



WEST LEEDERVILLE  
PRIMARY

## Wacky Hair day



*Students from Year 2 with their crazy wacky hair styles.*

A Wacky Hair day fundraiser was held on Friday, 26th October. The occasion was embraced by the students across the years who came to school sporting some amazingly creative ideas incorporating coke bottles, patty pans, pipe cleaners, feathers, wigs and all the colours of the rainbow into their hair styles. The gold coin donation from the students raised \$700 which will be donated to the Wheelchairs For Kids. Wheelchairs For Kids (WFK) is an organisation whose mission is to manufacture and distribute wheelchairs to severely disabled children in under-resourced countries, assisting them with the means to raise them off the ground from where they are presently confined, and gain a new level of freedom and mobility.

WFK is made up of a group of retired volunteer members of the Perth metropolitan community and is financed entirely from funds donated by members of the community, many different philanthropic individuals, businesses, clubs, schools, and government bodies.

Thank you to all the students who donated a gold coin to this worthy cause and to all the parents who assisted with the amazing wacky hair styles for their children.





## From the Principal



Dear WLPS Community,

### **2019 planning**

I have mentioned in past newsletters that it is important to get our 2019 student numbers as accurate as possible to ensure we get our class structures right and have enough teachers to teach! This also affects our school budgeting. It looks like we have grown again and will increase to 21 classes onsite in 2019. Along with writing reports, class teachers are creating the 2019 class lists. Teachers collaborate in year groups and discuss student needs, friendships and take a great amount of time and care to create well balanced class groups.

In a few weeks when these are complete and teachers know who the 2019 teachers are, we will commence our 'handover' process. I timetable all class teachers from Kindergarten to Year 6 to hand information and documentation over to the next teacher. Teachers pass on the student tracking sheets, writing sample books, any individualised plans, any background information needed etc....it's a complex process but well worth the effort to ensure a smooth start to the following year. An example might look like:

Teacher 1 Black gives information to: Year 2 Blue teacher, Year 2 Red teacher & Year 2 White teacher. Receives information from PP Blue teacher, PP Red teacher & PP White teacher.

The learning support team (Mrs Thompson, School Psychologist, Chaplain, Education Assistants and myself) are invited to specific meetings where relevant.

### **Parent information sessions**

We are pleased to offer some information sessions to current families and those who are new to our school. We have comprehensive information booklets available for each family for Kindergarten, Pre-primary and the BYOD iPad program. The BYOD booklet will be emailed to families this week and a hardcopy provided at the meetings.

The sessions commence next week and all will be held in our school library.

Tuesday 13th Nov – 2019 Year 4 parent BYOD information session 1, 11am-12:30pm

Monday 19th Nov- 2019 Year 4 parent BYOD information session 2 , 4pm-5:30pm. **\*\*Please note the time change.**

Wednesday 14th Nov- 2019 Pre-primary parent information session 9:15am-10:15am

Wednesday 14th Nov- 2019 Kindergarten parent information session 2-3pm

### **Department of Education System Initiatives**

Principals across the state are often 'seconded' from their schools to improve WA education. Just recently, five principals from schools in the metro area have been placed in the Leadership Institute to



assist in the professional development of school leaders. There are also five principals at Statewide Services in Padbury in various Principal Consultant roles, three as Directors, three in our new “Websis” program and five in the School Finance department. This process of seconding ‘on the ground’ principals strengthens our education system as current school leaders greatly assist to enable informed decisions and future policy. This initiative also allows unique opportunities for new and distributed leadership in our schools.

### **New Faction Polos**

I would like to thank Kath Dawson and the Uniform Committee for the time and effort they have put into sourcing fabulous new faction polos for our students. Past feedback from our current white polos was that can be very difficult to keep clean and maintain and often students don’t get more than one year’s wear out of them. This issue is now addressed! The new design (as pictured) shows the new polo in solid colours. The new polo will sell for \$28.00.

