

Partners in Learning Newsletter

Moving forward *With the Passion to Succeed*

Assistant Principal

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" session thus far whilst their parents/carers have participated in information sessions. Their final session will take place on December 12th. 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 Statewide "Step Up" day on December 12th, 2017.

Teachers have been busy gathering feedback from students in regards to friendship groupings for 2018 classes. All students have been asked to choose 3 students they think they would work well with in 2018 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 2018 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

IMPORTANT DATES

Grade 1/2 Sleepover–

Friday 15th December

Grade 6 Graduation–

Monday 18th December

Grade 5 360 Bounce –

Wednesday 20th December

**Grade 6 Adventure Park– Wednesday
20th December**

Last Day of Term 4 2017–

Friday 22nd December @ 1:30pm



A Word from Our School Vice Captains



Jessica Hodge



Alith Panthum

Dear Parents/ Guardians,

Last Friday 24th November students participated in the Colour Fun Run/ Walkathon to raise money. Students who participated received an icy pole and a colourful wrist band. On Tuesday 28th Nov the school had a Sausage Sizzle.

Thank you

Alith & Jessica– School Vice Captains

Getting it right in English!

Summer is here and the Christmas holidays are fast approaching. We understand that the school holiday period is a very active time with many celebrations, trips away and fun activities planned. One great activity is to visit your local library!

Over the holiday period, we'd like to encourage students to continue their nightly/daily reading as much as possible. The more opportunities students have to read, or be read to, the better their reading becomes. Reading over the holidays keeps the momentum of the previous year's progress going.

Variation in the amount of Independent Reading

Percentile rank	Minutes/Day	Words/Year
98 th	67.3	4,733,000
90 th	33.4	2,375,000
70 th	16.9	1,168,000
50 th	9.2	601,000
30 th	4.3	251,000
10 th	1.0	51,000
2 nd	0.0	---

Anderson, R., Wilson, P. & Fielding, L., *Reading Research Quarterly*, Vol.3, 1988
 "Growth in reading and how children spend their time outside of school"

50 books every child should read before the age of 16- The Age

The Age has recently released a list of high quality books that they encourage children under the age of 16 to read. Many of these can be found at your local library or book store.

For more books, Google the above heading.



Sarah Marshall- Leading Teacher Literacy

Marvellous Maths

Tens Frames

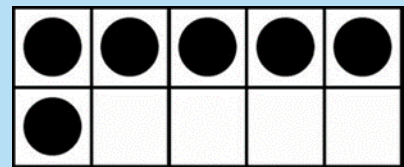
What is a Ten Frame and why is it a useful tool for developing early number relationships?

A ten frame is a simple graphic tool that allows students to “see” numbers. Understanding that numbers are composed of tens and ones is an important foundational concept, setting the stage for work with larger numbers. A strong sense of “ten” is a prerequisite for place-value understanding and mental calculations.

This You Tube Video introduces the ten frame and explains how this tool is useful for students just beginning to learn about numbers

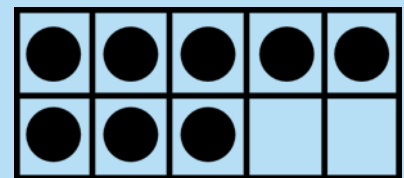
<https://www.youtube.com/watch?v=p6RaMGDPfJg&NR=1>

Arranging counters in different ways on the ten-frame prompts students to form mental images of the numbers represented. Using a ten-frame, students can easily see that 6 is 1 more than 5 and 4 less than 10



or that

8 can be seen as 5 and 3 more and as 10 take away 2.



Children in Foundation explore numbers with a five-frame to begin with before moving on to a ten-frame.

It is important that children do not work with numbers beyond 10 before they have learned the composition and decomposition of numbers to 10. If students are adding and subtracting numbers to 20 before they know the parts of numbers to 10, they may develop fast counting for getting answers instead of learning the basic relationships, such as tens facts.

A solid grounding in the relationships among the numbers 1 through 10 is essential before place-value concepts can even begin to be developed. If you want your children to really know and understand their number facts and not just become better counters, have them work with a ten-frame.

SOURCE

<https://alearningplace.com.au/place-value-research/>

**Thank you
Leonie Hooke**

Deadly News

Two weekends ago, Melton hosted the Djerriwarrh Festival. Many of our local Koori families participated in the event, including the lead float, which highlighted elements from the Dream Big Festival. Students and their families, who attended, were proud and excited to display their community and culture. Several students from the Koori club contributed their voices to the backing track of the song played on the float. This was recorded earlier in the week, which was an awesome experience for those students.



Last week in Koori Club, the students and their friends got hands on and made their own damper. Although the floor, tables and students were covered in flour, it was a great opportunity for them to work together, practice their maths skills (doubling the recipe) and make something yummy. The students took their dough home to bake and many came back the next day saying they tried it with honey, Nutella or just butter and jam.



