

Partners in Learning Newsletter

Moving forward With the Passion to Succeed

Transition at MWPS 2017-2018

Dear Parents/Carers,

It is that time of year again where our students start feeling a little nervous perhaps even excited at the prospect of moving into the next year level, with a new teacher and new classmates. At our last assembly on Friday I highlighted to all our students that it is perfectly normal to experience a range of emotions as one stage of their lives comes to a close and a new one begins. I also highlighted to all at our assembly that we have thorough processes in place to support the transition of all our students across all year levels.

Our processes and practices support students in settling in to their new learning environment in preparation for future learning and development. We want our students to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that students continue to make the very best progress.

Our processes for transition into prep are already well underway with Mrs. O'Connor's guidance. Meetings with Kindergartens have begun and dates are set for Prep transition. The dates for the Prep transition are as follows:

Wednesday 22nd 2:15pm – 3:00pm

November 29th 2:15pm – 3:00pm

December 6th 2:15pm – 3:00pm

December 12th 9:15am – 10:45am – State-wide Transition for all and Step-Up Day at school

The year 6 transition is well underway and I have ensured that all students requiring additional transition dates/times have been identified and their names put forward to their respective secondary schools. In addition all year 6 teachers have completed extensive assessments and these will be passed onto relevant secondary schools with our year 6 teachers meeting face to face with secondary school personnel to discuss individual students in greater depth.

Our school uses the computer program Class Creator to assist us with placing students into new classes. The program allows for our teachers to put in relevant information in regards to individual students' academic results their gender and social/emotional well-being to ensure we form well balanced classes. All students will have an opportunity to list the names of 3 students they believe they work well with and wish for them to be in the same class. The school will endeavour to ensure that at least 1 of the listed names by the student is in their class for 2018.

Parents/carers please note if you have any questions or need any further clarification around our transition processes please feel free to make an appointment to speak with one of the Principal Class team. Finally we trust that all parents/carers will support the transition process through regular conversations with their children about feelings associated with endings and new beginnings and that the range of feelings are a normal part of life. I highlighted at last Friday's assembly that all our teaching staff are caring professionals who will work extremely hard to welcome all students into their new classes and ensure that teaching and learning programs are engaging and at the students' level of understanding.

'Believe you can and you're half way there' – Theodore Roosevelt.

Warmest Regards,

Kathy Cvitkovic

Assistant Principal 3-6



IMPORTANT DATES

3/4 STEM Evening– Wed 8th Nov @ 6pm–7pm

Prep Community Engagement– Tues 21st Nov @ 5:30pm-6:30pm

3/4 Werribee Zoo– Wed 15th Nov

3/4 Basketball– Fri 17th Nov

Prep Aquarium– Fri 17th Nov

Colour Fun Run/ Walkathon–

Fri 24th Nov



Jessica Hodge



Alith Panthum

A Word from Our School Vice Captains

Dear Parents/ Guardians,

It has been a successful start to the term. The Grade 5's & 6's have been learning about poems. The Grade 6 students going to Secondary School in 2018 have been doing Literacy testing. Next month the 2018 Grade Prep students will start Transition at Melton West PS.

Thank you

School Vice Captain
Jessica Hodge & Alith Panthum

Getting it right in English!

What is phonological awareness and why is it important? Part 2

Last Partners in Learning we introduced parents and carers to what Phonological Awareness is and how it is an important component needed for beginning readers to acquire skills in reading. It is also a predictor of reading achievement.

Children with low phonological awareness skills are at risk of developing reading and spelling difficulties. However, with practice of these key skills, reading and spelling outcomes can improve.

Previously we provided an explanation and some activities around some of the earlier phonological skills. In this newsletter we have provided information about some of the skills at the next stage.

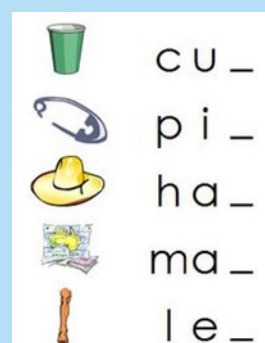
Final Sound Identification

Final sound identification is the ability to hear the last sound in a word e.g. What sound is at the end of **bat**? **t**. It is also the ability to judge whether a word ends with the same sound.

