



MWPS

Partners in learning

## Assistant Principal Message

### Classroom Instruction That Works

Over the past term teachers new to our school have enthusiastically taken part in professional learning on *Classroom Instruction That Works*. All teaching staff at Melton West Primary School have received Professional Development around using the strategies from *Classroom Instruction That Works*. The basis for *Classroom Instruction That Works* is that it is evidence based and proven that teachers who consistently apply these strategies in their teaching will improve student achievement. The following list shows the identified instructional strategies that have a high probability of improving student achievement:

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Non-linguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions and Advanced Organisers

The professional learning for our teachers involved three full days learning about the above strategies with a trained facilitator, Chris Egan, who has worked in schools as a regional coach as well as overseas coaching teachers on best practice. The framework presented to teachers has the following three components: Creating the Environment for Learning, Helping Students Develop Understanding, and Helping Students Extend and Apply Knowledge. These components were selected as a focus because they focus on the key aspects of teaching and learning.

Teachers learned that Creating The Environment for Learning – should be the backdrop of every lesson. When teachers create an environment for learning, they motivate and focus student learning by helping students know what is expected of them, by providing students with opportunities for regular feedback on their progress, and by assuring students that they are capable of learning challenging content and skills. The second component – Helping Students Develop Understanding – acknowledges that students come to the classroom with prior knowledge and must integrate new learning with what they already know. Constructing meaning is an active process.

Strategies in the third component of our professional learning focussed on – Helping Students Extend And Apply Knowledge – emphasizing the importance of helping students move beyond the right answer to an expanded understanding and use of concepts (big ideas) and skills in real world contexts. These strategies help students become more efficient and flexible in using what they have learned. They involve the use of complex reasoning/thinking processes, which are necessary for students to use knowledge meaningfully.

Please speak to your children and ask them about the nine instructional strategies and how it is helping them with their learning in the classroom. If any parents/carers would like to know more about these strategies please speak to your child's class teacher.

*Children must be taught how to think, not what to think. – Margaret Mead*

Warmest Regards,  
Kathy Cvitkovic – Assistant Principal (3 – 6 Learning Community)



### Message from our School Vice-Captains

Hello parents/ guardians,  
Last week we had Cross Country, a few students from our school made it into the top 10. One of our students from MWPS will be representing our school at the regionals.  
This Friday 26<sup>th</sup> May Grade 5/6 students will be competing in the winter school sports, they will be playing Netball, T ball & Footy.



School Vice-Captains  
Alith Panthum & Jessica Hodge

# Getting it right in Writing!



## What is fluency and why is it important?

Fluency is a key contributor toward independent and successful reading and is comprised of three components: accuracy, rate, and prosody (expression). It is these capabilities that

support students' comprehension of an author's message (Hudson, 2011; Kuhn,

Schwanenflugel, & Meisinger, 2010; Rasinski, Padak, & Fawcett, 2010; Reutzel & Cooter, 2012; Walpole, McKenna, & Philippakos, 2011).

Fluent readers read more words and because of this they have increased opportunities to further develop their word recognition skills, broaden their vocabulary, increase their knowledge about the world, and strengthen and refine their comprehension abilities.

*Taken from Anne Bayetto, - Lecturer, Flinders University School of Education*

## Prompts you can use to support your child with fluency while hearing them read aloud:

<b>Accuracy</b>	<ul style="list-style-type: none"><li>• Read it again and make sure you look at the punctuation.</li><li>• These words make sense together. Read them together.</li><li>• Can you make it sound like this? (model)</li><li>• Put your words together so it sounds like the way you talk.</li><li>• Are you listening to how your reading sounds?</li></ul>
<b>Rate</b>	<ul style="list-style-type: none"><li>• Can you read that sentence again, but faster this time?</li><li>• Move your eyes quickly so you can read more words together (this may be accompanied by pushing a card across a line of text).</li></ul>
<b>Expression</b>	<ul style="list-style-type: none"><li>• Make your voice show excitement when you see the exclamation point.</li><li>• Make your voice go up when you see the question mark.</li><li>• Make your voice go down when you see the full stop.</li><li>• Take a short breath when you see the comma.</li><li>• Make your voice sound like the character is talking when you see the speech marks. Look at who is saying it and think about how they would sound.</li><li>• Try it again and make that word sound important.</li><li>• That is a word in bold print. Say it again and say it a bit louder.</li></ul>

