



WEST LEEDERVILLE  
PRIMARY

## From the Principal

Dear WLPS Community,

### **Dance Concert** – please note change to start time

Due to the very hot weather we are currently experiencing and the forecast for next week to be similar, we have decided to start the end of year concert **one hour later**.

Please note the following changes to the schedule:

**5.15pm to 5.40pm** Pre-concert sausage sizzle for students  
(please order via the following link: <https://www.trybooking.com/BHCEF>)

**5.30pm** Hampers available for collection from the hall  
<https://www.trybooking.com/BHCDW>  
P&C Refreshments station open, located in the hall.

**5.45pm** Students to meet their teachers at a dedicated location

- PP- Library
- Yr 1 Red and 1/2 – Music room; Yr 1 Black and White Art Room
- Yr 2, 3, 4 – Undercover area,
- Yr 4/5 – Teacher meeting room (upstairs senior building)
- Yr 5,6 – own classrooms

**6.00pm** Concert commences

The concert will be held at the front of the school (Woolwich St)

There will be dedicated 'paparazzi' viewing location, outside the school office, for the parents of the class performing. Please only visit this area when your child is on the stage.

PP and Year 1 students are to be collected by a parent immediately following their dance, from the room where they were initially dropped, and may sit with their parents for the remainder of the concert.

All other students will sit with their class for the concert. Following the concert, all students Year 2 to 6 are to be collected by a parent from where they are seated.

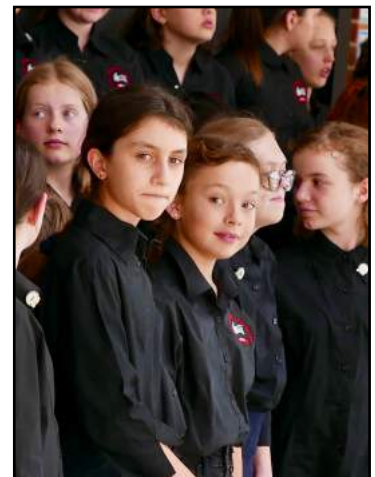
See you all on Thursday!

### **Thankyou P&C and Board**

I would like to thank all of the members of both the West Leederville PS Board and P&C for their commitment and dedication to our school. We have had another great year of working together, making our school a



*Ms Kelly was given the very special task of painting the royal nose on Rudolph for Year 1 Red and 1/2.*



wonderful place for your children, our students, the leaders of the future. For those of you moving on because your time as a parent at our school has drawn to a close, and to those of you stepping down from positions as your tenure comes to an end, I thank you for your contribution to our school. It is greatly appreciated by all.

Warm regards,  
Fiona Kelly

## Q&A

### **Can you please explain what research you are talking about when discussing composite classes?**

The research done by Professor John Hattie shows that the composition of the class makes no significant difference to student performance.

- Hattie analysed 94 different studies that had investigated the effect class structure had on learning.
- He found class structure had little to no impact on learning.
- His meta-analysis indicates that structural concerns such as class composition, class size, finances and environments are not the elements of schooling that have significant effects on learning achievement.

An article from the Sydney Morning Herald in 2015 states:

*While multi-grade classrooms are a practical necessity in rural and remote areas, they have become a common feature in many urban Australian schools, usually in response to variable grade-level enrolments. In Victoria, almost half of all state primary students are taught in composite grades, often combining year levels such as grades 5 and 6: reportedly, the most popular combination.*

### **What are the positives about composite grades?**

Research, which has been predominantly conducted in primary schools, suggests there is no discernible difference between composite and straight grade classrooms in terms of academic performance. However, benefits relating to student independence, responsibility and study habits have been highlighted. For example, younger children within a composite grade generally aspire to emulate older children in their work, and older children enjoy leadership and mentoring opportunities that lift their self-esteem. Some say composite classrooms are more flexible; allow children to work at their own pace; offer a wider range of friendship opportunities; and encourage more co-operation and tolerance.

