

Partners in Learning Newsletter
Moving forward With the Passion to Succeed

Assistant Principal

WELCOME – Start the school year with a reading routine

It is hard to believe that we are already well into our second week of school! It has been truly wonderful to see all our beautiful children back at school smiling, learning and playing. In particular, we have found great pleasure in seeing our new prep students join our learning community smiling, eager and ready to take on board whatever comes their way.

Congratulations to all our amazing parents and carers who have braved the journey with their children to school each morning, weaving through the traffic and heat. Your efforts are very much appreciated by your children, I'm sure, but also by us, the staff. Well done on setting those alarms and getting your children safely and on time to school this past week as starting strongly and on the right foot will surely set us up for an amazing 2018 school year!!

As you are all aware from Mrs. Costa's Principal message, last week that reading is our key focus this year, across the school in every classroom. Making time to read regularly with your children is an important part of literacy development. The key is to have a regular routine for reading together at a time that suits you and your family. Children often take their cues from their parents and for this reason, it's so important for us as the adults to show a positive attitude towards reading. Even if we as adults don't like reading or have experienced negative messages about reading when we went to school, it is absolutely critical that we don't communicate those messages to our precious children. Even if we have to fake our interest and love for reading because we know of the long term positive benefits for our children, then that is certainly better than demonstrating a negative attitude towards books and reading.

Please find below some useful tips for settling preps into the routine of school.

- Check start and finish times where to drop off and collect your child
- Be on time to pick your child up from school
- Talk about and show your child any after school arrangements
- Arrange play dates with families from our school
- Encourage independence skills like dressing, packing and carrying a bag, applying sunscreen, going to the toilet.
- Label all belongings
- Be positive, get your child excited, and talk about any worries they may have
- Visit a library and read with your child
- Start using the name of your child's teacher repeatedly to help build familiarity
- Establish predictable routines including dinner, bath and bed time

Enjoy this special time, the beginning of a brand new year with your children and take in all the wonders of the world through their beautiful eyes.

**'All kids need is
a little help, a little hope, and
someone who believes in them.'** – Magic Johnson

Warmest Regards,

Kathy Cvitkovic

Assistant Principal 3-6 Learning Community

**IMPORTANT DATES**

**NO SCHOOL FOR PREPS-
Wednesday 14th, 21st & 28th of
February**

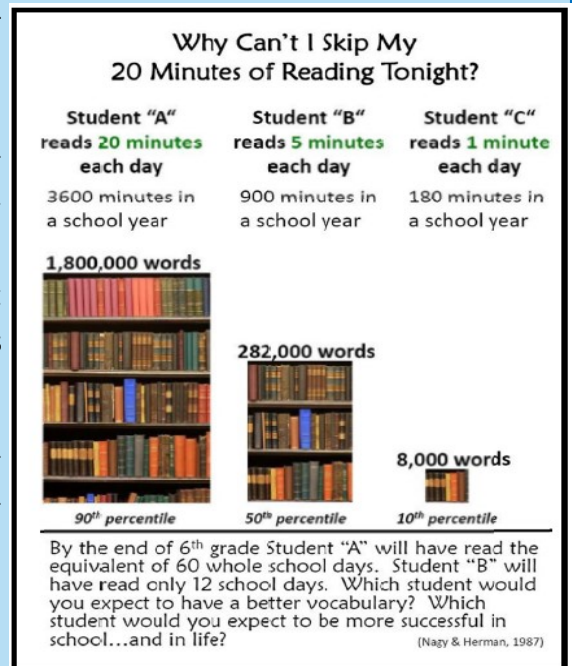
Getting it right in Reading!

The importance of regular home reading

You were your child's first teacher and taught them many important skills, including how to speak. As partners in learning, your child will experience the most success in reading when school and home work together. Children learn about the importance of reading as they watch family members use reading and writing for everyday purposes. Reading for pleasure, sharing a story with your child, using a recipe or reading street signs teaches them that reading is a useful skill in today's world.

Reading with your child at home will help your child in all areas of school. Skills in reading extend across all curriculum areas and is a vital skill.

Research shows the importance of reading on a daily basis in developing children's use and understanding of vocabulary.



Students from Grades Prep to 6 will have been sent home with a take home reading folder and books this week. With this, a letter will have been sent home outlining the requirements for home reading for your child's grade level. If you are unsure of the process and requirements for your child, please speak with their class teacher.

It is really important to provide opportunity for your child to read to or be read to by you, another adult or sibling. Discuss and share books you enjoy reading now and books you enjoyed as a child. This will help to promote a genuine love for reading.

Rad Readers is open every morning for students from 8:30am. This is another great opportunity for your child to read to/with an adult or older student.

Sarah Marshall
Leading Teacher- Literacy



A Word from Our School Vice Captains



Hello, my name is Samantha for those who didn't know, and I am your female Vice Captain for 2018.

I love school. School has made me have a lot of interests like hockey, art, reading, writing and math and many more. I enjoy making new friends and encouraging them that they can do great things!

MWPS is a great school with amazing teachers and activities. I hope 2018 will be a great one for everyone, and if you have the chance, come say 'Hi'!

Hi, my name is Jackson, I am your School Vice Captain for 2018. I hope you all had a good week. One of the best parts about this school is making new friends. Some of my favourite things are sports, seeing my friends and Science. This school is the best school and the teachers are great too!



The Big Ideas in Mathematics

Welcome back to another wonderful year of learning at Melton West Primary School.