*\*Prompts taken from Prompting Guide for Oral Reading and Early Writing, Fountas and Pinnell.*



## Activities to support the development of fluent oral reading:

### Read with a puppet

Ask your child to select and place a puppet on their hand. The puppet then reads the text to you or a sibling using the voice of the character. When the puppet has finished reading, the puppet summarises what has been read and then you/sibling restates what the puppet summarised.

### Listening to phrased and fluent oral reading

Regularly read familiar and loved texts aloud to your child so they can hear what phrased and fluent reading sounds like. Alternatively, many of the websites and iPad apps shared in the last few newsletters have texts that can be read aloud to your child.

### Read to a figurine or stuffed toy

Ask your child to introduce themselves to their selected 'listener' by telling them their name, their interests and why they like them. Your child then reads their text to the 'listener' using the voice of the figurine or stuffed toy. When your child has finished reading they can state three questions that the 'listener' would likely ask them about the text.

*Sarah Marshall- Leading Teacher Literacy*

# Marvelous Maths

*Fractions. Oh NO! Fractions.*

*I don't get fractions. I don't like fractions.*

*Why do I need to know fractions?*

*Fractions just don't make sense.*

...These are all real life statements that I hear daily about children's opinions on fractions. And when you are just adding two strange numbers together to try and make it make some kind of equal part or whole or roundabout equivalent number, it MIGHT actually seem like, WHAT on earth is this all about? BUT, I'm here to tell you that fractions are fun. And we use fractions in our every-day life, ALL the time. In more ways than you probably realise. Being a parent, for example, you are *always* working out how many biscuits each of your three children will get for their school lunchboxes if you have 10 left. Well, 2 of course, with four for mum – two for morning tea, one for afternoon tea, and a snack. Or, if you were feeling generous – 3/10 for each of your 1/3 child, which just leaves 1/10 for mum's morning tea. We also use fractions in cooking, all the time. ½ cup of flour here. ¼ cup of milk there, 2 cups of water, and you've got yourself a sticky mess in the kitchen. But in all seriousness, to better help your child understand fractions, I have converted a basic cake recipe into using fractions – to help children understand the relative equivalence of what fractions *actually* mean in real life. Here, you may BAKE A CAKE – or perhaps make hummus, if you would prefer the healthier option – and here, you can help your children put into practice what they are learning. So, it doesn't take much effort, money, or energy (maybe just a bit of post-cooking tidying up!) to allow your child to participate in some baking or cooking – you just need to have the ingredients and/or tools necessary. Depending on how capable you think they are, you can join in or let them experiment on their own. *And the best part* – you end up with something delicious at the end. Involving children in the process of cooking teaches them many valuable *real* life lessons, with a bit of math thrown in just for fun.

So, please enjoy one of the following recipes to help your child understand how fractions work in real life.

Thanks so much,

Nadine Jankowski  
Getting Ready In Numeracy.

CAKE RECIPE: Decipher those Fractions

## VANILLA ICING

- ½ cup butter, chopped, at room temperature
  - ¾ cup caster sugar
  - 1 teaspoon vanilla essence
  - 2 eggs
  - 2 ¼ cups self-raising flour, sifted
  - 2/3 cup milk
  - **Step 1**
- |                        |                            |
|------------------------|----------------------------|
| 2 ½ cups icing sugar   | 1-2 tablespoons hot water  |
| 1 ½ tablespoons butter | 1 teaspoon vanilla extract |

Preheat oven to 180C. Lightly grease a deep, 20cm round cake pan. Line base with baking paper.