Example activity:

Present your child with three picture cards (two ending with the same sound, one with a different sound) and say each one, identifying the final sound in each. Pick the odd one out!

When reading at home, look at pictures in books. Name the objects in the pictures (e.g. cow) and identify the final sound.



Middle Sound Identification

Middle sound identification is the ability to isolate and identify a middle sound in a word.

e.g., what is the middle sound for **dog**? **o**. It is also the ability to judge whether words have the same middle sound.

Example activity:

Play Snap with CVC picture cards (consonant, vowel, consonant words such as dog, hat etc), snapping when two cards have the same middle sound. Practise saying the name of the picture first, then the middle sound as each card is placed down.

Similarly games such as Memory and Go Fish could be played.

Ask your child's teacher for a resource of CVC word cards.



Blending

Blending is the ability to join separate sounds together to make a word. i.e. What word do the sounds **sh-i-p** make? **ship**. Blending is a particularly important skill to support word solving while reading- being able to identify known sounds in an unfamiliar word and put them together.

Example activity:

Play a simple boardgame such as snakes and ladders. When your child lands on a number, snake or a ladder, present a word broken up into separate sounds that they have to blend. If they get it correct, they stay where they are or move up the ladder. If they get it incorrect, they go back to their last spot or down the snake.

Start with CVC words before moving to more challenging words.

Ideas and information for this article were drawn from Phonological Awareness, Anne Bayetto, Flinders University and our speech therapists Jessica Lee and Sophie Cirillo.

Sarah Marshall- Leading Teacher Literacy

Marvellous Maths

Counting Counts is essential practice for all students' years Prep to 6. Counting starts with counting object to 10 for very young children, pointing to each object and saying the counting numbers. Children learn to say the counting numbers and eventually say the numbers in sequence. Many children entering Prep can say several numbers in sequence within 10.

The encouraged sequence for learning number patterns is:

Counting by 1's - 1-5; 1-10, 1-20; introduce zero as 'no things'; counting backwards from 10 to zero; counting backwards from 20 to zero; counting by 1's to 50; counting by 1's to 100; counting by ones to 120, discussing the continuation of the number pattern beyond 100 and beyond other hundreds.

Children will also be expected to count by 1's from a starting point other than 1 and by 10's from a starting point other than zero, this will happen when children are confident counting by 1's to 100 and 10's to 100.

Skip Counting -

Foundation - 1's to 20; beyond 20 to 50 then 10's to 100. Continue counting beyond 50 as the 10's pattern consolidates. Count backwards by 1's from 10; 20

5's to 100

2's to 10; 20; 50

Years 1 & 2 - 3's and 4's, setting up based on Final Digit pattern - 'what do you notice?' Start with 2's pattern. It is important to represent patterns using their final-digit pattern the oral pattern does not 'sound' like a pattern, so many students do not know why these are called patterns, for example, counting by 2s the pattern is 2,4,6,8,0

2 4 6 8 10

12 14 16 18 20

They will also learn counting patterns for 4's and 3's

Years 3 & 4 - in year 3 students will be learning new skip counting patterns or 'multiples' and will also be starting to learn these as multiplication tables. They will learn 8s, 6s, 9s and 7s. It is important to write the patterns using their final digit patterns and ask students to continue the pattern beyond the initial row, although we mostly expect students to know the pattern to 10 multiples.

Also look at the numbers at the end of each row and make connections to 'doubles' or other patterns noticed in the 10's numbers.

The curriculum expects students to know their multiplication tables and related division facts to 10×10 by the end of Year 4.

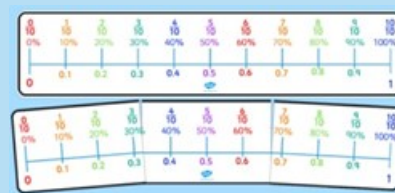
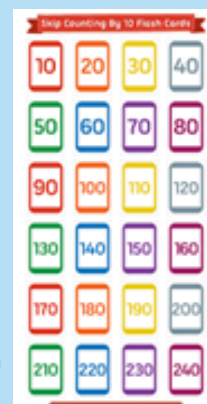
Year 5 & 6 - Consistent practice with multiples is important to development of understandings in Fraction work, understanding multiples and relationships between the patterns which will support student understanding of 'equivalent' fractions, common denominators etc.

