

Partners in Learning Newsletter

Come and share your child's Learning Journey

At Melton West Primary School we conduct student-led (years 5 and 6) or three-way conferencing (years prep to 4) to report to and share information with our parents and carers. This year these take place on Thursday June 27th from 2pm until 6:30pm and are a great opportunity to be in contact with your child's teachers and you should not miss them.

This reporting procedure, in which the student is very actively involved in the learning and reporting process, is a fundamental shift away from the one-way transference of information from teacher to parents, and is consistent with the characteristics of effective assessment. Most schools involved in such conferences report a significant rise in parent satisfaction with and attendance at conference times.

Student-led conferences and three-way conferences take the form of a conversation between the student, their parents/carers and their teacher. Both approaches give students an opportunity to share with their parents/carers their growth as a learner. They accept accountability and responsibility for their progress and achievement, and demonstrate a growing understanding of their development as independent learners.

In student-led conferences, the student takes the central role during discussions. The teacher is involved but is not necessarily sitting with the student and parents all of the time. There will be groupings of parents and students discussing their work in a classroom, and the teacher acts as the facilitator and prompter where necessary.

Three-way conferencing is similar to the above, but all three parties - student, parents/carers and the teacher - sit together and talk about the student's learning, with the student taking an equal role. Both conferencing processes involve students sharing a range of evidence of their learning.

Student-led conferences and three-way conferences are designed to achieve the following goals. Firstly, to help students demonstrate evidence of learning and to encourage students, parents, and teachers to engage in open and honest dialogue. Secondly, to encourage students to accept personal responsibility for their learning and finally, to increase parent understanding of their child's learning through improving attendance at, and satisfaction with, the reporting process.

We look forward to seeing you on Thursday 27th.

Kind regards
Jennifer O'Connor
Assistant Principal P-2 Learning Community

Hello MWPS Community,

At the moment our teachers are busy writing our school reports. Once we receive our reports in Week 10, we will be holding our Student Led Conferences on Thursday 27th June. The Student Led Conference is where students talk to their parents about their learning goals and showcase the work they have done.

Our ever popular Family Science Night is coming up on Thursday 20th June. Tickets are free, but spaces are limited to only 125 students only. According to our sources, previous Science Nights have been a lot of fun, so don't miss out.

Don't forget to get your dancing shoes on this week. That's right, the school disco is back this Friday! Tickets are available until Thursday.

Akur and Daniel



Getting it right in Reading!

What is fluency and why is it important?

Fluency is a key contributor toward independent and successful reading. It is comprised of three components:

- Accuracy (correct recognition/reading of words)
- Rate (speed of reading)
- Prosody (expression)

It is these capabilities that support students' comprehension of an author's message. 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:

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

**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

PROTECT

Everyone has the right to be safe and be protected from abuse. No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community. Tell a teacher or any adult at your school if you feel unsafe.



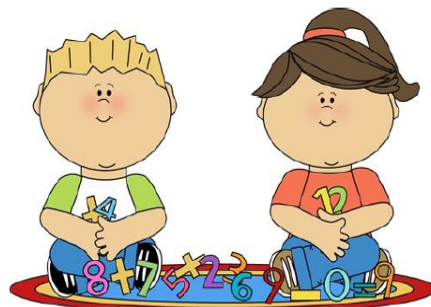
Melton West Primary School is a Child Safe School

We hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school and base all our decisions on what's best for the students. Please talk to a staff member if you have any concerns about a child's safety at any time.

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

Fun Brain Teasers

Check out these fun brainteasers and enjoy a range of mind bending math logic that is sure to get you thinking. Put your ability with numbers and problem solving skills to the test with classic brainteasers that will leave you scratching your head in search of answers. How many of the brain bending questions can you answer correctly? Give them a try and find out!



1. I am an odd number. Take away one letter and I become even. What number am I?
2. Using only addition, how do you add eight 8's and get the number 1000?
3. Sally is 54 years old and her mother is 80, how many years ago was Sally's mother three times her age?
4. Which 3 numbers have the same answer whether they're added or multiplied together?
5. There is a basket containing 5 apples, how do you divide the apples among 5 children so that each child has 1 apple while 1 apple remains in the basket?
6. There is a three-digit number. The second digit is four times as big as the third digit, while the first digit is three less than the second digit. What is the number?
7. What word looks the same backwards and upside down?
8. Two girls were born to the same mother, at the same time, on the same day, in the same month and in the same year and yet somehow they're not twins. Why not?
9. A ship anchored in a port has a ladder, which hangs over the side. The length of the ladder is 200cm, the distance between each rung is 20cm and the bottom rung touches the water. The tide rises at a rate of 10cm an hour. When will the water reach the fifth rung?