- **Step 2**

Beat butter, sugar and vanilla together in a large bowl using an electric mixer, until pale and creamy. (see Notes)

- **Step 3**

Add eggs one at a time, beating well after each addition, scraping down sides of bowl. Lightly fold flour into creamed mixture alternately with milk, beginning and ending with flour. Spoon mixture into prepared pan, smoothing top.

- **Step 4**

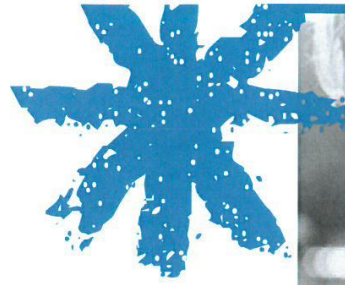
Bake for 40-45 mins, or until cooked, when tested. Cool in pan for 5 mins, before turning onto a wire rack to cool completely.

- **Step 5**

To make the vanilla icing: Sift icing sugar into a bowl. Add butter, water and vanilla. Beat well with a wooden spoon until a smooth spreadable consistency. Spread over cooled cake. Decorate, if desired. Store in an airtight container.



# parenting \* ideas insights



## Parenting kids through the challenges of change

By Michael Grose

*Parenting is always challenging, but perhaps never more so when you are undergoing change yourself.*

Recently I spoke to staff at the General Motors Holden in South Australia about how they could help their families navigate the imminent plant closure, and subsequent loss of jobs. Change of this magnitude generally impacts on everyone in a family, bringing an added layer to parenting. Essentially the job of these parents was to help their children successfully navigate changes rather than isolate or protect them from the changes that will occur.

From a child's perspective, it's not the change itself but how parents react to adjustments that is most significant. Change tests individual and family resilience, but managing it well builds resilience. While most people yearn for certainty and consistency there will always be times when circumstances change – people shift jobs, families relocate and parents split up. These situations are difficult to manage at the time but inevitably people adjust and more often than not, end up with a better situation – a job that they enjoy; a better lifestyle or finding family peace.

While change is not easy to endure, there are some things we can do as parents to help our children cope and hopefully grow from those changes.

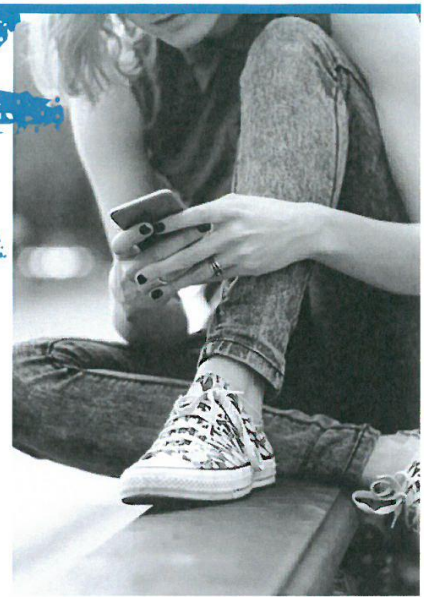
The following five ideas will help:

### 1. Acknowledge feelings

Every difficulty or challenge we face is accompanied by uncomfortable feelings such as sadness, anger and disappointment. When feelings aren't acknowledged, children will either act out or act in. That is, they will either become aggressive, agitated and hurtful or become moody, anxious and depressed. Give kids permission to talk about emotions by talking about your own feelings and your emotional reactions to events. Help children of all ages verbalise their feelings by asking children how they feel in response to different events. "How do you feel about this?" is a great way to initiate conversations on an emotional level.

### 2. Look after yourself (and your partner)

Change is usually stressful for adults. Feelings of anxiety are common in times of uncertainty. "Will life ever return to normal?" is a common question. Self-care is essential in times of change. It's hard to parent well when you are stressed, anxious or depressed so do all you can to stick to the building blocks of well-being.



