

Assistant principal message:

Hello and welcome to our first ‘Partners in Learning’ newsletter for 2016. We hope you and your child/children have settled into the school routines and are enjoying all that our wonderful school has to offer. Our teachers have been working very hard with their classes to ensure that our students are off to a quality start, in their education for the 2016 school year. Below is a brief outline of what our teachers are working on with students.

School Values: Melton West Primary School values are **Communication, Respect, Trust and Teamwork**. Teachers and students discuss what these mean and what it may look like/feel like when these values are enacted.

Learning Ladder: This year we have introduced the Learning Ladder, to be used as a form of consequence for behaviours in every classroom. The Learning Ladder has various levels, with all students beginning, at the Ready to Learn level each morning. The focus of the Learning Ladder is on noticing good/desired behaviours and acknowledging, praising and rewarding students for their efforts through progressing along the Learning Ladder. Please see explanations for the levels of the Learning Ladder, attached to this Newsletter, and have a chat to your child about how it works.

School Wide Positive Behaviours (SWPB) Matrix : The School Wide Positive Behaviours Matrix was developed together with staff in 2014. The matrix identifies the expected behaviours in the following areas within the school – corridor, office area, toilets, canteen, playground equipment, school grounds, during assembly and in classroom/specialist time. Teachers have been stepping students through the expected behaviours in the mentioned areas. The SWPB Matrix has been placed in the areas mentioned above so that the expected behaviours are visible to students and can easily be referred to. This practice is helping all our students understand the expected behaviours and have a more productive and enjoyable time at school.

Class Agreements: Teachers are working with students to form Class Agreements that include an individual class Mission Statement. The class Mission Statement includes the school values and reflects what is important for the students to achieve as a community of learners.

Classroom Environment Expectations: We believe that an orderly classroom environment is a precondition to learning. Our teachers have spent many hours preparing vibrant, welcoming classrooms so that your child/ children feel comfortable and want to spend time learning in their classrooms.

Teacher – Student Relationships: We believe that positive teacher/student relationships are the key to students enjoying a productive time at school and being accepting of rules and routines. Our teachers strive to understand, connect with and build trusting relationships with students.

Parent Communication: Our teachers recognise that parents are their child’s first and most significant teachers. We value our parent community and are committed to building and maintaining trusting relationships. Our teachers welcome parent input and are dedicated to working closely with parents for the benefit of our students. . Please feel free to come and say ‘hello’ and chat with any one of our professional and dedicated staff. If you would like to speak with your child’s teacher please do so before the **8:50am or after the 3:05pm** bell alternatively make an appointment for a suitable time this will ensure we are maximising your child’s learning.

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”. – Maya Angelou

Warmest Regards,

Kathy Cvitkovic – Assistant Principal (3-6 Learning Community)



Message from our School Captains Message from our School Vice Captains

Hello everyone, here are some points that we have noticed at our school:

- Preps are happy to come to school
- All students at school have started the Learning Ladder. The Learning Ladder has Excellence, Role Model, Trying My Best, Ready To Learn, A Reminder, Time To Think, Time Out and Time To Leave. Everyone is trying very hard to climb the Learning Ladder to the top and be in Excellence at the end of every day.
- All students look very happy to come to school and so this is a great start to the school year!

Brooklyn Pritchard / Shehrish Khurshid

Marvellous Maths

Did You Know?

The number 4 is the only number that has the same number of letters in it?

Everyday Mathematics with your child:

We all use mathematics daily in what we do. Involve your child in using numbers to solve problems and make those everyday decisions with you. For example:

- “Do we have enough plates and utensils for all the guests coming for the birthday party?”
- “We are doubling this recipe. How much of all the ingredients will we need?”
- “We are fertilizing the lawn. The fertilizer bag covers three square meters. How many will we need?”
- “This store is selling the game you want for 20% off of \$27.00. That store is selling the same game for \$19.99. Where should we shop?”

When solving mathematical problems remember to talk to your child about their thinking. This helps strengthen his or her mathematical reasoning and understanding. Some ways to keep the talk engaged and focused while you support your child include:

- Revoice - Repeat what you heard your child say, then ask for clarification (e.g., “So you are saying it’s an odd number?”).
- Repeat/Restate – Ask your child to restate your reasoning (e.g., “Can you repeat what I said in your own words?”).
- Adding On – Prompt your child to participate further (e.g., “What more would you add to that?”).
- Think Time – Wait several seconds (try five) to give your child time to think (e.g., “Take some time to think.”). You may be surprised by how hard it is to stay silent in that time!

Adapted from www.edugains.ca

Exciting English

Getting it right in reading!

Welcome back to all of our students and families. As a new teacher to the school this year I am very impressed with the reading programs offered and reading focus throughout the school. It is great to see students showing such a positive attitude towards reading.

This week students have been busy selecting books and preparing their classroom libraries. This is a very important process as students learn which book is ‘just right’ for them. Here is just one way to find a ‘just right’ book for your child to use in your own home.

Fiver Finger Rule

1. Choose a book that you think you will enjoy.
2. Read the second page.
3. Hold up a finger for each word you are not sure of, or don’t know.
4. If there are 5 or more words you did not know then you should choose an easier book. Obviously sometimes children will persist in wanting to read a text that interests them but may have some words they need help with. Instead of telling them the word try these handy phrases:

- Can you sound it out?
- Look for sounds / chunks in the word that you know.
- Do the pictures give you any clues?
- Skip the word, read to the end of the sentences and then try it again.
- What word do you think would fit?
- Does it sound right?

Using these will assist your child in developing the skills and strategies needed to decode texts that they come across. Once they have those skills a love of reading is sure to emerge.

Samantha Bowden
Reading Intervention Co-ordinator