WANTED ITEMS FOR THE SCHOOL FETE

I AM SETTING UP FOR THIS YEAR'S FETE, SO THIS IS YOUR OPPORTUNITY TO DE-CLUTTER

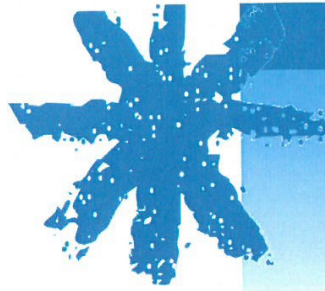
BOOKS, CD'S, DVD'S, RECORDS, TOYS IN GOOD CONDITION, OTHER ITEMS (TRASH OR TREASURE OR BOTH)

ALL PROCEEDS TO MELTON WEST PRIMARY SCHOOL

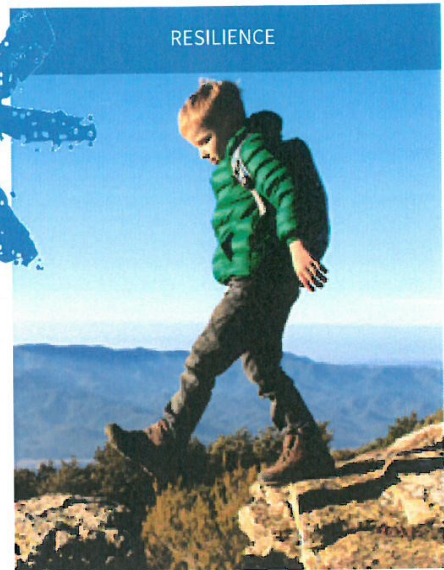
IF YOU WISH TO MAKE IN INQUIRY OR VOLUNTEER TO SUPPORT SETTING UP, PLEASE CONTACT TOLLEY ON 0421054848 AT SCHOOL FOR MORE INFORMATION

parenting * ideas

insights



How independence-building is the pathway to your child's resilience



by Michael Grose

Parents and teachers often ask me how to build resilience in kids.

My response is always the same: "Start by building independence and resilience will follow."

Here's how.

Children are hardwired for independence

Some time around the age of fifteen months, give or take three months, most children will make a strong case for self-sufficiency. They demand to do things their own way. This demand is soon backed by a strong voice – "NOOOO!" – and then more articulate cries of "I can do it!" as their third birthday approaches.



This is the time to harness your child's push for independence and self-sufficiency. Their desire for independence and mastery over their immediate environment will see most children take incredible physical risks in the form of play and exploration of that environment. Concerned parents will naturally minimise risks by moving furniture around, keeping doors closed and hiding sharp implements, to name a few protective measures.

But parents can't eradicate all risks. Kids will fall and hurt themselves but they'll also get up and go again. In time, they'll learn to assess situations, stare down their fears and test themselves out in new situations. Falling down, brushing yourself off and trying again is part of the natural learning experience for most young children. Parents don't have to do much more than assess a situation for real dangers, then stand back and allow their kids to explore their environments, pulling them up only when their play

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and explorations transgress the rights and peace of others.



So what's this got to do with resilience?

Well, everything really. Independence is the pursuit of mastery over one's self and one's environment and rarely happens without mishaps and mistakes. It nearly always involves hurt, hardship, frustration and fear. That's where resilience comes in. Resilience is the art of bouncing forward after experiencing these hurts, hardships, frustrations and fears. Resilience is what comes from seeking out self-sufficiency and independence.

The language of independence

The fact that there's a whole genre of language devoted to resilience (mostly cloaked in cliché) is no accident. Terms such as "Get back on the bike/horse when you fall off", "Come on, brush yourself off and get on with it" or "What doesn't kill you makes you strong" are built into the psyche of past generations. Many parents today will cringe at these terms as they appear a little callous and out of touch. Conversely most current parents' relationship with risk and adventure – both required for independence-building – is very tenuous at best, non-existent at worst.

Therein lies the challenge. I haven't met a parent, carer or teacher who doesn't want the children in their care to develop resilience that will last a lifetime. Yet many of those same adults will block the pathway to children's resilience by over-indulging them, solving their problems and not giving them real responsibility. In doing so they deny kids the sense of mastery that comes from sorting out their own problems, getting themselves out of jams and getting up after a fall.



You can never love your children too much, but you can love them helplessly. That's what happens when we deny kids the opportunity to become truly independent and self-sufficient. Deny self-sufficiency and you block a child's resilience. Develop real independence and you open a pathway to resilience that will last a lifetime.

Find out how to develop real independence and resilience in your child in my latest book [Spoonfed Generation: How to raise independent kids](#).