



MWPS

Partners in learning

#### Assistant Principal Message:

#### **BODY SAFETY AT MELTON WEST PRIMARY SCHOOL**

During term three the students at Melton West Primary will take part in a Body Safety Program conducted by Body Safety Australia. **Body Safety Australia** works in partnership with children's primary care-givers and their teachers in keeping children safe. They use a variety of mediums including songs, interactive games, stories, and age-appropriate educational activities with the children. Children learn a range of protective behaviours and skills and are reassured, through the 'no secrets' message that they can talk to trusted adults about everything that happens in their lives.

Sessions will include identifying feelings - both positive and negative - as well as encouraging the children to recognise the ways their body might be telling them they are feeling unsafe (body warning signs). Each child will also identify their network of trusted adults.

Parents/guardians will be given information on the program and how they can continue to support their child at home by helping children identify body warning signs, talking with trusted adults and what to do if a child discloses abuse.

Melton West Primary School has also booked **Body Safety Australia** to facilitate sessions for parents/carers and guardians on Wednesday July 13<sup>th</sup>, 2016. There will be a morning session at 9:30am and the session will be repeated at 6:00pm. The session may take up to two hours. Catering and childcare will be provided.

In the parent information session, parents/carers and guardians will learn about their role in protecting and educating their children, as well as having the opportunity to find out all about the sessions in which your children will be taking part.

We hope you can join us for these sessions as we are sure they will be both informative and helpful.

Kind regards

Jennifer O'Connor

Assistant Principal Prep-2 Learning Community



#### **Message from our School Vice Captains**

Hello parents/ guardians,  
This week we had 14 students, 7 girls and 7 boys go on a trip to Somers Camp. They will be gone for 9 days, they will be returning back to school next Thursday. We also had a special lunch on Tuesday and we thank all the parents who helped us make the lunch.

We hope the 14 campers have a great time at Somers!

School Vice Captains- Brooklyn and Shehrish.

# Getting it right in reading!

## Characteristics of Successful Readers

Below is a list of characteristics to look out for in your child/children when trying to work out whether they are on track to becoming independent and successful readers. I have also included reading behaviors of children up to the age of 7. Please note that this is a general overview of milestones and development of reading behaviors at the identified ages. There are always exceptions to developmental stages and this is a broad overview of what parents can expect to see with their children in the early stages of learning to read.

### **What do Independent and Successful Readers Know and Do?**

- ✓ Approach reading with interest
- ✓ Presume they will understand what they read
- ✓ Have a broad reading vocabulary and know the meanings of many words
- ✓ Can effortlessly read many words
- ✓ Recognise there are different text types
- ✓ Know they will need to draw on different strategies to read different text types
- ✓ Realise when they aren't understanding what they are reading
- ✓ Have a range of strategies for understanding an author's message
- ✓ Select an appropriate strategy to use when they aren't understanding
- ✓ Are persistent if their first strategy is not successful
- ✓ Know they will make errors but are optimistic they will understand the text
- ✓ Have a fluent reading rate and use expression to aid meaning
- ✓ Talk about texts and authors

### **. Stage 0 - Pre-reading Stage (Up to age 6)**

- ✓ Identify and name some letters of the alphabet
- ✓ Read some high frequency (sight) words
- ✓ Hold a book/tablet device the right way up, point toward print, and turn/tap/swipe the pages
- ✓ Read a story without even looking at the words (but perhaps the pictures) and can retell what happened, even remembering some exact wording
- ✓ Recognise that words can start with the same sound and rhyme

### **Stage 1 – Decoding (6-7 years)**

- ✓ Listening and speaking developing faster than reading
- ✓ May know meaning of some words and can speak them before they can read them
- ✓ Learn the names and sounds of alphabet letters and recognise that words are made up of letters
- ✓ Learn how to decode and separate words into chunks
- ✓ Read some high-frequency (sight) words
- ✓ Read word-by-word (early on) and use context and pictures to work out words
- ✓ Retell what they read
- ✓ Usually read aloud

## Vocabulary – Not Only for English!

Vocabulary knowledge is as essential to learning mathematics as it is to learning how to read. As children develop their capacity for understanding, language, and its vocabulary, becomes a vital cognitive link between a child's natural sense of number and order and conceptual learning. "Children learn mathematics best by using it, and understanding the language of math gives students the skills they need to think about, talk about, and assimilate new math concepts as they are introduced" (Dr. David Chard)

At Melton West Primary School, vocabulary that is necessary for students to understand when learning concepts, is put into teacher's planning and taught to students explicitly.

