



# WESTBOURNE PARK PRIMARY SCHOOL GOVERNING COUNCIL

## NEWSLETTER ISSUE NO. 3, 28 JUNE 2018

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### FAREWELL TO “LAKE WESTBOURNE”...FINALLY!

It is a welcome change to be able to safely walk down “chess lane” while it is raining and arrive at “Yard A” (the “little people” playground on Goodwood Road) without being greeted by a small scale replica of Lake Eyre!. While the works around the school yard have taken longer than originally planned the end result is very pleasing as we have had the drainage issues resolved once and for all, and also had “chess lane” resurfaced. Less than 12 months ago we were advised by the Facilities Manager in the Department that due to the cost associated with these works they would not be scheduled any time soon.

We have received feedback from some parents regarding the length of time these works took to complete with specific mention about how long the temporary fencing has been in place. This was caused in part by the first contractors engaged (by the Department not WPPS) being unable to complete the work due to a change in scope. The second contractors engaged had to move in quickly but there was some lost time during the handover. Our current advice is that Yard A and Yard B will be fully accessible again by the end of the July school holidays.

The next round of capital works at WPPS will involve the removal of the old pool. This work is scheduled to take place during the July school holidays. Our initial advice is that the site will be returned to a flat surface. We will not make any decisions regarding potential future uses for this site until we receive more information regarding the timing and scope of works associated with the \$5 million “Building Better Schools” program. There is a brief mention of this on the Department website <https://www.education.sa.gov.au/westbourne-park-primary-school>. We will keep you updated as additional information comes to hand.

Below is an update from our Week 8 council meeting.

### SUMMARY FROM 19<sup>TH</sup> JUNE 2018 MEETING

#### 1. Out of School Hours Care (“OSHC”)

- Average attendance for “Before School Care” is currently 18 students;
- Average attendance for “After School Care” is currently 52 students;
- YMCA continuing to respond positively to parent and student feedback by all accounts.

#### 2. Canteen

- Overall volunteer numbers have dropped due to parent work commitments. Always in need of more members on the Canteen Committee in addition to volunteers to work in the canteen. If you are able to assist please speak with Sally or Sue Morrison;
- Profit of \$3,686 reported year to date (January to April);
- Canteen Committee provided catering for 150 people for a recent partnership committee meeting in early June. This was a great unexpected fundraiser. Thanks to Sally and the Canteen Committee to making this possible.

#### 3. Fundraising

- Disco and Wine and Cheese Night (held Friday, 25<sup>th</sup> May) was a great success and numbers were up on last year;
- Thanks to the staff for supervising students at the disco and showing off some of their own signature moves.



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- “Wine Drive” order forms have been sent home. All orders need to be placed before the end of this term so that wine can also be collected by the end of the term;
- School Quiz Night scheduled for late term 3. The theme is “Wild Westbourne Park”. Start getting your tables together now. Please make contact with Sue Morrison if you are able to make assist with any donations for the auction..

### 4. Education

- Rachel Mullins is progressing with the reinvigoration of the Habits of Mind (“HoM”). Jenny Jones has kindly offered to assist with running HOM training for all new staff;
- Parent survey planning is ongoing ready for distribution in Term 3. More communication will come out regarding this via the School Newsletter.
- Two (2) very useful documents have been sent out via Skoolbag this month as follows:
  - *How do school reports work?* (sent out Thursday, 14<sup>th</sup> June); and
  - *Essential learning skills* (sent out Friday, 22<sup>nd</sup> June)
- We have attached a copy of these documents to the newsletter in case you missed them. Given that student reports will come home before the end of this term it is a good opportunity to read about how the reporting and grading system works so that this can be discussed with your children. Your child’s classroom teacher is of course always available to discuss the report with you and/or your child if you have any queries.

### 5. Finance & Facilities

- As mentioned above drainage works and resurfacing “chess lane” and Yard A playground works are almost complete. Temporary fencing will be removed by the end of the July school holidays. The pool removal is also scheduled to take place in the July school holidays;
- Quotes have now been received from three (3) companies for playground options to replace the existing equipment in Yard B. The concepts have been presented to a small committee of students to discuss before we ascertain the next steps for this project. Initial allocation of \$70K has been reserved for this project. Unlikely to be less than this amount but may need to spend more for the right solution;
- Due to extra costs associated with drainage and chess lane resurfacing Marlborough painting may not occur this year. A decision regarding quotes for replacing gutters is pending.

### 6. Sustainability and Grounds

- Committee are investigating options on and off site to establish a community garden;
- Promotion of “Nude Food” days to reduce the amount of packaged food sent to school in lunch boxes;
- Meeting to be setup with Nature Play SA to discuss ideas, costs and opportunities for WPPS. Potential to incorporate Nature Play area into Yard C. WPPS now a member of Nature Play SA;
- Committee agreed on a vision:  
*“Our vision is to actively engage in sustainable practices within our school community so that our students can become informed, creative, respectful and responsible global citizens who are empowered in protecting our environment”*
- Plans being put together to establish a “Butterfly Garden”;
- Investigating student planting event for “School Trees Day” on July 27 and further planting on “National Tree Day” on July 29.
- Further information will be disseminated in Term 3.



