



WEST LEEDERVILLE
PRIMARY

From the Principal

Dear parents and carers,

As we approach the middle of Term 2, our classrooms are buzzing with additional learning programs, special events and activities to add value to the educational, physical and social/emotional development of our students. This week in particular has been very busy with a number of exciting events and activities such as the beginning of the National Assessment Program for Literacy and Numeracy (NAPLAN) and the first week of our Cross Country Training on Wednesday mornings.

I would like to extend my appreciation to our community over the past couple of weeks with helping us to keep our community safe by following the COVID guidelines and restrictions outlined by the school. It appears that yet again, WA has been very lucky to have negotiated and quickly curbed community transmission so that we can return to a relatively normal life in a short period of time.

Our thoughts are very much with any WLPS families who have family or connections in India. We want you to know that we care very much for you and your extended families. The COVID tragedy that is happening in India is nothing short of heart-breaking.

I had the pleasure of visiting our Kindergarten Campus this week to meet the students and talk to the teachers and education assistants about our early childhood education programs. I am delighted to share some photos of this visit with you in this newsletter.

I would also like to thank our parents and carers for their cooperation in the Kiss n Drive area on Woolwich Street. We now have the majority of drivers using the area safely and with courtesy, staying in their car, moving forward when possible and maintaining a flow of traffic. The School Board and the P&C will be working with the school to develop a longer term strategy to maintain this standard of safety of our students when leaving the school.

There are three areas that we would like your support in so that we can continue to improve:

1. Please pass on information about the correct use of Kiss n Drive to grandparents, nannies, carers and uncles/aunties who may be helping you with pick up and drop off. The majority of people using this area incorrectly are these additional carers.



2. Please do not do a U-turn on Northwood or Woolwich Streets (particularly in the Kiss n Drive area) at pick up and drop off time. This is dangerous for pedestrians and other vehicles who are not expecting this.
3. Please do not cross directly in front of the school in the Kiss n Drive area. Now that we have the traffic flowing well in this area, it is not safe for pedestrians to move between cars. Please make your way to the roundabout for Northwood and Woolwich Street and use the traffic island or walk south down Woolwich away from the busy areas to cross. To discourage people from crossing the road in the Kiss n Drive area, the double gates will be locked and parents, carers and students should proceed to the pedestrian gates at either side.

RECONCILIATION ACTION PLAN

At WLPS we place a high importance on building an inclusive culture, and valuing the different religious, cultural and language groups that make up our school community.

One way we do this is through our Aboriginal Cultural Committee. This year the committee is looking to build on their work from previous years by developing a Reconciliation Action Plan using the RAP Framework.

As part of this commitment we are looking for a parent, carer, or community representative to join this committee. This is a voluntary position for a person who is of indigenous background, has connections or is involved in ally work in supporting and promoting Indigenous people, culture or history, or has a passion for raising awareness around reconciliation.

The parent and community representative should be available to attend committee meetings once a term at 3.15pm and support special events etc. when needed.

For more information about the RAP Framework please click on this link <https://www.reconciliation.org.au/reconciliation-action-plans/>, or email julie.ballantine@education.wa.edu.au

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

This week our students in Year 3 and Year 5 have participated in the National Assessment Program Literacy and Numeracy (NAPLAN). I am proud of the way they have tackled this challenge and congratulate them all on trying their very best. I would also like to say thank you to Mr McInerhoney, Ms Thompson and the teachers in Year 3 and Year 5 in their work to prepare the students and support them with this assessment.

Sometimes students and parents/carers can worry about NAPLAN. It is important to remind our community that NAPLAN is just one of many assessments we do at WLPS to get a picture of how a student is going and how we can support them. The assessment data is most reliable when looking for patterns across a number of years, across the year group (i.e. Year 3 cohort), across the school (progress between Year 3 and Year 5), and across networks and states.

NAPLAN is not linked directly to school grades or to selection processes for specialist or academic extension high school placements. We do not recommend that students use products or preparation test booklets or receive coaching specifically for NAPLAN.

