



WEST LEEDERVILLE
PRIMARY

From the Principal

Dear WLPS Community,

Children's return to school

What an interesting time we are having in education at the moment! It really is great to have most children back. Our attendance rate has increased each day and is sitting in the high 80s (%). We still have several children from each class learning from home and our teachers are doing a great job catering for both learning modes – it is quite a juggling act!

An interesting observation, that appears to have resulted from students entering the school site unassisted each morning in combination with the staggered start times, is a noticeable sense of calm at the beginning of each day. The teachers have commented that the students seem settled and are getting started on their morning tasks promptly and independently. Perhaps it is because they are enjoying the responsibility and have risen to the occasion; perhaps it is because the teachers are having more of an opportunity to engage with the children as they arrive over a longer period of time and without any parent to teacher chat; perhaps it is because they had such a long break from school, missed us all, and we're still in the honeymoon period! Whatever it is, the school is calm and children are productive, just the way we like it!

Teacher Professional Learning

Staff meetings at WLPS are dedicated to improving our craft as teachers. To ensure we are following physical distancing protocols we are meeting in small groups across the school and participating in a series of workshops. Over the next three staff meetings we will be looking closely at the Western Australian Curriculum General Capabilities; High Impact Teaching Strategies and Digital Technologies.

Three
Cross-curriculum
Priorities



Seven
General
Capabilities

Eight
Learning
Areas

	SETTING GOALS <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 	
	STRUCTURING LESSONS <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Plan for and implement effective teaching and learning. 3. Assess, provide feedback and report on learning. 	
	EXPLICIT TEACHING <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Plan for and implement effective teaching and learning. 	
	WORKED EXAMPLES <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Plan for and implement effective teaching and learning. 	
	COLLABORATIVE LEARNING <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Know the content and how to teach it. 3. Plan for and implement effective teaching and learning. 	
	MULTIPLE EXPOSURES <ol style="list-style-type: none"> 1. Plan for and implement effective teaching and learning. 2. Assess, provide feedback and report on learning. 	
	QUESTIONING <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Plan for and implement effective teaching and learning. 3. Assess, provide feedback and report on learning. 	
	FEEDBACK <ol style="list-style-type: none"> 1. Assess, provide feedback and report on learning. 	
	METACOGNITIVE STRATEGIES <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Plan for and implement effective teaching and learning. 3. Assess, provide feedback and report on learning. 	
	DIFFERENTIATED TEACHING <ol style="list-style-type: none"> 1. Know the content and how to teach it. 2. Plan for and implement effective teaching and learning. 3. Assess, provide feedback and report on learning. 	

A useful link

Did you know West Leederville has families that speak approximately 20 different languages as their first language? The link below has information explaining Coronavirus in 31 different languages. I have placed this link on our website if you are interested and would like to refer back to it at another time. <https://www.sbs.com.au/ondemand/coronavirus-explained-in-your-language>

A few important reminders

1. Only send your child to school if they are healthy. If you are unsure, please err on the side of caution and keep them home until you are sure they are well.
2. Pre-primary parents, are the only parents, permitted on to our school site. All other parents are reminded to wait at the location agreed within their family at the appropriate time for their children (based on the schedule previously distributed).
3. Pre-primary parents please ensure you arrive and depart as quickly as possible and only go to the designated drop off and collection point. If you have other children to meet, please ensure this is at a location outside of the school gates.
4. Ensure students, upper primary in particular, arrive at the time allocated on the schedule. This schedule is designed to alleviate congestion inside and outside the school grounds and your co-operation is appreciated.

Playground upgrade

And the good news is....The long awaited playground upgrade commences on Monday.

It was planned to be a big surprise on the students return from 'learning online' over term 2, but they're back already! Never mind, it's still going to be a fabulous surprise once complete with some exciting new components for the children. There will still be access to the school from Lesser street however, this will be shared with the builders so caution will be required.

Warm regards

Fiona Kelly

Dates for your Diary

May 28 & 29

Staff PD Days - Students do not attend school

June 1

Western Australia, PH

Please check the WLPS Website or Mobile App for updates to the school Live Calendar

Classroom buddy

A new class member joined Year 1 Blue at the end of Term 1, although he is a little more hairy than the other students in the class and has rather large ears. One of the students in the class, Georgia brought in the baby rabbit who settled down very quickly to become the class mascot. Nivens McTwisp, who was named after the rabbit in Alice in Wonderland, he regularly visits during the daytime where the



students tend to his needs and learn about the responsibility of keeping a pet. Nivens has become a hit with the students of Year 1 Blue and the staff, providing 'mindfulness cuddles' although he has also been known to nibble handbags. When he is not visiting his classroom buddies, Nivens lives with teacher Mrs Reeves.