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### FEEDBACK?

Do you have questions, suggestions or feedback for Governing Council? Feel free to contact us via e-mail [wppsgc@gmail.com](mailto:wppsgc@gmail.com). Before e-mailing council please take the time to read the information below regarding the role of your Governing Council. This information was included in our first newsletter but has been included again below as a reminder.

The Governing Council is jointly responsible with the Principal for the governance of the school. In broad terms the Council's role is to ensure the school community has a voice in how the school operates.

The Governing Council's role is set out in its constitution and includes:

- Strategic planning for the school
- Determining broad policy direction for the school
- Oversight of school finances, including approving the school's budget and monitoring the financial performance against that budget
- Presenting operational plans and reporting on its operations to the school community and the Minister
- Responsibility for the care and maintenance of the school facilities and property
- Raising funds for special projects undertaken by the Council on behalf of the school community
- Complying with a code of practice approved by the Minister
- Participation in a dispute resolution process for the resolution of disputes with the principal

It is **NOT** the role of Council to set the curriculum or influence the day-to-day management/running of the school and as such it cannot employ, or affect the employment, of any teacher or member of the School's management, including the Principal. Further, if you have specific questions or concerns regarding your child these matters cannot be brought to the Governing Council. In the first instance they should be raised with the child's classroom teacher. If you have further concerns after this has occurred then the matter should be raised with Leadership (Principal, Deputy Principal or Assistant Principal).

Thank you on behalf of council for taking the time to read our newsletter.

Yours sincerely,

**Ben Preston**

*Chairperson*

*On behalf of Westbourne Park Primary School Governing Council*

Enc. ***How do school reports work?*** (WPPS Education Committee)  
***Essential learning skills*** (WPPS Education Committee)



## Grades Explained – a Parent's Perspective

### How do school reports work?

All of our children will get two formal written reports each year. The first one comes at the end of term two and gives an indication of how they are progressing with their studies. The second one comes at the end of term four and provides a final report of their achievements across all the subjects they have studied during the year.

### What gets reported on?

Both report on roughly the same things. They provide a snapshot of our children's learning progress in the eight subjects taught at Westbourne Park at the time the report is written. In addition, the report provides information about our children's progress on 'Essential Learning Skills'. These are the skills WPPS have identified as critical to help students maximise their learning potential and help reflect the 'Habits of Mind'.

In term two, the skills of being a self-manager and communicator/collaborator are reported on, with those of being a thinker and researcher reported on in term four.

### How do we know what a grade means?

There is an Australia wide set of standards or criteria that has been developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The South Australian Department for Education then uses these standards to develop a set of guidelines for teachers to use to make a determination of where our children fit in an A (highest grade) to E (lowest) grading system. Reception students are not graded, instead teachers report on students' effort.

### What attributes are considered important when giving a grade?

The key attributes that are considered when writing reports are:

- skill development (performing a task very well),
- knowledge of the relevant content (for example the capitals of the states of Australia), and
- understanding (for example what the area of a circle means).

### So how is it different to when I went to school?

One of the main differences now is that there is much more importance placed on the process rather than the outcome. Probably the simplest example is that of maths; it is great to get the right answer to a really difficult multiplication question, but unless our children can show the teacher how they got there, and explain or justify their answers, they won't get the highest possible grade. In fact, it may be that the main task is not just to get the right answer, they might have to be able to show they can do it in a number of different ways. This helps our children develop flexible learning strategies and skills which have shown to be very important to succeed both at and after school years.

The other area which is really important is the ability for our children to use the information they learn in their classrooms and apply it in different contexts. For example, a child may be taught that the area of a rectangle is its length multiplied by its width and then be given a question asking how big a farmer's paddock is.

This change in the way our children are assessed may seem to make it harder to achieve the higher grades of A and B. In generations past, it was enough to get all of our sums right at maths or write a grammatically correct essay without any spelling errors to get a high grade. In order to get an A or a B these days, it is not enough for them to know all their times tables, get 100 in fast facts or be reading at a really high level. They need to show they can apply all of this knowledge across a range of different contexts as well as show they are doing it skilfully! It is for this reason that getting a C grade is considered a very good achievement.

A-E grades differ between primary and secondary schools. In secondary schools A-E is used to grade individual pieces of work and they're combined to a single grade in reporting. In primary schools, the 5 grade levels are used only as a reporting tool and refer to all of your child's evidence of knowledge, skills and understanding; not individual pieces of work. An A student would have above satisfactory thinking in most pieces of their work evidence and a B grade in some pieces of evidence.

If you are interested in further information, please feel free to make a time with your kid's teacher. There is also further information about the curriculum and how grades are given, on both the South Australian Department for Education website (<https://www.education.sa.gov.au/teaching/curriculum-and-teaching>) and the ACARA website (<https://www.australiancurriculum.edu.au/parent-information/>).

## Work Samples from the Australian Curriculum

Year 3 Mathematics showing differences between satisfactory and above satisfactory levels of achievement.