There will be a transition period in 2019 where both polos are being purchased and worn:

- 2019: Pre-primary students purchase and wear the NEW polo.
- 2019: Years 1-6 students wear current ‘white’ faction polo and purchase at the discounted price of \$12 (currently selling for \$23).
- 2020: All students will be wearing the new polos!
- No new polos will be sold to Years 1-6 in 2019. Only Pre-primary sizes will be stocked.

Current uniform stock held by the P & C is already paid for. The P & C is asking for the support of the school community in clearing current stock and is pleased to offer them at the discounted price.

Lisa Wade  
Principal



*Year 2 students, Einan, Eliza, Eadie & Dylan model the new faction shirts.*

## Dates for your Diary

### 8 & 9 November

Year 4 & 5 Leadership speeches for 2019

### 9 November

Incurion - Bunnings Christmas, Pre-primary

### 13 November

iPad intro meeting, Year 3 parents, 11am

### 14 November

2019 Pre-primary info session  
9.15-10.15am, library

2019 Kindergarten info session  
2-3pm  
Library

### 15 November

Assembly - PP Blue,  
Undercover area, 2.15pm

### 18 November

P&C Colour Carnival,  
10am to 4pm

### 19 November

iPad intro meeting, Year 3 parents,  
4pm - 5.30pm

### 21 November

Kindergarten Red and Blue groups  
attend PP for orientation

### 28 November

Kindergarten Green groups attend  
PP for orientation

### 19-30 November

Year 1/2 Interm Swimming

### 3-13 December

Year PP Interm Swimming

### 11 December

Year 6 Graduation - 9.15am

**Please check the West Leederville Primary School Website or Mobile App for regular updates to the school planner.**

## Trybooking - Cultural Evening

Tickets for our Cultural Evening to be held on Thursday, 6th November are now available for purchase from Trybooking. This promises to be a fun-filled evening for the WLPS community showcasing the student talent in the arts. The ticket cost \$5 per family and are available at the following link: <https://www.trybooking.com/ZCQF>



## IMSS Student Selection

### Music notice to all current YEAR 2s AND 3s at WLPS

IMSS (Instrumental Music School Services) offers a number of places each year for students who demonstrate musical aptitude to learn violin, viola or cello at school (in 2018 only violin and cello are offered), so that they can further develop their musical skills.

For 2019, we have the following instrumental places available:

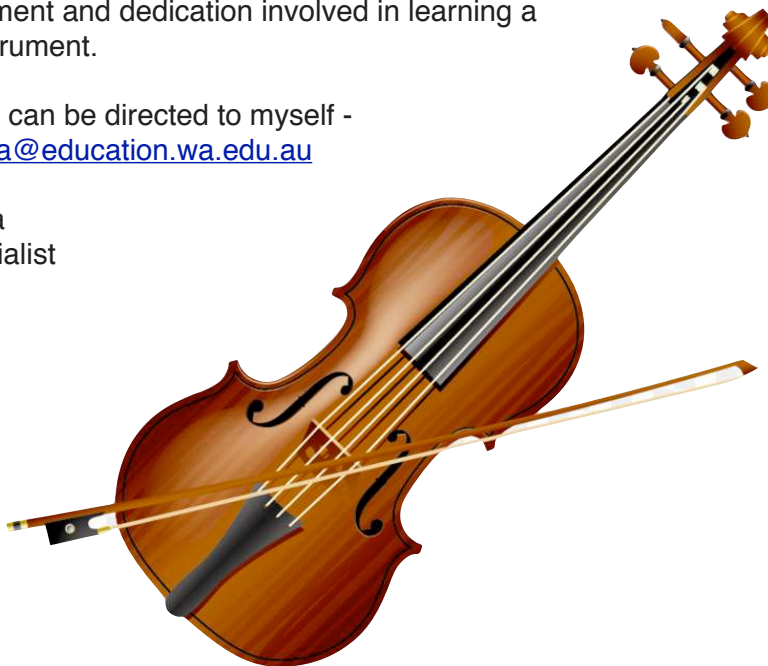
2019 Year 3 - 4 places for VIOLIN beginners  
2019 Year 3 - 4 places for VIOLA beginners  
2019 Year 4 - 3 places for CELLO beginners

All Year 2 and 3 students are currently undertaking a musical aptitude test in class music. Once the results are collated, and students study habits are taken into consideration, the shortlisted students will see the string specialists. The final places are then decided and formal offers will be sent home.