Learning about Sustainability in Year 3



Students from Year 3 White tending to their garden as part of their learning in sustainability in Science. The Year 3s have been looking at the sustainability practices implemented at school and at home.

Saving our Earth with its people, animals and resources is vitally important for future generations. Students were asked to investigate sustainable practices at home and present their findings to the class using either a poster, Power point, model, diorama, booklet or movie. Ms Hawson is thrilled with the effort that her students put into their projects. They are certainly going to be our future ambassadors in saving our planet. David Attenborough would be pleased.

As part of our Sustainability studies, we prepared and planted vegetable seedlings (lettuce, onions, broccoli, bok choy and cabbages) in our class patch at school.



They have flourished, with students picking organic lettuces, silverbeet and bok choy to cook and eat at home.

*Philippa Hawson
Year 3 White*





Students from Year 3 Blue proudly showing their Sustainability Projects

As part of our science topic, Year 3 students identified the sustainable practices that we implement at WLPS.

These included: recycling, wrapper free lunches, reticulation systems, turning lights off when leaving classrooms, minimising and responsible use of packaging, particularly plastic.

As a follow up to this, students researched and presented a project that identified the sustainable practices they used at home. Students had a choice of how they presented their findings, including Powerpoint presentations, models, posters or booklets. Their efforts were very impressive and identified sustainable practices in their homes such as:

- Solar panels
- Verge collections
- Using public transport
- Drying clothes on the clothes line
- Repurposing items
- Sending plastic bottle tops to Green Batch
- Walking rather than driving
- Reusable shopping bags
- E-waste collections

What a fantastic effort!

Our world is certainly in good hands with this caring, environmentally aware generation of children.

*Joanne Bosward
Year 3 Blue*



Mandarin Cooking lesson at home



Check it out.... our new “master-chefs”! These students enjoyed doing hands-on cutting, wrapping, cooking and eating their homemade dumplings. It looks like they had so much fun. I hope you have time with your family to enjoy the dumpling cooking experience.

For a guide to making the dumplings, please refer to the cooking video in Connect. You can buy the ingredients from most supermarkets and the recipe is also on Connect.

Enjoy homemade dumplings.

谢谢 xiè xiè shair shair (Thank you!)

再见 zài jiàn tzai jian (Good-bye)

*Linda Chun Fun Williams
Mandarin Teacher*

STAR STUDENTS

The following students received Merit Certificates at the recent assembly.

Year 1

Chloe Matthews
Evelyn Blackman
Jesse Nankervis
Camila D’Addona
Imogen Mallet
Felicia Tejada

Year 2

Harrison Lynn
Summer Jorgensen-Oates
Claudia McAlpine
Abbie Merry
Cally Del Fin
Soren Anderson

Year 3

June Lorimer
Jasper Cooley
Coco Divola
Luca De Vries
Lucas Metcalf
Alexys Meheux
Ethan Khuu
Veer Mahal

Year 4

Stanley Guntrip
Lena Pawlowitsch
Quinn Bandarage
Lucas Soares
Juliette Cresp

Year 5

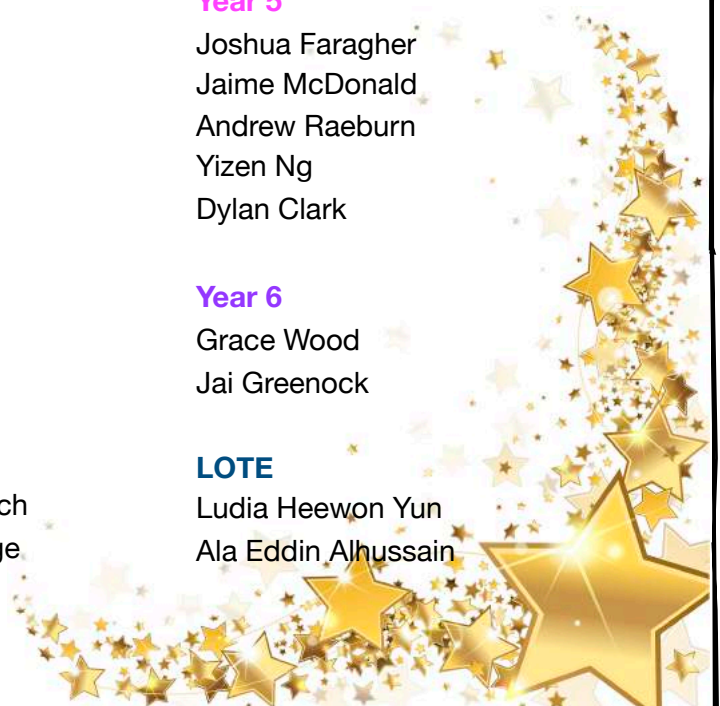
Joshua Faragher
Jaime McDonald
Andrew Raeburn
Yizen Ng
Dylan Clark

