**Newsletter**

**Drouin West Primary School**

‘Nurture, Enrich, Inspire, Achieve’

**Issue 33/15**

**Hours of supervision: 8.45am—3:45pm**

**28th October**

**IMPORTANT DATES AND EVENTS TO REMEMBER:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Event</th>
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<tbody>
<tr>
<td>Lunch orders</td>
<td>Lunch orders and Student Banking</td>
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<tr>
<td>Dinner orders</td>
<td><strong>Fridays</strong> Parents are very welcome to come along to school assemblies. These are held each Friday afternoon in the Multi Purpose Room from around 3pm depending on how many items and announcements we have on a particular week. This Friday 30th October the Choir will be doing a special performance. Please come along and enjoy their wonderful singing.**</td>
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<tr>
<td>Monday</td>
<td><strong>November 2nd Monday</strong> Curriculum Day. Staff will be undertaking professional development on this day. This is a student free day.**</td>
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<td>Tuesday</td>
<td><strong>November 3rd Tuesday</strong> Melbourne Cup public holiday</td>
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<td>Wednesday</td>
<td><strong>November 4th Wednesday</strong> Foundation, year 1 &amp; year 2 Athletics Day. Parent helpers required. Please complete the form on the back page of this newsletter if you are able to assist.**</td>
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<tr>
<td>Thursday</td>
<td><strong>November 5th Thursday</strong> Finance Committee meeting 4pm</td>
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<tr>
<td>Tuesday</td>
<td><strong>November 10th Tuesday</strong> Foundation Friendship Playgroup at 2pm for 2016 Foundation year students</td>
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<tr>
<td>Wednesday</td>
<td><strong>November 11th Wednesday</strong> Special Morning Tea --- Orders close Friday 6th November</td>
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<tr>
<td>Tuesday</td>
<td><strong>November 17th Tuesday</strong> Foundation Friendship Playgroup at 2pm for 2016 Foundation year students School Council meeting 7:30pm in the staffroom.</td>
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<td>Tuesday</td>
<td><strong>November 24th Tuesday</strong> Foundation Friendship Playgroup at 2pm for 2016 Foundation year students</td>
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**Christmas Child Shoe Boxes**

PLEASE RETURN YOUR BOXES TO SCHOOL BY THURSDAY 29TH OCTOBER TO ALLOW US TO SEND THEM TO MELBOURNE FOR DISPATCHING.

**CONGRATULATIONS!!!!!!!**

Congratulations to all the students who consistently arrive at school on time and ready to start their work.

How can we support and encourage the small percentage of students who are always late?

If you have a great encouraging idea that would decrease the number of students who are arriving after 9am we would love to hear it.

Being late even by just a few minutes is disruptive and distracting to your whole class. Every minute of learning lost is a minute you can never get back.

* ‘Be a Learner’ - make the most of your class time.
* ‘Be Safe’ - being on time to start school means you are not rushing so will be able to stay calm.
* ‘Be Respectful’ - when you arrive at school on time it shows that you care about your class mates and teacher.
* ‘Being Kind’ - being on time shows your kindness to the rest of the class by not disrupting them when you come into class late.

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From The Principal’s Office

Count Us In – Special Event
Our school choir has been working with Mrs Brown to prepare for the “Count us In” event. This event brings together over 500,000 students across Australia to sing the same song at the same time. The Drouin West School Choir is registered to be part of this event and will also be performing this song for the school community at assembly this week.

Planning for 2016
We are starting to plan ahead for 2016. To ensure we make informed decisions about our class structures, it is helpful to know if new families will be coming along. If you are aware of families intending to come to Drouin West it is important to let us know. We have had numerous families coming along to the school this term for a tour so expect our enrolments to continue to increase. With our commitment to have small class sizes when possible, it is critical to have an accurate indication of student numbers.

On the other hand, if you are intending to leave Drouin West please also let us know.

Foundation Friendship Playgroup 2015
Our second session of “Step into Prep Playgroup” was a great success thanks to the preparation and planning by Wendy Ronalds. Thanks to William, Declan, Riley, Jasmine, Grace, Hayley, Alex and Jamie who assisted with welcoming new families and showing them where they needed to go again yesterday. Please be aware that some new families will not be familiar with our car parking arrangements at the front of the school.

World Teacher's Day
World Teachers’ Day will be celebrated at Drouin West on Friday, 30th October. I encourage all parents to help us acknowledge how much we value and appreciate our teachers at Drouin West.