### **What does the research say?**

- There is no empirical evidence for any assumption that student learning is hindered in composite classes.
- Anderson & Parvon (1993) analysed 64 research studies in the US and Canada and found that schools with composite classes were most likely to benefit children from all circumstances and all ability ranges.
- A major review of international research into multi-age classes was undertaken by Veenman (1995 & 1996). He investigated 56 different studies from 12 countries (including Australia) and found that the academic performance of pupils in composite classes was no worse or no better than that of pupils in single-age classes.
- Whilst research into academic aspects of composites shows it makes no difference to performance whether students are in a straight year group or in a multi-age class, there is evidence to suggest that composites enhance self-esteem, decrease behavioural problems, reduce the impact of labelling, encourage the formation of positive

## Dates for your Diary

**12 December**  
**Dance till you Drop concert, Yr1 to Year 6 students, front lawn, 5.45pm for 6pm start**

**17 December**  
**Graduation Ceremony, Year 6 students, Undercover area, 9.15am. Morning tea to follow at approx. 10.45am**

**17 December**  
**Excursion, Year 6, Outback Splashdown and Maze, 11am to 4pm**

**18 December**  
**Pre-primary students bell ringing and morning tea, 9am to 10am**

**19 December**  
**Book Awards Assembly, Undercover area, 9am**

**19 December**  
**Last day of 2019 School Year for students**

**26 January, 2020**  
**Australia Day**

**30 January**  
**Uniform shop open, Heritage building, 10am to 12pm**

**3 February**  
**Students return to school to commence 2020**

**5 February**  
**In term swimming - Years 3 & 4, Beatty Park Leisure Centre, 12.50pm**

**5 February**  
**In term swimming - Years 5 & 6, Cottesloe Beach, 10.30pm**

**6 February**  
**Protective Behaviours incursion, Years 1 & 2**

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

## Student leaders 2020



West Leederville Primary School aims to create opportunities for student leadership and service to the school community. Students in their final year are given the opportunity to demonstrate and develop responsibility through formal leadership opportunities including School Councillors, Faction Captains and Literacy Leaders. They play an active role in our school community by acting as ambassadors and undertaking leadership responsibilities. All students from Year 6 were eligible to nominate as candidates for the leadership positions. Students were identified through a selection process where all candidates prepared and delivered a presentation highlighting their individual qualities. Following the election, six students were elected into the Student Council, two captains for each faction and six Literacy Leaders. There are many current Year 5 students who, during their years at school, have shown qualities which indicate they can contribute to the school in terms of leadership and the voting process was not an easy one. It is important to note that all Year 6 students are regarded as leaders and are provided with a number of informal leadership roles.

Congratulations to the following students who were successfully elected to leadership positions:

### **Student Council**

Henry Cash  
Emma Sommerfield  
Oliver Stavreski  
Keira Warren  
Titan Tran  
Sarah Emmett

### **Literacy leaders**

Rachel Sparrow  
Allie Knowles  
Ethan Bengson  
Katrina Yang  
Zara Stevens  
April McCallum

### **Faction Captains**

**Cambridge:** Jack Smitheringale & Sofia Stinton  
**Northwood:** Riley Pawlowitsch & Mathilda Anderson  
**Kimberley:** Matthew Owen & Carla Reyes  
**Woolwich:** Felix Cooley & Ella O'Donnell

## The Kid's Helpline



As part of protective behaviours, students in Room 9 and 10 have been learning about The Kids Helpline. On Wednesday, students participated in a Skype call with a councillor from Kids Helpline. Students learnt about the free service and how they can phone, web chat or email during times of stress, anxiety, loneliness or crisis. The class really enjoyed the session and many students were excited to go home and make a 'trial call' to test the service.

## Mentoring at WLPS

The teachers at WLPS are always looking for mentoring opportunities for their students and recently as part of their Phys Ed program, the Year 6 students were asked to devise a game to engage and develop skills for a class of younger students. Rotating around the groups, the students really enjoyed interacting with each other at this level.



## New playground additions



Courtesy of our wonderful P&C, the students have enjoyed some new painted games in the playground, which were completed last week. The ever popular 4-square courts were expanded to include six new ones (two existing were repainted); a twister game was added to the back of the Heritage building, and a hopscotch in the corridor between the Admin building and the Heritage building. As soon as the paint was dry, the games were swamped with happy participants.

Thank you to the P&C and all parents who participated in the fundraising ventures to enhance the play areas for our students.