*Does your child say to you, "that's not how you do it" when you try and teach them the way you have learnt?*

*Does your child talk about mathematical concepts and the vocabulary does not ring a bell?*

When students are at home there are many websites that students/parents can access to prepare for their mathematical learning.

Two helpful websites are:

- Maths is Fun (<https://www.mathsisfun.com/>)  
*This website provides definition of mathematical terms and has some interactive options. The benefit of this website is that it has practice questions at the end of the vocabulary/concept.*



- A Maths Dictionary For Kids 2016 (<http://www.amathsdictionaryforkids.com/>)  
*This website has an 'Interactive Original' Dictionary, which allows students to look up mathematical vocabulary and has interactive activities that they can do to consolidate their understanding of the vocabulary. It also has a new APP for iPhones, iPads and iPods.*





# Parenting *ideas* INSIGHTS

*Building parent-school partnerships*

WORDS Michael Grose

## Reading your child's report

Reports can mean anxious times for children. Will my parents be disappointed or proud? This is the main concern of most children.

*Could try harder ... always does her best ... lacks concentration ... easily distracted ... a pleasure to teach ...* Do these comments, taken from a batch of student reports sound familiar? Student reports bring mixed feelings for parents. Pleasure and pride if they are performing well but considerable angst when children are not progressing as you hoped.

Reports can mean anxious times for children too. Will my parents be disappointed or proud? This is the main concern of most children. Kids of all ages take their cues from their parents, so your reaction to their school report can affect the way they see themselves as learners and as people.

Before you rip open the sealed envelope containing the report do a little self-check to see if you are in the right frame of mind:

### 1 Are your expectations for your son or daughter realistic and in line with their ability?

Expectations are tricky. If they are too high then kids can be turned off learning. Too low and there is nothing to strive for. Pitch your expectations in line with your child's abilities. A quick check of your child's last report cards may provide you with a good yardstick.

### 2 Do you believe that children learn at different rates?

There are slow bloomers, late developers and steady-as-you-go kids in every classroom, so

avoid comparing your child to siblings, your friends' children and even yourself when you were a child. Instead look for individual progress.

### 3 Are you willing to safeguard your child's self-esteem rather than deflate it?

Self-confidence is a pre-requisite for learning, so be prepared to be as positive and encouraging as possible.

School reports come in different formats. Some are prescriptive while some use grading systems such as A, B, C, etc. with room for teacher comments. Regardless of the format school reports should provide you with an idea of your child's progress in all subject areas, their attitude and social development.

### Here are some ideas to consider when you open your child's report:

- **Focus on strengths.** Do you look for strengths or weaknesses first? The challenge is to focus on strengths even if they are not in the traditional 3Rs or core subjects.
- **Take into account your child's effort and attitude to learning.** If the report indicates that effort is below standard, then you have something to work on. If your child is putting in the required effort, then you cannot ask any more than that, regardless of the grading.

- **Broaden your focus away** from academic performance to form a picture of your child's progress as a member of a social setting. How your child gets along with his or her peers will influence his happiness and well-being, as well as give an indicator to his future. The skills of independence and co-operation are highly valued by employers so don't dismiss these as unimportant.
- **Take note of student self-assessment.** Kids are generally very honest and will give a realistic assessment of their progress. They are generally very perceptive so take note of their opinions.
- **Discuss the report with your son or daughter** talking about strengths first before looking at areas that need improvement. Ask for their opinion about how they performed and discuss their concerns.

After reports are read and discussed celebrate your child's efforts with a special activity or treat. In this way you will recognise progress and remind them that the holidays are just around the corner when they can forget about assessment, tests and reports for a while.

Michael Grose 



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