



WEST LEEDERVILLE  
PRIMARY

## From the Principal

### **NAIDOC: VOICE TREATY TRUTH Let's work together for a shared future**

A priority at West Leederville Primary School is to place a deliberate focus on the teaching and understanding of Aboriginal history. This "is not just the history of our First People – it is the history of all of us, of all of Australia, and we need to own it."(National NAIDOC Secretariat, 2019)

On Wednesday we held a Day of Celebration at our school, teaching and learning about the history, culture and achievements of Aboriginal and Torres Strait Islanders. Within this year's theme of VOICE, TREATY, TRUTH, we focussed on how words connect us to country, an understanding of country and of a people who are the oldest continuing culture on the planet. The Indigenous voice of this country is over 65,000 plus years old.

This newsletter is dedicated to sharing with you the eclectic range of activities our students participated in on this day. I would like to thank the Moorditj Mob from Wesley for coming and sharing their knowledge of country and the importance of Aboriginal dance with us; Charlie Pickett an Aboriginal elder and his wife Helen for sharing Deamtime stories; Dolly Collard, grandmother to Jon Humes for teaching us cooking; and Kat Popp and Marg O'Connell for managing our totem pole art project.

Three major art projects were undertaken on this day. Our junior students worked on a recycled bottle top mural; our middle year students created mosaic name plates for our buildings and the senior students decorated totem poles in the garden. The story behind each of these projects is explained later in our newsletter. When these projects are completed, they will be on display around the school adding a little bit of Aboriginal culture to our learning environment. When you visit our school I encourage you to talk to your children about these art pieces.

### **Library upgrade continues**

With the on-going financial support of the P&C, our library has become a place that our students love to visit. This week we installed a dedicated search computer for student use. It was running hot on its very first day.

The children have shown a love of comfort reading, ie, lounging around reading a good book. Luckily for them, with the arrival of our new bolster cushions (we're calling them sausages!), we have adding even more comfortable furniture for their enjoyment.



### **Before and After School Care survey**

Later this year we will be renewing, or changing, the contract for Before and After School Care at our school. Board member Aine Summerville has teamed with a group of parents to provide me with advice regarding what parents are wanting from this service. This information will assist me with my negotiations. This committee has generated a short survey and would greatly appreciate you taking the time to complete it. This survey can be found at: <https://www.surveymonkey.com/r/TBG2KGT>

### **Policy updates**

Cyclically, we review all policies at West Leederville Primary School. On occasion, changes to policy are directed by The Department of Education or the Education Minister. Policies due for review are reflected upon by the leadership team and teachers, updated, and shared with the School Board. During this process we make contact with other schools, departmental advisors, external experts and current literature, as appropriate. Currently a number of policies have been reviewed and changes made. Yesterday you received a letter regarding changes to our Handwriting Policy. Next week I will send you information with respect to some changes to our Behaviour Management Policy. Also shared with the School Board at this week's meeting was our Complaint's Management Policy. Many of the school's policies can be found on our website.

### **Engagement and Communications Framework**

The [Engagement and Communication Framework](#) has been drafted by the Communication Committee in response to the feedback received through the WLPS Communication Survey circulated in early Term 2. The Communication Committee welcomes comment and feedback on the Framework. Please send any written comments to Derry Simpson at [joycesinperth@gmail.com](mailto:joycesinperth@gmail.com) by Wednesday, 14 August 2019. (or something to that effect).

Warm regards,

Fiona Kelly



# NAIDOC Celebrations



Year 6 student Alkere Dingo raised the aboriginal flag for the first time on the new flag pole donated by the P&C. Both the aboriginal flag and the Australian flag will be raised each day. The aboriginal flag was donated by local Federal minister, Ms Celia Hammond.

Guests of honour at the NAIDOC assembly were highly respected Noongar elders Charlie and Helen Kickett. Mr Kickett entertained the students with stories from the Dreamtime before moving to Miss Ballantine's class to continue interacting with the students.





We were very fortunate to commence our NAIDOC celebrations with a performance from the Moorditj Mob dancers and didgeridoo player from Wesley College. The Moorditj Mob is a group of indigenous students who visit schools to promote cultural awareness. Their mentor explained the stories behind the dances and in workshops that followed, WLPS students enthusiastically followed the Moorditj Mob students in their honey bee dance.