# Kindergarten learn about an ambulance



In learning about people in the community who help us, Kindergarten Yellow had a fantastic incursion with paramedics and an ambulance. The students got to experience bandaging limbs; learn in what circumstances and how to call 000, and to have a close up look inside an ambulance. Several of the students even had their heart beats measured with an ECG.



## STAR STUDENTS

The following students received Merit Certificates at the recent assembly.

### PRE- PRIMARY

Phoebe Falloon  
Ved Agrawal  
Abbie Divola  
Qi-Jun Gao  
Felicia Tejaya  
Lochlan Cooper

### YEAR 1

Amelia Guntrip  
Mosaab El Misallati  
Stella Jedenov  
Hayden Strika

### YEAR 3

Eamon Tan  
Josephine Constantine  
Killian Beniak-Regan  
Tamim el Misallati  
Mackenzie Decent  
Jackson Coombe

### YEAR 4

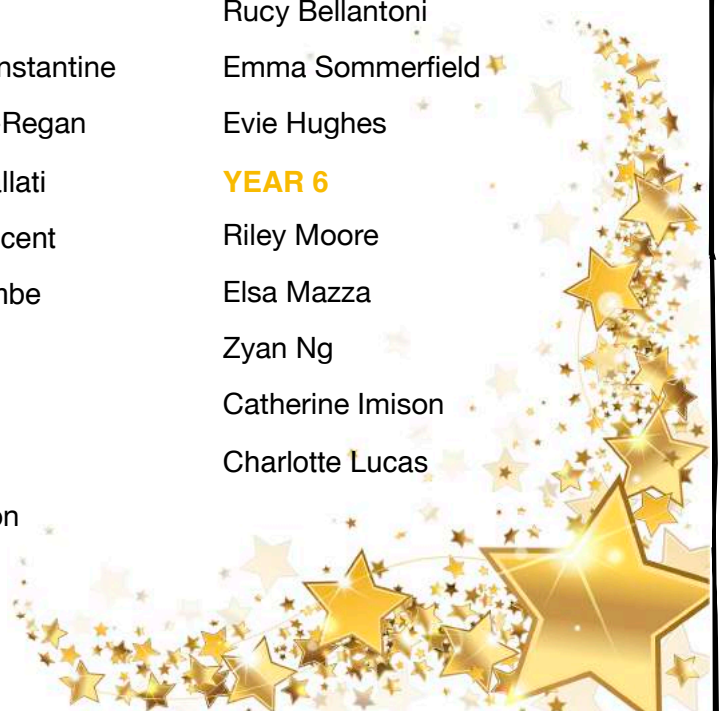
Molly Baker  
Elise Di Lollo  
Cooper Stinson  
Docie Sliker  
Ewa Kroluk  
Clancy Choo

### YEAR 5

Rucy Bellantoni  
Emma Sommerfield  
Evie Hughes

### YEAR 6

Riley Moore  
Elsa Mazza  
Zyan Ng  
Catherine Imison  
Charlotte Lucas



# Getting to know our teachers

## Interview with Mrs Curtis

### What is your favourite memory as a teacher?



I have many favourite memories. Most of them are to do with funny episodes with the kids, or learning moments where kids understand the concept I've been trying to teach. The end of the year is always exciting. The last day, especially last year with the class I had, was lots of fun.

### What is your favourite year level and subject?

Well, I like Year 5 and 6, and I do love teaching science and I also like teaching reading comprehension.

### Did you have a different job before becoming a teacher?

No. Well, I went to university to become a teacher, but then I also became a mum. So that was a pretty full-time job!

### What was your dream job as a child?

I wanted to be a nurse.

### How did you feel on your first day teaching?

It was pretty scary because I realised I was responsible for these children and for their learning and for them to pay attention and listen ... there was a lot of things to juggle, a lot of things to think about when I stood in front of the class.

### Why did you become a teacher?

Because I liked the idea of teaching, I loved school myself and I had a good time. I was thinking about becoming a nurse, but then I thought, 'Oh, I don't think I could cope with all that blood'. I changed my mind, and maybe that was a silly decision, but then I decided teaching would be really fun. There are lots of things about it that appeal to me.

