



WEST LEEDERVILLE  
PRIMARY

## Pre-primary NAIDOC Celebrations



To celebrate NAIDOC week the students in all of Pre-primary were involved in making and tasting "hot johnnies". Sandra, Jon's Nan, came to the classes and shared her knowledge of the Noongar culture and showed the students how to make a "hot johnnie". It is shallow fried in the frypan and if cooked in the oven would be called damper. Many thanks to Sandra and Nantilda who assisted in this very interesting and worthwhile activity.

The theme of NAIDOC 2018, Because of Her, We Can!, celebrates the significant roles in the community, local, state and national levels of Aboriginal and Torres Strait Islander women who fought, and continue to fight, for justice, equal rights, rights to country, access to education, employment and to maintain and celebrate culture, language, music and art.



Jett (left) and Jialu (right) enjoy the hot johnnies.  
Pictured above: Sandra, Snehel and parent helpers



# From the Principal

Dear WLPS Community



Welcome to Term 3. I hope all families had an enjoyable school break and are refreshed and ready for a busy term. We have a number of new students starting at West Leederville Primary School. We warmly welcome our new students and families as they start a new chapter in their educational journey.

Earlier this week Ms Fiona Kelly emailed a letter to our community outlining the staff changes for this semester. I congratulate Ms Kelly on her appointment as Director, Public School Accountability.

## **Special events**

This term we have a few special events planned. Coming in Week 6, during Children's Book Week, we are holding our annual Open Night and celebrating 120 years! Make sure you diarise Wednesday 22nd August, it is going to be a wonderful event. Classrooms will open at 5pm.

Our annual faction athletics carnival is looming and preparations are underway. Please look out for the various notes that are coming out including morning running training with Mrs Chadwick and Mrs Downing, athletics trials for Years 3-6 at Perth Mod and the PP-6 permission forms for carnival day. The P&C are planning a sausage sizzle for lunch.

## **Triple P**

The Positive Parenting Program seminar is coming to town! Professor Matt Sanders is facilitating a seminar on Tuesday 31st July. This is a really exciting opportunity for parents, teachers and other professionals to listen and learn what Triple P has to offer. It is about raising confident children, managing behaviour, increasing resilience and balancing work and family life with less stress. Parents who are interested can book in via the following link: <https://www.trybooking.com/WSFZ>. Lauren Gabelich, School Psychologist and myself have already booked our places.

## **T4W**

As has already been mentioned, the Talk 4 Write process is being implemented in many classes, particularly in the early years. Yesterday teachers engaged in another 2 hours of professional learning after school. Students in Year 1 have been coming to see me regularly with their amazing pieces of writing (I'm getting low on stickers!) and today Mr McInerheney and I were the audience to a brilliant oral language retell of the Gruffalo in Pre-primary. Have a read of the fabulous Pre-primary writing further in this newsletter, it is quite astonishing what little people are capable of!



## **National Collection of Data on School Students with Disability (NCCD) August 3rd 2018**

It is mandated that all schools in Australia, including Independent and Catholic schools, will participate in the Nationally Consistent Collection of Data on School Students with Disability every year. All education agencies are now required under the Australian Education Regulation 2013, to provide information on a students' level of education, disability and level of adjustment to the Australian Government Department of Education. We have been asked to provide data about the number and learning needs of children at our school. The name of the school and the name of the students will not be reported. Information about the different types of needs and the programs and resources the school uses to overcome barriers and support children with special educational needs will be collected. If you would like to learn more about the NCCD you can visit this website:

<https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>

Have a wonderful term.

Lisa Wade

# Question and Answer

## Where in the Department is Fiona going?

It is with mixed emotions that I inform you I have been approached to fulfil another role within the Department of Education for the next six months. It is a fabulous opportunity for me personally, and an exciting new role that I have been offered; however, I find my role as Principal of this fabulous school so fulfilling, I struggled significantly to accept the offered position.

During my secondment to the position of Director, Public School Accountability, I have asked Lisa Wade to step into the role of Principal here at West Leederville Primary School. Lisa will increase her work load from four days to five. Shelley Thompson will increase her time as Associate Principal (previously part-time administrator/ part-time support teacher) to full time, taking on the learning support portfolio. Michael McInerheney will continue as full time Associate Principal, leading our state wide role as a teacher development school, and providing significant support to Lisa. The leadership team at WLPS is a highly competent, close knit team and I am completely confident that this change in structure will be seamless.