We sincerely thank this group of Wesley students for sharing their knowledge with us and for their wonderful performance.

Mrs Helen Kickett, alongside Ms Dolly Collard, grandmother to student Jon Humes, made damper at a cooking station in Miss Ballantine's room. Dolly explained how damper is made and was cooked over an open fire traditionally. As the students rotated through the station, the damper proved very popular.



In Ms Addison's classroom the students listened to the story of 'The Little Mouse and the Great Big Water Snake' "Maawit Nget-nget Koomba Keba Waakar!". The picture book is written in the Noongar language with the English interpretation underneath. Following the story, the students had to re-tell the story in sequence using printed pictures and the corresponding words.

Aboriginal people used symbols to tell stories, communicate, pass on knowledge and for ceremonial purposes. The students have been studying what the different symbols mean and this knowledge was incorporated into several activities.

There are six seasons in the Noongar aboriginal culture; Birak, Bunuru, Djeran, Makuru, Djilba and Kambarang. In the Year 2 Red classroom the students learned the names and features of the different seasons in the Noongar culture and created a mural which is displayed in the hall. They also drew a leaf and on one side wrote the English word for one of the seasons and on the other side wrote the Noongar word for that season.

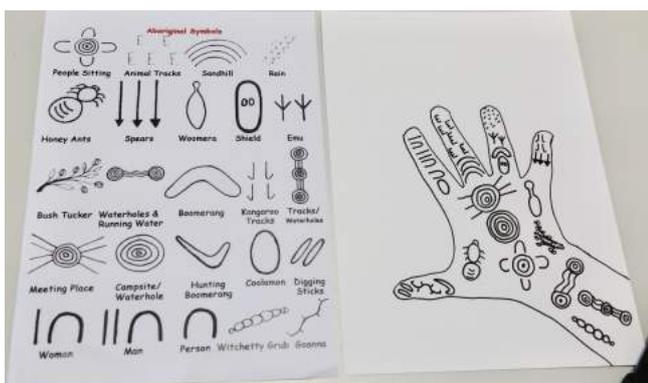


The difference between the seasons of the Torres Strait Islanders and the Aboriginal cultures was discussed in the Year 1 Red classroom along with the Aboriginal names for different animals. Following on from this, in the West Tech Lab students worked on several large mosaic pictures depicting different animals. Once completed the mosaics will be placed on each of our six buildings which will then be known by the corresponding Noongar name of that animal.



Story stones featuring Aboriginal symbols encourage the students to use their imagination as they place the stones in a row to create a story with the symbols. For the younger students it also benefits language skills as they rearrange the stones to tell different stories.

In another activity, the students traced their hands and then decorated them with the various symbols.



A major project which the students rotated through was creating a large art piece with Aboriginal symbols, using coloured bottle tops. The picture below features our tree in the middle as a meeting place, surrounded by four other meeting places to represent the buildings of the school. The blue and yellow extending out from the tree represent the sun and water necessary for the tree to grow. In each corner water is represented by the blue to show that we are surrounded by lakes and rivers; Lake Monger, Swan River, Herdsman Lake and the Subiaco and Shenton lakes. People are represented by the brown, gold and black shapes in between.



Year 3 Blue and Red classes had an activity revolving around the Aboriginal Flag. After discussing the symbolism of the flag, the students used collage techniques to recreate the flag.

The Year 5/6 room looked at the Indigenous languages of Australia and compared them to the distributions of dominant languages around the world. They also studied some local locations (Wave Rock, Ngilgi Cave, and Mt Magnet) and discussed the traditional stories of those locations. Mr Green added some of his personal insights from his own experiences around these areas.

Mr Savatovic looked at Coolbaroo Social Club and investigated how the rights of Wadjuk Noongars changed in the mid 1900's, thanks to a group of people who formed the Coolbaroo League Social Club. Before the club existed, Indigenous children were not allowed to attend public school and many Indigenous people needed permits to walk through the city of Perth.

