

INQUIRY SHOWCASE

Dear Parents and Carers,

The students are currently working on their Inquiry units and on December 9th the Inquiry Showcase will provide an opportunity for the children to share their learning with you. Each class will conduct the Showcase in their own style and share not only what they learned but also how they learned.

Inquiry learning emphasises process as well as product, moving away from the acquisition of facts to the development of understandings about concepts and generalisations. Inquiry learning develops students' investigative and thinking skills and contributes to their ability to participate effectively in society. It can also contribute to enhancing self-esteem by encouraging students to take responsibility for their own learning.

Starting with the prior knowledge and experience of students, these inquiries follow a general sequence of phases which include:

- framing and focusing questions;
- locating, organising and analysing evidence;
- evaluating, synthesising and reporting conclusions;
- possibly taking action of some sort;
- reconsidering consequences and outcomes of each of the above phases.

This sequence outlines a broad inquiry process, which also promotes student centred approaches to learning. In the classroom Inquiry Learning means student-centred hands-on activities, which relate to real life situations and events. Inquiry Learning not only encourages students to actively construct their own knowledge and bring personal ideas and concepts to the learning experience, but encourages them to make changes in their attitudes and behaviours.

This approach doesn't exclude direct teaching which is particularly important for the development of skills both within and outside an inquiry. It does, however, challenge teachers to learn alongside students, handing as much control as possible over to them. Making the inquiry models used in the classroom explicit to students assists them to exercise control over their investigations and make choices about their directions.

So join us at the showcase and enjoy sharing your child's learning journey.

Jennifer O'Connor

Assistant Principal P-2 Learning Community

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.

Hello Melton West Community,

Last Friday a total of seven educators which included principals, assistant principals and teachers from some schools in New South Wales visited our school. They had heard wonderful things about us through the work Mrs Costa, Mrs Cvitkovic and Mrs Oconnor have been doing with Social Ventures Australia. Kalias and Daniel presented a welcome speech to our special visitors to share how our school runs. They were really interested in the Positive Choices Program. We shared lots of facts about our school like the Buddy Stop, our new buildings, Lizzy our school pet and how student voice is used to work with our teachers around the learning and goal setting. It was a great experience.

Our casual dress day and donut selling was a resounding success. We raised \$598.00 to donate to the StreetSmart charity. Thank you everyone for donating and buying donuts. We sold out! A special thank you to Maria, our School Council President, for organising the donuts from Woolworths.

Our Grade 6's are approaching their final weeks of primary school. They are looking forward to the end-of-year celebrations which include Graduation and Adventure Park.

Have a wonderful week,

Kalais and Mason



What's Happening in Term 4

- **Year 2 Sleepover: Friday 29th November**
- **Christmas Stall: Wednesday 4th December**
- **Bunnings BBQ: Sunday 8th December –HELP REQUIRED! (see office staff for info.)**
- **Year 6 Graduation: Wednesday 11th December**
- **Year 6 Adventure Park: Tuesday 17th December**
- **Payment due —Monday 2nd December (no late payments accepted)**

END OF TERM: Friday 20th December

1:30pm Finish

**TOMORROW'S ASSEMBLY WILL TAKE PLACE IN
OUR NEW GYM.**

ASSEMBLY WILL START AT 2:15PM.

Getting it right in Reading!

What is phonics and why is it important?

Phonics is the understanding of the relationship between letters and sounds. It is an important component of reading (and writing!) and supports children when attempting to solve words that are not immediately known. In teacher speak, the process of solving or working out unknown words is referred to as 'decoding'.

It is helpful if the names of the individual letters of the alphabet are learned early, preferably before children begin school. The letter names are constant and help to provide a reference point for teachers (and parents) when teaching the different sounds that these individual letters, or combinations of letters make. Combinations of letters to make a sound are referred to as 'blends'. Some examples of these are /sh/, /ck/, /th/.

Children need practice identifying letters and blends randomly in their environment and in a variety of print displays i.e. signs, posters, billboards, books, food labels. Singing an alphabet song or reading letters in order off an alphabet chart does not guarantee letter knowledge.

As mentioned in previous newsletters, it is important for students to develop their oral language and vocabulary skills. This will support the development of phonic knowledge and skills. Children need a reference point to decide whether the word they are attempting to name using phonic knowledge, is a real word and/or fits in the context of what is being read.

It is important to be aware that letter-sound knowledge alone will not guarantee that children are independent and successful readers. It is possible to solve words yet not know their meaning or comprehend an author's message.

