

Dear Parents/Guardians,

A very warm welcome to Term 2 – already! It has been such a joy and pleasure to see all our lovely students and their families back at school, ready to take on new challenges.

In the coming weeks our students in Years 3 and 5 will sit the Naplan testing. A key message to all our students, and parents, is that the NAPLAN tests are just one component of a school's assessment and reporting program. Students should be encouraged to simply try their best, just as they do with any other assessment activity that they complete at school. NAPLAN is not about passing or failing, it is about assessing learning progress, something their teachers do every day.

Our teachers have already started to prepare our students for NAPLAN. Preparation for the NAPLAN testing period ensures that students:

- are familiar with the NAPLAN test materials and layout
- are familiar with test conditions
- are motivated and engaged to the assessment, with no or minimal anxiety

Familiarisation for NAPLAN allows our students to become familiar with the layout, appearance and structure of the test materials. Familiarisation tasks can also acquaint students with the procedures that will occur on the days of testing. Our teachers have started to spend some time with their respective class discussing the procedures that will occur on the days of testing. Our teachers have been open to questions and discussing any issues that students raise or are worried about.

We understand that this period can also not only be a time of worry for students but also their parents and carers. We are here to support both our students and their families during this testing period and should you have any concerns or questions please speak to your child's classroom teacher first and if it cannot be resolved at that level please make an appointment at the office to see me.

A reminder that the testing period will take place from 14 May to 16 May 2019.

Finally I wish every student across our school great success and a sense of accomplishment in the coming weeks whether they are participating in NAPLAN or otherwise.

"Life is ten percent what you experience and ninety percent how you respond to it". – Dorothea M. Neddermeyer

Warmest Regards,
Kathy Cvitkovic

Assistant Principal (3-6 Learning Community)

CCTV Draft Policy

The draft CCTV policy is available for feedback from our School Community before going to School Council for endorsement on 13th May. If you would like a copy to submit feedback please see the office. Your feedback is required by 10th May 2019. Thank you.

Hello everyone! Welcome to Week 2 of Term 2!

This year the Grade 4's are working with the Preps as buddies. So far it has been a wonderful experience. We decided to ask some of the students what they are enjoying so far.

Rayan (Prep R) - I like writing new words and eating lunch with my buddy.

Roman (Prep N) – Alisha is my buddy. I like doing Art and playing games with my buddy.

Jack (Prep G) – Joel is my buddy. I like learning new words with my buddy.

Bella H (Prep B) – Leticia is my buddy. I enjoy playing games with my buddy. Leticia teaches me new things and we read together.

In other news here are a few things coming up, including NAPLAN for Years 3 and 5 and Teeth on Wheels, so please ensure you keep checking the newsletter for these important dates.

Have a wonderful week. Daniel and Kalais



Getting it right in English!

Engaging older readers and writers

In the middle to upper years of primary school students use reading and writing to learn and explore other learning areas, and to seek out information for themselves as active learners. It's important to continue to encourage a love for reading and writing at these ages, particularly leading into secondary school.

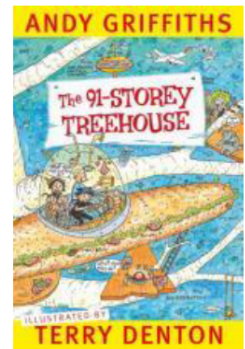
Below are some activities that might engage your older readers and writers.

Share ideas about texts

Talk to your child about how you select books for your own reading. After your child has read a text, encourage him or her to share insights, feelings and understandings of the text.

Some ideas that may suit your child's interests:

- ❖ Read about the author or illustrator at their website.
- ❖ Find and read another story by the same author.
- ❖ Follow the instructions from a text to create something, for example, recipes, making models, or origami (Japanese paper folding).
- ❖ Read several articles together on the same issue to get more than one opinion. Discuss the different views expressed.
- ❖ View a movie based on a book and make comparisons.
- ❖ Draw or paint pictures about the scenes or characters from a story.



Encourage your child to read or write with a specific purpose in mind

Some ideas include:

- ❖ Listen to and view texts on the internet, MP3 or other digital audio player.
- ❖ Read, collect, experiment with and write recipes to create a cookbook.
- ❖ Find out facts about topics of interest or your family's cultural background
- ❖ Keep a diary where your child can record events, feelings etc.
- ❖ Write a shopping list for a recipe you and your child wish to make.
- ❖ Play appropriate computer games that require reading (see previous Partner's in Learning for great apps and websites).
- ❖ Download podcasts to listen and discuss.
- ❖ Join a blog to read and to make contributions together.



Ideas taken from '201 Literacy and maths tips to help your child', Department of Education and Early Childhood Development

Sarah Marshall- Leading Teacher Literacy

Parents Count Too

Helping your child with –

Arithmetic: addition, subtraction, multiplication and division

Through everyday activities and play situations children will naturally use numbers. Young children are very capable of sharing out things such as lollies so that each person has a fair share or adding a friends' collection to his or her own and finding the total. We need to help children discover quick and easy ways of using numbers.

How do children learn to use numbers?

When first learning to use numbers, children will need to have the objects with them in order to add, subtract, multiply or share equally (divide). They will go through a process of needing to see and count each thing, one at a time.

We need to help children learn to start counting from a larger number and add or subtract a second number. We also need to help children build mental images of a group or quantity so they do not always have to rely on seeing the objects. Helping children to mentally "see" groups of things will also help them with understanding multiplication and division before they learn the "tables".

What can you do at home?

