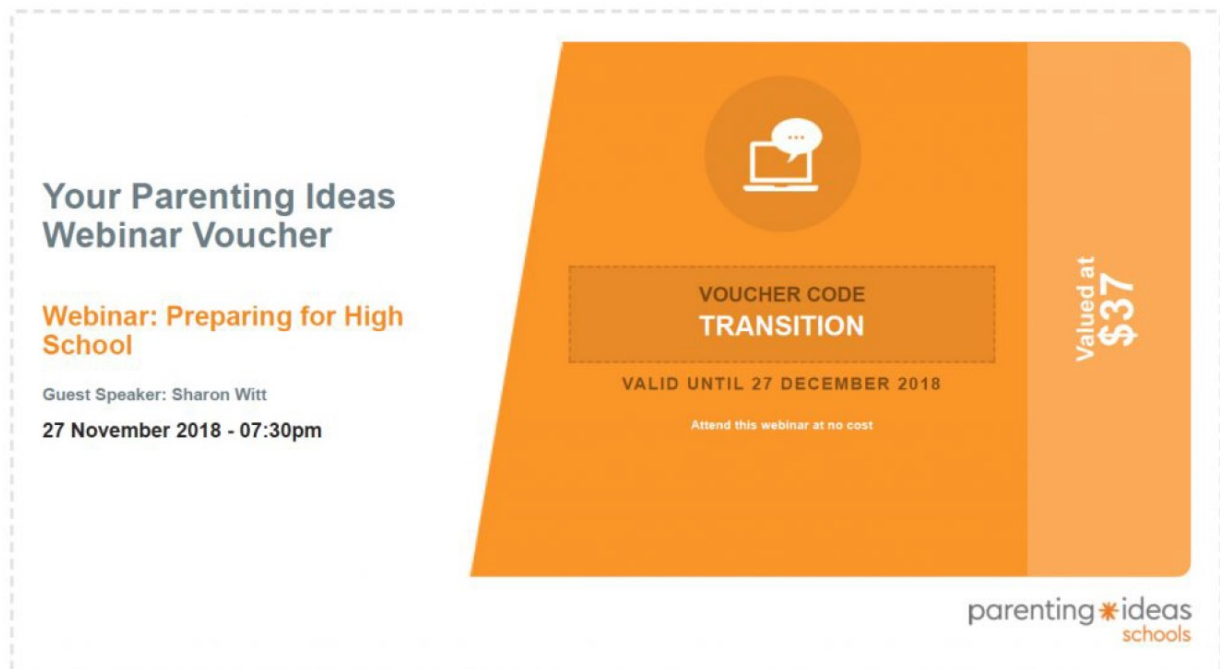
Price

This webinar is free of charge to families at schools that have a Parenting Ideas membership. Use the voucher code below to register for the webinar valued at \$37 per person.

How parents can use the voucher

1. Click this link <https://www.parentingideas.com.au/product/webinar-preparing-for-high-school/>
2. Click 'Add to cart'
3. Click 'View cart'
4. Enter the voucher code TRANSITION and click 'Apply'. Your discount of \$37 will be applied to the order. This voucher is valid until 27 December 2018.
5. Click 'Proceed to checkout'

6. Fill in your account details. These are the details you will use to login to your account and access your parenting material
7. Click 'Place Order'



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.

FAMILY FUN NIGHT

Due to the building works around the school, our 2018 Family Fun Night has been cancelled.

Please accept our apologies for any inconvenience this has caused.

Date
September 10
2018

MELTON WEST PRIMARY SCHOOL STUDENT ATTENDANCE POLICY

1. PURPOSE

Daily school attendance is important for all children and young people to succeed in education and to ensure that they don't fall behind both socially and developmentally. School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#).

2. POLICY STATEMENT

- 2.1 To improve the attendance of all students.
- 2.2 To develop habits of regular attendance.
- 2.3 To reduce unauthorised absences.

