



WEST LEEDERVILLE PS 2020

Parent Information Session

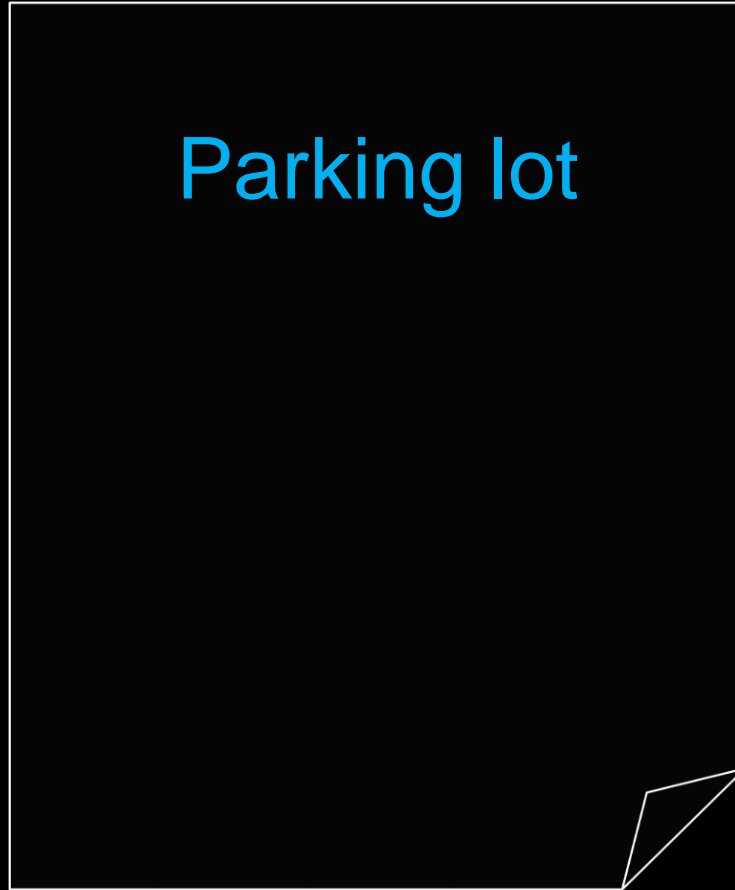
AGENDA

- Welcome and purpose – two way communication of information
- Class structure for 2020 – how these decisions are made
- Strategic direction 2020
- Our teaching pedagogy
- Where you can find information about the school
- Year One 2020 - brief curriculum overview
- Feedback from parents - What Worked Well / Even Better If
- Provocations
- Questions

QUESTIONS



Parking lot



SCHOOL RESOURCING



Per Student Funding



School Characteristics

- Enrolment -Linked Base
- Locality Allocation



Student Characteristics

- Aboriginality
- Disability
- English as an Additional Language
- Social Disadvantage

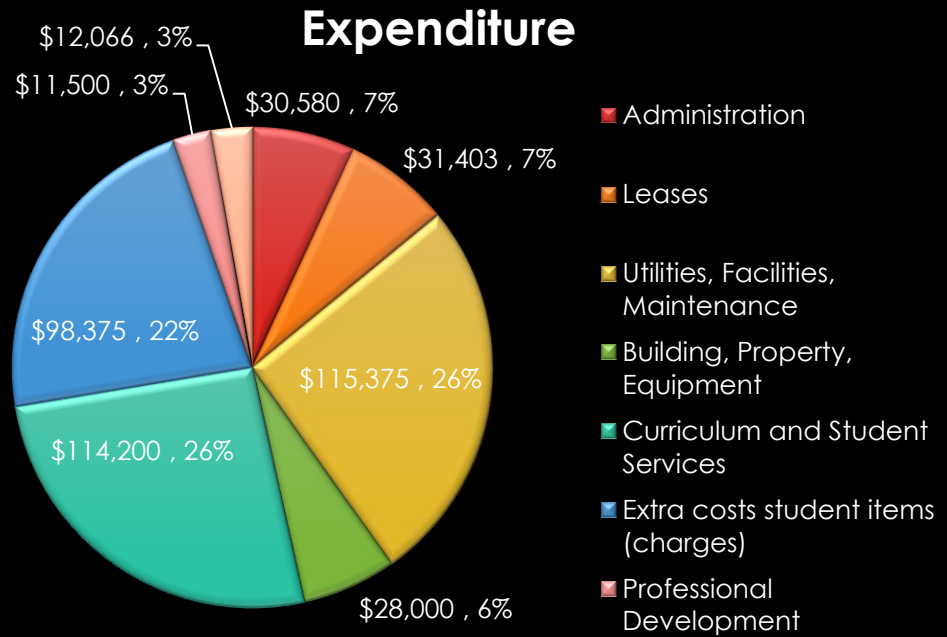
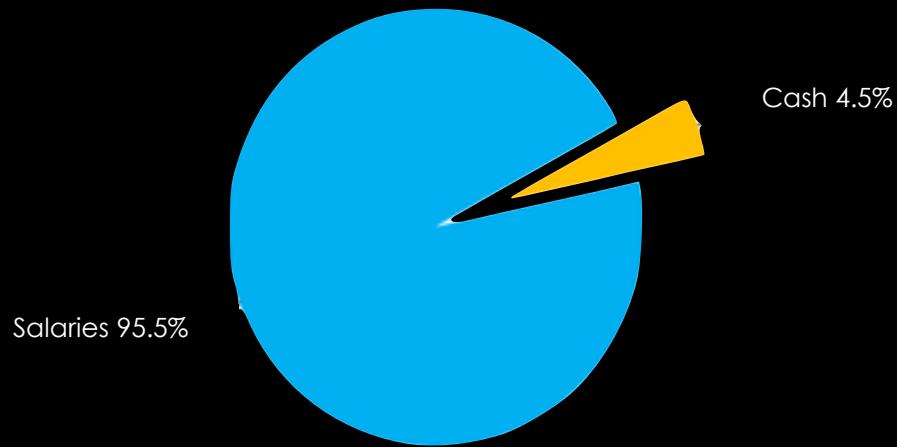