Dates for your Diary

10 - 21 May
NAPLAN Years 3 & 5

16 May
School Disco
3pm - 4pm Kindy & PP
4pm - 5pm Years 1 - 3
5pm - 6pm Years 4- 6

19 May
National Simultaneous Storytime

19 - 21 May
Start Smart Program (CWB) incursion
Years 1 - 4

21 May
Interschool Winter Sport -
Floreat Park PS
Year 5 & 6 selected students

28 May
Interschool Winter Sport -
Churchlands PS
Year 5 & 6 selected students

28 May
Assembly - Undercover Area
2:30pm

28 May
Meet the Principal Morning tea

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

SCHOOL BOARD MEETING

On 4 May, we held our third School Board Meeting for the year. At the meeting we welcomed two new members: Cindy Kennedy and Jarrad Dunning. We also said farewell and thank you to two outgoing members Barrie Harvie and Aine Sommerfield.

At the meeting we reviewed the On Entry Assessment Results and Mrs Wade (Associate Principal) shared with the Board how we use these results to plan and program for our students in Pre primary, Year 1 and Year 2. We discussed recent results from our Oral Language Screening Program in Kindergarten and possible strategies to support the growing number of students coming into our early year's programs with speech and language difficulties or delays.

We also shared with the Board information about our upcoming Public School Review and the processes that surround this self-assessment cycle, which I will also share with the broader community in our next newsletter.

MORNING AND AFTERNOON ROUTINES

Recently, we have been working with students and teachers to tighten up our morning and afternoon routines, and ensure the correct supervision of students outside the specified school hours.

All students who arrive at school early are to wait in the undercover area until the classrooms open at 8.35am. There will be a teacher, Associate Principal or Principal available to supervise students at this time. Students should no longer wait in the hall before school.

However, we discourage parent and carers of our students from dropping off students earlier than 8.35am – we provide supervision for a few students on those occasions where it is unavoidable, but this should not be a routine or expectation for families. At present we have over 60 students arriving at school before 8.35am, with some students arriving up to 30 – 40 mins before the classrooms open. We will be contacting the parents or carers of those children who are arriving too early to offer before and after school care with Camp Australia or discuss alternative care arrangements.

Likewise in the afternoon, it is not OK for students to remain on the school site unsupervised or unaccompanied by an adult. If you are running late, please phone the school and we will arrange for your child/ren to wait in the administration building to ensure they are safe until you get here.

