



WEST LEEDERVILLE  
PRIMARY

## Zoo Visit for Year 1



*Pictured above, the Standard IV class picture in 1909.*

Last Thursday our very excited Year 1 students set off for an excursion to the zoo. The students participated in a workshop comparing animal groups and their coverings giving them a better understanding of classification and an appreciation of biodiversity within animal groups. Following this they traversed the different parts of the zoo observing the animals in their individual habitats. Below are some excerpts written by the Year 1 students after their excursion.

*First I got to school and I was very excited because my class was going to Perth Zoo. We went on the bus. I liked the bus.*

*When we arrived at the zoo, I got out jumping up and down. I was even more excited than before. We all walked past the dinosaurs and on the grass to drop of our lunch and recess.*

*We learned that mammals have fur/hair, reptiles have dry scales and birds have feathers. After that we ate recess then we got into our groups and started exploring. We went to the Australian bush walk. We saw koalas and wallabies.*

*After finding our groups we went to the pink butted orang-utans and saw one putting their butt so close to us. Next we went to the small tortoises and spotted eight of them. Then we moved on to the lions. We saw a female lion but no male lions. Then we changed our direction. We visited the Puma up so close, touching the glass. The Puma's paws were so big, like the size of your head. Soon we left to see the dark and gloomy cave where there are snakes and frogs.*

*After that we started looking at really, really cool animals. I was hoping to see the mammoth, amazing Komodo dragon and the salt water crocodile.*

*By Leah, Jianing & Miles from Year 1*

# From the Principal

Dear WLPS Community,



## Shoutout to Stanley

Congratulations to Stanley Guntrip, Year 2, on his beautiful paintings. Stanley has a love of art and has discovered painter Jackson Pollock (the pioneer of abstract expressionism) of late. Stanley has been recently recognised in the Post, the front page no less!

## Colour Carnival

Firstly, a massive thank you to the team of parents who coordinated Sunday's Colour Carnival. I realise an army of people worked behind the scenes for months in various capacities, however special thanks need to go to Vivi Constantine, Ann Conlon, Sarah Williams, Aimee Braun Gaffney, and Shelley Rae. It was a hugely successful event, well done. So many stalls, so much fun, so many activities for the kids, the sausage sizzle sold out (and took in approx. \$1300 I believe), the students loved dunking the teachers and myself. Thank you to our staff who spent time planning stalls with students, selling at stalls, running the Haunted House, face painting, Origami, 120<sup>th</sup> historical display...the list goes on. The final tally is not yet known...I have a feeling it will be awesome! It truly was a beautiful community day and fun was had by all.



### School Board

As the year draws to an end, I would like to acknowledge and thank Board Chair, Andrew Porter for his exceptional leadership. I would also like to thank all Board members for their time and considerable efforts: Nicole Addison, Tahnee Davies, Mark Etherington, Barry Harvie, Ryan Hathrill, Michael McInerheney, Nic Savatovic, Aine Sommerfield and Shelley Thompson. We farewell Shelley, Nic and Nicole and will welcome new staff members on the Board for 2019 after an internal voting process has been finalised.

### School Survey

The School Board met recently to discuss the findings of our School Survey and will issue a separate paper of summary. The School Survey is mandated for all Australian schools to administer biennially, and we do this as part of our 360° feedback and reflection process. Thank you to those families who took the time to complete our survey, we acknowledge it was a bit lengthy and future surveys will be reduced in size so as not to take as much time. We are extremely pleased that we 'hit' our target of 80% satisfaction rate.

This year, 109 surveys were completed. If it is assumed that one survey was completed per family, then this represents approximately 25% of our school population. A further 80 surveys were partially-completed. The Garwood-Blue family were the winners of the voucher!

The survey overall had very pleasing data.

