



Wales Street Primary School Newsletter

Date 04/08/2017

Term 3, Number 2

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The yard is supervised before school from 8.45am and after school until 3.45pm. Students must not be dropped off and left alone before 8:45am. Any student in the yard unsupervised before 8.45am will need to go to our school aged care program.

An important reminder that any change of address or contact phone numbers needs to be updated with the office. This includes work numbers and emergency contacts. It is very important that the school is able to contact families in the event of an accident or illness.

Recess: 10.40am–11.10am

Lunch eating time: 12.50pm–1.00pm

Lunchtime: 1.00pm – 1.50pm

School Finish: 3.30pm

Events

Wednesday August 9

District Basketball

Vet Incursion Foundation

Wednesday August 23

Curriculum Day



FROM THE PRINCIPAL

PARENT OPINION SURVEY 2017

Our school is conducting a survey to find out what parents think of our school. The Parent Opinion Survey is an annual survey offered by the Department of Education and Training that is conducted amongst a sample of randomly selected parents at each school.

It is designed to assist our school in gaining an understanding of parents' perception of school climate, student engagement and relationships with our parent community. Our school will use the survey results to help inform and direct future school planning and improvement strategies.

The survey will be conducted online by ORIMA Research Pty Ltd and only takes 15 minutes to complete. The survey can be accessed via desktop computer, laptop, tablet or mobile at any convenient time within the fieldwork period from Monday 7th August to Sunday 27th August.

Approximately 30 per cent of parents will be invited to participate in this year's survey. All responses to the survey are anonymous. Selected parents will receive a link via email this week.

The online survey is available in English, Arabic, Vietnamese, Mandarin, Chin (Hakha) and Hindi.

Survey language guides will be provided in a range of languages including Albanian, Bengali, Burmese, Cantonese, Dari, Filipino, Greek, Gujarati, Indonesian, Japanese, Karen, Khmer, Korean, Macedonian, Malayalam, Pashto, Persian, Punjabi, Russian, Serbian, Sinhalese, Somali, Spanish, Tagalog, Tamil, Telugu, Turkish or Urdu.

The survey results will be reported back to our school at the end of September. For further information, please speak to your child's teacher or visit:

MATHS NIGHT FOR PARENTS

Last Wednesday evening over 80 parents attended an evening with Michael Ymer (a specialist in Maths teaching).

Michael was very entertaining and provided the parents with lots of practical tips around supporting their children with teaching maths at home. The feedback was very positive from those who attended.

Michael has been working with all of our teachers this year to coach them in teaching techniques that engage our students deeply in the Victorian Curriculum. Our staff will be working with Michael again later this year.



COMPASS



Find us on:
facebook®

Contact Us

Ph: (03) 9484 3949

Fax: (03) 9480 5930

wales.street.ps@edumail.vic.gov.au

www.walesstps.vic.edu.au



REMINDER - CURRICULUM DAY 23 AUGUST

Our final student free curriculum day will be held on Wednesday 23rd August. The purpose of the day will be to look at the Digital Learning Technology curriculum with staff and continue work on the implementation of the whole school Annual Implementation Plan for 201

STUDENT LED CONFERENCES 2017

Well done to all involved in another successful evening of student led conferences. This is an important event on our calendar as our students have the opportunity to lead the discussion, share their learning and set goals for the future. This is vital for students to develop ownership for their learning and for developing 'student voice' which has been identified as a key element of our school strategic plan.

The feedback from parent's teachers and students has been overwhelmingly positive with the students demonstrating a confidence in speaking about their portfolios and an understanding of what they need to do next by setting goals with their teachers and parents.

The student led conferences is a positive example of the students development of the IB learner profile attributes by demonstrating their skills as inquirers, thinkers, being knowledgeable and effective communicators.



Library in Third Term at Wales Street BOOK WEEK

We have a busy term ahead in Library.

The theme for Book Week this year is "Escape to everywhere".

The Grade 1-6 classes have been asked the question "What is one of your favourite places that you have been taken by a book". In the coming weeks, we will create a display of their answers on post-it notes. We would like the Book's title and author and their favourite setting or place in the book.

In Library class we have been reading a selection of the shortlisted Children's Book Council of Australia shortlisted books that are in Picture story format. We will vote for our favourite book during Book Week. I have also begun to show the classes some of the incredible illustrations in some of the other shortlisted books. We will be using some of these to inspire our Book Week activities.

Book Week officially starts at the CBCA Awards ceremony on Friday 18th August. We will extend our celebrations by starting a little earlier. The Wednesday Library classes will start celebrating on August 16th (Week 6 – 23 August is a Curriculum Day) with some book related art activities. The other classes will be creative during Week 6 – Book Week.

Thursday August 17th will see a visit from Purple Capsicum Puppets to tell us "A fish story", where we will imagine a world in which books can be lost, lost in the same way you might lose your socks, your lunchbox, or even your homework. We will definitely be having a Book character dress up day too. This is "prior warning" after so many requests over the last 18 months! We are finalising the date for this and you should know the date by late next week via tiqbiz

BOOK FAIR

We are having a Scholastic Book Fair this term.