Other exciting leadership opportunities, as a result of this restructure, will be afforded to two of our leadership aspirants, Rochelle Reeves and Nicholas Savatovic. Rochelle and Nic have both participated in a network leadership program this year and will be given opportunity to apply their skills in this semester. Each Monday, Rochelle will be part of Learning Support team, participating in case-conferences, liaising with our student services team and assisting teachers to develop individual education plans. Amy Grosso will take on her classroom teaching role during this time. Nicholas will be replaced each Friday in class by Katie Samsa, providing him with the opportunity to take on a greater role as a lead teacher in Digital Technologies and Design and Technologies. In this role he will work collaboratively with our teachers to expand their skills in these curriculum areas and within our network of schools. This new structure will commence Monday, week two.

I will continue to be available to provide as much support as is required from my new position. I look forward to still being a part of the many significant events we have on the school calendar in coming months, such as the Open night/120th celebration, Colour Carnival (fete) and Cultural Showcase, to name just a few.

Kind regards,

Fiona Kelly



## Dates for your Diary

### 19 July

Incursion - West Oz Wildlife, Kindergarten

### 26 July

Assembly - Year 3/4, Undercover area, 2.15pm

### 31 July

Excursion - Musical Performance at MLC, Years 5 and 6

### 9 August

Assembly - Year 1 White and Black, Undercover area, 2.15pm

### 16 August

Science Day at WLPS  
Incursion - First Aid, Years 5 and 6

### 20 to 24 August

Book Week

### 21 August

Incursion - Perform Educational Musical Performance, all Year levels

### 20 August

Book Week dress up day

### 22 August

120th Anniversary Celebration  
Open Night, 4.30 to 7pm  
Book fair in Hall

### 23 August

Assembly - PP Red, Undercover area, 2.15pm

### 27 August

Faction jumps and throws competition, TBC

### 29 August

Faction Athletics carnival, City Beach PS, TBC

### 30 August

Excursion - Duyfken, Year 3 White and 3 Blue

### 6 September

Assembly - PP White, Undercover area, 2.15pm

### 12 September

Interschool Faction Athletics carnival, TBC

### 20 September

Assembly - 3 Blue, Undercover area, 2.15pm

## Digital Consent Trial

We will be trialling digital consent through the Skoolbag app for the upcoming Jumps and Running trials for the Faction carnival for Years 3 to 6.

Going forward, this will be a more efficient way to handle all consents for our incursions and excursions and we look forward to making it successful.

Register at [www.skoolbag.com.au](http://www.skoolbag.com.au). Once registered, go to the "eform" tab on the app and select the appropriate excursion.

For those without Skoolbag app, there will be hard copies available at the office or from download via the website.



## Lost Property News

Lost property is an ongoing problem in our school. In an effort to reduce the amount of school jackets landing in lost property, becoming lost or being discarded WLPS and the P & C decided to participate in a Smart Tag trial with Ragtagd. The Smart Tag system is a very simple but effective way of notifying parents that their child's jacket has made its way to lost property and is waiting to be collected. Saving families from spending money on replacement jackets!

As a result of this successful trial Smart Tags will now be sewn into all school jackets by our uniform supplier. This means all school jackets will be sold with Smart Tags in them. All parents have to do is activate the tags!

### How it works

- 1) Parents activate the Smart Tag by sending an SMS to the mobile number on the tag.
- 2) Whenever your Smart Tagged jacket reaches lost property, a sensor will detect the Smart Tag and parents will receive an automated SMS (text message) within 24hrs notifying them that it's there, making retrieval quick and easy.

**You must remember to activate your Smart Tag. This way you will receive notification when your child's jumper reaches lost property. You won't receive notifications if you don't activate the tag.**

- 3) Want to donate a jacket to secondhand uniforms or give it to another family? No problem. SMS "unpair" to the mobile number on the tag to deactivate it. You'll stop receiving messages relating to that tag and the new owner can pair the tag to their mobile.



# Year 6 Camp - Our Memories

## The Panic Pole

A few moments pass as I stand there with the rain spitting water in my face and the wind wobbling the tiny platform. I dare not look down, but there is nothing in front of me to focus on except for the water that is endlessly falling; falling down. There is no view that the others in my group have bragged about. No waterfall in sight, no elegant green trees to greet me. And there is definitely no sun to give me warmth in these terrifying seconds as I stand waiting for the time that I will have to jump. Jaz, the instructor shouts out something that I can't quite hear and then the countdown begins. "THREE, TWO, ONE!" my friends shout while trying to focus on my small trembling form towering above them. The rain keeps pouring but time seems to stop as I pause for a second then feel my knees bend and my feet leave the platform. My hand raises without my command and cuts through the wind. I feel like Superman. Suddenly SMACK! My hand hits the small yellow buoy and I smile broadly. I have done it; I have overcome the Pamper Pole. My excitement is cut short by the wedgie that begins my descent. I now know what it means when they say 'Forest Wedge'. My feet arrive on the floor and I breathe in shakily, looking around me at my smiling friends. Was it a dream? Did I really do it? I think about how much fun it was to hit that yellow sphere and although the whole thing was the scariest few minutes of my life, I actually want to do it again.

