



WEST LEEDERVILLE
PRIMARY

From the Principal

Dear Parents and Carers,

WHAT AN EXCITING WEEK!

This week we had the pleasure of welcoming our new Kindergarten and Pre primary parents at their Orientation Information Sessions on Wednesday 17 November. We had a great turn out and there was not a seat to spare. Thank you for all the teachers for their preparation of their presentations. I would also like to say a huge thank you to our School Officers: Robyn Gilfillan, Clare Hotchin and Joy Anderson, who have done a wonderful job preparing the Kindergarten and Pre Primary Orientation Packages with all the information needed to support a successful transition for our youngest students.

Over the next two weeks our new Kindergarten and Pre primary students will spend time in their new classrooms, meeting the teachers and education assistants. We wish them all the best as they start one of the most significant journeys in relation to their educational experience.

PARENT MEETINGS FOR 2022

In Week 7 and 8, we will host our parents and carers at our Parent Meetings about planning for 2022. These meetings aim to:

- share information relating to public school planning and the strategic allocation of the school resources
- share information relating to proposed class structures and teachers for 2022
- provide an opportunity for parents and carers to ask questions relating to planning for 2022
- provide an opportunity for the school to gain feedback on specific strategies and provocations

Parent Meetings are arranged by Year Level and will run from 8-8.30am in the library. Please note that students should not be playing in the school grounds whilst the meetings are in progress. Care will be provided for school age students in the Music Room only. Please make other arrangements for toddlers as the meetings are not very entertaining for younger children.

As time is short, please be aware that specific and individualised issues cannot be discussed and it is best to make an appointment



with your current classroom teacher or the Associate Principal responsible for early childhood, middle years or senior years. Parent Meetings are not designed to address specific complaints and if needed, we ask that parents and carers consult our complaint management procedures for appropriate pathways for raising a specific concern

<https://wlps.wa.edu.au/pages/about/complaints-handling/>

SCHOOL BOARD MEETING

On Tuesday 9 November, our School Board held its advertised open Board Meeting. At the meeting the School Board discussed a number of key agenda items;

- analysed a skill matrix to inform the selection of a new community member for 2022
- provided information about updates to the Class Placement Policy
- reviewed West Leederville Primary School NAPLAN data 2021 and made comparisons to 'like schools'
- examined responses from the recent Community Survey in detail
- discussed the pathway forward for the schools Language Program for 2022 and beyond
- were presented with information about the Business Plan Strategic Area of Leadership, specifically the WA Department of Education Future Leadership Framework

The final Board Meeting for 2021 will be held on Tuesday 30 November.

INDEPENDENT PUBLIC SCHOOL REVIEW WEDNESDAY 8 DECEMBER 2021

School reviews provide feedback to principals, their staff and the school community to help improve school performance.

Every couple of years, Public Schools complete a self-assessment process reflecting on three questions;

- How are we going?
- How do we know?
- Where to next?

A Director, Public School Review, will then liaise with the Principal regarding the date for the school-based validation visit.

During the school-based validation process, the review team visits the school for a series of scheduled meetings with representatives of the staff and school community. After the visits the school gets a report validating their judgements and suggesting plans for any improvement.

Over the past two terms, the teachers and leadership team have been very busy preparing for the review. Now that we are in our final weeks, our focus is finalising our evidence and preparing for the review team visit.

REMINDER – PLAY ON SCHOOL GROUNDS BEFORE AND AFTER SCHOOL HOURS

As we start to experience more pleasant weather, I would like to remind our parents and carers about use of our school grounds before and after school.

- **Before School** – Students are not allowed to play in the school grounds before school. This includes the nature play area, basketball courts, handball courts or verandas. All students on the school grounds should sit in the undercover area (Years 1 to Years 6) or outside classrooms (Pre primary) until 8.35am. The school has a duty of care for all students on the school grounds before school, so needs to have specific structures in place to ensure adequate supervision whilst ensuring that teachers, cleaners and gardeners can carry out needed duties before students arrive at 8.35am.
- **After School** – Only students supervised by their own parents can stay on the school grounds after 3.05pm. Students who are supervised by their parents can play on the Nature Play area at the back of the school until 4.00pm. Please ensure that your child/children are within eyesight and do not let them

run around the school buildings. Teachers often have meetings after school, cleaners need to clean the classrooms, and the office staff need to tidy up for the day and prepare for the next day.

Camp Australia also has a lease on certain areas of the school before and after the school day, and their lease agreement and licence may be withdrawn if they have children in these areas that are not registered under their care.

DAMAGE TO OUR BASKETBALL COURTS

Unfortunately, a group of skateboarders have taken a liking to the steps beside our basketball courts. They have done a considerable amount of damage, removing the metal blocks and marking both the steps with black rubber and damaging the basketball court surface. We have been made aware that our school is being targeted and is known within skateboarding groups as a great place to skate and film. We are asking for our community to support us by phoning school security on 9264 4632 if they observe or hear skateboarders in our school grounds.

