



WEST LEEDERVILLE
PRIMARY

From the Principal

Dear WLPS Community,

Voluntary Contributions

The Western Australian Government's priority is to ensure that all students are able to access an education program that satisfies the requirements of the Western Australian Curriculum, within the prescribed maximum contribution of \$60 for students enrolled in Kindergarten to Year 6. While the contributions are voluntary, the quality of our teaching and learning program is maximised when all families contribute.

The P&C also request a voluntary contribution of \$70 per student or \$100 per family. These contributions, combined with their fundraising efforts, support programs and facilities of their choice within the school. The P&C enables the school to offer a large range of services, programs and resources that far exceed what the school could offer with only the \$60 voluntary contribution and government funding.

Parents at WLPS have been very supportive and most parents pay the voluntary contribution early in the school year. Thank you for your support.

If you have not yet paid your voluntary contributions, we would greatly appreciate you doing so at your earliest convenience. A payment schedule can be arranged.

Playing after school in the school grounds

Many schools insist that students leave the school grounds as soon as possible after the school bell. We do not do that here at WLPS as we believe that active outdoor play is beneficial to our students and if it is in the school playground parents wish to allow their children to play, we support this. However, it is important that during this time:

- all children are supervised by an adult directly responsible for their care
- this supervision is within line-of-sight
- children abide by the same rules as during the school day
- the school grounds, equipment and neighbouring houses, are treated with respect.

This after school play cannot be in the undercover area and must conclude by 4.15pm due to licensing agreements with other school facility users. Thank you for your support and enjoy playing in this lovely spring weather.



Department of Education Communication Protocols

Following the Education Minister, Sue Ellery's recent announcement regarding the development of clear expectations for communications and interactions within school communities, the following guidelines have been developed. These have been developed in consultation with unions, principal and parent associations, to use in their school community to promote a shared responsibility for providing safe, supportive and productive learning environments.

This document is available on our school website and by clicking on the following link.

[Communications Protocols](#)



Q & A

The Associate Principals and I are regularly asked questions, either in person or by email, to which we believe the answer may be of interest to other members of our school community. Recently we have been asked:

Will there be split classes next year and how do you decide who goes into them?

The class structure for next year will not be finalised until late Term 4. It is imperative that we have definitive student numbers before embedding this decision. School funding is based upon the number of students enrolled and differs across the year groups. Recommended class structures are based upon this funding formula and the school is staffed accordingly. Multi-age classes will be formed if student numbers indicate they are required. Please see the table below.

There is no research that supports the notion that multi-age classes are detrimental to student achievement. In fact, many schools have multi-age classes across all year groups either by circumstance (student numbers) or by choice, as they believe multi-age classes are beneficial to student learning. If you look at it another way, all classes are multi-age classes with children's birthdates ranging across a full year. All classes have a wide range of ability levels independent of the ages of the children and our teachers are highly skilled at catering for this range of ability, doing so on a daily basis.

Forming class groups is a complicated, intricate processes where we consider the social/emotional and academic needs of all students. Each year classroom teachers put much thought into getting student groupings correct and ensuring that we cater for each child's needs. The school's Class Placement Policy has recently been shared with the School Board and is available on the [School Website](#).

[School Placement Policy](#)

[2020 Survey for student numbers](#)

Recommended class sizes (Schools General Agreement 2017)	
K	20 (with education assistant support)
PP	27 (with education assistant support)
K/PP/1 mixed	20 (with education assistant support)
Mixed classes 1-3	23
1 – 3	24
Mixed classes 4-6	31
4-6	32

Who decides where the year 6 camp goes and is it value for money?

Conducting a Year 6 camp is a choice of our Year 6 teachers. Teachers volunteer their own time away from their families to go on camp (they are not paid over-time) as they believe it is a very valuable experience for their students and something that creates life long memories.

We consider Forest Edge to be an exceptional camp school. As a group of educators (upper primary teachers and leadership team members who go on camp) we have all been on many camps to different locations across the state and rate highly the quality of the instruction, activities offered, food and accommodation.

As it had been a while since we compared cost between school camp providers, Michael McInerhney recently investigated a number of alternative options. For a camp of the same length of time, similar group sizes and comparable activities, one was more expensive and two were around the same price. Additionally, he liaised with our network of schools. He discussed with them what their camp experiences were and the overall cost per student. In all cases the camps were similar or more expensive than ours.

The 2020 Year 6 camp has been booked for Forest Edge. Parents will be provided with details of all 2020 Contributions and Charges in the schedule published during Term 4, including the estimated cost for this camp. The camp will cost approximately \$540. As a group, Year 6 families are encouraged to fundraise, both as a learning experience for the children and to off-set some of this cost.