Answers

1. Seven (take away the 's' and it becomes 'even').
2. $888 + 88 + 8 + 8 + 8 = 1000$
3. 41 years ago, when Sally was 13 and her mother was 39.
4. 1, 2 and 3.
5. 4 children get 1 apple each while the fifth child gets the basket with the remaining apple still in it.
6. 141
7. SWIMS
8. Because there was a third girl, which makes them triplets!
9. The tide raises both the water and the boat so the water will never reach the fifth rung.

insights

Encouraging healthy attitudes towards women

by Dr Rosina McAlpine



Recent events and current statistics highlight that as a nation we have a serious problem when it comes to domestic violence. While there's no easy solution, together, we can do our part to stop violence against women. If you're a parent or guardian, you can play an important role. Disrespect towards girls can begin in childhood, and we can break the cycle when we teach our children to be respectful and caring right from the start.

As parents, we have three main jobs:

- First, to love our children and build a strong lifetime bond
- Second, to keep them safe from harm until they can do that for themselves
- Third, to teach them all the skills they need to thrive in life and to make a positive difference in the world

Life skills approach to raising children

So what life skills do children need to learn when it comes to the issue of preventing violence against girls and women? As parents, we can talk with our kids about:

- Behaving respectfully towards others
- Communicating their needs using words and without the need to hit, snatch or shout
- Managing their emotions and their behaviours so as not to 'fly off the handle'

Start the conversation about respect early

Start by responding to your child calmly when they are disrespectful to others. The following three-step communication approach can be used from early childhood through to teen years. Let's put it into practice.

If a boy is making fun of his sister or a female friend:

1. STOP: Respond calmly rather than react asking him to stop the teasing.
2. EMPATHISE: Invite your son to see the behaviour through the eyes of his sister. 'How do you think your sister/friend feels right now?'

3. EDUCATE: Provide options such as ignoring his sister or friend if she's annoying him or providing an appropriate social script he can use to communicate his thoughts such as, "I find it annoying when you don't share the computer"

It's a marathon, not a sprint

When it comes to gaining academic knowledge and learning skills, parents know it takes years of consistent effort from childhood through to adolescence. In the same way, parents can take a long-term approach to teaching life skills beginning right from toddler to teen.

Parents lead the way

Parents are powerful teachers and role models for the next generation. We can teach our children how to be respectful and kind to each other. By stopping disrespect and violence at the start we can play a crucial role in putting an end to violence against girls and women.

Resources you can use

The Stop it at the Start campaign provides parents, family members and others with information and practical resources to self-reflect, and talk to boys and girls aged 10-17 about being respectful and caring. You can find videos, guides and other resources to help you have conversations with your children at www.respect.gov.au/resources/talking-about-respect.

There is so much we can do in families to develop healthy attitudes toward women. Through modelling and teaching we can change entrenched attitudes and behaviours that will put an end to the cycle of violence against women.



Dr Rosina McAlpine

Dr Rosina McAlpine is an author, parenting expert, mother and CEO of Win Win Parenting. Win Win Parenting supports busy working parents to effectively navigate work and family for success at home and at work. Parents learn practical strategies to manage day-to-day parenting challenges like struggles with technology, emotional outbursts and keeping calm even in the most volatile situations. Connect Dr Rosina at WinWinParenting.com or DrRosina.com.

Dinka Cuisine at Melton West PS

Most of us are aware of the language of food and the origins of a 'souvlaki', 'pad thai', 'lasagna', 'wonton', 'vindaloo', 'felafel' and of course the 'hot dog'. But not many Australians have had the opportunity to familiarise themselves with...

Adiong (cous cous, spinach and beef... Yac (Cow's stomach)..... Casira (sagum bread) with ochre.... Dinka salad with chicken ... Acida (cornflour/sagum flour and thuo) Akop (cornflour and spinach)... Casira (w/beans)

But thanks to the wonderful generosity and good will of members of our own South Sudanese community, our staff room was graced with these traditional Dinka dishes providing a lunchtime feast on Tuesday 4 June. David G Manyok, his wife Rachiel A Geu, and her team Monique A Chol, Nyang Maker and Rachiel A Agok worked hard to prepare this wonderful array of food and welcomed critique. It was clear from the outset that each dish was prepared with much TLC, and that traditional Dinka cuisine was quite labour intensive.

Each staff member was provided with a list of the menu, and asked to rate the foods 1 (not for me) -5 (great), whilst they welcomed comments as to how they may be able to modify their cooking to respectfully integrate into the local 'taste buds'. David kindly explained the ingredients of each meal for those more inquisitive, and was very pleased at the immediate response and acceptance of the food.

I am pleased to report the ratings for each dish averaged above 4.5, and that comments reflected the gastronomical satisfaction seeking little or no addition or change to the food as presented.

For those that opted for the Yac, their curiosity was rewarded greatly and any prior wariness was allayed.

Thank you so much to our South Sudanese friends for making this possible, and David and his team invite any inquiries regarding their traditional cuisine, and information on how you can access this.

Tolley Cacavas

Community Engagement

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