Warm regards,
Sheri Evans
Principal



Fire Fighters visit Year 2

On Friday 12 November, the crew from the Vincent Fire Station visited Year 2 students from Year 1/2 and Year 2 Red. The students had a wonderful morning learning about:

- The role of a firefighter
- How to prevent or stop a fire emergency from happening
- How to respond to a beeping smoke alarm
- Calling emergency services
- Crawling low under smoke
- Having a home fire escape plan

The students had the opportunity to use the fire hose and to view and interact with fire vehicles.



Fun at Kindergarten



Dates for your Diary

22 November - 3 December
Interm Swimming - Beatty Park L/C

PP Blue & PP White
Year 2 Red and Year 1/2

22 November - 3 December
Interm Swimming - Bold Park A/C

PP Red
Year 1 Blue, Black and White
Year 2 Blue and White

24 November OR 1 December
2022 Pre-primary Orientation visits
9am - 10:30am (meet in the
undercover area)

2 December
Uniform Shop open 8:30am - 9:00am

10 December
PWA Bushfire Appeal Fundraiser
Dress up as an animal or a farmer

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





STAR STUDENTS

The following students received Merit Certificates at the recent assembly.

Year 1

Georgia Ellis
Caroline Little
Patrick Noel
Caitlyn Miller

Year 2

Peter Reilly-King
Bernyce Wong
Chloe Park

Mandarin

Andrea Joice
Alexander Pitchen

Year 3

Evelyn Keyser
Chloe McArdle
Max Thayer
Olivia Wright
Amelia Lunghi
Poppy Skeet
Griffin Gaffney
Elis Samanta

Year 4

Yassin Ahmed Megeby
Sonia Mirembe
Indee Marr
Ethan Khuu
Bowie Merenda

Year 5

Aurora Pontre-Gibson
Eamon Tan
Mackenzie Decent

Year 6

Alexander Pitchen
Maria Troumpetaris
Luka Farish-Luhan
Lewis Duplock
Elena Casa Huelin



Chaplain's Chat

Hi Parents and Caregivers,

I hope you are all enjoying this warmer weather we have finally been getting!

Mikayla's Letterbox

I have set up a new initiative to help students chat to me when I am away or busy. I have set up a key locked letterbox attached to the door in my office. Next to it are forms and pencils students can take, write on and then put inside the letterbox. Then when I am in at school, I can read the notes and follow up on any students that want to chat.

I am hoping this will help students to reach out when they are seeking out support or just a listening ear.



Did you know that one of the best strategies for reducing challenging behaviour and increasing a child's ability to self-regulate is...PLAY!

- **Better capacity for learning:** Time spent in nature and increased fitness improve cognitive function.
- **Less depression and hyperactivity:** Time in nature is soothing, improves mood and reduces stress. It can also increase kids' attention span, because things move at a slower pace than they do on the screen.
- **More creativity:** Outdoor play uses and nurtures the imagination.
- **Much higher levels of fitness:** Kids are more active when they are outdoors.
- **More friendship skills:** Children who organise their own games and participate in unstructured group activities are less solitary and learn to interact with their peers.
- **Stronger bones:** Swinging from trees and bearing their own weight on the monkey bars is great for our kids muscles and bones. Also exposure to natural light helps prevent vitamin D deficiency, making outdoorsy children less vulnerable to bone problems, cardiovascular disease, diabetes and other health issues.
- **Improved eyesight:** Time spent outdoors can help combat increasing diagnoses of near-sightedness.
- **Better sleep:** Exposure to natural light, and lots of physical activity, help reset a child's natural sleep rhythms.
- **A longer life span and healthier adult life:** Active kids are more likely to grow into active adults.

Maggie Dent offered a live Masterclass on this topic so if you would like to know about other topics please go to <https://www.maggiedent.com/>

Mikayla Hawkes
School Chaplain

Please note my work days are Wednesday & Friday

Tim Winton - Young Writers Award

A number of the parents and students at WLPS have shown a keen interest in wanting to read Coco Divola's award winning story. A copy of the book featuring Coco's story has been donated to the library and can also be accessed online via the link below



LOOKING FOR THE PERFECT STORY

by Coco Divola - Year 4

Harrison had always wanted to be the author of an amazing book. But, as he would say, "I haven't found my perfect story. Yet."

Harrison had a friend called Elena who was like a little sister to him. He and Elena called each other Harry and El so that is what I will call them too.

After school on this particular day, El invited Harry over to her house to meet the new kitten she had collected from the cat shelter earlier that morning. So Harry and El found themselves four hours later, stroking El's new pet's soft, creamy fur.

"I named her Apple Pie," El announced.

"Cute!" said Harry.

Two things our friends have in common are: 1) they both adore writing, and 2) they both love daydreaming.