2021 STATE CHINESE BACKGROUND STUDENTS STORY TELLING COMPETITION SATURDAY 15 MAY

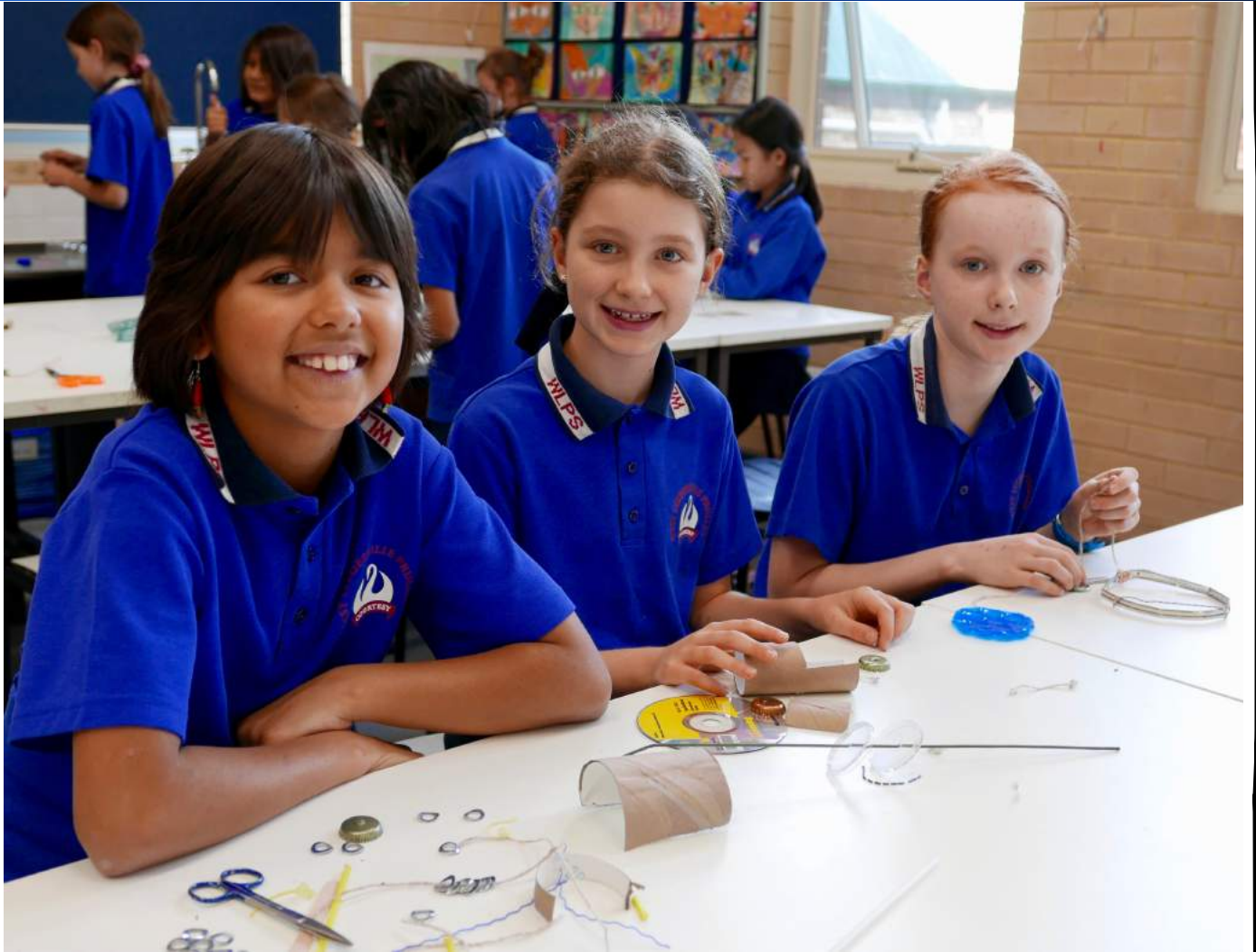
I would like to congratulate Amy Li from Year 4 Red and Jianing Gong from Year 4/5 for being selected to represent WLPS at the 2021 State Chinese Background Students Story Telling Competition. These two students will be competing with other student from across the state at the University of Western Australia on Saturday 22 May.

Last Year Phoebe Yan won first prize and Amy Li came second, we know that Amy and Jianing will represent WLPS well and we wish them all the best of luck.

Warm regards,
Sheri Evans,
Principal



Year 5 - REmida workshop



The Year 5 students participated in REmida's Complex Motion workshop in Weeks 3 and 4. They had to use their imagination and engineering skills to build something with multiple moving parts. There was one catch though; you could not use glue or tape! It involved lots of fun thinking of ways to attach different recycled and reusable materials and everyone made interesting creations.



Walk to School Safely Day

This morning our students participated in the National Walk Safely to School Day. This is a community initiative that aims to raise awareness of the health, road safety, transport and environmental benefits that regular walking (especially to and from school) can provide for the long term well-being of children. Apart from the physical benefits, regular walking also has a favourable impact on their mental health and academic performance.

The objectives of National Walk Safely to School Day are:

- To encourage parents and carers to walk to school with primary school age children
- To promote the health benefits of walking and create regular walking habits
- To help children develop vital road crossing skills and ensure children up to the age of 10 years hold an adult's hand when crossing the road
- To reduce car dependency and traffic congestion
- To reduce the level of air pollution created by motor vehicles
- To promote the use of public transport

At WLPS the initiative was widened to encourage students to walk, ride or scoot to school. Upon arriving at school the students were treated to a sausage sizzle breakfast and Milo, sponsored by the Town of Cambridge.

Our thanks go to the parents who assisted with the breakfast and those who took the opportunity to walk to school with their children.



Pre-primary Mathematics Tabloid



The students in the Pre-primary classes participated in mathematical tabloids on the morning of May 12. The students were involved in many activities to enhance their understanding of number and measurement. All activities were hands-on and play based. Some of the activities included finding objects smaller or larger than a pop stick, tossing a beanbag into a hoop and adding the scores and filling containers with water to find out which held the most liquid. The sandpit offered an opportunity to find out which container held ten cups of sand.



Thank you to all the parent helpers who helped make this morning a great success.