By Jess McDonald



## The Paralysing Pamper Pole

The cheering began as I stepped up to the 9-metre pole that towered above me. I attempted to hide my shaking hands by clenching my fists. Reluctantly, I opened them as I began the climb. The metal poles jabbing out of the pamper pole were like black ice; slippery, deadly cold and hidden in the rusted metal. After a long, finger-numbing climb, I finally reached the top. A sudden flow of eagerness and determination flew through me. I felt that it was now my mission to hit the buoy dangling just out of my grasp.

As I glanced down cautiously and saw how high I really was; then discovered the beauty that covered the Forrest edge landscape. The majestic water fall that flowed gracefully down the mountain. The reflection of the wet bark from the gum trees was absolutely stunning. I was faced with the current problem of reaching the tiny platform that looked no bigger than an A4 piece of paper. I scabbled using every muscle I could muster to haul myself up to the tiny padded platform. My knees wobbled as I slowly began to rise.

By Sean Flynn

# Year 6 Camp - Our Memories



## The Abseiling Tower

As my friends hoist me up, I can't help but feel scared. There's about five more metres to go and I know there is no going back. I begin to wonder whether this was a good idea. I can hear my friends shouting. I can't tell whether they are shouting at each other, encouraging me or complaining about my weight (am I really that heavy?). One metre left; I am really scared right now. Finally, I reach the platform. Emily grabs me and my friends shout, "One, two, three!"

As soon as my feet touch the platform, Emily clips me in. Holy, this is high. Despite my fear, I



can't help but appreciate the view. Green trees spread across the undulating hills of Forest Edge. A small waterfall rushes through the trees. In the sky, grey clouds are heading east revealing the setting sun. The sun's rays spread across the trees. No one would have thought that it had been a grey and gloomy day. Emily's voice brings me back to reality. "Can you step up to the edge?"

As I stepped up to the edge a fresh wave of fear rolled over me. Well this is it, I am going to jump off a 22-meter abseiling tower.

"Okay, just lean back slowly and I'll tell you when to go," said Emily in soothing tones. Slowly I lean back. One mistake and it's goodbye Emilie. "Okay, stop."

I let out a sigh. Those two words would have been enough to make me jump up and down if I hadn't been hanging 22-metres in the air.

"When you're ready," said Emily. And I was off.

By Emilie Stevens



## From Grass to Glass



Last term, as part of design technologies, Year 3 Blue and Year 3 Red participated in a unit of work from the substrand food and fibre production. Students researched: where, in Australia, dairy cows are farmed, the digestive system of a dairy cow and how milk is produced and processed. Subsequently, students created dairy based recipes in the form of milk drinks.

This unit of work culminated in the making and sampling of delicious drinks. Mrs Shelley Thompson, Ms Lisa Wade and Mr Michael McInerheney were our guest WLPs Masterchef judges.

It was a great finale to our engaging learning journey in the process 'From Grass to Glass'.

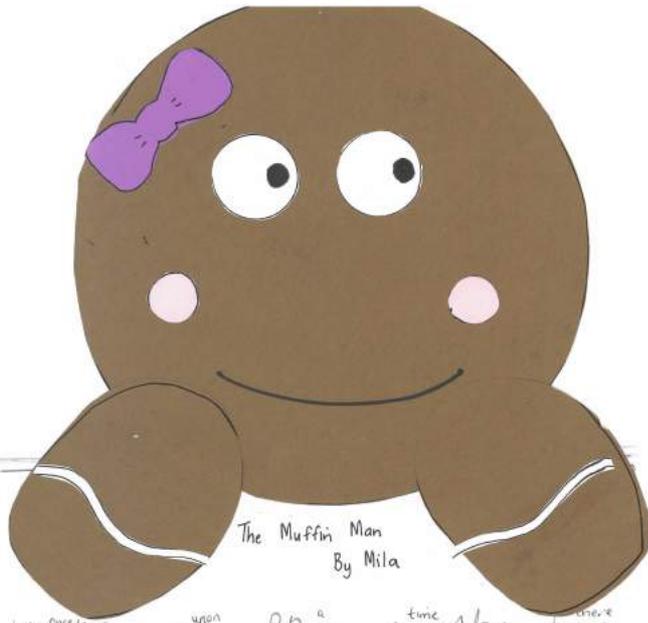
*Yvonne Greenway and Rachael Smith, Year 3 Blue and 3 Red class teachers*