It is ESSENTIAL that if your child is chosen, they are staying at WLPS until the END OF YEAR 6. It is also paramount that you discuss the commitment and dedication involved in learning a musical instrument.

Any queries can be directed to myself -  
[Katie.Samsa@education.wa.edu.au](mailto:Katie.Samsa@education.wa.edu.au)

Miss Samsa  
Music Specialist





# Outdoor Classrooms



*Above, the students from the Year 6 & 5/6 classes took to the amphitheatre for their lessons.*

Last Thursday, November 1st, students from WLPS took their classrooms into the playground as part of Outdoor Classroom Day Australia. Research has shown that lessons learnt outdoors, whether maths, science or language, often stay with us for life. Being outdoors helps children focus, boosts creativity and imagination, and can simply be more fun.

Although the teachers at WLPS often incorporate the outdoor environment into their lesson plans, for this occasion some the Pre-primary & Year 3 students rotated around different tasks in a tabloid style, whilst older classes took out their clipboards, magnifying glasses and iPads covering subjects including science, maths, technology, English and art.

More information about the benefits of outdoor education and current research is available at the following link. [Outdoor Education](#)





## Exploring with Our Buddies



Buddy classes of Pre-Primary Red and Year 3 White went out into the garden looking for mini-beasts recently. The search led them to different garden beds around the playground looking under shrubs, on trees and digging in the soil. The resulting spoils included slaters, worms and a snail which temporarily gave up its home to be closely examined. Using microscopes attached to iPads, the students took macroscopic photos of the various critters which they discussed in their buddy pairs.

Buddy systems help to promote friendship and support between older and younger peers through regular collaboration between their classes, fostering a sense of whole-school community.



*Above, the students from Pre-primary Red and Year 3 White show the different critters they discovered in the garden.*

# Learning in a Space Dome



On Friday 2nd November, the Year 3 students participated in a SciTech science incursion. Students entered the Spacedome and went on a journey through our day time sky as it made the exciting change into night. They explored the stars in our night sky and learnt many interesting facts about our solar system. Did you know it only takes 88 days for Mercury to orbit the sun? See if you can work out how many Mercury years old you are! After the Spacedome experience, students

applied inquiry skills to tinker and experiment as they used materials to build a shelter from the weather. The shelters were tested to see if they could withstand the wild and windy day simulated by a hairdryer followed by a leaf blower!

Much fun and learning was had by all.

*Natasha Stavretis*

*Year 3 Blue teacher*

## STAR STUDENTS

**The following students received Merit Certificates at the recent assembly.**

### **Pre-primary**

Harrison Lynch  
Ishaan Gupta  
Luke Mitchell  
Chloe McArdle  
Amelia Lunghi  
Addison Park

### **Year 1**

Justin Greenock  
Scarlett Brown  
Abigail Barker  
Miles Sealey

### **Year 2**

Aariba Rashid  
Hannah Butler  
Gabriel Zein  
Lena Pawlowitsch  
Olive Keane  
Reina Kim

### **Year 3**

Leilani McDonnell  
Rupert Decent  
Otilie Nash  
Mika De Glanville  
Zachary Watkins

### **Year 4**

Noelle Samosir  
April McCallum  
Oscar Barker  
Harry Stevenson  
Allie Knowles  
Juan Linares Cano

### **Year 5**

Kealan Dhepnorarat  
Tasha Zhou-Henderson  
Anna Lubich  
Lachlan McDiven

### **Year 6**

Muminur Rashid  
Daniel Ismail  
Jarvis Davidson  
Amelia Goodacre Paul

**Congratulations to our Star Students.**





# STEM Kindergarten Style

STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

Through STEM, students develop key skills including:

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy.