## Parenting kids through the challenges of change

That is, sleep well (life's always better after a good night's sleep); get some exercise (to release the feel-good endorphins); actively maintain your support networks (talking about difficulties is therapeutic); get some relaxation (it's important to take your mind of your worries for a time) and pursue at least one interest that you enjoy (fun and play is an antidote to depression).

### 3. Stay optimistic

Optimism is characteristic of resilient people. I'm not suggesting that you take a Pollyanna-ish attitude that 'everything will be all right'. Instead project the attitude that the current situation may be difficult or that life at the moment may be difficult but you will get through this. "This too shall pass" is a powerful resilience concept for kids to experience and learn.

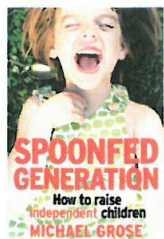
### 4. Maintain consistency and routine

When disruption appears in your life try to keep things as normal as possible for children. In particular, stick to regular mealtimes; keep bedtimes regular and keep the traditions that kids enjoy and bring your family together. This type of familiarity is comforting for kids, helping them maintain feelings of control, which is something they crave in times of change.

### 5. Maintain consistency and routine

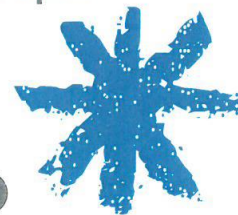
Resilience is best practiced as a family or community, rather than as an individual so look for ways to bring your family together. Family mealtimes; shared enjoyable experiences and simply hanging out together are the types of activities that build strong families. In times of change and upheaval what we need most is each other.

Life is full of changes. Some are welcome and some aren't. It's human nature to resist change, particularly when it's unwelcome. But change also presents opportunities for growth and development. Helping kids cope with change, even when it happens to you, is a chance to build their resilience, which will be tested many times throughout their adult lives.



**Special note:** I'm thrilled to announce that my latest book *Spoonfed Generation: How to raise independent children* is out. It's available at [parentingideas.com.au](http://parentingideas.com.au)

**Visit our website for more ideas and information to help you raise confident and resilient young people.**





With courage  
let us all combine

## Join us to celebrate Refugee Week



Hear the inspiring  
stories of refugees  
and asylum seekers,  
and enjoy cultural  
performances.

**When**  
Thursday,  
22 June 2017  
Time 12 pm – 1.30 pm

**Where**  
Melton Community Hall,  
232 High Street,  
Melton

**Free event**  
Light refreshments  
provided

- RSVP Essan Dileri**
- essand@melton.vic.gov.au**
- 9747 7200**
- For more information visit: [melton.vic.gov.au](http://melton.vic.gov.au)**



inclusion designlab



**NDSCO**  
National Disability Coordination Officer Program



## free parent & carer workshop series



### for people from Culturally and Linguistically Diverse (CALD) backgrounds who care for a person with disability.

This is an opportunity to hear from guest speakers and learn about services and support available. It is also an opportunity to share your knowledge and experience. Each meeting will cover different topics including: your rights, the NDIS, and carer wellbeing. Join in on any day!

The workshops will be facilitated by Effie Meehan and Janet Curtain, who are parents with a lot of experience in disability. Information will be in plain English and translators can be arranged.