*Pictured above: Leilani, Isabel, Ms Davies, Molly, Sophia, Isabelle, Ms Kelly  
Pictured left: William*



*Pictured above: WLPs Masterchef winning team with Judges Mr McInerheney, Mrs Wade and Mrs Thompson.*

# Pre-primary Talk 4 Write



Once upon a time there lived an old lady and the old man who baked a muffin man. Suddenly the

## The Muffin Man by Mila

Once upon a time there lived an old lady and an old man who baked a muffin man. Suddenly the muffin man jumped out of their oven and ran away. "Run, run as fast as you can, you can't catch me I am a muffin man," he shouted. So the old lady and the old man ran after him as fast as their legs could carry them.

Then the muffin man saw a cat and a dog. "Run, run as fast as you can, you can't catch me I am a muffin man," he shouted. So the old lady and the old man and the cat and the dog ran after him as fast as their legs could carry them.

Then the muffin man saw a boy. "Run, run as fast as you can, you can't catch me I am a muffin man," he shouted. So the old lady and the old man and the cat and the dog and the boy ran after him as fast as their legs could carry them.

Next the muffin man saw a river and he saw a fox. He didn't know how to cross the river. "Jump on my back," purred the fox, "I will take you across." So the muffin man jumped on his back and the fox started to swim. "Jump on my head," purred the fox, "you'll be nice and dry." So the muffin man jumped on his head. The fox kept swimming. "Jump on my nose." purred the fox, "you'll be nice and dry." So the muffin man jumped on his nose and SNAP! the fox gobbled him up.



Once upon a time there lived an old lady and an old man who baked a honey man. Suddenly he jumped out of the oven and ran away. "Run, run as fast as you can, you can't catch me I'm the honey man," he shouted.

## The Honey Man by Henry

Once upon a time there lived an old lady and an old man who baked a honey man. Suddenly he jumped out of the oven and ran away. "Run, run as fast as you can, you can't catch me I'm the honey man," he shouted.

Then he saw a cat and a dog. "Run, run as fast as you can, you can't catch me I'm the honey man," he shouted.

Then he saw a boy and a girl. "Run, run as fast as you can, you can't catch me I'm the honey man," he shouted.

So the cat and the dog and the old man and lady and the boy and the girl ran after him.

Suddenly he came to a river where he saw a crocodile. "Jump on my back," said the crocodile. "Jump on my head," said the crocodile. "Jump on my nose," said the crocodile.

So the honey man jumped on his nose and SNAP! the crocodile gobbled him up.

# Enrolments for 2019

# Triple P

**Friday 20 July is an important date in your child's education.**

You need to apply to enrol your children in a public school for 2019 if they are:

- starting Kindergarten – 4 years old by 30 June 2019
- starting Pre-primary (first year of compulsory school) – 5 years old by 30 June 2019
- starting Year 7 (first year of secondary school)
- changing schools.

All children from Pre-primary to Year 12 are guaranteed a place at their [local public school](#).

Come and see us to enrol your children today. Apply by Friday 20 July 2018.

<http://wlps.wa.edu.au/pages/about/kindy-enrolment-form/>



## FREE PARENTING SEMINAR



### Take the guesswork out of parenting!

Want to make family life easier – and happier? Triple P's Power of Positive Parenting seminar can help you understand why kids act the way they do, and how your reactions and words can make a big difference. This 90-minute seminar is free for all WA parents and carers, and is packed with ideas to help you give your kids the best start in life, and get more enjoyment out of being a parent.

#### Triple P's Power of Positive Parenting seminar can help you:

- raise happy, confident kids
- encourage positive behaviour
- set rules and routines that everyone follows
- get on well with your kids and argue less
- balance work and family with less stress

#### Register for your FREE parenting seminar:

The Power of Positive Parenting

Book your free place now:

[www.triplep-parenting.net.au/wa](http://www.triplep-parenting.net.au/wa)



# Churchlands SHS Academic Extension Program



## CHURCHLANDS SENIOR HIGH SCHOOL

If your child is going into Year 7 in 2019 you can apply for selection into our school based Academic Extension Program.