Warm regards,

Fiona Kelly



Dates for your Diary

13 September

Excursion - Art Gallery of WA, PP students, 9am to 1.30pm

15 September

ABODA Junior Orchestra Festival - WLPS Ensemble perform at 9.15am at Churclands Senior High School.

18 September

Interschool Athletics Carnival, City Beach Primary School

26 & 27 September

Science Alive Incursion, PP to Year 6

26 September

Superchoir rehearsal - Perth Concert Hall

26 September

Assembly, Year 2 Red, Undercover Area, 2.15pm

27 September

Massed Choir Concert- Perth Concert Hall, Bus departs school at 5pm. Concert concludes at 9.30pm

27 September

Last day of Term 3

14 October

Staff Development Day, Students do not attend school.

15 October

Students return to commence Term 4

24 October

Assembly, Year 3 Blue, Undercover Area, 2.15pm

26 September

In term swimming - Years 1 & 2, Beatty Park Leisure Centre, 12.30pm

7 November

Assembly, Year 4 White Undercover Area, 2.15pm

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

Year 7 enrolment 2020

A call out to all current Year 6 parents that enrolments for Year 7 2020 are now overdue. Surrounding secondary schools, with Bob Hawke College in particular, are now appealing to any parents of Year 6 students who have not yet enrolled their children for next year, to do so as soon as possible to enable their planning.

ENROL NOW!



Coffee with the Leadership Team

Twice a term the administration team will be having coffee with parents. This is an opportunity to come in to speak with the leadership team, get to know them a little better and ask any questions you would like the answer to. The groups are kept small so that it can be a genuine two-way conversation. If you have a specific question, letting us know in advance, may help us provide you with a more comprehensive answer.

The next scheduled Coffee with the Leadership Team is for Tuesday 22 October 2019 at 9:30am

Bookings can be made via:

<https://www.trybooking.com/BFKUO>



Paying Voluntary Contributions

Parents wishing to pay voluntary contributions or top up funds to student accounts can do so the following ways:

1. Via Direct Bank Deposit
Name: West Leederville Primary School
BSB: 036 044
Account No: 123672
(use child's name & 'student funds' as reference).
2. Visa payment by telephone- please telephone on 9381 1655 or call in at the office.
3. Cash/ Eftpos at the front office in the Administration building. Please tender correct money.

Faction Athletics Carnival



Our annual Faction Athletics Carnival held at City Beach Primary School on Wednesday 4 September turned out to be a historic day for the Cambridge Faction who took out the shield winning by 2 points for the first time since its inception in 2013. Although the rain threatened, the program of events started on time with the 200m for the Year 3 and 4 students and 400m for the Year 5 and 6 students. Following the running races for the younger students, a tabloid event program ran parallel to the main program for the Pre-primary and Year 1 students.

As has become the norm, the carnival proved to be a fun filled day with many parents turning out to cheer on the students. We would like to extend our gratitude to the volunteer parents who transported, set up and packed up the equipment necessary to run the carnival; to the Year 5 parents who organised and ran a cake stall and the Dawson family for providing the coffee van; to all the parents who dropped in during the day to support their children; to the staff who calmly accommodated the logistics of taking the entire student body from pre-primary onwards off site, and in particular to Mrs Lisa Wade and Mr Phil Braimbridge who coordinated the carnival, and Mrs Munday who was incomparable in keeping everyone amused on the microphone. Congratulations to all the students who competed so well for their respective factions. At the conclusion of the carnival the results were:



1st - Cambridge	1029 points
2nd - Woolwich	1027 points
3rd - Northwood	923 points
4th - Kimberley	773 points

Athletic Medal Winners



Congratulations to the following students who were presented with medals at the conclusion of the athletics carnival.

CHAMPION

<i>Year 3 Girls</i>	Francesca Anderson
<i>Year 3 Boys</i>	Spencer Hathrill
<i>Year 4 Girls</i>	Maebh Dhepnorrarat
<i>Year 4 Boys</i>	Levi Stubbs
<i>Year 5 Girls</i>	Sofia Stinton
<i>Year 5 Boys</i>	Jack Smitheringale
<i>Year 6 Girls</i>	Sienna Hathrill
<i>Year 6 Boys</i>	Nathan Callaghan

RUNNER UP

Josephine Constantine
Benji Love
Ruby Eaton
Hudson DeVries
Mathilda Anderson
Lachlan Allen
Catherine Imison
Marley Harkess



Scenes from the Faction Carnival



Father's Day in Pre-primary...