### Do you enjoy teaching and if so, why?

Yes, I love teaching. Every day I get up and think, 'Yay! I'm going to school'. I just love interacting with kids, sharing funny jokes, watching them learn... it's such a fun job.

### Did you discover anything about teaching while you are at WLPS?

I had a lot of experience already; I think it was just lots more fun. I mean, WLPS students are so lovely; I don't have to work too hard to try to manage the students. I don't know if I learnt something new, but I've certainly had lots of great experiences. I've also met lots of other wonderful teachers who are now my friends, so that's a big plus.

## Interview with Miss Pallas

### Who or what inspired you to become a teacher?

Well, straight out of school I had decided to do architecture and I went and studied that for five years. Then I worked in that field for one year, but I really didn't enjoy working in an office. It was quite boring, and I have always wanted to be a teacher. My great-grandmother was a teacher, so I always had that at the back of my mind.



### Did your family support your teaching career?

Yes, very much. My mum had always thought I would be a great teacher. They were very supportive of me following my dream instead of doing something I didn't enjoy.

### How did your parents help you to get where you are now?

They encouraged me. I was living with them at that time, so they put up with my very busy life. My mum would always give good advice. So, when I was worried about something, I would just go and talk to her.

### What job were you in before teaching?

I was in architecture and I was actually designing schools. I absolutely loved the degree in architecture. I just didn't enjoy working in it.

### What subjects did you enjoy most at school?

My favourite subjects by far were drama and sport, but I also liked English.

### Why?

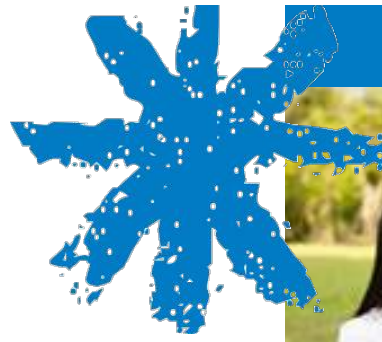
I think I have a creative mind, and I enjoy analysing things like we do in English. As for drama, I love escaping reality and being able to perform as someone else.

### What school did you teach at before, and how does it compare to this school?

I was at Cottesloe Primary and I was there for six months. It was similar to this school although there was a difference in some of the manners! We're pretty lucky at our amazing school.

*Interviews conducted by Year 5 and 5/6 students.*

# insights



## Why validation is the best parenting skill of all

by Michael Grose

At a time when the mental health and wellbeing of children and teenagers is firmly in the spotlight, validation is an essential parenting skill.

When a child or teen comes to you when they are struggling emotionally, they want you to understand their dilemma. They don't want to be dismissed or told to 'get over it'. They generally want someone to acknowledge that their concern is real with comments such as:

*"I see you're worried about going to camp. I can understand that. "*

*"Thanks for telling about the scary monsters in your bedroom. Let's see what we can do about them."*

*"I'd be afraid too if I was left alone on my own for that long."*

### Validation of a child's struggles helps them

Validating a child's struggles helps in a number of ways. It works to:

#### Build deep connection

Relationships built at the time of vulnerability go deep and are hard to break.

#### Promote a child's wellbeing

Validation helps kids feel safe, which is what 'worry warts' and anxious kids want. Lack of understanding rather than fear itself often impacts negatively on a child's happiness.

#### Overcome disappointment and build resilience

Validation encourages kids to give voice to their concern or disappointment and either takes steps to rectify it or move on.

#### Develop emotional intelligence

Parental validation models emotional intelligence for children and teens. It requires you to identify the emotions that may be behind their language or behaviour.



## Encourage empathy

Validation requires you to stop, listen and get on the same wavelength as your child.

### Four steps to validating your child's emotions

Follow these steps when your child comes to you with their worries or concerns to make sure they feel understood.

#### Attend

Stop what you are doing and give your child full attention.

#### Observe

Listen with your eyes as well as your ears.

#### Reflect back their worries

Get down to their eye level if necessary, saying something like, "I see you're really concerned about this."

#### Touch

If appropriate, gently touch their shoulder or give them a hug when you speak to them. This will help them feel safe and comforted.

There's no better feeling for a child or teen who is struggling than knowing someone they value truly understands them.



### 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.