	<i>Satisfaction rates for this item</i>
<b>Teachers at this school expect my child to do their best.</b>	91% agreed/strongly agreed 5% neither agreed nor disagreed 4% disagreed or strongly disagreed
<b>My child likes being at this school.</b>	90% agreed/strongly agreed 7% neither agreed nor disagreed 3% disagreed or strongly disagreed
<b>Student behaviour is well managed at this school.</b>	80% agreed/strongly agreed 8% neither agreed nor disagreed 11% disagreed or strongly disagreed
<b>The school takes parent opinions seriously</b>	65% agreed/strongly agreed 21% neither agreed nor disagreed 13% disagreed or strongly disagreed
<b>My child is making good progress at this school</b>	81% agreed/strongly agreed 9% neither agreed nor disagreed 9% disagreed or strongly disagreed
<b>I am informed about my child's learning progress.</b>	81% agreed/strongly agreed 13% neither agreed nor disagreed 6% disagreed
<b>The school works with me to support my child's learning.</b>	71% agreed/strongly agreed 17% neither agreed nor disagreed 11% disagreed or strongly disagreed
<b>The school is well led.</b>	79% agreed/strongly agreed 10% neither agreed nor disagreed 12% disagreed or strongly disagreed
<b>The school has a strong relationship with the community.</b>	89% agreed/strongly agreed 8% neither agreed nor disagreed 4% disagreed or strongly disagreed (aware this doesn't == 100%)

<b>Priority area: Implementation of Aboriginal Cultural Standards Framework</b> <i>(incursions by local Aboriginal people, Acknowledgement of Country at all assemblies, staff meetings, parent information group sessions, greater emphasis on Aboriginal history in HASS, history walks etc)</i>	22% Great extent/increased emphasis 61% Some extent/increased emphasis 17% No knowledge of extra emphasis
<b>Priority area: Sustainability</b> <i>(veggie garden, Trash Free Tuesday, recycling etc)</i>	40% Great extent/increased emphasis 52% Some extent/increased emphasis 7% No knowledge of extra emphasis

The School Board thought the school should make explicit to the school community some current practice/policies to address issues such as early intervention and parent communication.

1. The school currently pays \$1371 annually for a private Speech Pathology company to screen all Kindergarten students in Term 1. Parents are notified of this early at the parent information session before children commence kindy. Results are used by teachers as teaching focus points to improve oral language outcomes. Referrals are made where needed.
2. School Nurse screen - all Kindergarten students, Pre-primary students, new students where required.
3. On-Entry testing in Pre-Primary (DoE funded) and in Year 1 (school funded (\$5273)). All parents receive a report end of Term 1 for Literacy and Numeracy. Any individual plans to address gaps in learning are discussed with parents and signed off on. Teachers interrogate whole of school, class and individual results at team level. Comparisons made with state. These reports have been tabled at Board level. On-Entry is designed to provide information on what students know in March. Teachers plan with this data and target teaching.
4. The school offers targeted literacy intervention before school to Pre-Primary and Year 1 students. These are coordinated and run by teachers, who volunteer their time for two mornings per week for most of the year. Other teachers volunteer their time to run after school homework clubs.
5. WLPS Learning Support Policy: All students requiring targeted intervention, across the whole school, are provided with a documented plan to support teachers to plan, monitor, assess and evaluate personalised learning programs. The school's policy states all parents must have a formal meeting with the teacher and Learning Support Coordinator to discuss the plan. This is signed and dated by school, parent and admin.
6. In line with the school's 'open-door policy', the school's Communicating Student Achievement and Reporting to Parents Policy documents the school's expectation of teachers' communication with parents. Opportunities for formal and informal communications are outlined on a timeline. This includes an invitation, which is extended to all parents, to meet with teachers by Week 5 of Term 1. Teachers keep records of the communication they have had with parents on the school's Parent Communication Record Template. These are collected by the Leadership Team to maintain a high level of accountability.
7. Comprehensive teacher handovers take place throughout Term 4 during both formal and informal meetings. Teachers discuss students' documented plans, academic strengths and areas for improvement, social and emotional needs as well as results from standardised testing. Principal's section of last newsletter addressed this.

Beginning-of-year information sessions are held by all classroom teachers. At these meetings, the school's open-door policy is promoted.

#### BYOD meeting

Thank you to those parents who attended the BYOD information meetings held over the last week. Various feedback received thus far has indicated the information was comprehensive and has clarified some misunderstandings surrounding iPad use in the classroom. Thank you also to our students who presented at the meetings and were able to give first hand feedback to parents about how the iPads have been incorporated into their learning, the time they spend on their iPads and homework.

Coming up on 28th November, 2018 (next Wednesday), the school is offering a 'Parenting in a Digital World' session, facilitated by Brad Williams from Behaviour Tonics. This session is open to all parents and will be held from 6.30pm to 8pm in the library.