In the music room the student really enjoyed the opportunity to create music using clapping sticks, rainmakers, shakers and improvised didgeridoos. The students recorded their creations on the Garage Band program on their iPads.



In Pre-primary White classroom, Mrs Schofield read a book about the Rainbow Serpent. Dreamtime stories tell how the Rainbow Serpent came from beneath the ground and created huge ridges, mountains and gorges as it pushed upward. the name also reflects the snake-like meandering of water across a landscape and the colour spectrum sometimes caused by sunlight hitting the water. Following a discussion about how the Aboriginal people looked after the land to keep everything in balance the students created their own Rainbow Serpents with pipe cleaners and wool.

Pre-Primary Blue featured singing by the Warumpi Band who were an Aboriginal country and rock group from the Northern Territory. 'My Island Home' was one of the songs that the students discussed along with stories and the history of Rottnest Island to imprison Aboriginal people.



Drama classes saw the students interpreting different aspects and symbols of the Aboriginal culture with their bodies and in the LOTE classes the students used dot painting to decorated pebbles with designs.



In the Year 6 classrooms the project day for NAIDOC was the culmination of studying the Aboriginal seasons and traditions over several weeks. Each student was asked to identify what Noongar season their birthday fell in and design a personal art design depicting these elements. They then worked with parents of the school, Kat Popp and Marg O'Connell to paint their design on the poles in the Pre-primary playground which were grouped into the different seasons.

Ms Pallas' class studied the history for AFL football and the origins which the students discovered may have been Marngrook; a collective name given the traditional Indigenous Australian football game played at gatherings and celebrations of sometimes more than 100 players.





## STAR STUDENTS

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

### **Pre-primary**

Elijah Ashby-Cohen  
Sydney Stringer  
Hugo Reilly  
Georgia Speirs  
Neave Hill  
Matthew Kavanagh

### **Year 1**

Zac Moyle  
Griffin Gaffney  
Max Thayer  
Amelie Bollig  
Ghianna Del Fin  
Novy Foy  
Zoe Bellantoni

### **Year 2**

Siri Rath  
Phoenix Ravine  
Andreas Gastevski

Mia Madigan

Daniella Nightingale

### **Year 3**

Joelle Clet  
Ashton Hiller  
Joshua Agapitos  
Juliette Cresp  
Jackson Coombe  
Juniper Anderson

### **Year 4**

Hudson De Vries  
Neve Madigan  
Aarav Gohil  
Jaime McDonald  
Phoebe Bowler

### **Year 5**

Juan Linares Cano  
Riley Pawlowitsch

Ali Zein

Harry Stevenson

### **Year 6**

Tasha Zhou-Henderson  
Genevieve Kelly  
Thomas Jarvis  
Fred Keane  
Liloue Farish-Luhan

**Congratulations to our Star Students.**



# Dates for your Diary

## 1 August

Assembly, Pre-primary White, Undercover Area, 2.15pm

## 1 August

Australian Mathematics Competition, Years 3 to 6, optional

## 5 August

Excursion - Scitech excursion, Year 6

## 6 August

Excursion - MLC Calamity Jane, Year 4 & 5 students

## 7 August

Excursion - Lake Monger Reserve, Year 4 students (4 Red & 4/5)

## 8 August

Excursion - Kings Park Naturescape excursion, Year 3

## 13 August

Junior Cross Country, Cowden Park, Years 1 & 2

## 15 August

Assembly, Year 1 Black and 1 White, Undercover Area, 2.15pm

## 19 to 23 August

Book Week

## 21 August

Open night and Book Fair, 5.30pm to 7pm

## 22 August

Assembly

## 28 August

Incursion - Out of the Bag,

## 4 September

Faction Athletics Carnival, City Beach PS, PP to Year 6, 9.30am

## 12 September

Assembly, Pre-primary Blue Undercover Area, 2.15pm

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

# Recycling station

During a recent conversation between Cambridge mayor Ms Keri Shannon and Principal Ms Fiona Kelly, an offer was made for a recycling station to be located at West Leederville Primary School for the community use, funded by the Council. The station was delivered on Thursday and is located on the western side of the admin building next to the scooter rack. The station allows for batteries, printer cartridges, fluorescent lights, household lights and mobile phones to be left in order to be recycled. Families are invited to bring along any redundant items falling into these categories to be placed in the recycling station. Thank you to Mayor Shannon and the Town of Cambridge for supporting us in our recycling efforts and the education of our students.