Coinciding with the Father's Day weekend, fathers of the Pre-primary students are made to feel very special each year when they are invited into the classrooms to participate in a variety of activities. It was wonderful to see so many fathers, or in their absence, grandfathers, uncles, friends and mothers wearing cardboard ties and colourful hats; sitting for a portrait; wearing false moustaches and beards and huge plastic glasses in the photo booth; bowling in the bowling alley, and generally taking the opportunity to spend time with their children and socialise.



... and Kindergarten

Students in Kindergarten Yellow also got into the swing of things spoiling their fathers for Father's Day.



STAR STUDENTS

The following students received Merit Certificates at the recent assembly.

PRE- PRIMARY

Amelie Seah

Abi Underwood

Patrick Lilly

Farah Bell

Camila D'Addona

Elliot Bates

YEAR 1

Shivansh Sharma

Eamon Soh

Amelia Lunghi

Oscar Chandler

Parker Clode

Shaan Khan

Darcy King

YEAR 2

Louis Joyce

Bastian Cianci

Bodhi Williams

Owen Griffiths

YEAR 3

Harper Vogel

Lucas Soares

Aurora Pontre-Gibson

Priyanshi Ramola

Benji Love

YEAR 4

Maebh Dhepnorarat

Lewis Duplock

Jack Wira

YEAR 5

Ebony Callegari

Keira Warren

Charlotte Isaacs

Grace Wood

Carla Reyes

Felix Cooley

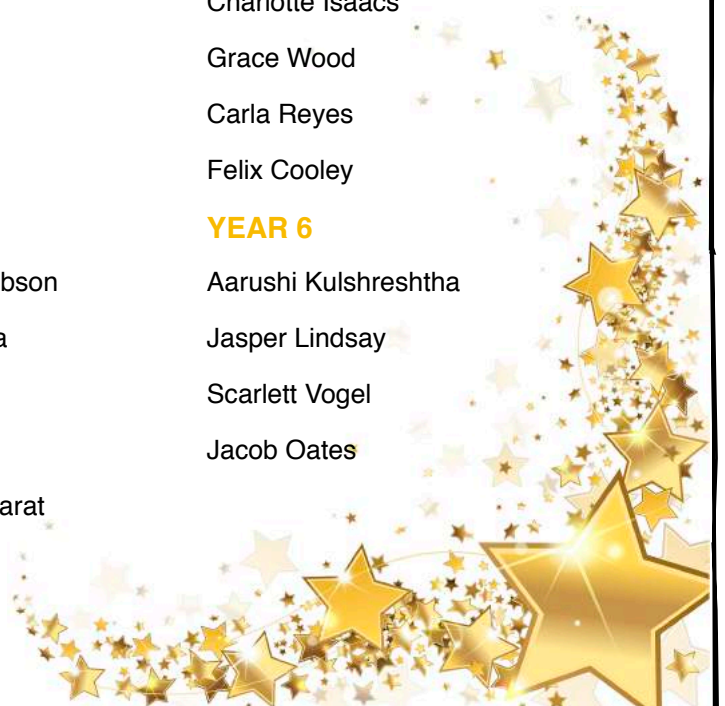
YEAR 6

Aarushi Kulshreshtha

Jasper Lindsay

Scarlett Vogel

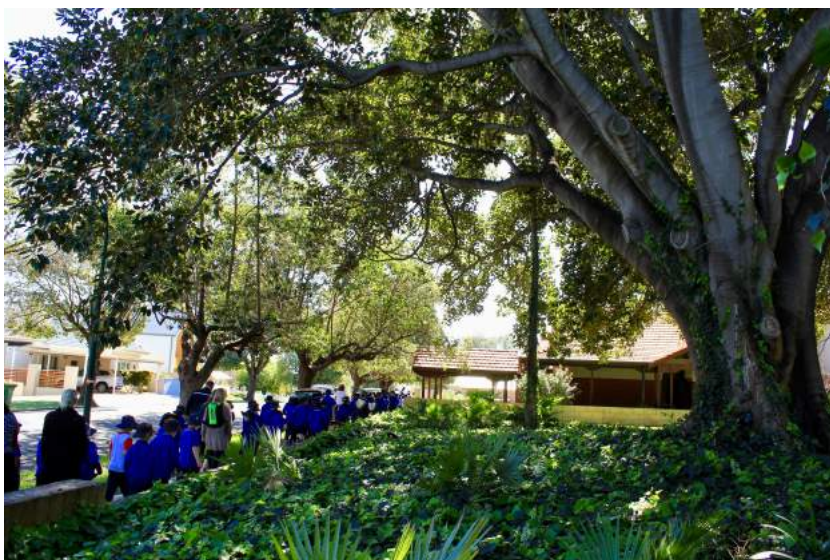
Jacob Oates



Historic Walk around West Leederville



The students from the Year 2 classes went for a historic walk around their local neighbourhood last week looking for signs and evidence of years gone by. Led by parent Mrs Sally Mizen who has an interest in the history of West Leederville, the students were shown local houses which have survived a century including the 'mayor's' house on the corner of Woolwich Street and Kimberley Street of which there are surviving photos taken in 1914. The students also discussed the history of Lake Monger at various stages over the last century. Causing great interest was the explanation of the backyard 'dunny' and an example which still exists on Kneebone Lane. Thank you to all the parents who volunteered to accompany the students on their walk and in particular Mrs Sally Mizen.



