Wandana Primary School

Donna’s News

It is hard to believe that the end of the term is almost upon us! We have had lots of exciting things happen, including our book week pageant, but still have a few more to come, like the Festival of Music and Music is Fun. Our Pupil-Free Day was an extremely busy but successful day. Staff looked at research around classroom organisation and teaching that best supports children’s learning, then made adjustments where needed. Well-done to our staff who worked tirelessly to ensure our students have the best learning spaces possible.

NAPLAN will be sent home by the end of this week. The results of the tests provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child’s level of achievement. Each student’s level of achievement will be reported against the national minimum standard. We want to congratulate our students on how hard they worked on these challenging tests. We also want to acknowledge that these tests are unimportant to children they are.

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Wandana Preschool - Yr7

WE VALUE:
- Community Voice and Wellbeing
- A Caring Learning Environment
- Respect, Honesty and Understanding

Attendance

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day. If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school. There is no safe number of days for missing school. Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

You may receive a letter over the coming week informing you of how many days your child has been absent if they are of concern.

We’re on the Web!

Being the Best Learners We Can Be!

Donna Beaney
Principal

Wandana Preschool

Dates to Remember

Term 4/2015

23/09 Music is Fun—9.30am in the Gym
24/09 Assembly—2.30pm in the Gym
25/09 End of term—2pm finish
12/10 School returns—Term 4
16/10 World of Maths
10/11 Preschool Christmas Pageant
18/11 Children’s University Graduation
24/11 Christmas Pageant

PLEASE DO NOT USE THE STAFF CARPARK TO PICK UP AND DROP OFF STUDENTS. WE HAVE HAD A NUMBER OF NEAR MISSES AND OUR PRIORITY IS TO KEEP STUDENTS SAFE.
Aboriginal Education Team

As the term is progressing quickly, I thought it a good time to update everyone on what has been happening in our Aboriginal community at Wandana. I started my role as Aboriginal Education Teacher this term and I have been busy working with both Aboriginal and non-Aboriginal students in literacy. This has involved numerous activities including guided reading, phonic and guided reading, handwriting and a study about Eddie Mabo. It has been wonderful looking at a variety of Aboriginal resources with the students as it enables them to learn about our Aboriginal heritage that is to be celebrated within the school. My colleagues, Judy and Jenny, have also been busy enriching the lives of our Aboriginal students whether it be in the areas of literacy, maths, heritage or their health/wellbeing. As a team we are focussed on ensuring our students can ‘be the best learners they can be’.

As of Week 7, Judy and I have been doing a Community Based Activity teaching students from year 6 and 7 how to weave. We hope they will be able to complete a mat and learn how weaving is used in Aboriginal communities. We also have a homework club on Thursday afternoons and it is great seeing the students clock up their hours for their university passport. It is a fun hour during which the children can access help with their homework and learn about Aboriginal culture, often through completing related activities.

Finally, a family art/craft activity session is held in the school kitchen on Thursday afternoons at 1pm. This is an enjoyable way to learn new skills, share skills and have a yarn with other families at Wandana. If you are interested in attending, please contact Judy.

If you would like any further information from the Aboriginal team, please do not hesitate to contact us at school.

Dianne Floreani.

Book Week Parade

Students and staff came to school dressed as their favourite book character to help celebrate Book Week. The theme for this year was Books Light Up Our World. Classes paraded their costumes before heading to the gym to share what they had been learning around some of the books they read in their class. It was a fun-filled day and we look forward to next year’s.

Book Week Parade

Students on parade

Aboriginal Education Team

Growth Mindset

How can we effectively role-model and guide young people through challenges to support them to flourish rather than flounder?

Classes at the beginning of the year often focus on helping students and teachers understand individuals’ current abilities, strengths, likes and dislikes. By cultivating this self-awareness, students are better able to set realistic goals for themselves. However, there is a delicate line between useful self-awareness compared to labelling oneself as ‘the smart kid’ or ‘the class clown’. Drawing upon the science of mindsets, we can help in supporting students to strive towards their goals and cope with inevitable setbacks along the way.

Four decades of research into mindsets tells us that mindset - one’s belief about learning - has a significant impact on motivation, effort and accomplishment. When a person has a fixed mindset, they believe that intelligence and abilities are set in stone. Mistakes and setbacks are viewed as failures to be avoided; if a person cannot do it naturally, then they can’t do it at all. The fixed mindset promotes fixed labels about our abilities. Having a fixed mindset is associated with students striving for performance goals. Performance goals are characterised by wanting to look smart, succeed without trying and perform better than others. Such learning goals can produce short-term gains yet are detrimental to a young person's resilience and attitudes to learning in the long-term. People often sit somewhere in between the extreme ends of growth and fixed mindsets; however, this can change dramatically depending on the set of abilities one is looking to develop. A growth mindset does not imply that everyone can do everything, but rather that a person’s potential is unknown.

Parents are the most influential role-models in children’s lives. How can parents role-model and foster growth mindsets for themselves and their children? Some ideas include:

1. Celebrate struggles through focusing on how challenges and mistakes can be seen as learning opportunities and reference points for development;
2. Tune into your language and the messages you might be sending, for example, “I can’t sing, I’ve always been a bad singer, so I stopped trying” sends a strong message about how worthwhile it is to try in face of setbacks;
3. Draw upon the power of the word, YET, when confronted by statements like “I can’t…” and “I am not able…”;
4. Praise actions and efforts your child takes towards their goals rather than your child’s personality, for example, “It’s great to see that you’ve been working so hard for the last 30 minutes” versus “You are so smart.”
5. Encourage meaningful goal-setting which focuses on mastering skills vs. performance for everyone in the family – use their efforts and setbacks towards these goals to promote a growth mindset for all;
6. Share stories – you are a hero in your child’s eyes and they might just be surprised to hear about times you struggled and didn’t quite get it right the first time around.

Fostering positive accomplishment begins with tuning into the beliefs we hold about learning. As we reflect upon the school year it is important to be aware of the different mindsets we can all fall into when confronted with new challenges. In a nutshell, we may not achieve what we want the first time we try, but it is always possible to get better.