# Can you help us?

Whilst the majority of this project was completed on Wednesday, we are sending out a request for specifically, **gold, brown and white bottle tops** of any size, as pictured right. Also, **small red bottle tops** are required including those found on the small sushi soy sauce packets. Please bring them direct to the office if you are able to assist us.



## Parenting for Resilience

by Michael Grose



*Resilience has proven to be one of the most important factors in predicting success as an adult. The ability to bounce back, regulate emotions and cope with stress are key traits in a healthy, functioning person. Resilience also helps prevent anxiety and depression. It is something we need to be instilling in our children.*

As a child's first educators, parents can't leave it to early learning centres, pre-schools and schools to develop their child's resilience. It's something that parents need to be constantly developing. Building resilience is not a program, but should be an approach or mindset that guides your parenting. Here are five principles/ideas that you can easily adapt to develop a strong sense of resilience in your child.

### 1. Develop your child's self-sufficiency

Self-esteem is an essential element for resilience. It teflon coats children against rejection and self-doubt. The foundation for self-esteem is self-sufficiency. It's the simple things such as feeding yourself as a toddler, making your own snacks in primary school and making your own lunch in secondary school that build self-esteem. Mastery over your own life provides a strong sense of self, which is an important piece of the resilience puzzle.



### 2. Allow kids to resolve their own problems

Resilience is developed when children own and resolve their own problems, whether those problems are learning, relational or organisational challenges. A lunch left at home is a child's problem to solve – either he borrows or goes without. A teenager who sleeps in on a school day needs to be allowed to manage the inconvenience of the situation, experience the stress that comes with being late and find a solution to avoid a repeat. Look for ways to coach your kids through social, physical and learning challenges but resist the urge to interfere or rescue kids unless it's absolutely necessary.

### 3. Encourage play (and mucking around) at every age

Encourage your child to play and be playful. As a community we seem to hold little store in the value of free, child-initiated, or even teenager-initiated, play. It's almost as if play time is a waste of valuable learning time. As any adult who experienced the joys of 'mucking around' as a child or young person will know, free play has huge benefits. These include helping children manage fear, providing opportunities to negotiate risk, and learning how to work flexibly with others. Importantly, free play and mucking around help children experience and tame stress, which is essential for resilience.

### 4. Focus on face-to-face friendships

Healthy peer relationships are important protective factors against anxiety and depression for children and young people. From a resilience perspective, peer relationships are most potent when connections are face-to-face rather than through a digital medium. Studies are now showing how simple face-to-face social engagement has a massive positive impact on wellbeing. Positive face-to-face engagement – a smile, a wink or a nod – releases oxytocin, which increases trust and reduces cortisol (stress hormone). These simple face-to-face interactions also release dopamine, which makes us feel better.

For the sake of your child's resilience, encourage more face-to-face interactions, model healthy socialisation and help them balance their time between the online and real worlds.

### 5. Tell stories of resilience

Storytelling is a powerful way of shaping children's understanding of how the world works. According to a recent study, children who hear stories about family members overcoming obstacles are more resilient and display more grit in the face of challenges. The most helpful stories are those that are realistic, reflecting life's ups and downs. It's often stories of difficulty rather than success that teach and inspire children to persist. Similarly, it helps to remind children of times you worked hard in the past to overcome obstacles. These might include how you learned to ride a bike, how you adjusted to moving schools or how you got along with a seemingly challenging teacher, boss or work colleague.

Perhaps the easiest way to bring resilience into your parenting is to develop a mindset for resilience. It helps to remember the struggles and difficulties you may have experienced and be willing to keep kids' chins up when difficulties and challenges get them down. It's also helpful to remind kids that things will get better. They always do, which is a fabulous resilience lesson to learn.



#### Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 12 books for parents including *Spoonfed Generation* and the best-selling *Why First Borns Rule the World and Last Borns Want to Change It*. His latest release *Anxious Kids*, was co-authored with Dr Jodi Richardson.