Lisa Wade  
Principal

## Bunning incursion in Pre-primary



*Above, Griffin, Matilda, Addison and Amelie and below Zoe and Ellis hard at work with their creations.*

On Friday the 9th of November the Pre-primary classes had an incursion with Holly and Drew from Bunnings. They helped us paint and glue all morning. They kindly donated soil and seedlings for our garden beds. Our pots are a Christmas surprise for our families. Hmm... wonder what sort of treats will be in our pots?



## Dates for your Diary

### 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, Bold Park

### 3-13 December

Year PP Interm Swimming, Beatty Park

### 28 November

Parenting in a Digital World session, 6.30pm, library facilitated by Brad William from Behaviour Tonics. Open to all parents.

### 29 November

Assembly-Year 2 Blue, 2.15pm, undercover area

### 6 December

Cultural evening, 5pm, WLPS amphitheatre and hall

### 7 December

Christmas morning, PP Red, 9am

### 7 December

School reports emailed out

### 11 December

Year 6 Graduation - 9.15am

### 13 December

Book awards assembly - 9.15am, undercover area

### 13 December

Last day of 2018 School year for students

### 14 December

2019 Class lists emailed to parents

### 31 January & 1 February 2019

Uniform shop open in hall between 10am and 12pm

### 4 February

2019 school year commences

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

## WLPS Cultural Evening

### GET YOUR TICKETS NOW!

Tickets for our Cultural Evening to be held on Thursday, 6th November are now available for purchase from Trybooking.  
<https://www.trybooking.com/ZCQF>



## WLPS Colour Carnival



The biennial Colour Carnival/Fete held last Sunday, 18th November was a huge success. This is always a wonderful occasion for not only the current families of the school, but students and families from years gone by and the wider community to visit the school. The variety of stalls and activities on offer were very well patronised, although the Haunted House seemed to be the biggest hit with the students. Congratulations to the organising committee and thank you to all the parents who contributed to their time and energy to the fete.

## Toy trumpets



A desperate call from Mrs Munday for anyone who may have a toy trumpet at home that they are willing to lend for the drama production at the Cultural evening. There are 2 required.

# My How we Have Grown!



To celebrate our 120th anniversary at WLPs, we recently had a photo taken of all our students taken by drone. The photo shoot was complimentary from Fotomakers who take our student photos and we would like to thank them for helping us to commemorate this occasion.

## **120th Anniversary - 2018**

In 2018, we have 560 students attending WLPs. Over the last 7 years there have been several buildings added to our site to accommodate our increasing student numbers.

## **110th Anniversary - 2008**

The student numbers were steadily increasing, but students were able to be accommodated in the Heritage building and transportable buildings.



## **100th Anniversary - 1998**

Approximately 240 students, including the Kindergarten students who were located on site. The undercover area and canteen had not been constructed at this stage.

## **90th Anniversary - 1988**

With families moving out to newly opened suburbs, our school population dropped to an all time low in the 70's and early 80's and the school was in danger of closing. Since this time however, the student numbers have grown each year.



# Pre-primary Orientation



On Wednesday this week and next week, our Pre-primary students for 2019 are visiting their new classrooms for next year. In addition to the 57 students we have moving up from our current kindergarten classes, we will also be welcoming 16 new students to this year group.

Pre-primary is the first year of compulsory schooling and the students will transition into full time school for the first time.

This week the students visiting Miss Ballantine's Pre-primary Red class were shown the silkworms of the current class which have now become moths, whilst those with Mrs Sussovich sang through some songs. Both of the groups then went for a walk around the 'big school' to familiarise themselves with the grounds.