Year 6

Grace Wood
Jai Greenock

LOTE

Ludia Heewon Yun
Ala Eddin Alhussain



Highlights of the week



Kindergarten Blue students portraits of their mothers.



Social distancing Pre Primary style during a Phys Ed with Mrs Shepherd.



Students from Year 5 base testing in fitness during Phys Ed with Mr B.

INSIGHTS

Expect more from kids in these difficult times



Studies show that parent expectations are a powerful predictor of student success and wellbeing. As children are required to spend more time at home over the coming months, your expectations about your children's behaviour and performance are more critical than ever.

While there may be a temptation to shield children and young people from hardship during the current COVID-19 pandemic, this is unrealistic and out of step with current societal norms. Every segment of the community including children and young people is expected to both give something up and contribute more during the pandemic.

The greatest contribution kids can make is to help their family function as effectively as possible, look out for the wellbeing of family members and peers (using appropriate social distancing measures) and to quickly adapt to the new learning requirements from school.

As a parent you should expect your child or young person to:

Help at home

More time spent at home means more mess, more untidiness and more food to prepare. It's reasonable to expect kids to clean up after themselves, sweep floors, wipe benches, wash dishes or empty dishwashers and also contribute in age appropriate ways to meal preparation. Consider using a weekly jobs roster for the larger tasks and avoid linking pocket money to jobs. Linking help around the house to pocket money teaches children to think "what's in it for me?" rather than "how can I help my family out?"

Behave well

The default question for kids when living in close quarters with others should be, "How does my behaviour impact on others?" If their behaviour impacts adversely on the rights and wellbeing of others, then it's not an appropriate behaviour. A child who continually makes a noise while in close proximity to a sibling who is studying is showing little consideration. As much as possible skill kids up to resolve relationship problems with their siblings so that you're not continually policing their behaviour.

Look out for others

Encourage children to look after the wellbeing of fellow family members. Using age appropriate language, help children understand the signs of deteriorating mental health including sullenness, moodiness, spending more time alone, shortness of temper and drooping out of family activities. Encourage children to act with empathy and kindness when family members are struggling and discuss ways that they can help including giving them space, listening and having fun at appropriate times. By helping children to look out for the needs of others, you are also helping them to build skills in expressing the full range of their own emotions.

Stick to schedules

The use of structures and routines are an essential element of family functioning, particularly during times of change. It's advisable to make your family schedules mirror the schedules established by your child's school. Expect children and young people to stick to the established schedules without taking short cuts, arriving late or finishing early for online lessons. Differentiate the week by relaxing the schedule on weekends, which gives kids something to look forward to.

Show up for lessons

Expect kids to show up for school lessons with the right attitude, equipment and clothes. Wearing clothes specifically for school work helps to trigger their readiness for learning, and differentiates school time from leisure time.

Display discipline

Time spent at home requires children to self-regulate and be disciplined. I suspect that those children who do best in this time of self-isolation will be students who discipline themselves to exercise regularly, limit their use of digital devices, develop a sleep preparation routine, stick to school work routines and practise mindfulness regularly.

Expectations can be tricky to get right. Too high and children can give up. Too low and children will meet them. In these challenging times when more is asked of all of us, err on the side of the side of keeping your expectations high for your kids. They'll more than likely rise to the new challenges that social distancing measures require of them, building their confidence, character and resilience.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

Uniform news

A request from our uniform volunteers to please ensure that you label all school uniform items with your child's full name. This includes uniform items that have the orange Rag Tag which can only be returned if there a name and phone number is attached to the Rag Tag.