**Sourced from Letter-sound knowledge (phonics), Anne Bayetto, Flinder's University*

Activities to support the learning of phonics

1. Start with supporting your child to learn the individual letters and sounds that make up their name.
2. Use magnetic letters for children to match letters and build words
3. Sort letter cards *What is the odd one out and why?*
4. Have your child make their own alphabet book that includes names of family, pets, hobbies and interests
5. Play games with letter cards such as Snap, Memory or letter-sound-picture bingo
6. Put a plastic pocket over your child's home reader and have them use a whiteboard marker to circle a nominated letter or letter blend. Make this more challenging by setting a time limit.
7. Use and practise with simple flip books (see picture)

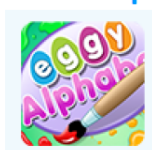


Apps and websites for phonics practice



www.teachyourmonstertoread.com

**Also available as an iPad app*



Eggy Alphabet
iPad app



www.starfall.com

**Also available as an iPad app*

Sarah Marshall- Leading Teacher Literacy

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

Marvellous Maths

Mathematics on the Road

Take advantage of 'maths talk' while making trips (short ones or long ones) in the car, on the bus, tram or train. You will find many opportunities to explore mathematics while travelling around the neighbourhood, around the country or around the world.



Road Sign Geometry

Look at the shapes of road and safety signs. Discuss the reasons why stop signs, caution signs, and information signs use different shapes, different colours and words. Use the terms circle, octagon, triangle, rectangle, diamond (or rhombus) and pentagon to describe the shapes. Besides learning the names of shapes, you will be developing more observant travel skills for your child.

Plan your trip

Discuss the route you will be travelling. How long will it take to get to your destination? You might want to look at a map or sketch your own. If it is a long trip you might want to locate the $\frac{1}{2}$ way point and the $\frac{1}{4}$ and $\frac{3}{4}$ points and discuss the stops along the route.



How long is a kilometre?

Estimating the length of a kilometre isn't easy. When you travel, try to guess when you have travelled a kilometre, use the odometer or trip meter to check your guess. Major highways sometimes have roadside markers, try to spot them and calculate how many more kilometres to travel to your destination.

On the freeway, read the signs that show how many kilometres to the next exit.

Driving Around

As you drive around, try to use position words to describe landmarks. For example you might say "We just went **over** the bridge." "We went **around** the lake." "We are **next** to the park." "We are going **through** the tunnel." "We are turning **left/right**."

Travel Time

Use counting to measure time as you travel. Ask your child questions like: How long will it be until we get to the next stop? How long will the stop light (red light) last?

Number Game

Look for numbers on signs, letterboxes and license plates to find numbers in order. Look for number patterns in these environmental numbers, for example, the numbers on letterboxes are odd or even and skip count by 2s.



Spending Time with Children: How much is enough? by Dr Jodi Richardson

The need to spend time with their parents differs for different kids. For some, there's no end to the time they'd spend with you. However, other kids feel differently. There's no right answer.

I'm fortunate to have the flexibility that allows me to spend a great deal of time with my children. However, my nine year old daughter wants to spend more time with me. My eleven year old son, on the other hand, is content either way.

Australia is Number One:

According to a recent study, Australian parents rank number one among OECD countries (including most of Europe, North America, the UK and Finland) when it comes to spending time with their kids. The lion's share of this time is still invested by mums, but Australian dads are ahead of those from many other countries, averaging around 70 minutes a day with their children.

The source of misplaced parental guilt:

According to research published in the Journal of Marriage and Family, not spending enough time with children is the biggest source of parental guilt in Australia.

The researchers also found that it's quality, not quantity of time children spend with parents that's important for their emotional wellbeing, achievement and behaviour for kids aged 3-11 years. The researchers concluded that volume of time doesn't matter. It's much more important how time is spent with your children when you are together.

This in no way advocates for absentee parenting. It's about making the most of the family time you have and reducing feelings of stress for you if you can't be around as much as you'd like to be.

Here are some ideas to help make sure you optimise the time you spend with your kids:

- Create a tradition of one-on-one time with each of your kids around an activity that you both enjoy, such as a cafe catch up over a milkshake, shooting hoops or playing a favourite board game
- Read regularly to each other, as these are special times of connection, especially in bed at night
- Eat meals together as a family so you can all catch up and connect – this is worth its weight in gold when it comes to quality time
- Pay attention to your children, watching for cues that they're in need of extra time with you
- Adolescents benefit from spending extra time with their parents. Through interactions with their parents.

We're a Parenting Ideas school: parentingideas.com.au/schools

Spending time with kids: How much is enough?

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

MWPS CHRISTMAS RAFFLE

2019

PRIZES INCLUDE



**1ST PRIZE 2 NIGHTS ACCOMMODATION AT
RIVERGLEN HOLIDAY PARK FOR UP TO 6 PEOPLE**

**2ND PRIZE GIRLS 50CM GXC CRUISE BIKE
WITH HELMET**



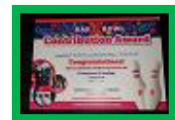
**3RD PRIZE BOYS 50CM GXC RATTLESNAKE BIKE
WITH HELMET**

**4TH PRIZE 5X \$30 PAD THAI RESTAURANT
VOUCHERS**



5TH PRIZE BUNNINGS SPIT

6TH PRIZE BOWLING VOUCHERS



7TH PRIZE SPORTS PACK

8TH PRIZE READINGS MOVIE PACK



PLUS, MANY MORE

**WOOLWORTHS VOUCHER, COLES VOUCHER, TOY/BOOK PACK, HER PACK,
HIS PACK, MACS GIFT VOUCHERS**

MORE TICKETS AVAIABLE AT THE OFFICE