

## Partners in Learning Newsletter

Dear Parents/Guardians,

Student voice acknowledges that students have unique perspectives on learning, teaching, and schooling, and should have the opportunity to actively shape their own education. Student voice involves students actively participating in their schools, communities and the education system, contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas.

At our school Student voice is alive in a myriad of ways. We have regular Student Focus Groups who work with teachers to unpack issues that are current and important to our students. An example of this work included a recent focus on our Assembly Performances and gaining an insight into what students' thoughts/feelings and ideas about these were and ways we may improve them in the near future. Through our work with Social Ventures Australia our students have access to a program called *"Ignite Teach the Teacher."* Through this program we have been able to successfully identify Technology as our school's project. This involved our students working through a series of questions and prompts to come to the conclusion that Technology is an area that they feel would help them to engage further with their learning.

The project will involve teachers and students working together to explore the current technology we have available for use at our school and asking the question, *"How effectively are we using the Technology we have to support and accelerate student learning?"*

At our school Student Voice is authentic because it is alive in our classrooms across the school EVERY DAY through goal setting, reflection and feedback. Our teachers work hard with our students to set goals, guide them with strategies for achieving their goals and then offering direct feedback to students on progress.

Tonight our students, I am sure, will shine as they engage in rich conversations with their parents/carers about their achievements. I am very proud of every student in our school for the way in which they have been preparing for tonight's 3 Way/Student Led Conferences.

A very special thank-you to all our teachers, for working with and guiding our students so that they are able to reflect on their learning and achievements using evidence of their work.

I wish every student and their families a safe and fun holiday. Please take care to stay warm in this cool weather and most importantly take care of each other.

***'Surround yourself only with people who are going to take you higher'. – Oprah Winfrey***

Warmest Regards,

Kathy Cvitkovic

Assistant Principal

Hello Melton West Community,

On Tuesday, we held our first ever Sushi Fun Day. It was nice to see students excited about this healthy and delicious choice.

Term 2 draws to a close on Friday with a 2.10pm dismissal. We hope everyone has a safe, restful and relaxing school holidays, ready to take on Term 3. School returns on Monday 15<sup>th</sup> July and for our Grade 6's this means only half a year of primary school to go.

Some exciting events to look forward to in Term 3 include Book Week, Athletics Day, the Prep's 100 Days of School Celebration, the Salaka Drumming Incursion and special lunches to name a few. Melton West Primary School is the place to be.

See you in Term 3!

Daniel and Akur



# Getting it right in Reading!

## Gift of the Gab

The school holidays are approaching and the weather is quite chilly and wet. It is likely you will be snuggled up inside keeping warm, trying to find ways to keep everyone entertained. We know many children (and teachers!) love playing with their iPad/tablet, watching movies or playing video games on those cold, miserable days.

If you're after some other stimulating activities, why not continue to build your child's literacy skills, particularly speaking and listening.

Resnick and Snow said "...engaging in stimulating talk is the only way young children can expand their own language skills – learning words, putting sentences together, and practising the "rules of talk" (pg. 3). Here are some fun and creative ways to get children speaking in a productive and practical way.



### Morning Talk Show

Have your child take turns interviewing yourself or a sibling / friend about things that have happened over the holidays. You can also have your child report on the weather, what they had for breakfast or other daily activities. They could even use their iPad or tablet to record these and bring in the videos for Show and Tell next term.

### Guess what's in the bag

Place an item in a bag and get your child to feel it through the bag and decide what it is. Ask them to explain and justify their choice.

### Readers' Theatre

Scripts offer children the security of speaking as a narrator or character. Have your child practise reading the script and then when they are ready, get them to perform or record them. You can even go all out and include dress ups and props!

The following website has many freely available scripts. <http://www.aaronshep.com/>

### Conversation Cards

Each day give your child a card and ask them to share their responses to one of the questions.

<http://www.taoc.com.au/taocchildrens.html>

### Debates

Choose a topic and have your child debate the pros or cons. Some examples include: can they have dessert or not, getting a pet, having extra time to do something.



### Board games

There are some great board games that promote speaking and listening. These include: Scattergories Junior, Celebrity Heads, Cluedo and Guess Who.



*Sarah Mills- 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

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

# EXPLORING MATHS WITH YOUR CHILD

You may feel that the maths your child is doing at school is different from how you were taught, but you will still be able to support your child in many ways. There are lots of activities you can do at home, using everyday items to help explore maths with your child.

## SPORTS scores

- How does your favourite sport tally the score? What maths is presented on the tally?
- How do other sports tally the score, for example, tennis, golf, cricket, netball, football?
- What maths do you use to find the total of the scores?
- Are there other ways to record the score?
- How long do your favourite sport games go for in minutes and seconds? Are they divided into halves, quarters or something else?
- What are the shapes of different playing fields and courts? Talk about edges and angles.
- How can you estimate the perimeter and area of a playing field?