3. IMPLEMENTATION

- 3.1 The school will encourage all students to be at school, on time every day.
- 3.2 The school's Attendance Policy will be distributed to parents at the commencement of each year and included in the Enrolment Package.
- 3.3 The Attendance Policy will be available on the school website.
- 3.4 Parents are required by law to ensure their child attends school every day and provide an explanation for their child's absence from school via phone message or note.
- 3.5 If a student is absent from school for one day parents must notify the school (via phone, Skoolbag or note) of the reason.
- 3.6 All parents/carers will receive an SMS message that their child is absent if no explanation has been given prior to 10:30 am.
- 3.7 If a student is absent from school for two days due to illness, parents are encouraged to provide a medical certificate explaining the reason for absence.
- 3.8 Students who are picked up early from school must complete the Early Departure forms at the office providing a reason for the early departure.
- 3.9 If a student arrives at school after 9:00am, they must go to the office and receive a Late Pass before going to their class.
- 3.10 Students who return to school after an unexplained absence, will have a note sent home to parents requesting an explanation as to their child's absence.
- 3.11 Teachers or Enrolment Officer will make contact with home when a student has been absent for one day and have not notified the school as to the reason.
- 3.12 Students will be given a Attendance Letter requiring parents to notify the absence reason for any unexplained days that the student has not been present at school within that month

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

- 3.13 Melton West PS will keep a record of the reason given for each absence. The principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent and Melton West PS meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.
- 3.14 The school will ensure that the MWPS Attendance Procedures Flow Chart is followed by all staff.
- 3.15 If Melton West PS considers that the parent has provided a **reasonable excuse** for their child's absence the absence will be marked as '**excused absence**.' If the school decides that the reason given is not determined to be reasonable, the absence will be marked as '**unexcused absence**' The Principal has the discretion to accept a reason given by a parent for a student's absence
- 3.16 Students with less than 85% attendance will be identified as Attendance Concerns and their attendance closely monitored by the Attendance Support Personnel.
- 3.17 When a student's attendance rate falls below 70%, an Attendance Support Group Meeting will be scheduled involving a member of School Leadership, Attendance Support Personnel, Classroom Teacher and Parents/Guardians.
- 3.18 If Melton West PS decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the Regional Office for further action.
- 3.19 If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if
- the student has been absent from school on at least five full days in the previous 12 months where:
 - the parent has not provided a reasonable excuse for these absences; and
 - measures to improve the student's attendance have been undertaken and have been unsuccessful
 - the student's whereabouts are unknown and;
 - the student has been absent for 10 consecutive school days; or
 - no alternative education destination can be found for the student.

Supporting Documents and references

<https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/attendanceimportance.aspx>

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/attendance.aspx>

Date Reviewed: (School Council Endorsement)	
Date of Last Review	September 10 2018
Next Review Due Date	September 2021
Responsible for Review	Assistant Principal
Frequency of Review	3 year review cycle
References	Victorian Government Schools Policy Advisory Guide

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COLOUR FUN RUN SPONSORS!

On behalf of Melton West Primary school, we would like to thank and acknowledge the generosity and sponsorship of the following companies:



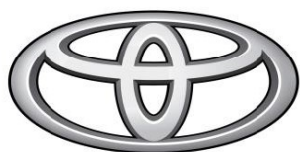
CommonwealthBank



Teaching our students the value of saving through the Dollarmite account initiative.

Woodgrove Shopping Centre: 555 High St, Melton West Phone: 9743 8766

MELTON



TOYOTA



Melton Toyota is one of Australia's leading metro dealers. They offer great deals on a large range of New & Premium used cars.

143-147 High St, Melton

Phone: 03 87460300



Western Water provides water, recycled water and sewerage services in the Victorian towns of Sunbury, Melton, Bacchus Marsh, Gisborne, Macedon, Lancefield.

36 Macedon St, Sunbury

Phone: 1300 650 422



Melton Waves Leisure Centre incorporates a Signature Wave Pool, Gym, Pilates, Yoga & Aqua Aerobics. Offering amazing fun, there are a huge range of other activities to enjoy including a toddler pool and spa.

206 Coburns Rd, Melton VIC

Phone: (03) 9747 4333