Absence Notes Challenge
Well done to all the students who have returned their absence notes. There are only a few in each class that still need to return them. Remember that the first class to return all their letters will win a special prize.

Phone Cradle
A phone cord/cradle was found in the car park. If you are missing the cord please come to the office to collect it.

Happy Birthday !!!!!!!
Happy birthday to the following students and staff who are celebrating their special day during the weeks of Monday, 26th October to Sunday, 1st November.
Violet F/1A, Toby 1/2A, Jamie 5/6A, Chayce 1/2A, Jack 3/4A, Grace F/1B, Seth R 2/3A and Ms Rendall
Don’t forget to come to the office and collect a birthday sticker.
This week I read this article published online in a journal called “The Conversation”. It is written by Serje Robidoux who is an independent academic funded by the Australian Research Council.

It may interest some parents

7 Myths about Dyslexia put to rest

As researchers who study dyslexia, we often read articles or overhear conversations that completely misunderstand what dyslexia is – or how it can be treated.

Dyslexia is the term used to describe someone with reading difficulties – and it affects up to 10% of Australians.

A reader with dyslexia may have difficulty in reading unusual words like yacht; have difficulty with nonsense words like frop; misread slime as smile; struggle to understand passages; or struggle in a number of other ways when reading.

To coincide with Dyslexia Empowerment Week – aimed at raising awareness and understanding of the disorder – we highlight the seven most common misconceptions about dyslexia.

Myth 1: I’m a bad speller because I’m dyslexic

Some researchers and organisations include spelling problems in their definition of dyslexia. This can be a problem because spelling and reading are different skills even if they are both based on written language.

There are some processes involved in both spelling and reading, so some people will have problems with both skills. But research has clearly shown that many people are good readers, but poor spellers; or good spellers, yet poor readers.

To avoid grouping different kinds of problems together, it is less confusing to use the distinct terms dysgraphia (or spelling impairment) for problems in spelling, and dyslexia (or reading impairment) for reading problems.

Myth 2: I have trouble with (insert problem here), because I’m dyslexic

Reading problems are about problems with reading. That may seem obvious, but sometimes problems in other areas become so strongly associated with reading difficulties that they start to be talked about as if they were the same as having a reading difficulty.

For example, some people with reading problems also have problems with some aspects of memory. This can lead people to say things like, “David forgets his lunch box a lot because he’s dyslexic”, but this assumes a connection between the two problems. If dyslexia leads to poor memory, then everyone who has a reading problem should also have memory problems, but this is not at all the case.

In the extreme, one website claims that Leonardo da Vinci had dyslexia not because of any evidence that he had trouble reading, but because he could write backwards and reversed (as in a mirror image). This is clearly using the term far too broadly.

Myth 3: Dyslexia is the same for everyone

Though it may not feel like it to many of us, reading is a very complex task which involves many sub-skills and processes. It requires identifying and ordering letters, mapping letter patterns to sounds, and accessing knowledge stored in memory (among other things).

This means that the process can fail in a variety of ways, so as researchers we will almost never say “dyslexia” or “reading impairment” without first discussing what kind of problem we mean.

Does the reader have trouble with new words they have never seen before? Do they mistake broad for board more often than others their age? Do they read have as though it rhymes with save? Do they have trouble understanding what they have read? These are different problems, which don’t necessarily go together.

Myth 4: There is one way to treat dyslexia

Since dyslexia is not one problem, there also isn’t a single solution. The particular nature of the reading problem a person has determines the treatment they need.

Based on current evidence, effective treatment of a struggling reader requires first identifying the specific reading problems the reader has, then designing a reading-based program to develop the skills that have fallen behind.

Myth 5: Gymnastics can cure dyslexia

Treatments like physical exercise, coloured lenses or coloured paper are not helpful for two reasons. First, they assume that all dyslexias are the same. Second, they have nothing to do with reading.

There are many more “snake oil” treatments out there, and many of them have been adopted by school boards and education administrators with no reliable evidence to support them.

Currently, the evidence favours treatments that are based on developing reading skills that target the specific reading problem.

Myth 6: Phonics is a waste of time

This one is a particular challenge in Australia, where many teaching programs do not emphasise phonics in early reading education. As a result, some children who appear to have a form of dyslexia are struggling because of classroom teaching methods.

Phonics helps children learn to read by teaching them how to convert letters into sounds and then blend those sounds into words. Effective teaching methods for reading should always include systematic teaching of phonics, particularly in the early years.

Myth 7: Dyslexia runs in my family, so I just have to live with it

Research has found that genetics can play a role in reading difficulties. Sometimes the phrase “genetic cause” is mistaken for “there’s nothing anyone can do”. This isn’t true for reading difficulties.