Testing will take place at Churchlands Senior High School, 20 Lucca Street, [Churchlands](#) on Saturday 1 September 2018.

Application forms are available at our front office or [www.churchlands.wa.edu.au](http://www.churchlands.wa.edu.au)

Applications close: **Thursday 9 August 2018.**

**This opportunity is only available to children living in our local intake area or accepted into our Gifted and Talented Secondary Selective Music Program.**

**Students are only able to sit the testing once in Year 6 only.**

# insights



## How to get kids off to school on time without yelling, whining or constantly reminding!

by Michael Grose

Getting kids to school on time can be infuriating and anxiety-inducing for parents, especially if you work! The clock just keeps ticking and doesn't make allowances for morning meanderers. It's easy if your child is the bright-eyed, bushy-tailed type who wakes up ready and focused for school. But what if you have a child who needs time to wake up, and is easily distracted by the television, a pesky sibling or even the family pooch that wants to be patted? What if you have a child who drags the chain and wouldn't get to school without at least five parental reminders to hurry up? In these cases mornings can be chaotic and very stressful.

**If you struggle with peace, harmony and getting kids focused on school these suggestions will help you make mornings run a littler smoother.**

### 1. Prepare as much as you can the night before

It may be stating the obvious but the less that children have to do in the morning the better. So putting clothes out, preparing lunches and snacks and having school bags packed and ready the night before will mean there is less decision-making and less for everyone to worry about in the morning.

### 2. Identify and overcome distractions

As mentioned above, children can easily be distracted before school. If possible remove distractors such as televisions and digital devices. Allow them when everyone is ready for school. Minimise the impact of other distractions such as managing argumentative siblings. Stay out of these arguments as your attention usually just inflames sibling disputes. Be liberal with encouragement, affection and once-only reminders in the morning and minimise conflict resolution, arguments and angry words.

### 3. Make your morning routine visual

If, for whatever reason, your child randomly and dreamily wanders from one activity to another then consider placing a sequenced photo chart of 4 or 5 main activities (e.g. wake up, breakfast, get dressed, chores, pack bags) in a prominent place that he or she can refer to each morning. This visual prompt will help put some routine into your child's morning, as well as reduce their dependence on you.



## 4. Delegate some responsibility

Consider delegating the job of keeping a wayward child on track to a capable, bright-eyed, bushy-tailed sibling. Let me explain. If you come from a family of four or more children then there is a reasonable chance that either you or a sibling took charge of many aspects of the family routine, including getting kids up each morning and off to school. This is not so much a case of parents neglecting their responsibilities but rather letting go of the minutiae of management. When this happens a capable and caring child will generally fill the parental void. Alternatively, a parent may purposefully give that job to a child. Either way, delegation is a great way of instilling parenting skills into the next generation as well as keeping children from being dependent on their parents.

## 5. Make yourself scarce

If you find it impossible to ignore your child's morning meanderings or misbehaviours, or if you think that there is no way your child would get to school without your timely reminders then try keeping yourself busy. Get yourself ready for the day and give your children the space to work things out themselves. You may be surprised how capable your child is, when no one reminds him or her of their responsibilities. **A word of warning:** Your child may test out your resolve by doing very little to get him or herself ready. If so, be prepared to give the next idea a go.

## 6. Be willing to take your child to school even if they aren't fully ready

If keeping up appearances is important then you will struggle with this idea, but bear with me. Your job as a parent is to shift the responsibility of getting to school to the person who should bear it – that is, your child. When you worry more about something than a child then that task becomes your responsibility. Mornings will always be stressful if you take responsibility for kids being at school on time. One way around this is to be willing to take your child to school even if they are not fully ready. It may mean your child has to hurriedly put his or her shoes and socks on in the car, or perhaps finish that piece of toast on the way to school. Doing this may make you feel like a mean parent but if you do it in a reasonable, matter-of-fact way then you are guilty of nothing more than putting a little responsibility the way of your child. Children will usually learn more from your actions than your words.

It's times such as bedtime, mealtime and mornings when children transition from one activity to another that brings so much stress for parents. Often children just want to keep doing an activity they enjoy rather than go to bed, join you at the meal table or go to school as required. It's easy to be drawn into arguments and disputes with children who don't want to play the cooperation game. It helps at these times to stick to a known routine (that may be individual for each child); to talk a little less (cue them once but no more); and be willing to put a reasonable action or consequence in place so that children take some responsibility themselves.



### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spooned Generation: How to raise independent children*.