## WEATHER maps

- Visit the website <http://www.bom.gov.au/weather/vic/> or look at the weather maps in the newspaper
- What is the difference between the minimum and maximum temperature for each day?
- Find a seven-day forecast then record the actual temperature for each day and compare. Was the forecast accurate? What were the similarities and differences?
- Use the information on the weather website to explore differences in weather from your area to others. How much rain do you get compared to others? Are there differences in temperature?

## RECIPES

- Collect and read recipes and discuss the use of fractions, millimetres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.
- Discuss how you would double a recipe. Encourage your child to record the new measurements for the recipe.
- Identify the temperature and cooking time on the recipe.
- Estimate the cost to buy all the ingredients to make the recipe.
- Make a list of the abbreviations used in the recipe and then write them in full, for example, L for litre, mL for millilitre, tsp for teaspoon, tbs for tablespoon.

## CATALOGUES

- How would you spend \$40 from a catalogue? How many products can you buy for \$40?
- Select five products from the catalogue then calculate what the cost be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- What is the best value sale item in the catalogue? Can you explain your reasoning?
- What are the cheapest and most expensive items in your catalogue?
- Compare the cost of a product across different stores using different catalogues. What did you find?

## TRAVEL timetables

- Can you identify your starting point on the timetable?
- What is the earliest and latest time to travel on this route? What is the difference?
- How long does it take to travel the entire route?
- How many stops are there on this route?
- What is the difference in the time travelled when not making all stops?
- What is the cost? Is it good value compared to other travel options?

## MONEY

- Encouraging children to think about money, saving money and considering how they spend money are important skills for all children to develop.
- Encourage your child to work out how much change you will get after buying something.
- Investigate costs for family trips together. For example, a visit to a theme park may include transport costs, entry ticket costs and food costs.
- Discuss saving money for presents or something your child may want to buy. Work out how long it will take to save this much if they get a small amount of money each week.
- Negotiate increases in pocket money as percentages. For example, a 5% increase would be how much money per week?
- Encourage your child to save a percentage of their pocket money or birthday money, and work out how much this would be. For example, how much money would you have if you saved 40% each week?
- Calculate together how much a mobile phone costs per month. How much is spent on messages and how much on phone calls?

## NEWSPAPERS

- On the front page, estimate the percentage of picture and text. Does this vary over the first four pages?
- Research the cost per word/line to put a classified advertisement in the newspaper. Calculate how much it would cost to put an advertisement in the classified section.
- Find numbers in the newspaper, in digits and in words. Cut the numbers out and put them in order from smallest number to largest number.
- Visit the section that advertises entertainment. Select an event or movie. Find out how much the tickets are. How much would it cost for your family to attend?
- Try the number puzzles such as Sudoku, in the puzzle section of the newspaper or online





# insights

## Helping kids tolerate discomfort

by Michael Grose



Few right-minded people want children or young people to experience hardships or difficulty. However growing up generally means that kids will experience their fair share of hardships, frustrations and challenges which lead to uncomfortable feelings.

### Exercising their discomfort muscles

Tolerating discomfort is an important resilience skill. It refers to an ability to sit with an uncomfortable or emotionally painful feeling such as disappointment, apprehension, nervousness or fear. These emotions can be brought about as a result of not being picked for a team; getting lower than expected marks for an assignment; or going into new, unfamiliar situation such as school camp. These are the sorts of every day situations that can make some kids feel uncomfortable. It's helpful to think of discomfort as a 'muscle' that gets stronger with training. Each time a child or teen successfully tolerates discomfort they're reinforcing their ability to do so and cementing the knowledge that they can overcome emotional challenges.

### Opportunities to practise tolerating discomfort

Opportunities for practice are plentiful and are found in common situations such as when a child or teen is: feeling hungry; wanting something they can't have; having to end screen time; contributing to household chores when they don't feel like it; missing out on a job interview; asking someone on a date or not receiving a party invitation.

### It's not toughing it out

Tolerating discomfort doesn't mean toughing out an unbearable situation. It's teaching your anxious child to notice how they're feeling, naming their emotions, and practising acceptance of difficult feelings as they occur. This is done in the knowledge that what they're experiencing is temporary and that they're lovingly supported by a warm and comforting adult. Couple tolerating discomfort with social rewards (such as words of praise or shared fun activity) for coping behaviours and you're helping to build their personal resilience.



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 12 books for parents including *Spoonfed Generation* and the best-selling *Why First Borns Rule the World and Last Borns Want to Change It*. His latest release *Anxious Kids*, was co-authored with Dr Jodi Richardson.

# Measles Outbreak in Victoria

The Department of Health and Human Services is asking the community to watch for signs and symptoms of measles after several cases have been diagnosed in Victoria. People who are not fully vaccinated or are unsure if they have received two doses are encouraged to talk to their doctor about getting vaccinated.

## What is measles?

Measles is a very infectious viral illness. People can become unwell with measles seven (7) to 18 days after contact with a person sick with measles.