It will coincide with the Wales Street Primary School Art Show on Wednesday September 13th. The Book Fair will begin at 4.30 and run until 7pm in the Library. The Art Show starts at 5pm and runs until 7pm in the 3/4 Building.

There will be a new range of books to browse and buy after the success of the May Book Fair. At this stage I have two authors who will be at the Book Fair to talk to students on an informal basis and sign books.

Alex Miles launched the third book of her "starring Olive Black" series in late second term in front of the 3/4 cohort. Alex's book "Mammoth mistake" will be for sale at the Book Fair and I am sure she will try and bring along some of her other titles.

Maura Finn, a WSPS parent will be there with her two books "My magnificent jelly bean tree" and "Rose's red boots" which has just been launched.

WANTED: NEGLECTED BOOKS SITTING ON BOOKSHELVES

We are currently organising and increasing the number of books in the Grade 1/2 classrooms so the students have easy access to good quality literature. We have bought chapter books, picture storybooks and non-fiction books. There is still room in our classroom libraries for more books.

It's nearly time for a spring clean so if find any books that have been neglected for a long time on your bookshelf we would be happy to put them on our bookshelves. Any donations would be appreciated. They can be left at the front office.

Many thanks

Robyn, Sotiroulla & Skye



We are excited to be taking part in the 2017 Woolworths Earn & Learn program. During the previous campaign, we were able to purchase some great resources with the points we earned, thanks to you. From now until September 19th 2017, you can collect stickers at Woolworths that go towards Earn & Learn points. For every \$10 you spend at Woolworths (excluding the purchase of tobacco, liquor and gift cards), you will receive a sticker. These stickers can then be given to your children to collect on a special sticker card. Once it is completed, they can simply bring it back here to school or you can drop them into your local Woolworths collection box. The more points we earn, the more we can redeem from a choice of over 10,000 educational resources including mathematics and English resources, art & crafts materials and much, much more! We are grateful for your support and look forward to a successful program. If you have any questions, please ask at the Office.

HELPING YOUR CHILDREN WITH MATHEMATICS: Helpful hints from Michael Ymer

There are a number of general principles, which might keep in mind when you are helping your children.

- **Building on success** is important. Create the impression that being successful in mathematics is desirable. Reward effort and try not to criticise errors.
- People learn, not so much by being told things, as by **working things out for themselves** and linking new ideas to ideas that they already have. You can help by asking your children questions, letting them work out answers for themselves, and then discussing their answers with them.
- Children need **time to think** and **time to answer**. When asking your children questions or talking to them about mathematics give them time. Be patient. Wait for them to answer. Also, explain to older children that they need to give younger children time to answer questions, rather than always answering for them.
- Encourage children to **talk**. Talking about mathematics is an effective way of learning and the family is one of the best places to talk, especially when a mathematical situation arises naturally.
- Use **mathematical words** when you describe things. For example, instead of saying “the big red bucket,” you might say, “the 10 litre bucket.” Instead of saying “the large packet of rice,” you might say, “the 2 kg packet of rice.” In this way, children get to hear quantities being stated as an everyday way of describing things.
- There is **no hurry**. Children develop their mathematical skills gradually and there is no urgency about developing any particular skill. On the other hand, neither can all of the skills wait until the end of their schooling. It is necessary to work progressively on helping them to learn mathematics. In other words, start now, but there is no particular need to accelerate your child’s development.
- **Help your child’s teacher**. Your child’s teacher is vitally interested in your child’s mathematical development. Talk to the teacher about how your child is going in mathematics and find out whether there are any ways that you can help your child. Supporting teachers if they recommend any homework or home based activities is highly desirable.



RESPECTFUL RELATIONSHIPS



Recently, The Resilience and Respectful Relationships team (one staff representative from each learning team in the school) has been involved in looking at the program topics and planning lessons that relate to the Resilience project, Child wise and support Social and Emotional learning. Three teachers also completed a 2 day training session focused on unpacking the lessons and support materials which will be shared with the rest of the staff over the coming months.

The eight topics of the RRR are:

1. Emotional Literacy
2. Personal Strength
3. Positive Coping
4. Problem Solving
5. Stress management
6. Help seeking
7. Gender and Identity
8. Positive Gender relations

As a lead school, this term we will begin trialing lessons from the Respectful relationships program. The lesson activities have links to the Victorian Curriculum and teachers will be choosing appropriate content that relates to the units of inquiry. We also plan to map the RRR content to our two year Program of Inquiry to align the Victorian Curriculum capabilities.

In semester one, we completed our Gender audit and through our funding grant, we were able to purchase a wide range of reading materials that address diversity, gender and identity for the Library and sets of reading materials for the grade 56 area related to their 'Who we are' unit.

Further professional development has been planned for the RRR team this term to support the implementation of the action plan that will be developed from the findings of the gender audit.

As a lead school, we have a responsibility to establish sound practices that promote social and emotional skills and positive gender norms and share our experience with partner schools involved in the project. It is a work in progress and staff have been collaborating to improve the health and well-being of our students through their involvement in this project.

Jenny Deeble