#### when

Date	Time
Tuesday 20th June	All sessions are 10.30am — 12.30pm
Tuesday 18th July	
Tuesday 15th August	
Tuesday 19th September	
Tuesday 17th October	
Tuesday 21st November	
Tuesday 19th December	

#### where

**Migrant Resource Centre North West**  
20 Victoria Crescent, St Albans

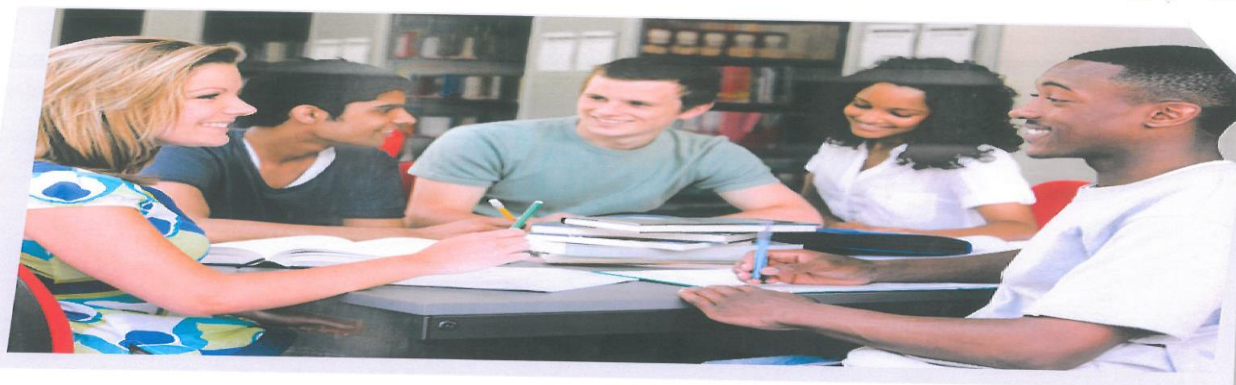
Enter from Alfrieda St, next to  
St Albans Library.  
Morning tea will be provided.

#### to attend, please contact:

**Christian Astourian**  
T: 9367 6044  
E: [christian@mrcnorthwest.org.au](mailto:christian@mrcnorthwest.org.au)  
**Jenna Hepburn**  
T: 9509 4226  
E: [jenna.hepburn@inclusion.melbourne](mailto:jenna.hepburn@inclusion.melbourne)



Please give 5 days notice  
for interpreters.



## 22313VIC CERTIFICATE IV IN TERTIARY PREPARATION

### PREPARATION FOR FURTHER STUDY

THIS COURSE OFFERS YOU THE OPPORTUNITY TO GAIN SKILLS THAT WILL HELP  
PREPARE YOU FOR THE NEXT STAGE IN YOUR LEARNING JOURNEY.  
PARTICIPATION IN THESE WORKSHOPS WILL SUPPORT THE DEVELOPMENT OF  
YOUR STUDY AND ACADEMIC SKILLS, WHILST GIVING YOU THE CONFIDENCE TO  
PURSUE A UNIVERSITY QUALIFICATION.

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## Deadly News

Many aboriginal people use the word 'deadly' to describe something that is excellent or very good.

This section of the newsletter will be devoted to all things deadly that are happening in the school's

### 'Let's take the next steps'

Reconciliation Week – May 27<sup>th</sup> to June 3<sup>rd</sup> - is a time to celebrate and build lasting and respectful relationships between Aboriginal and Torres Strait Islander people. 2017 also marks two anniversaries of momentous milestones in Reconciliation Journey; the 1967 referendum and the 1992 Mabo decision. Over the next two weeks, students at Melton West P.S. will be learning about the upcoming Reconciliation Week. They will also participate in several cultural performances including Island Dreaming with Phil Geia and a song and dance from the Koori Club students during the school's special assembly on Friday.

For more information on what you might do to celebrate Reconciliation Week, visit 'Reconciliation Victoria' at <http://www.reconciliationvic.org.au/>.

**May 27**—Marks the anniversary of Australia's most successful referendum and a defining event in our nation's history. The 1967 referendum saw over 90 per cent of

**3 June**—Commemorates the High Court of Australia's landmark Mabo decision in 1992, which legally recognised that Aboriginal and Torres Strait Islander peoples have a special relationship to the land—a relationship that existed prior to colonisation and still exists today. This recognition paved the way for land rights or Native Title.