Question: Sandie grew apple trees in orchards. One sunny Sunday she picked 24 apples from the trees in one of her orchards. Each tree had the same number of apples on it. How many trees could be in that orchard and how many apples on each tree?

### Satisfactory

#### Annotations

*Draws pictures to demonstrate some of the possible answers to the problem.*

*Demonstrates an understanding that repeated addition and multiplication can be used to solve the problem.*

*Demonstrates a connection between a picture representation and a multiplication number sentence.*

*Uses multiplication to solve the problem.*

Source: [http://australiancurriculum.edu.au/media/3675/year\\_3\\_mathematics\\_portfolio\\_satisfactory.pdf](http://australiancurriculum.edu.au/media/3675/year_3_mathematics_portfolio_satisfactory.pdf)

### Above Satisfactory

#### Annotations

*Draws pictures to demonstrate all the possible combinations.*

*Demonstrates a connection between a picture representation and a multiplication number sentence.*

*Uses repeated addition to demonstrate the solution to the problem.*

*Demonstrates the connection between addition and multiplication.*

*Demonstrates the relationship between addition and multiplication.*

Source: [http://australiancurriculum.edu.au/media/3679/year\\_3\\_mathematics\\_portfolio\\_above.pdf](http://australiancurriculum.edu.au/media/3679/year_3_mathematics_portfolio_above.pdf)

The above satisfactory work sample shows the student has a higher level of understanding as they:

- Draw pictures to demonstrate **all** possible answers
- Use repeated addition **and** multiplication to solve the problem
- Show the relationship between addition and multiplication.



## Essential Learning Skills

### What are the Essential Learning Skills?

The Essential Learning Skills are the dispositions and what you will 'see' when students are living the Habits of Mind. They include:

- Self Manager,
- Communicator & Collaborator,
- Thinker, and
- Researcher.

The learning assets reflect 'how' students approach learning, rather than the specific content of 'what' they learn.

### Why are the Essential Learning Skills important?

The ability to be a good, lifelong learner is about as important an asset as you could possibly imagine. The Essential Learning Skills equip our students to develop a mindset/attitude to learning that research shows supports their success in a range of contexts, including:

- resilience and wellbeing,
- the ability to foster and maintain positive relationships, and
- educational and career success and fulfilment.

### How are the Essential Learning Skills fostered in the WPPS environment?

Teachers at WPPS specifically design learning tasks that give students more opportunities to strengthen their skills as thinkers, self managers, communicators, collaborators and researchers. So for example, a maths lesson is not solely focused on teaching students how to get the right answer, but might also include the opportunity for students to collaborate and communicate about the process they took to solve a problem, while also thinking and researching how the numbers on a page might be applied in 'real world' environments.

A range of other approaches that foster the Essential Learning Skills include:

- Students setting goals to strengthen their capacity as learners.
- Explicit lessons to explore the skills and habits of mind that underpin the Essential Learning Skills.
- Students self-assessing and reflecting on their own learning.

### How do we report on the Essential Learning Skills?

The Essential Learning Skills are reported on in the formal reports that are completed at the end of Term 2 and 4. Each report will focus on only 2 of the learning assets.

Term 2 reports we will be reporting on the Self Manager and Communicator/Collaborator learning assets. In Term 4 we will report on the Thinker and Researcher learning assets.

## **What does the COMMUNICATOR & COLLABORATOR skill look like in practice?**

*"...to me being a good communicator is an important skill in teamwork...it allows you to express your ideas and thoughts clearly so everyone understands...it helps you work with different people and discuss and learn new things."* 2018 School Captain

At WPPS our goal is for students to learn how to become COMMUNICATORS & COLLABORATORS who are able to relate well to others, have the ability to interact with a diverse range of people and can explain themselves effectively. Students who are strong COMMUNICATORS are skilled at listening actively and can recognise and value different points of view. They are able to negotiate and share ideas. They can express themselves clearly, check for understanding and display tolerance. They give attention to the speaker, are considerate and are aware of non-verbal cues. They are open to new learning and new ideas.

Students who are strong COLLABORATORS are team players, who have a sense of belonging and see themselves as cooperative group members. They participate with confidence, are supportive and are actively involved. They make connections with others, show empathy and have leadership qualities. They share and discuss their ideas and listen to and consider the ideas and opinions of others. They join in, are inclusive and contribute to the group's achievement of its goal. They are reflective and encouraging.

## **What does the SELF MANAGER skill look like in practice?**

*"When you are a good self manager you can relax because you know when things have to be done and you can prioritise. When you are not stressing about other things you are able to focus on what's happening now."* School Captain 2018

*"Being a self manager is about trust and responsibility."* 2018 School Captain

Students who learn how to become SELF MANAGERS are motivated, persist and have a 'can-do' attitude and see themselves as capable learners. They are enterprising, resourceful, reliable and resilient. They establish personal goals, make plans and set high standards for themselves. They are able to make positive choices and decisions, and develop the ability to focus, sustain attention and persist with tasks. Strong SELF MANAGERS develop an awareness of how their words or actions may impact themselves or others and so are better able to manage their own behaviour. This gives them the capacity and self-control to take ownership for their actions.