## STAR STUDENTS

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

### **Pre-primary**

Eloise Casswell  
Eamon Soh  
Max Thayer  
Andrew Joice  
Olive Durward

### **Year 1**

### **Year 2**

Juniper Anderson  
Joelle Clet  
Tamim El Missalati  
Elena Porter

### **Year 3**

Jonathon Bellantoni

Molly Baker

Rhys Walker

Emily Flynn

Alexander Pitchern

### **Year 4**

Sofia Stinton

Will Stevenson

Charlotte Isaacs

Zara Stevens

Ethan Bengson

### **Year 5**

Joshua Maxwell

Oliver Cresp

Sofia Littlejohn

Nathan Callaghan

### **Year 6**

Matilda Carmody

Keeley O'Brien

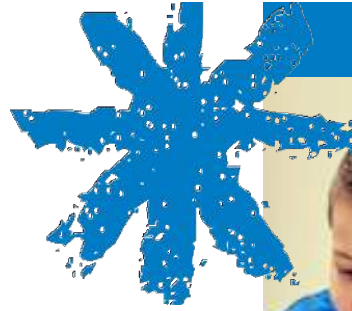
Joseph Stubbs

Jaylan Tolentino

**Congratulations to our Star Students.**



# insights



## It's not ok to be away, nor to be late to school

by Michael Grose

*When kids miss school, not only is their academic progress impeded, forcing them to catch up on missed work (which some never do), they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem.*

One of the most important things you can do to ensure your child has a bright future is to make sure he or she goes to school every day—and gets there on time.

It sounds simple, but it's true. The correlation between school attendance and children's achievement levels is well established. The more time kids spend at school, the more likely they are to experience school success.

Conversely, according to a report from the Victorian Auditor General, students who are regularly absent from school are at the greatest risk of dropping out of school early, and of experiencing long-term unemployment.

When kids miss school, not only is their academic progress impeded, forcing them to catch up on missed work (which some never do), they often miss important interactions with their peers which can compound issues of social isolation and low self-esteem. Also, many teachers tell me, it's often the kids who can least afford to take time off school who are most likely to be serial absentees.

Of course, most people know this intuitively, yet school absenteeism is a huge problem in Australian schools—and much of it is parent-condoned.

It's hard to get an accurate picture across the country but it would appear that Australian students miss an average of between 12 and 15 days per school year, with parent-condoned absenteeism highest among young primary-aged children.

That adds up to a year's lost schooling over the school-life of a child. In today's highly competitive world, this rate of absenteeism is alarming, putting our kids at a distinct disadvantage.

### **That's not a reason to be away!**

It's now commonplace for children to stay away from school for reasons that would have been unheard of just twenty years ago. These include staying away to celebrate their own or a sibling's birthday; being absent because they stayed up too late watching television; going shopping for clothes; an extended long weekend; and kids not wanting to take part in a sports day or special school event.

This type of absenteeism sends a strong message to kids that parents don't really value learning or their children's school experiences.

Australian kids only spend 15% of their total time at school. They spend more time asleep than they do at school. So we need to maximise every day to get full value. That means turning up to school every day, on time.



### **Being late is not okay either**

Missing a few minutes each day may not seem like a big deal but your child may be missing more than you realise if he or she is continually late.

Current research shows that mornings for most children are the most productive time of the day, with 10.00am the peak period for productivity. When children arrive late and take time to settle as they inevitably do, valuable learning time is lost.

### **It takes strong parenting**

As a parent myself I know how persuasive children of all ages can be when it comes to taking a day off school. It takes a strong will to resist the persistent pressure that kids can bring to bear, particularly if they play the guilt card with comments such as "It's not fair that I have to go school today because Aunty is coming to visit!" Nice try. But the answer should be "No!".

As parents we need to make a commitment that our kids make the most of their precious time at school. That means that we send them to school every day, on time and ready to make the most of the school day.

Of course, there will be times, such as illness or genuinely extenuating family circumstances, when kids should be away. But these need to be a rarity rather than the norm.

It's reassuring to know that you increase their chances of future success just by making sure they turn up to school every day. And of course regular school attendance also helps kids prepare for the workforce, where it will be expected that they turn up each day work-ready. The real world is unforgiving of those who stay away with NO EXCUSE.

### **As a parent:**

- Commit to sending kids to school every day.
- Make sure kids arrive at school and class on time.
- Inform the school when they are away, sending medical certificates and other evidence of genuine absence.
- Consider catching-up on missed work.
- Make kids who are away stay in their bedroom – that is where ill kids should be.



WEST LEEDERVILLE  
PRIMARY PRESENTS

# CULTURAL SHOWCASE EVENING

THURSDAY  
DECEMBER 6 2018  
5PM-8PM

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**Buy your \$5 family ticket online @  
[trybooking.com](http://trybooking.com) which includes:**

- Chinese Lion Dance & Martial Arts
- Drama Production "A Kid Summer Night's Dream"
- Art Exhibition
- Live Musicians

*Food Trucks for Food & Drink!*