Students at this level can learn the 11's and 12's patterns; 15's, 25's and also use their knowledge of single digit patterns to find multiples of the 'extended facts' e.g. use 2's pattern to find multiples of 20; 200; 2000 etc.

Count by multiples of a fraction. Represent these on number lines.

Count by multiples of tenths; hundredths; thousandths. Represent these on number lines.

Identify missing elements in patterns. Describe the rules of a pattern. Understand the relationships between numbers and number patterns.



Thank you

Leonie Hooke



Parenting for Resilience

by Michael Grose

Resilience has proven to be one of the most important factors in predicting success as an adult. The ability to bounce back, regulate emotions and cope with stress are key traits in a healthy, functioning person. Resilience also helps prevent anxiety and depression. It is something we need to be instilling in our children.

As a child's first educators, parents can't leave it to early learning centres, pre-schools and schools to develop their child's resilience. It's something that parents need to be constantly developing. Building resilience is not a program, but should be an approach or mindset that guides your parenting. Here are five principles/ideas that you can easily adapt to develop a strong sense of resilience in your child.

1. Develop your child's self-sufficiency

Self-esteem is an essential element for resilience. It teflon coats children against rejection and self-doubt. The foundation for self-esteem is self-sufficiency. It's the simple things such as feeding yourself as a toddler, making your own snacks in primary school and making your own lunch in secondary school that build self-esteem. Mastery over your own life provides a strong sense of self, which is an important piece of the resilience puzzle.



2. Allow kids to resolve their own problems

Resilience is developed when children own and resolve their own problems, whether those problems are learning, relational or organisational challenges. A lunch left at home is a child's problem to solve – either he borrows or goes without. A teenager who sleeps in on a school day needs to be allowed to manage the inconvenience of the situation, experience the stress that comes with being late and find a solution to avoid a repeat. Look for ways to coach your kids through social, physical and learning challenges but resist the urge to interfere or rescue kids unless it's absolutely necessary.

3. Encourage play (and mucking around) at every age

Encourage your child to play and be playful. As a community we seem to hold little store in the value of free, child-initiated, or even teenager-initiated, play. It's almost as if play time is a waste of valuable learning time. As any adult who experienced the joys of 'mucking around' as a child or young person will know, free play has huge benefits. These include helping children manage fear, providing opportunities to negotiate risk, and learning how to work flexibly with others. Importantly, free play and mucking around help children experience and tame stress, which is essential for resilience.

We're a Parenting Ideas school

parentingideas.com.au/schools

4. Focus on face-to-face friendships

Healthy peer relationships are important protective factors against anxiety and depression for children and young people. From a resilience perspective, peer relationships are most potent when connections are face-to-face rather than through a digital medium. Studies are now showing how simple face-to-face social engagement has a massive positive impact on wellbeing. Positive face-to-face engagement – a smile, a wink or a nod – releases oxytocin, which increases trust and reduces cortisol (stress hormone). These simple face-to-face interactions also release dopamine, which makes us feel better.

For the sake of your child's resilience, encourage more face-to-face interactions, model healthy socialisation and help them balance their time between the online and real worlds.

5. Tell stories of resilience

Storytelling is a powerful way of shaping children's understanding of how the world works. According to a recent study, children who hear stories about family members overcoming obstacles are more resilient and display more grit in the face of challenges. The most helpful stories are those that are realistic, reflecting life's ups and downs. It's often stories of difficulty rather than success that teach and inspire children to persist. Similarly, it helps to remind children of times you worked hard in the past to overcome obstacles. These might include how you learned to ride a bike, how you adjusted to moving schools or how you got along with a seemingly challenging teacher, boss or work colleague.

Perhaps the easiest way to bring resilience into your parenting is to develop a mindset for resilience. It helps to remember the struggles and difficulties you may have experienced and be willing to keep kids' chins up when difficulties and challenges get them down. It's also helpful to remind kids that things will get better. They always do, which is a fabulous resilience lesson to learn.



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.