And so, if you were to look inside El's room that afternoon you would have seen two friends (and a sleeping cat) sitting side by side daydreaming about writing.

Now, you must remember that daydreaming is about staring into space, and if someone were to pour a jug of water over you, you wouldn't even realise. So when the Professor (you will meet him later on in the story) summoned Harry, El and Apple Pie to the world of imagination, they did not feel, see, or do anything. They just closed their eyes and thought about the feel of a book in their hands, hearing the pages flapping and the smell of an adventure.

And so, in a blink of an eye, Harry and El found themselves in Imagination World.

To find out what happens next click on the link below to read the rest of Looking for the Perfect Story

<https://wlps.wa.edu.au/wp-content/uploads/2021/11/2021-Tim-Winton-Award-Coco-Divola.pdf>

INSIGHTS

In praise of fathers: the place of the modern dad



Fatherhood has been transformed from the breadwinner and disciplinarian role of the past to a far more complex framework. Here's how:

Diversity rules

A look at different cultures even within our shores shows there's no one 'right way' to be a dad. Fathers have a strong biological urge to ensure their children's survival, which drives dads to be protective, some to have high expectations and others to promote self-sufficiency. Fathers may differ in how they parent, but ultimately, we all belong to the same valued club. Fathers almost universally want what's best for their child.

Recognising dads

Being a dad is not given the same attention as motherhood. The parenting advice industry is often skewed toward mothers as the direct or primary carers. The lack of recognition can also at times be seen in the mental health field. It's now recognised that men experience heightened anxiety at all stages of fatherhood, however, most simply suffer in silence because 'that's what men do.' The recent advances in mental health promotion still have some way to go when it comes to fathers.

Playtime is crucial

Fathers have long been seen as the kings of play. Science now shows that play is a critical part of the fathering toolkit. Whether it's engaging in rough and tumble play with toddlers, sharing pizza night with primary-school kids or laughing with teens over the latest cat video, dads bond best with their children through play. Oxytocin, the bonding chemical that promotes strong relationships is released most intensely for men when playing with kids. On the other hand, oxytocin spikes for women are prompted by affectionate activities such as stroking, cuddling and talking softly to kids. Activity is at the heart of effective fathering as it's through play that many men do their best fathering work.

Part of team parent

'I wish my partner raised children like me' is a common parent comment. While usually uttered out of sheer frustration this comment misses the point that evolution dislikes duplication. Put simply, if one parent is the disciplinarian the family doesn't need another. Better for the other parent to focus on nurturing, teaching or arranging daily timetables. In busy families it's better to ensure all the parenting bases are covered rather than duplicating roles and leaving out important functions. Working together as one part of a team will ensure that most of the needs of a child are met. Alternatively, if you are parenting a child on your own stay connected with other families and reach out for assistance when required.

The school of dad

Traditionally, fathers have been heavily linked with children's learning, but not necessarily of an academic kind. The reinforcement of values, real-world problem-solving and teaching for self-sufficiency have been the usual domain of dads. Recent studies show that dads can also positively impact their children's academic achievement, but in different ways to mothers. While mothers are more likely to be involved in at home learning activities such as hearing children read and supervising homework, fathers are more likely to positively impact their children's attitude to learning. According to American educational researcher William Jeynes, dads focus more (than mothers) on moulding and modelling correct mindsets and behaviours, which provide the foundation upon which children and teens can build their academic journeys. It's this bigger picture focus where fathers can do their best work, particularly changing boys' attitudes to women and giving their daughters the confidence to stand up and be heard.

Dads and kids' development

If a father wants to positively influence children and teenagers, it's important to ensure that their relationship is warm and supportive. While this may be at odds with men's natural tendency to push children's developmental boundaries, fathers should lean on their well defined ability to relate to their kids through play. As Australian educational leader Dr. Tim Hawkes noted in his book *"Ten conversations you should have with your son"* dads who engage in banter and fun are better placed to discuss issues of real substance with their children.

Dads and resilience

Fathers who promote children's self-sufficiency are well placed to develop resilience in their children. In fact, a key role for modern fathers is to ensure, as part of team parent, that their children can confront and overcome the hardships, frustrations and difficulties that life throws at them. This is done less by adopting tough, hard-nosed tactics, and instead allowing kids to take physical and emotional risks in the knowledge that they can return to a warm and secure base.

Dad is a social role

With children growing up in step, adoptive, single parent and same sex families fatherhood has become less a biological and more a social role. As society changes and assisted parenting techniques continue to advance, whoever answers to father takes on importance in a child's life. This is not denying the rights of a biological father, but rather acknowledges that for many children the person who shows up whether stepfather, relative or family friend, or even a single parent doing both roles, is the social father for a child.

In closing

As society changes the role of fathers is also shifting as well. While the place of a father in a child's life has always been important, there's never been a greater need for fathers to be supported in their role and to widen our view of what it is to be a dad.



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.