Principal’s Report

Education Week
Next week is Education Week in all Victorian government schools. Due to our 3/4 children attending camp at Coastal Forest Lodge in Anglesea next week we will hold Education week activities during the week beginning Monday 2nd June. Toula Fenech and Carley Allen are in the process of organising a multi-age workshop for all students. More information will be available in next week’s newsletter.

Communication
Moonee Ponds West, like all schools, is a busy organisation. We utilise a number of communication mechanisms to disseminate information. The most regular is the school’s newsletter. The newsletter is published each week, posted on our school’s website with an email alert going out to those people who have subscribed (by completing a form from the link on the front page of our website). At present we have over 400 subscribers. A copy of all notices sent home are located on our website. As well we have our Class Representatives who communicate with the parents in their classrooms. There other ways which include our Facebook and Twitter accounts, phone calls, meetings, Information Evening, Parent Forums, letters and more. Even so we’re looking for ways to improve. A possibility we’re investigating is a Smart Phone App.

Parking
Last week one of our grandparents was walking her grandchild and toddler (in a pram) to school. A car was parked illegally and reversed into the child. Fortunately the child was not injured but once again this highlights the need for families to be vigilant in following the parking restrictions around MPW. We have contacted the Council and they will be running random checks to see that people using our streets are following the signage.

Feedback
Two recent events have received feedback from families. The first is on our Family Maths Evening. We only had 19 responses, very low in a school of our size. The following is a summary of this feedback:

communication of event

| 1 | 5% |
| 2 | 0% |
| 3 | 16% |
| 4 | 42% |
| 5 | 37% |
Enjoyment of the event

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Suggestion/s for improvement/Comments
Making suggestions for the age level of tasks, adding a finishing time to the publicity, the night went so quickly as everyone was enjoying themselves, the students were very engaged and so were the families, a good chance to share with our community the way we teach maths - cooperative, open-ended, group tasks, real life activities), it could help if there were some sort of take-away for families - what they can do at home to encourage maths; how it links to what is happening in the classroom or other inter-school opportunities.
The second was the WALA Music Incursion.
There were 17 responses

Communication of Event

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Enjoyment of the event

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Suggestion/s for improvement/Comments
Continue to vary the origin of the performances. It opens up the world for students and is very affirming for students of that particular cultural or ethnic background, to have their music/culture etc celebrated. The children loved the performance, but a few (small handful) did not like having to get up and dance either. Thank you for organising and exposing the students to an interesting culture and performance, my kids LOVED it. Great to have diverse music presented. Thank you for the interesting and jolly fun. I had a really fun time it was great. Couldn't improve it.
The feedback has been passed on to each of the coordinators of the events.

Parent Forums
So far in 2014 the Community Partnerships Working Party have facilitated the following Parent Forums:
Grade 6 Transition Meeting, Secondary School Expo and Terri Campbell and the six writing traits.
Our aim is to provide information to our community which is relevant. If you have suggestions of topics you would like to more about please email me at symons.randal.j@edumail.vic.gov.au

Community Partnerships Form
Two members of the Community Partnerships Working Party will be contacting those people who indicated they would be interested in running lunchtime activities, activities after school and during FAT time. These names were provided by parents in the form which was completed online in Term 1. We look forward to new opportunities for our students and thank these parents in advance.

Principal's report continued over page
**Australian Maths Competition**  
*(Grades 3-6)*  
**COMING SOON: THURSDAY 7th AUGUST, 2014**

**Does your child enjoy math's?**

The 7th of August this year will again see students in Grades 3-6 at Moonee Ponds West take part in the Australian Mathematics Competition (A.M.C.). Over the past few years many of our students have taken this opportunity to extend themselves and apply the great maths skills they have developed in the classroom. Over those years, our students have achieved fantastic results and enjoyed the experience.

The A.M.C. is competed in annually by tens of thousands of students from all over Australia and in more than forty countries around the world. As part of the competition, students are presented with a range of mathematical problems to solve, using any materials or equipment that are normally found in a school classroom. The test itself contains multiple choice and questions that require number answers.

