

Dear Parents/Carers,

Welcome to Week 6! As your child moves through primary school, they will speak with greater fluency and with a greater knowledge of the world. Below are some ideas you can easily implement to help your child with speaking and listening skills. Good control of vocabulary and the ability to listen are essential skills for all experienced learners.

**HELPING YOUR CHILD TO SPEAK AND LISTEN**

**Talking with your child**

Regularly talking and interacting with your child extends their language and listening skills, and helps grow their confidence with language. Include your child when discussing everyday activities such as grocery shopping, gardening, cooking dinner, collecting mail from the mailbox, doing housework, and travelling in the car or bus.

Outings can also provide a world of new vocabulary. Discussion during outings can enrich your child's understanding of the world. Outings might include going to the park, the zoo, a shopping centre, museums, libraries and art galleries. Other fun activities can include:

- Share rhymes, poems and songs. Encourage your child to join in.
- Share and talk about family histories and family photos.
- Look at picture books or art books. Ask your child to describe what is happening in the pictures and make up stories together.
- Collect cardboard and other household items for your child to build with. Ask your child to describe what they are building.
- Look at 'junk mail' and talk about the things for sale.
- Listen to simple radio programs or podcasts together and discuss the content.
- Play vocabulary games with your child such as, "what's the opposite of ....?" (for example, "what's the opposite of big?") and "what's another word for....?" (for example, "what's another word for angry?")

Oral storytelling is a great way to extend your child's speaking and listening skills, and to expand their memory and imagination. Either you can tell the story, or you can encourage your child to tell the story. Storytelling might be about:

- your child's favourite toy
- another family member
- a pet
- a favourite fictional character from a book or television program
- a famous person
- the work of people from different professions, such as astronauts, firefighters, nurses and teachers
- an imaginary world with imaginary characters
- an imaginary animal that can speak.

Warmest Regards,  
Kathy Cvitkovic  
Assistant Principal

"The word listen contains the same letters as the word silent." Alfred Brendel



**IMPORTANT DATES**

- **Labour Day—Monday  
9th March.  
No School**

# Getting it right in English!

## Reading and Technology- engaging our readers

We know many of our students are technological experts and own devices at home. One way we engage students during reading lessons is by providing opportunities to read and explore a range of online texts. This may involve researching information to answers questions or simply read for enjoyment.

Below is a list of websites and iPad apps used at school. These are free to visit or sign up to and can also be accessed from home.

Some of these websites and apps are more suited to students at specific reading developmental levels, while others provide engaging reading material for all.

Students may already have accounts to some of these sites. Please ask their teacher for their log in details.



[www.heraldsun.com.au/kids-news](http://www.heraldsun.com.au/kids-news)



[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

\*Also available as an iPad app



[www.getepic.com](http://www.getepic.com)



[www.literacyplanet.com](http://www.literacyplanet.com)



Eggy Alphabet

\*iPad app



[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

\*Also available as an iPad app



[www.starfall.com](http://www.starfall.com)

\*Also available as an iPad app



[www.storylineonline.net](http://www.storylineonline.net)



[www.mightybook.com](http://www.mightybook.com)



[www.storynory.com](http://www.storynory.com)



<http://mythicijourneys.org>



[www.sillybooks.net](http://www.sillybooks.net)



<http://pbskids.org/games/reading/>



<https://labyrinth.thinkport.org>

*Sarah Mills*

Leading Teacher- Literacy

## What is Numeracy?

“Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations.”

There is now strong evidence that other areas of development – such as resilience and perseverance – support achievement in numeracy.

Numeracy is the ability to understand and use numbers, shapes and other mathematical ideas in every-day life. Numeracy is more than numbers. It involves using mathematics in all aspects of life.

Practical everyday activities at home involve numeracy, such as;

- telling the time
- cooking and
- setting the table.
- Numeracy also involves:
- the ability to recognise and use shapes,
- working out the chance of something happening, and
- interpreting the data we view in the media.

As parents you play a significant role in your child’s learning by setting expectations, nurturing curiosity, and encouraging a love of learning. You can help build your child’s numeracy through doing the following:

- be positive about their numeracy experiences and praise effort and perseverance
- let your child know that everyone can be successful
- seize everyday opportunities to capitalise on numeracy development
- involve your child in numeracy-related activities
- describe what you are doing in situations that involve numeracy
- explain why you make certain numeracy choices
- explore numeracy with your child
- learn alongside your child and encourage a sharing of numeracy ideas and thoughts.