People with measles can first have a high temperature ( $\geq 38^{\circ}\text{C}$ ), feel very tired with a cough or runny nose or sore red eyes. A blotchy red rash can be seen about three to four days later, starting on the face before spreading down the body. The rash can last between four to seven days. People with measles can become very unwell and often need to go to hospital

## How is measles spread?

Measles is spread easily from a person who is sick, to other people. People can catch measles just by being in the same room as someone else with measles. Measles is spread through breathing in droplets of virus that have been coughed or sneezed into the air by a person sick with measles (infectious person).

## Could I get measles?

People who may get measles are:

- anyone who has not received two measles vaccines
- adults between 20 and 49 years of age who have not had any vaccinations or have only had one measles vaccination
- children less than six (6) months old, if the mother is not protected from measles (not vaccinated or had measles in the past)
- children 6-12 months of age (who have not had a measles vaccine)
- people who are immunocompromised (e.g. those with cancer, on chemotherapy or high-dose steroids)

## What can I do to not get measles?

If you are unsure, check with your doctor about whether you are protected against measles, and if you are not protected, get vaccinated.

Your doctor can help you to get the measles vaccine, and certain groups can get access to the vaccine for free, including:

- Refugees or asylum seekers
- Women aged in their 20s to 40s of child bearing age
- People aged under 20 under the Federal Government's current catch-up campaign

## What if I don't know about my vaccinations?

Your doctor can do a blood test to see if you have any antibodies (protection) in your blood against measles. If you were born after 1996 in Australia, your vaccination record is held in the Australian Childhood Immunisation Register (ACIR), regardless of where you were vaccinated.

## What do I do if I think I have measles?

If you think you have measles you should stay away from other people so you do not make them sick.

You must go to your doctor or hospital. Please call before you get to the doctor or hospital and tell them you think you have measles so they can protect other people. You should not sit in a waiting room as you may expose other patients to measles. You may be given a mask or put in a separate room before the doctor sees you.

## What will my doctor do?

Your doctor will take some blood and do a swab of your throat to check if you have measles. You will need to stay away from people until you know the results of the test.

## How is measles treated?

There is no specific treatment for measles. Rest, drinking fluids, and paracetamol for high temperatures may help some of the symptoms. **Remember to stay away from other people so you do not make them sick. Speak to your Doctor about the exclusion period for cases of measles or if you have had contact with someone infected with measles.**

## Who can I talk to about this?

If you are unwell, speak with your doctor or call NURSE-ON-CALL (1300 60 60 24) for advice. For other questions you can call 1300 651 160 and speak to a Public Health Officer at the Department of Health and Human Services.

### **Wet lëkë Melton West Primary School mēdhiēth, kōc nōṇ mithken gēēr e thukule yic ekē**

(Message from Melton West Primary School to parents who speak Dinka and their children are studying at this school).

**Acii kōc mac ajuēr ne biak de thukul nyic ke nōṇ mithii kōk ye bēn e thukulic ekee cin miēth cam ke ye bēn kene keek ebēi ken yic. Anyic ke nō ke dhal kōc ke mith ne bēi yīic, ku yen ka kōr e thukul dhol ben mith kony ago ke pioc den kuany cok ke cin guōm de cōk enōṇ keek ne thukulic. Ku kōc muk ajuēr de thukul aci leu bii ye kene loi te kene mēdhiēth, ka kōc nōṇ mith ken ye pal keek bik looi.**

The school administration realizes that some children come to school without food from their homes. The school is aware that there are difficulties that may be facing some families at home and they want to find a way to support the children, but without information and contact from their parents the school cannot help them.

**Ekene ka cii Melton West primary school mat kene akutnom ye cōl South Sudanese Christian Welfare Association, ku loi ke ajuēr bii keek ya mat kene mēdhiēth, ka kōc ye mith ken ke bēn ne ye thukule yic, bii ka dhal mith ne biak de lō tueṇ de mith e thukulic be keek ya jamic kene kōc nōṇ mith ago mēdhiēth ka kōc nōṇ mithken thukul liēp dhol ben keek mith kony ne biak de lō tueṇ den de piōc tiṇ. Jam de mēdhiēth ka kōc nōṇ mithken kene ajuēr de thukul ku akutnom de SSCWA, Abe gōl ke koor ne kōc diaṇ cit kōc kee 5-10 agut be thier wuōr nom. Yen na nhiaṇ bay a ran to de kee kōc kē yīic, ke yin cōl David Gai Manyok man tō ke ye ran de SSCWA ne no 0469803389 ka Tolley from Melton West primary school on 0421054848**

Melton West Primary Pchool is working in partnership with South Sudanese Christian Welfare Association and creates a parenting space for discussion in the school so that parents should allow school administration to find a way to support their children so that children continue to be success in their learning programs. Parenting communication and discussion can be in small groups 5-10 or more people. If you would like to be part of a group discussion, please call David Gai Manyok of SSCWA on 0469 803 389 or Tolley from Melton West Primary School on 0421 054 848.

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