As well as providing a fun challenge, the A.M.C. gives students external recognition of their academic achievements, with all participants receiving a certificate showing their level of achievement and a detailed report.

If the AMC sounds like the right thing for your child, registration forms are now available at the office. Registration costs $6.00 per student, payable (with a completed registration form) into the box at the front office by Wednesday the 25th of June, 2014.

More information on the competition is available online ([www.amt.edu.au](http://www.amt.edu.au)) or from Ryan (in Room 17).
It is important to understand that children do not move from one point to the next, and spend different amounts of time in the various developmental stages. Our role is to provide support and guidance to children at their own stage of development.

This week we’ll look at the stage of development known as Transitional Reading. Children can stay in this stage for quite a while, but as with all stages of development, children can show behaviours that places them in more than one phase at the same time.

In this phase readers are beginning to integrate a range of reading strategies to identify unknown words and make meaning. They are becoming more confident in using a variety of strategies to identify and comprehend words and are about to talk about their own reading strategies. They are able to adapt their reading to different types of text. With teacher support, they will comment on and criticise text.

Behaviours you may see include when your child... shows they can make meaning by integrating their knowledge of:

- text structure, e.g. letter, narrative, recount, procedure, information report
- text organisation, e.g. paragraphs, chapters, introduction, contents page, glossary
- language features, e.g. descriptive language
- subject specific language, e.g. the language of a science report and the language of a newspaper report can retell and discuss their own interpretation of texts read or viewed with others.
- recognises that characters can be stereotyped in a text
- chooses appropriate reading material and adjusts their reading strategies for different texts for different purposes, e.g. skimming to search for a specific fact; scanning for a key word
- integrates reading purpose and level of difficulty when selecting texts
- makes comparisons with other texts read
- uses the following strategies to help make meaning:
  - makes predictions and can support them
  - self-corrects when reading
  - re-reads to clarify meaning
  - reads-on when they get to difficult or unfamiliar text
  - slows down when reading difficult text
  - substitutes familiar words
  - uses their knowledge of print conventions, e.g. capitalisation, full stops, commas, exclamation marks, speech marks
  - makes meaningful substitutions
  - is able to talk about some of their reading strategies to make meaning
  - has an increasing bank of sight words, including some difficult and subject-specific words, e.g. experiment
  - is becoming effective in the use of the following word identification strategies to help make meaning:
    - uses knowledge of common letter patterns to decode words, e.g. th, tion
    - uses known parts of words to make sense of the whole word
    - uses blends to decode words, e.g. str-ing
    - uses word segmentation/syllabification to make sense of the whole word

Continued over page
What parents can do at home to support their child:
Continue to have children’s books as a high priority in your home. Ask for books to be given to your child as presents, give them to others as gifts. Have a library membership. Keep promoting the love of reading.

Continue to read to your child, read with your child and listen to reading by your child.
Remember to encourage and allow your child to select the text. Put aside a book if your child has lost interest and choose another.

Ensure your child sees other members of the family reading, and talking about their reading. Read some of the books your child enjoys so that you can share reactions together. Encourage your child to discuss how characters or people are presented in texts, and make comparisons with people in real life.

Encourage your child to express and justify their reactions to texts, and listen to the opinions of others.

If your child makes a mistake when reading aloud, don’t interrupt the reading, allow time for self-correction. If the mistake doesn’t change the meaning, let it go until the end of the sentence/paragraph and say, “You said this word was _____; it made sense but it begins (or ends) with the letter __ so what do you think it could be?”

When your child gets ‘stuck’ on a word, ask your child what word would make sense. Encourage them to have-a-go and read-on to get the overall meaning then go back to the unknown word.

If your child makes a mistake which does not make sense, wait to see if they work it out for themselves and offer praise if they do. If they don’t correct the word themselves ask, “Does that make sense?” Ask a question which will give a clue to what the word is, e.g. “Where will he go to catch the train?”