Other

- Targeted Initiatives
- Operational Responses
- Regional Allocations

Additional funding is received from Parent Voluntary Contributions and P&C fund raising.

WHERE THE MONEY GOES



INDUSTRIAL AGREEMENTS

Recommended Class sizes

K	20
PP	27
K/P/1 mixed	20
1 – 3	24
4 – 6	32
Mixed classes 4 – 6	31

Duties other than teaching time (DOTT)

K	320 minutes	1 day
PP	320 minutes	6 periods
1 - 6	240 minutes	5 periods

Face to face teaching
1550 minutes per week

CLASS STRUCTURE

Developed within estimated 2020 budget allocation and industrial agreements

Student numbers	class size		
K 63	21		1
	21		2
	21		3
PP 72	24		4
	24		5
	24		6
1 71	23		7
	24		8
	24		9
2 67	23		10
	22		11
	22		12
3 81	20		13
	20		14
	20		15
	21		16
4 58	24		17
	24		18
	10	4/5 split = 24	19
5 66	14		
	26		20
	26		21
6 62	31		22
	31		23
540			

CLASS PLACEMENTS

The school creates its class structure based upon the professional judgements of staff with the aim of creating the **best learning environment for each student.**

We strive to make the **right choices** taking into account all the information we have to hand.

Our teachers have been working with your child on a daily basis all year gathering information on preferred **learning styles, interests, social groups, emotional needs as well as their academic ability.**

Previous teachers and specialist teachers are also consulted for their input.

Factors that teachers take into consideration when allocating students to classes include:

- The ratio of boys to girls.
- The best educational and emotional needs of each student.
- Creating classes that are balanced academically, socially and behaviorally.
- Special circumstances such as twins or individual family matters.
- Constraints of resources or facilities.

Should there be a need to form a composite class, as well as the above, the following will be taken into consideration.

- Work habits eg. the ability to work independently
- Social maturity
- Academic performance
- Previous class placements

The curriculum entitlement for each child are the same as other children in that year level.

Wherever practicable students placed in a composite class will be provided with opportunities to participate in activities with their year level.

If a child is placed in a composite class in one year they will not be placed in one the following year without consultation with parents.



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STRATEGIC DIRECTION 2020

Teaching and Learning

- Problem based learning incorporating critical and creative thinking
- Whole school approaches: Talk4Writing, Words their Way, Interactive mathematical strategies, co-operative learning approaches, visible learning approaches, visible thinking strategies.
- Whole school assessment practices: PAT testing, Brightpath, Datahub
- Aboriginal cultural awareness
- STEM – taking an integrated approach
- Practical skills: handwriting, typing, fitness
- Mindfulness

Leadership

- Talent identification
- Opportunities for aspirants
- Curriculum leadership
- Teacher Development School

Physical learning environment

- Flexible learning spaces
- Playground project
- Technology as a tool for communicating, teaching, learning and assessment
- West Tech Lab
- Sustainability

Inclusive and caring learning environment

- Student support: LSC, psychologist and chaplain
- Positive technology use – online safety, privacy and wellbeing
- EAL/D program
- Communications strategy
- Parent resource library

OUR PEDAGOGICAL APPROACHES

Co-operative Learning

Visible learning

Explicit instruction

Problem based learning

Gradual release of responsibility

Collaborative teaching



The
West Leederville
Way

BACK TO YEAR X 2020

Teachers

A brief curriculum overview

Special events for the year group – eg camp,

Priorities for the year group – eg. developing independence 'saying
goodbye at the door.

Day one 2020 expectations

HOW TO GET MORE INFORMATION

The website

- The Business Plan
 - Annual reports
 - School reviews
 - Pedagogical approaches
 - Policies and programs
- the list goes on.

Talking to us

- Class teacher
- Leadership team
- Leadership morning teas
- Learning support team
- School Board
- P&C

Our handbooks and brochures

- Contributions and Charges
- BYO iPad
- Handbooks: K, PP, 1-6

Current affairs

- The skoolbag app
- The newsletter
- Class rep emails
- Live calendar of website

GIVING FEEDBACK

WWW/EBI

In groups discuss what you feel is working well in the school; write these things in the left hand column (WWW)

In the right hand column write down your feedback on things we could improve within the framework of: it would be 'Even Better If...' (EBI)

Walk around the room and view other groups' feedback and tick things you agree with and cross or ? those you don't.

While you're wandering, add your thoughts to the other provocations.



QUESTION TIME

1. We have grouped the questions documented throughout the session and will respond to similar questions as one.
2. We will respond to as many as possible in the given time frame.
3. A written response will be provided to all questions and distributed by email.
4. This Powerpoint will be available on the school website