Helping children to become numerate does not need a high level of mathematics. It means:

- encouraging children to try, then keep trying
- encouraging children to think (reason)
- supporting children while they do homework (which means encouraging them and taking an interest, but not doing the thinking for them)
- modelling numeracy with children (including interpreting data, charts and diagrams)
- talking aloud when solving problems (every day or mathematical)
- getting children to check their answers (Does this answer make sense?)
- encouraging children to help with
- cooking (especially measuring out ingredients)
- paying bills
- scheduling events in the day
- reading maps and giving directions
- shopping
- measuring — and thanking them for their support
- do not say “Maths is hard” or “I was never good at maths”. **Numeracy capability is not inherited but attitudes are contagious.**

Jennifer O’Connor  
Assistant Principal  
Prep-2 Learning Community

Hello parents, guardians and students,

As one year ended, another began. Our students have transitioned beautifully into their new classes and year levels, and with that we have had the joy of welcoming our new students and grade preps.

This week we have interviewed some of our grade preps and we asked them how they feel so far about coming into grade prep and how they feel about our school, Melton West Primary.

Ricci (Prep J) - I like my teacher and my classmates because they are kind, friendly and helpful. My favourite subject is P.E because the teacher makes sport fun and it makes me want to be more sporty.

Jase (Prep J) - I like my teacher because she is nice, helpful and supportive. My favourite class is Maths, and I like this school because it's big and open for me and my friends to play and run about.

Ezekiel (Prep B) - I like my teacher and class because they are kind, nice, supportive and friendly. I like all of the subjects, but I like ART a little bit more than the others.

Magot (Prep B) - I like my teacher because she makes learning enjoyable, and I like the school and it's subjects.

Cleopatra (Prep R) - My classmates and teacher are very nice and playful. My favourite subject is ART because I like to draw and colour.

Thomas (Prep S) - I like my classmates because they are fun. I like Mr Smith because he sets rules that help me be a good student.

Please remember to use all school values and treat our preps with respect, and from what we have heard the preps are really enjoying their classes and the school.

Anna-Louise and Chanel - Vice Captains



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



## INSIGHTS

### Managing separation anxiety at school drop-offs



Going to school for most children is a positive experience however some children can struggle making the transition from their home environment to school. It's naturally distressing to see your child upset at school drop-off but there is a great deal you can do to make school drop-offs easier for you and your child.

#### Breaking the cycle of separation anxiety at school

A child's clinginess, crying or tantrums at school drop-off can be disturbing for you as a parent. Despite putting on a brave face, you can feel guilty that somehow you're the cause of this behaviour. Unless something traumatic has occurred then leaving your child at school is a normal part of life, something your child will get used to. The following strategies may help eradicate your child's tears and fears when you take them to school:

##### **Tell the story**

Prepare your child thoroughly each morning for what will happen when you leave your child at school. Repeat the story each morning before school so they can fully prepare for drop-off.

##### **It takes two**

Involve your child's teacher in the drop-off process as they will be the person who must deal with an upset child. In extreme examples, at the start of term or after a long absence, a later starting time may give your child a chance to say goodbye in more relaxed circumstances.

##### **Give me five**

Rituals are both personal and reassuring so develop a special goodbye ritual that you consistently use when you leave your child each morning. Your special ritual may be simple such as a special wave or kiss, or fun such as a high five, low five, fist pump bursting into a hand explosion. Then leave quickly without stalling or looking back. Avoid making leaving a bigger deal than it what it is.

##### **Reduce the rush**

Is your child a morning star or night owl? Many children are slow starters in the morning, which can mean that they're frequently rushed and arrive at school in highly anxious states. Do all you can to reduce morning stress, which may include earlier bed and waking times; laying out school clothes the previous evening and making minimal demands on their time.

##### **This is the place**

# parenting\*ideas

Location carries memory so choose carefully the place you say goodbye to your child. If a kiss or hug at the school-gate means a happy child, then you've probably found your goodbye place. Experiment with your goodbye location until you find one that works.

## **It's your job**

If goodbyes continue to cause tears, tantrums or clinginess consider, if possible, saying goodbye to your child at home and allowing another adult – your partner or another parent – to take your child to school.

## **If separation anxiety continues**

If your child's separation anxiety interferes with their concentration and learning, prevents them from making friends, is excessive and goes longer than a month, consider getting professional support. Separation anxiety left unchecked can lead to school refusal and other anxiety disorders later on.

For professional support consult with welfare teacher at your child's school, your local general practitioner or local council for suitable health care professionals in the area.



### **Michael Grose**

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

# Protect yourself and your family

## Cover your cough and sneeze



1

**COVER** your mouth and nose with a tissue when you cough or sneeze.

Put your used tissue in the rubbish **BIN**.



2



3

If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, **NOT YOUR HANDS**.

**WASH** your hands with soap and running water. Dry your hands thoroughly with a disposable paper towel or hand dryer.



4

## Stay germ free and healthy

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Health  
and Human  
Services

# Protect yourself and your family

Wash your hands regularly



**1**

Wet your hands.

Put soap on  
your hands.

**2**



**3**

Rub the soap over all  
parts of your hands for  
at least 20 seconds.



Rinse your  
hands under  
running water.

**4**



**5**

Dry your hands thoroughly  
with disposable paper towel  
or hand dryer.



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