No matter the source of the dyslexia, there are treatments that can help - provided the problems are clearly identified, and the treatment is targeted.

At Drouin West we continue to invest time and resources in the programs that are proven by research to improve children’s literacy skills. Some of these include VCOP, Big Write, Literacy Pro, levelled texts, THRASS, MiniLit, daily reading at school and Reading Recovery.

At home families can foster a love of reading and books by reading to children, going to the library, encouraging siblings to read to each other, using audio books or ebooks and having children see you reading for fun.
Super ‘B’ Award Winners
Super ‘B’ award winners for week 3, term 4:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name</th>
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<tbody>
<tr>
<td>F/1A</td>
<td>Joab</td>
</tr>
<tr>
<td>F/1B</td>
<td>Jesse</td>
</tr>
<tr>
<td>1/2A</td>
<td>Ruby</td>
</tr>
<tr>
<td>2/3A</td>
<td>Lexie</td>
</tr>
<tr>
<td>3/4A</td>
<td>Brock</td>
</tr>
<tr>
<td>3/4B</td>
<td>Emma</td>
</tr>
<tr>
<td>5/6A</td>
<td>Grace</td>
</tr>
<tr>
<td>5/6B</td>
<td>William</td>
</tr>
</tbody>
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Vocabulary Connectors Openers Punctuation

PENNY PUNCTUATION

If you throw stones, sticks, sand, dirt and grass you could hurt them as well as their feelings.

By Max 1/2A

CONNIE CONNECTIVE

A bad thing about zoos is that animals need to be in their habitat in the wild because they need the freedom to run around and hunt for themselves.

By Brock 3/4B

VINNIE VOCAB

I am positive that you ought to know that zoos are committed to fighting extinction!!!

By Alex 3/4B

OLLIE OPENER

It’s absolutely crazy that Friday’s AFL Grand Final parade should be a day off.

By Jamie 5/6A
Hello everyone!

I read this great article last week by Michael Grose. Check out [www.parentingideas.com.au](http://www.parentingideas.com.au). Michael is a parenting expert and has many terrific articles, books and courses to support parents in their role.

"So much parent energy and time is spent helping our kids be successful that we forget to encourage our kids to fail. It’s counter-intuitive! But failing is part of the learning process. Just watch an infant learning to walk and you’ll see that for every step forward there are countless stumbles. He fails more than he succeeds. Anything worthwhile learning usually involves many failed attempts to get it right.

**There’s a low tolerance for mistakes**

Kids learn many things through trial and error including how to walk, how to feed, and how to dress themselves. Then when they’re older children learn how to form friendships, how to read and how to master many skills through trial and error.

The difference is that adults tend to be less tolerant of mistakes as children get older. Parents become impatient. Schools assess performance. Kids compare themselves against the progress of their peers.

**Develop a positive approach toward failure**

Kids take their initial cues from their parents about how they should interact in the world so your attitude to mistakes, both big and small, will have a huge impact on their attitude to failure.

How would you feel if your young child sets the table with knives and forks upside down? Would you correct them straight away or would you acknowledge their best effort and next time you remind them how to do it properly?

If you want your child to take learning risks then I suggest you take the latter approach. He most likely got it wrong due to lack of skill. He’ll only get the skill he needs if he has confidence to learn. Keep his confidence up by thanking him for his contribution to the family. Patience, like faith, is a virtue if you want your child to learn.

Teaching kids to fail is counter-intuitive but it’s important if you want to them to embrace all the wonderful opportunities that the world offers, rather than restrict themselves to safe options where success is assured.”

How about your family? Do you have times when it’s okay to fail? I think of times in my life where I have really tried to learn a new skill. Often it takes numerous attempts, lots of support and encouragement, a few tears along the way, lots and lots of hard work and many failures before I got it! It’s good to be reminded that the failure is an important part of the learning process.

Take care! Wendy Ronalds

Tuesdays and Wednesdays (School Chaplain)

Acknowledgement: National School Chaplaincy and Student Welfare Program have been funded by the Australian Government Department of Education, Employment and Workplace Relations. The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.
Junior School Athletics Sports Day
Wednesday 4th November
9am to 12:30pm

Yes I am available to come and help at the Junior school athletics sports day on Wednesday 4th November.
I can help: (please tick the time / times that best suit your availability)

- All morning
- 9am to 10am
- 10am to 11am
- 11:30am to 12:30pm

Name: ____________________________________ best contact number: ________________________