SCHOOL PHOTOGRAPHY DAY

ARThur REED PHOTOS WILL BE AT SCHOOL ON TUESDAY 27th MAY, 2014.

On Wednesday 14th May the School PhotographeS order form went home via your child/ren for your completion;
This year Arthur Reed have included the option for families to order and pay online with the individual online ordering code which is on your child’s form. If you are choosing this option you are not required to return the form to the school on or before Photo Day.
If you are unable to order online please return the completed form along with payment by credit card, cash or cheque made payable to Arthur Reed on PHOTO DAY—TUESDAY 27 May, 2014

PLEASE ENSURE:
form is completed and
returned on PHOTO DAY if not using the online ordering system

Family photo order forms are available from the office.

AND remember bring those smiles 😊
**Sunshine Online Literacy & Maths**

The school has recently purchased the software license to be used both at school and at home. This interactive program is used in many prep – 4 classrooms. I am pleased to report that after parental requests the school has extended the license to allow your child’s access from home.

Your user name is mpw 3039 and your password is mpw 3039

The website is divided into three Learning Spaces so that your child can work at a space and level that is appropriate for them.

**Learning Space 1: Ages 4-5, Emergent Reader**

The initial part of the program is aimed at preschoolers and the first year of school. Here your child will learn about the alphabet and 48 essential high-frequency words and begin their reading journey with simple, repetitive stories. They will also learn about simple maths language and concepts.

**Learning Space 2: Ages 5-7, Early Reader**

Here the stories become more complex as your child develops reading and writing skills. Your child is also learning about the sounds – letter blends and word families – to help with both reading and spelling. They will also explore more maths stories and maths concepts.

**Learning Space 3: Ages 7-10+, Fluent Reader**

Here your child will be developing greater reading fluency and independence and there is a move from learning to read to reading to learn. The stories at this level are reasonably complex and the activities offer your child many opportunities to demonstrate their comprehension and practice writing and spelling.

Sunshine Online is Fun!

Animated and interactive, Sunshine Online is a fun place to learn! Children can work at their own pace and level and are engaged and motivated. Success builds success and confidence.

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**Parent Helper’s Program**

As part of our commitment to best practice the school will conduct a Parent Helpers Program. This program will be conducted over three sessions and will have focus on how you can best assist the classroom teacher. Michelle Bové, Leading Teacher English will conduct these sessions in the Community room.

An outline of the program involves:

Thursday 5th June 9.00 - 10.30am  
Session 1. Overview of Curriculum & Reading

Thursday 12th June 9.00 - 10.30am  
Session 2. Writing

Thursday 19th June 9.00 - 10.30am  
Session 3. Spelling & Speaking and Listening

To facilitate planning for these sessions, please complete and return the attendance slip below, to the office, by Friday 30 May. Please note places are limited.

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**Classroom Helpers Training Session**  
Please return slip to the office by Friday 30 May, 2014.

Name of adult/s attending ____________________________
Grade that your child/ren is/are in ____________________
Name of child: ____________________________________
Room Number: ____________________________
News from Room 14...

Last week Room 14 focused on the importance of being kind as part of our Circle Time activities. As a class we watched an inspiring video about “Random Acts of Kindness” and discussed how the positive things you do or say to help people will eventually come back to you ‘like a boomerang.’

We researched some random acts of kindness and created a display in our classroom to promote the boomerang effect within our room and the school community.

Throughout the week students also completed a Random Acts of Kindness Mission. Check out our display and work below.

Gigi: On Thursday night I baked a cake to bring in for the class to share on Friday afternoon.

Ned: On Wednesday I helped my sister Zoe when she was feeling worried.

Cleis: On Tuesday I helped a grade 1 student when she was feeling sick during playtime.

Remy: On Tuesday I helped someone solve a maths problem.

Lucy: On Monday I helped my buddy find her friends.

Max: On Monday I taught my brother some maths and helped him out.

Emma: On Monday I made my mum and dad some dessert after dinner.

