Curriculum Day Tuesday 14th June
School Age Care Available

From the Principal...

Curriculum News – Powerful Learning Project

What has happened this year at Wales Street?

Strengthening teacher practice within the classroom is always a focus area at Wales Street PS. The Inquiry Model is a key area where our staff have worked diligently over the past few years to implement structured inquiry across the school and will continue to be an ongoing process.

The school is also partnered with the “Powerful Learning Project” along with over 60 other Victorian schools and number of Queensland schools. The project is being led by Professor David Hopkins and Wayne Craig in conjunction with Principals.

The Powerful Learning Project essentially provides a framework for school improvement which is based on research. The framework allows the individual school to pinpoint which areas they need to focus on and develop a plan around these priorities.

The program hinges itself around Four Whole School Theories of Action (T.O.A) and Six Theories of Action for Teachers.

As a school we are currently focusing on the whole school theory of action of:

- Adopting Consistent Teaching Protocols

One example of how we have started doing this is through our newly introduced spelling and synthetic phonics program that can be used across all year levels as required.

Our teacher theories of action that sit beneath the whole school T.O.A are:

- Harnessing learning intentions, narrative and pace and
- Connecting feedback to data.

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
Part of our professional learning program for 2016 has been devoted to revising (with established staff) and /or skilling new teachers in what a good quality Learning Intention looks like and how data can inform the curriculum planning process.

To this extent structures for allowing staff to access and review student data have been established this year.

The chosen method of engagement for staff has been through peer observations and team / staff meetings.

To assist with the implementation and sharing of ideas we have also created a School Improvement Team (S.I.T.) comprising senior leadership and team leaders for the various grade levels across the school. The S.I.T. oversees teacher practice and leads the improvement planning cycle for the school.

Why are we participating?

One of the key aims in a school improvement narrative is around investigating best practice which includes minimising the variation between classrooms. This is cited as one of the inhibiting factors for schools.

The graphic below shows some of the benefits around teacher protocols and how this in turn supports improved student outcomes.
Student Led Conferences 2016 – Week 2 Term 3

At Wales Street Primary School we conduct Student led conferences as our way of communicating to parents and families, the learning experiences of our students in a meaningful and purposeful way. The students reflect and articulate their understandings through the sharing of their portfolio. The portfolio includes work samples and evidence of the learning experiences throughout the semester. This event replaces the parent teacher interview model as it places the student at the centre of the learning and is an important part of the reporting process that is focused on ‘what the child can do’. Written reports are sent to parents prior to the SLC to inform them of the their child’s progress against the standards according to AusVels (Australian Curriculum).

“Student-led conferences involve the student and the parents. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents... The conference involves the student discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher, and could be from the student’s portfolio.” (Making the PYP happen: A curriculum framework for international primary education, 2009)

The objective of our SLCs are:

1. To offer a more concrete and meaningful dimension to the concept of assessment for learning in which students, and subsequently their parents, would be more focused on the learning process as opposed to a summative assessment grade.

2. To give further meaning and importance to the IB Learner Profile for the students themselves, i.e. that they are involved in reflecting upon themselves as learners.

3. To move the student to the centre of the report process as opposed to being a passive bystander. Moreover, to shift the focus of attention away from teaching and more on learning with teachers acting more as facilitators in an extension of the learning process.

4. For students to use and demonstrate the trans disciplinary skills that they are learning in a real and significant context.

5. To more directly involve our subject specialist teachers in the report process and give greater significance and importance to their subject areas by helping parents to understand a little more about the learning that takes place in each of these subject areas.

We hope you enjoy the experience.

Thank you,

Jenny Deeble
Assistant Principal
Prep B – How We Organise Ourselves

Central Idea: Communities depend on people playing different roles

The Prep’s have been extremely fortunate to have had lots of support and help from our school community to help us explore our central idea.

We had our first excursion to the local shopping centre and Northcote library where we observed roles different people play in our local community.

In addition we have been action packed with visits from our school crossing supervisor, a Veterinarian, School Nurse – Cath, St John’s First Aid, Melbourne Fire Brigade, Ambulance Victoria and Victoria Police!

Thank you to all the staff and parents who have made these visits possible, it has enabled us to increase our knowledge about the different roles people play in our community.
School Nurse’s Report

It’s been a fabulously busy time on the First aid front. We’ve had a review of anaphylaxis for all staff that included the correct use of an epipen. The staff has been trained in Level 2 first aid and had their CPR skills reviewed and the Preps and 5/6 students have received their own first aid training via the “First aid in Schools” project.

“St John Ambulance visited our school to deliver free First Aid in Schools training to our students. Through the First Aid in Schools program, trained St John presenters led students through tailored sessions on the importance of First Aid and what to do in the event of an emergency. Our junior students learnt about how to identify when there is an emergency, keeping themselves safe, and how to call for an ambulance. Senior students learnt about delivering CPR and the things they can do to assist in an emergency”.

On another note an irritating condition that probably has affected everyone one at some point, threadworms. Since it’s so common, it’s definitely worth a look at as these guys can cause a great deal of discomfort.

Threadworms look like white threads, about 8mm long. They live in the lower intestine, but come out of the bottom at night or in the early morning hours to lay their eggs in the area between the buttocks. This causes very annoying itching in the area especially at night.

Threadworms are spread by children scratching their bottom and carrying the worm eggs back to their mouth with their hands. They can also be spread indirectly, in food, dust, or other articles. The eggs can survive up to two weeks outside the body. Once these eggs are swallowed, they hatch in the small intestine and travel down.

Threadworm infection is not usually serious and easily cured with medication. Repeat infections are very common and there are precautions you need to take to help prevent this and the spread of threadworms to others.

If your child has threadworms, they may have an itchy bottom which may become red and inflamed from scratching. Your child may also become be irritable from not sleep very well.

Until next time, take care.

Catherine Fisers / Registered Nurse (R/N)

Ukulele Classes at Wales Street: Expressions of Interest

Learning the ukulele is considered by many music experts a great introduction to the experience of playing a musical instrument for all ages. Uke4Kids is a unique Melbourne based music program that helps primary school kids learn to play the ukulele, understand and enjoy music and much more.

Wales Street Primary and Uke4Kids are considering running ukulele classes at the school either during or after school hours. The classes are for small groups of about 4 students and run for 30 minutes.

In order to gauge interest within the school community please direct all expressions of interest and enquiries to Uke4Kids by either email: info@uke4kids.com, phone: 9490 1432, or go to www.uke4kids.com for more information and contact options.