The chart below outlines the big ideas in Mathematics. At Melton West Primary School we use the big ideas to help us focus our teaching and learning.

By the end of	Big Idea
Foundation/ mid Year 1	Trusting the Count: students believe that if they count the same collection again they will get the same amount; they can draw on mental objects for each of the numbers to ten based on visual imagery that allow them to 'see' these numbers in terms of their parts and as they relate to numbers of which they are a part (e.g., 8 is 6 and 2, double 4, 2 less than 10).
Year 2	Place Value (a multiplicative structure): students see 10 ones as 1 ten and are able to work fluently with counts of tens and counts of ones independently; they understand and can use the relationship that 10 of these is 1 of those to extend the whole number system to hundreds and beyond.
Year 4	Multiplicative Thinking (initial ideas): students move beyond an understanding of multiplication and division as repeated addition; they have access to efficient strategies for multiplication and division based on the number of groups rather than the number in each group (e.g., 3 of anything is double it and one more group).
Year 6/end of primary school	Partitioning (another aspect of multiplicative thinking): students extend their ideas about multiplication and division to make connections to fractions, decimals and per cent; they understand and use the 'for each' idea to solve simple proportional reasoning problems.
Year 8	Proportional Reasoning (a key defining aspect of multiplicative thinking): students recognise and work with relationships between numerical quantities; they represent these in multiple ways (e.g., graphs, tables, expressions) and solve problems involving fractions, decimals, per cent, rate, ratio and proportion.
Year 10	Generalising: students recognise, describe and represent patterns, relations and functions in multiple ways; they work confidently with algebraic expressions and relationships to solve an extended range of problems.

Jennifer O'Connor
Assistant Principal Prep – Year 2 Learning Community

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

insights

Exposing kids to challenges helps prevent anxiety in later life

by Michael Grose



Two important Australian studies released recently support what teachers and mental health experts have been saying for some time: that exposing kids to safe challenges in childhood promotes resilience and better mental health in later life.

The results of a study into children's wellbeing by mental health organisation beyondblue found young people who were able to talk about their emotions and who were exposed to failure and loss at a young age are better equipped to deal with a variety of challenges as they grow.

Similarly, findings of a Macquarie University long-term study into children's mental health found that children who were exposed to safe risks were happier, less anxious and more able to handle every day problems such as rejection, teasing and failure.

Both studies point to the need for children to experience failure, to be involved in play with peers and to be encouraged to face their fears rather than avoid them. With one in six Australian children and teenagers experiencing anxiety on a regular basis it's essential that kids of all ages are provided with the skills and experiences they need to develop mental resilience. Let's kick off this process with the following five strategies:

1. Encourage kids to spend more time with other children

When children spend more time among themselves they rely less on adults to solve problems for them. In fact, when kids play among themselves they take on the authority of adults in their absence. They negotiate about what and how to play. They will often make up the rules of their games, modifying them as they go along and challenging other children's interpretations. "You're not playing by the rules" is a common childhood retort, but the important thing to remember is that, left to their own devices, kids will generally resolve such conflict situations more creatively and with more finality than if adults become involved.

2. Help children be good losers and gracious winners

In recent years there's been an aversion to exposing kids to losing, particularly when it comes to the sporting field. Some codes, in an effort to improve the participatory experience for kids, don't keep scores and give prizes for participation rather than achievement. However, these practices prevent kids from experiencing both the resilience-building disappointment that comes with a loss and the confidence-building satisfaction that comes from winning. More significantly, they prevent kids from refining the art of being good losers and gracious

winners, both important skills to learn for future development.

3. Encourage kids to talk about emotions and feelings

It's important that children become comfortable with unpleasant feelings such as disappointment, fear and nervousness rather than be debilitated by them. We need to allow children to experience events that lead to unpleasant emotions. We also need to feel comfortable ourselves with our children's unpleasant feelings. Enabling children to verbalise their unpleasant feelings helps them process and make sense of their emotions. Healthy families and safe classrooms work on the principal that there's nothing so bad that we can't talk about it in the right way, but that there are behaviours we won't tolerate.



4. Model calm and rational thinking

High emotions are very contagious. When a child is angry, fearful or upset we can easily feel the same way. It's vital that we manage the ways that we react to our child's emotions so that we can provide an effective, empathetic response. The best way to manage our own reactivity when kids are upset is through breathing. Taking a breath gives us a moment to regain control and remain calm. We can then ask questions and logically think our way through the situation rather than catastrophising and letting our thoughts run amok. Adults who model calm, thoughtful behaviours in the face of stress show children and teenagers how to respond in safe, effective ways to stressful situations rather than reacting at an emotional level.

5. Encourage children to become independent problem solvers

When adults solve problems for children and young people, we not only increase their dependency on us but we teach them to be afraid of making mistakes and to blame themselves for not being good enough. That's fertile ground for anxiety and depressive illness. When your child brings a routine problem to you and expects you to solve it (such as leaving lunch at home or sorting out a friendship dispute), step back and invite them to resolve the problem for themselves instead. We don't want to deter kids from coming to us for advice when they have a difficulty, but we do want to encourage them and teach them to work through their concerns themselves.

Stepping back and allowing children and teenagers to experience many of life's challenges, whether social, academic or physical, can be a difficult thing to do for well-meaning adults. However, part of growing up means that children and young people need to develop the skills and aptitude they will need to manage a range of challenging situations well after they have left the safe confines of school and family.

As the research is telling us, the best way for them to do this is to allow our kids to navigate their challenges by themselves, surrounded by supportive, rather than over-protective, adults.



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.