- Play board games such as *Snakes and Ladders* with two dice and encourage your child to add the two numbers rolled. Show them how to count from the larger number.
- Play card games such as *21 or bust*. In this game, two cards are dealt to each player who adds the numbers together. Each player may ask for more cards from the "kitty" with the aim of being the person with the highest score that does not go over 21.
- Share fruit such as mandarins with your child and add the number of pips you both have.
- Ask your child to help you work out how many more items are needed when you are shopping. *I have six apples here, how many more will I get to make ten?*
- Look at house numbers when going for a walk. Ask your child to guess what the next number will be.
- Set the table for one person and ask your child to put out enough plates for everyone. Ask them how many more were needed.
- Count the number of eggs in a carton, and again after some have been removed. Ask your child, *How many were taken away?*
- Read a book to your child that has a contents page. Look for a story or chapter on a certain page and work out how many pages until the next story.
- Use empty toilet rolls or empty plastic bottles and a ball to make a game of skittles. Encourage your child to tell you how many were knocked down and how many are still standing after bowling. Keep a score of how many are knocked down to see who is the winner.
- Sing songs that include numbers. Ask your child to tell you the next number in the song before you sing the next verse.
- Go for a drive and point out the signs that indicate the distance to the next town. In the country the numbers on the kilometre signs go down by 5. Ask your child to work out what number will be on the next sign.
- Have your child help share out food to the family. *How many slices will I need to cut the pizza into so that everyone has two slices?*
- Ask your child to share out items fairly with others.
- Count the number of things in a collection such as shells in a bag or a large jar of buttons. Ask your child if there is a quick and easy way of counting, say counting by fives.
- Decorate patty cakes with sultanas or smarties. Place the same number of sultanas or smarties on each cake and ask your child to find out how many you will need altogether.
- Count the number of ice cubes in a tray. If your child counts by ones suggest counting by the number in each row of the tray. (This will usually be counting by twos.)

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

insights



The messages all boys need to hear

by Maggie Dent

Research has shown that parents treat their boys and girls differently right from infancy.

For example, infant boys are touched more frequently and handled more roughly before the age of three months. Also physical punishment is applied more significantly for boys than girls in many Western countries. This is despite the fact that research also shows boys are more vulnerable and fragile.

Why do we do this?

The stereotypical belief that the only way to get boys to do the right thing is by shaming them, hurting them or being hard on them needs to be challenged every day because it is so deeply embedded into our society's psychology. The scars this creates in early childhood fester deep inside and are often the source of future irrational rage and aggression.

This does not mean we do not discipline our boys or make them accountable for their choices and mistakes. It means we need to consciously choose the same warm discipline and communication that we tend to use around girls. We need to take much better care of our little boys — emotionally, psychologically, physically and socially. We need to stop shouting at them, hitting them, shaming them and speaking harshly to them ("Grow up!", "Be a man", "What's wrong with you?").

Communication for resilience building

We need to make it acceptable for boys and men to express feelings other than anger and this starts with how we speak to them day-to-day.

A good (generalised) example is how some people might respond if a child falls over. When a boy falls, he may be told by someone influenced by the old code: "You're right mate, up you get." A girl who's fallen on the other hand may be greeted with: "Oh no sweetheart, are you OK? Come here. Let me make it better." And offered a cuddle.

My issue with either approach is that neither child is being offered the opportunity to build resilience. The boy is being told he mustn't feel anything and not to take pause at all — just get up and move on. The girl is being disempowered as it's assumed she cannot pick herself up and brush herself off, but rather she needs help to bounce back from this hurdle. A more resilience-building response may be to say to either child: "Oops, you fell over. Are you ok or do you need my help?"

It's a subtle difference in communication but the message our children get is that we expect that they are capable, their feelings are welcome (but not dictated to them) and we are here for them if they need us.

The trouble with boys

It seems when it comes to getting in trouble that our boys fare much worse than our girls. One reason for this may be because boys seem to be naturally more impulsive than girls from a young age and this can lead to them being poor decision-makers.

Michael Gurian, author of *Saving Our Sons* (Gurian Institute Press, 2017), writes about how males and females tend to process emotion differently in the brain. He writes that males tend to move emotions very quickly from their brains into their bodies. They also tend to sense the emotion but then shift it to areas of the brain that will work to solve the problem causing the emotion.

Females, on the other hand, tend to quickly shift emotions into the brain's limbic system and to the 'word centres' of the brain. This could explain why many girls — not all, but a significant proportion — will tend to 'talk it out' when they have an issue but boys may be more likely to spring into action, and have a physical response, hurting someone or something in the process.

It is our responsibility to help our sons realise that they need to respect those around them when they are making these decisions.

A good starting point is for every family to implement the 'three rules': 1. try not to hurt yourself; 2. try not to hurt others; and 3. try not to damage things in the world around you ... this sets an expectation for everyone in the household.

Finally, when boys muck up...

- Try to see the world through his eyes and practise responding, not just reacting.
- Allow him time to cool down and process the situation.
- Gently ask what was his intention?
- Help with work out which of the three rules he broke and what other choices he might have made.
- Forgive him for making a poor choice.
- Reassure him you still love him — 'showing' rather than 'saying'.

Above all, our boys need us (especially we mums) to be firm, fair and fun, and to reassure them we love them unconditionally — no matter what poor choice they may have made.



Maggie Dent

Maggie Dent is one of Australia's favourite parenting authors, as well as an educator and resilience specialist. A mum of four sons and a former teacher and counsellor, Maggie is a passionate 'boy champion'. Her latest book, the bestselling *Mothering Our Boys* (2018) is a warm, wise and humorous guide for mums of sons everywhere. www.maggiedent.com