Featured books from our Parent Library

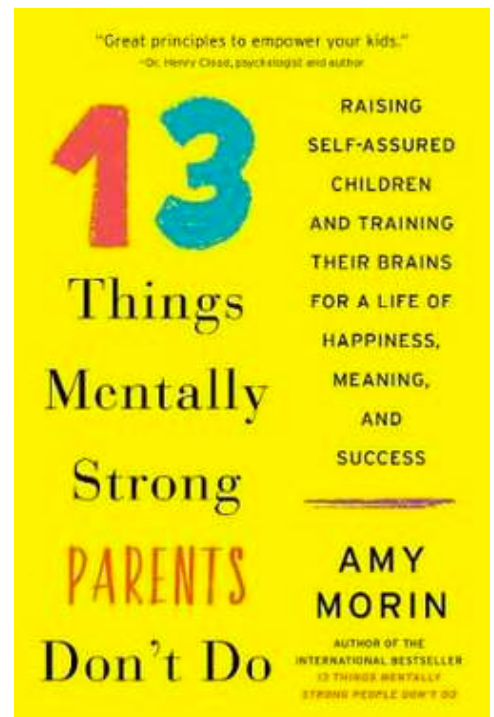
13 THINGS MENTALLY STRONG PARENTS DON'T DO

by **AMY MORIN**

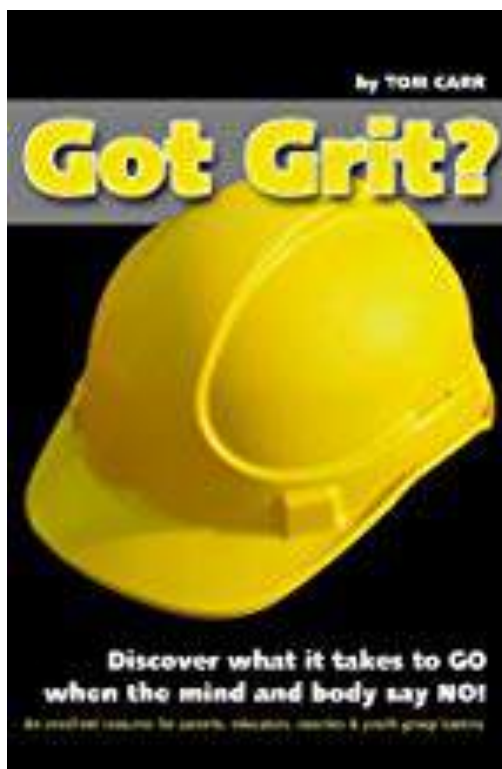
The author of the international bestseller *13 Things Mentally Strong People Don't Do* turns her focus to parents, teaching them how to raise mentally strong and resilient children.

Do today's children lack the flexibility and mental strength they need to cope with life's challenges in an increasingly complicated and scary world? With safe spaces and trigger warnings designed to "protect" kids, many adults worry that children don't have the resilience to reach their greatest potential. Amy Morin, the author who identified the characteristics that mentally strong people share, now gives adults-parents, teachers, and other mentors-the tools they need to become mental strength trainers. While other books tell parents what to do, Amy teaches parents what "not to do," which she says is equally important in raising mentally strong youngsters.

As a foster parent, psychotherapist, and expert in family and teen therapy, Amy has witnessed first-hand what works. When children have the skills they need to deal with challenges in their everyday lives, they can flourish socially, emotionally, behaviourally, and academically. With appropriate support, encouragement, and guidance from adults, kids grow stronger and become better. Drawing on her experiences and insight, *13 Things Mentally Strong Parents Don't Do* combines case studies, practical tips, specific strategies, and concrete and proven exercises to help children of all ages-from preschoolers to teenagers-build mental muscle and develop into healthy, strong adults.