Above left, Emily and Henrex construct a 'STEM city' and work on the zones for the city, whilst right, Bernyce, Stella and Ved are pictured coding programmable floor robots, 'Bee-bots'.

The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond.

Students from Kindergarten Red are pictured above incorporating STEM activities into the play and learning.

## Secondary school scholarships 2018







## Helping children who struggle with learning

by Michael Grose

*Parenting is easy when you have a child who is talented and finds learning relatively easy. You can marvel at their performance and feel some measure of parental pride.*

On the other hand it's frustrating and, at times, heartbreaking to watch your child struggle to attain even mediocre levels of success at school, in sport or in leisure activities.

When your child has difficulty at school, your approach as a parent makes huge difference to their self-esteem, the relationship with their teachers and their attitude to learning.

Here are some ideas to keep in mind if you are parenting a child for whom success at school, or in other high-status areas such as sport, just doesn't come naturally.

### 1. Avoid using other children as benchmarks

Benchmarking your child's progress against that of other children is not a wise parenting strategy. Inevitably it will lead to frustration as there will always be a child who performs better than your own on any scale you use.

Each child has his or her own developmental clock which is nearly impossible to alter. There are slow bloomers, early developers, bright sparks and steady-as-you-go kids in every classroom. It's the first group that can cause the most concern for parents who habitually compare the slow bloomer to siblings, friends' kids and even themselves when they were in school.

The trick is to focus on your child's improvement and effort and use their results as a benchmark of progress and development. *"Your spelling is better today than it was a little while ago"* is a better measure of progress than *"Your spelling is the best in the class!"*

### 2. Focus on your child's talents

Be mindful that many successful people including Bill Gates, Richard Branson and Facebook founder Mark Zuckerberg struggled at school. Traditional learning wasn't for them. However they each had supportive adults in their lives who helped them find their interests and fostered their talents. Help your child see beyond any limits they put on themselves (*"I'm hopeless at school"*) to see the many other talents and strengths they have.



### 3. Develop a growth mindset

Recent research shows that people who believe they can increase their intelligence through effort and challenge actually do get smarter and do better in school, work and life over time. It's exciting to know that your child's talent and smarts aren't fixed. Their brain can always learn more, continue to grow and be stretched. Communicate a growth mindset to your kids by focusing your praise more on their level of effort rather than on their natural abilities of talents. Praise the strategies they use and look for opportunities to stretch their capabilities.



### 4. Be your child's cheerleader

Kids who have to work really hard to achieve need someone in their lives who is able to boost their self-confidence, particularly when they are struggling. Make a fuss over small successes so your child can puff up their chest every now and then. Many adults find it easy to encourage the kids who do well but baulk at encouraging kids who struggle or find learning difficult. But it's these children who really need encouragement. As much as humanly possible, comment favourably about your child's effort, contribution and improvement in all areas of life. You can do it!

### 5. Increase their time in activities where they experience success

As a young teacher I remember when a father banned his son from playing football as his school results were poor. I was incensed. This boy found school learning very difficult and football was one area where he was able to shine. I suggested to the father that his son should spend more time, not less, playing football, as this was the activity where he experienced the most success. Children who struggle at school benefit from spending more time in environments where they feel confident and capable, as those feelings can eventually transfer over to other areas – including the classroom.

### 6. Be mindful that persistence pays off

Children who have to work hard and persist learn an important life lesson: that success in most endeavours takes effort. Those kids who sail through their childhoods without raising a sweat can struggle when eventually they do have to work long and hard to succeed.

Raising kids who find life a breeze is easy. However, parenting kids who take longer to mature, or kids that must put in a 110% effort to achieve, is challenging for any parent. Parenting a child who struggles, or has to repeat a year level, requires you to develop a growth mindset, focus on kids' strengths, be liberal with encouragement and have realistic but positive expectations for success.



#### 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 *Spoonfed Generation: How to raise independent children*.