Courtney Hodgson
5/6E, Room 14
SATURDAY 21st JUNE 7PM
TICKETS ARE AVAILABLE AT THE SCHOOL OFFICE
$25 PP – ARRANGE A TABLE OF 10
GREAT PRIZES - ENTERTAINMENT - FOOD PROVIDED - AUCTION & MORE!

Please note hamper baskets have been put in each room. These contain a theme that we would like to collect donations for trivia night. If you are unable to donate in your child’s room perhaps you can donate in another room. The list is as follows;

- Room 1 - Health, wellbeing, fitness
- Room 2 - Gardening
- Room 3 - Pets
- Room 4 - Car Care
- Room 5 - Stationary, art and craft
- Room 6 - Wine
- Room 7 - Gourmet food
- Room 8 - Sport
- Room 9 - Sport
- Room 10 - Toys
- Room 11 & 12 - Beauty & Books (Adults)
- Room 13 - Books (Kids)
- Room 14 - Homewares
- Room 15 - Jewellery
- Room 16 - Chocolates
- Room 17 - Cooking
- Room 18 - Coffee
- Room 19 - Loom Bands
- Room 20 - AFL
- Room 21 - Wine
- Room 22 - Gourmet Food
- Room 23 - Beveridge's (Adults)

We are looking for quality products that will assist in fundraising for the school. Please don’t donate second hand goods or poor quality goods as these will not be used on the night.

You assistance and support is appreciated. Please contact Elisa McDonald on mobile 0413 001 584 if you have any queries regarding the hampers.

The hampers will be collected from the classrooms within 3 weeks, so please don’t hesitate to donate!
COMMUNITY NEWS

30th June - 4th July & 7th - 11th July, 2014

VICTORIA UNIVERSITY
FITNESS AND AQUATIC CENTRE FOOTSCRAY

PROGRAMS INCLUDE:
- Multi-Sport Junior, Multi-Sport Intermediate & Multi-Sport Senior

Ages 6-15 welcome

www.staff.vu.edu.au/sports camps

COMMUNITY NEWS

MOUNT ALEXANDER COLLEGE

Last days

SEAL (Select Entry Accelerated Learning)
Program Test entries next registration close 7 May.
Late applications (with a fee) are accepted until 12 May.
Register through the Mount Alexander College website.

Girl Leadership Program Scholarships close 31 May.
Application forms on the website or at the college.

Tours of the school are every Wednesday 9am.

Mount Alexander College
161-175 Mount Alexander Road, Flemington VIC 3011
T 93197662 F 931976532
mountalexander@flemington.vic.gov.au
www.mountainalexandercollege.vic.edu.au

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AUSTRALIAN SPORTS CAMPS
WINTER PROGRAMS 2014

VICTORIAN SPORTS CAMPS
all football, basketball, rugby union, hockey, soccer, netball

1300 314 989
australsports camps.com.au

essendon theatre company
will be conducting
Junior Theatre Workshops
For ages 5-16 years
Saturdays: 24th & 31st May, 7th, 14th & 21st June
From 2-4pm
Cost: $15 membership
Run by qualified teacher and trained actor

OUTLINE:
Session 1: Introductions, ground rules and set up for the next sessions.
Session 2: Using your voice.
Session 3: Using your body - mime/comedy.
Session 4: Focus: developing a performance.
Session 5: Performance.
At the end of the sessions participants will be able to:
- Participate in the ETC Pantomime if they want to.
- Use their voices to heartrainess from the stage without damaging their voice.
- Use their voices to create different characters.
- Use their body to create different characters.
- Concentrate within the group.
- Learn some lines.
- Put on a small production for their parents.

Workshops will lead up to the auditions for the pantomime.

We will require parents/carers to stay for the workshops with their children.
Unattended children will not be permitted to participate.

FOR MORE INFORMATION CONTACT:
Michelle Haywood on 0403 333 677 or Trudy Hando on 0424 494 829

1300 914 368
asc@australsports camps.com.au
Visit our website at www.australsports camps.com.au