GOT GRIT by TOM CARR



Counsellors, parents, and teachers will find this book to be one of the most unique, thought-provoking, practical, and somewhat unconventional guides they've ever picked up. It is based on recent research that tells us that a person's grit (hard work, determination, perseverance) combined with good soft (social) skills are better predictors of future success than IQ, grade point averages, and standardised test scores. Although the book focuses on several serious topics, it is filled with humour, short stories, and motivational quotes.

Parents are welcome to borrow books from our Parent Library located in the office.

insights



Are you asking your kids to step up?

by Dr. Deborah Gilboa

We do a lot for our kids, because we love them and often they need us. But we forget that one of the best things we can do for our kids is to help them learn to do for themselves and for others.

Do you ask your kids to do chores, to help out on a regular basis? You would be surprised how many parents – who were raised doing chores – don't ask the same of their kids. If you do give them chores, do you sometimes go behind them and redo the work when they're done? Don't! If it's not done right, get your child to fix it.

When I ask why parents don't give chores or why they don't challenge their kids with hard things – and I do, all over the world – parents tell me it's because kids are too... busy! They're working their tails off on classwork, teams, clubs, groups, trying to excel at 100 different things! So adults are willing to take on every other responsibility in their lives in order to facilitate these goals. And it's hurting kids.

We drive them everywhere – fewer teens are seeking drivers' licences each year. We type their work, do their research and try to buy them anything they or we think might possibly increase their success. We solve every problem and bulldoze over every potential obstacle. And kids accept this as the natural order of things.

We are stepping in front of our kids, when in fact we should be stepping *back* and allowing our kids to step up.

It's sounds like tough love, but it's not. This is parenting. This is making sure that our kids, in just a few short years, don't still need us to do everything for them. Our kids know that we are expert problem-solvers. Now it's their turn to step up and learn to help themselves and others.

So how can we let kids step up? Here are a few tips you can try right now with kids of any age.

1. When your child or teen comes to you with a problem, don't fix it. Say "You're a good problem-solver. What do you think?" And then listen to the answer.
2. Expect them to fail, and talk about what they'll do when (not if) that happens.
3. Give them tasks to do that help the whole family (not only themselves) and make sure they do them, until it's done well. Be patient, but firm.

It's crucial that you take a step back and let your kids make mistakes and learn from their experiences. You aren't going to be there in adulthood to clear the obstacles they face or solve the struggles. They eventually will have to make decisions and find solutions on their own and they will be ill-prepared if they weren't allowed to make those

mistakes under supervision while you're right there to show empathy and give support!

You may be thinking "but what if there's an emergency and I have to jump in?" Well, first define emergency.

Two percent of the time, kids need an adult to jump in front of them and solve the problem. They need an adult to protect them from a life-threatening issue that overwhelms their internal resources such as when they experience bullying, mental health issues and eating disorders.

The other ninety-eight percent of the time kids need a compassionate adult to take an interest, from a distance, without fixing anything. So step back so that a child or a young person can step up and handle problems and dilemmas themselves.

[You can attend our upcoming webinar, Step back so kids step up, at no cost!](#)

About the webinar

Children and teenagers are capable of so much more than they are often given credit for. Closing the expectation gap between what adults believe kids and young adults are capable of, and allowing them to create their own solutions to the challenges they face will greatly impact their resilience, and society as a whole. In this webinar, Dr. G will outline the practicalities of doing that, and the guiding principles that will make it possible.

When

Wednesday 18 September 2019 8:00pm AEST.

Price

This webinar is \$37 per person to attend, and is free of charge to families at schools that have a membership.

How parents can redeem the voucher

1. Click this link: <https://www.parentingideas.com.au/parent-resources/parent-webinars/webinar-step-back-so-kids-step-up>
2. Click 'Add to cart'
3. Click 'View cart'
4. Enter the voucher code **STEP** and click 'Apply Coupon' (valid until 18 October 2019). Your discount of \$37 will be applied.
5. Click 'Proceed to checkout'
6. Fill in your account details. These details are used to login to your account and access your parenting material
7. Click 'Place Order'



Dr. Deborah Gilboa

Internationally respected parenting and youth development expert, Deborah Gilboa, MD, is the founder of AskDoctorG.com. Known as Dr. G, she is an industry leading speaker, author, social influencer, and media personality. Dr. G inspires audiences with relatable stories and tools to develop life skills in children, teens and young adults ages 2-22. Connect with Dr G on [Twitter](#), [Facebook](#), [Instagram](#) or via [her website](#).