Pre-primary Blue

The children in Pre-primary Blue have been exploring Dragon stories. The class made a character poster for Zog using words to describe him. They made little baby dragons out of plasticine and sequins for scales. Lots of rolling and pinching, which is great for little hands. Last of all our talk for writing sessions have been learning Puff the Magic Dragon and every child has made a story map to remember the actions and words.



Cross Country Training



Winter is coming and so is Cross Country! Training has begun for the West Leederville students to prepare them for the most gruelling competition of the year, the Cross Country running. 76 courageous students have signed up to train on Tuesday and Friday mornings, striving to meet their full potential in this year's race on Wednesday 17 June at Subiaco Oval. The first four girls and boys across the line from each year group will be going to the Sporting Schools WA inter-school event in Week 3 of Term 3 to represent our school and back-up last year's excellent showing. Go West Leederville!

Hockey Star

After early morning trials conducted over two weekends, Jaime McDonald (Year 6) was selected for the WA School Sports Under 12's Hockey team.

The selected team of 14 were due to travel to Canberra to compete in the National Championships, but unfortunately due to COVID this has been cancelled.

Instead, the team will still train, receive WA gear and compete in various planned events throughout the year, including the annual long weekend Bunbury Carnival in 3 weeks time where they will play against the older players in the Year 7 and 8 age groups.

What a huge achievement for Jaime.
Congratulations from WLPS.



WLPS Sporting Teams



The Interschool Winter Sport competition got underway last Friday when selected students from Years 5 & 6 travelled to City Beach PS to compete in football, soccer and netball. Although the results were a mixed bag with two wins and two losses, all teams played very well. In the coming weeks the teams will travel to Floreat, Churchlands and Woodlands. We wish them the best of luck.



Cyber Friendly Primary Schools:

Self Awareness Online

It is important for children to learn how to recognise and think about their own emotions when they are online either playing games, using social media or doing school work. These emotions may include happiness, fear, excitement, anger, or jealousy depending on the situation.

Families can help their children learn these skills by chatting about how our body can give us clues about our feelings, emotions and moods (e.g. "what do you think it means when your heart beats faster or when your face becomes hot") and how these may be influenced positively or negatively by their online environment.

More information about how to talk with your children about self awareness online can be found at the Cyber Friendly Primary Schools website: <https://cyberfriendlyprimary.telethonkids.org.au/families/>



CYBER FRIENDLY PRIMARY SCHOOLS



STAR STUDENTS

The following students received Merit Certificates at the recent assembly.

Year 1

Matilda Wilkinson
Rory O'Donnell
Owen Hobbs
Maggie Skeet
Vivienne Vallis
Rayann Ansari
Pascual Nicholson
Shi Rui Goh
Natalia Zimarino
Freya Anderson
Matteo D'Orsogna
Juniper Gaffney
Cole Jones

Year 2

Jadelynn Nguyen
Hannah Meharry
Freyr Buurman
Evie Hodge
Risa Nakajima
Harriet Joyce
Xavier Coombe
Elijah Devitt
Abbie Divola

Mandarin

Brayden Saunt
Jianing Gong
Winnie Devitt
Leon Raykos

Year 3

Kayden Cheng
Ian Woolley
Ira Gohil
Akein Nawarathna
Alexandra Woods
Aaylah Dingo
Griffin Gaffney
Zoe Bellantoni
Edward Chepchareonrat
Amelie Bollig
Elsie Brodie-Hall
Clancy O'Donnell
Olivia Wright

Year 4

Scarlett Brown
Sonia Mirembe
Yassin Ahmed Megebry
Laila Abou Abdallah
Mia Madigan
Timothy Baker
Campbell Finch
Aesha Kulshreshetha
Bowie Merenda

Year 5

Hamish Madigan
Isla Starceвич
Nuri Bird
Daniella Nightingale
Charlotte Andrews
Eadie Mizen
Marion Turner
Einan Healy
Emily Rae
Olen Wakefield

Year 6

Will Griffiths
Dylan Clark
Cooper Stinson
Ala Eddin Alhussain
Brigitte Keyser
Taj Williams
Molly Baker
Jackson Kailis-Holland
Lila Aylmore
Kai Fradd



INSIGHTS

Why validation is the best parenting skill of all



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.

parenting * ideas

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 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.