



# West Lakes Shore School R-7

BUILDING STRONG FOUNDATIONS FOR LIFE LONG LEARNING

RESPECT\* RESPONSIBILITY\* HONESTY\* EXCELLENCE\* AND RESILIENCE\*

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**Principal** Sharon Brightwell  
**Deputy** Michaela Ford  
**Assistant Principal** Paul Marshall  
**Assistant Principal** Helen Grant  
**Business Manager** Cheryl Jaeschke

## Newsletter

Volume 9

Wednesday 21<sup>st</sup> June , 2017

### Diary Dates

#### GRANDPARENTS & SPECIAL PEOPLE DAY

Date: **Tue 4<sup>th</sup> Jul**  
Where: Class rooms  
When: check with your child's class teacher

#### GOVERNING COUNCIL MEETING

Date: **Mon 7<sup>th</sup> Aug**  
Where: Staff room  
When: 7:00pm

#### PUPIL FREE DAY

Date: **Mon 21<sup>st</sup> Aug**

#### OPEN NIGHT

Date: **Wed 6<sup>th</sup> Sep**

#### SCHOOL CLOSURE

Date: **Fri 8<sup>th</sup> Sep**

#### GOVERNING COUNCIL MEETING

Date: **Mon 11<sup>th</sup> Sep**  
Where: Staff room  
When: 7:00pm

#### PUPIL FREE DAY

Date: **Mon 20<sup>th</sup> Nov**

#### GOVERNING COUNCIL MEETING

Date: **Mon 30<sup>th</sup> Oct**  
Where: Staff room  
When: 7:00pm

#### GOVERNING COUNCIL MEETING

Date: **Mon 4<sup>th</sup> Dec**  
Where: Staff room  
When: 7:00pm

**Absentee Number:** 8449 7574  
(4:30pm-9:00am)  
**Phone:** 8449 7255  
**Facsimile:** 8449 1559

Save the Children  
Global Peace School

### TERM 2 REPORTING AT WEST LAKES SHORE SCHOOL

Each year teachers plan, teach, assess and report on students' learning progress against the Australian Curriculum achievement standards in all required learning areas. Teachers provide a written report to families twice per year. Students will bring home their first report for this year on Wednesday of week 10. Over the course of their schooling students will undertake learning in the following areas:

- |                              |                             |
|------------------------------|-----------------------------|
| English                      | The Arts                    |
| Mathematics                  | Visual Arts                 |
| Science                      | Technologies                |
| Humanities & Social Sciences | Design Technologies         |
| • Rec – 7 HASS               | Digital Technologies        |
| History                      | Health & Physical Education |
| Geography                    | Languages - Japanese        |
| • 3-7 Civics & Citizenship   |                             |
| • 5-7 Economics and Business |                             |

Another integral part of our reporting to parents are the general capabilities. The Australian Curriculum general capabilities are designed to develop students' knowledge, skills, behaviours and dispositions to help them live and learn successfully now and in the future.

The 7 capabilities are developed through all the learning areas from reception to year 10:

- Literacy
- Numeracy
- Information and communication technology (ICT)
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.



Please remember that at any point in time should you have any concerns about your child's learning or social emotional progress you can contact your child's teacher to arrange a meeting. Teachers will offer follow up interviews in term 3 as part of our annual reporting process.

### FAREWELL TO LEA BROWN

Lea Brown has been an integral part of the staff at West Lakes Shore School for the past 13 years. She has worked quietly behind the scenes organising many things such as the newsletter, clearances for parents and a myriad of other jobs along the way. Lee had the opportunity to increase her hours in her other position and sadly we have had to say farewell. On behalf of the staff, students and Governing Council I would like to wish her all the best for the future.

## CAR PARK SAFETY

We have noticed some parents are stopping their car and dropping children in the middle of the car park. This practice is very dangerous, please park your car and let your child disembark safely or drop off your child in the appropriate drop area. We remind parents that there are four "Kiss & Drop Zones" situated around the school. These zones are situated on Edwin Street and Sansom Rd in the 'No Parking Areas', they are marked in orange on the map below. Parking is allowed for 2 minutes only and the driver must remain with the vehicle or a hefty parking fine will result.



## HEAD BUMPS AT SCHOOL

Please be aware that when your child has a head bump at school, you will receive a courtesy text message advising you of the incident. This is for you to be aware should your child develop delayed concussion at home during the evening. We will always contact you directly should it be a serious injury. In most cases the head bumps are minor, however it is school policy to advise parents for all head bumps.

## ABSENCE LETTERS FROM THE PRINCIPAL

It is a legal requirement by DECD that we account for every student absence from school. This applies to late arrivals, as well as whole days absences. Parents are required to contact the school to advise the reason of absence or late arrival for their child. We have developed ways of communication to make life easier for parents. Ways of communication are:

- ring the absentee line 8449 7574 (leave a voicemail message)
- Skoolbag App (under eForms then Absentee Form noting either late arrival or absence with reason)
- Write a diary note or paper note (explaining the reason your child is late to school, ask them to show the office when signing in)
- If you know in advance of an absence or late arrival, write a diary note beforehand to the teacher informing them

If we have not heard from parents informing us of the reason, either of the late arrival or absence, parents will receive a letter from the

Principal. Please note if your child arrives late unaccompanied by a parent (to explain the reason) or the child does not have a note from their parent explaining the reason they will be instructed to sign in as unexplained reason.

## STEM IN SD7 AND SD8

SD7 and SD8 had our first big STEM project here at WLSS. We were instructed to construct siege weapons that met a set criteria. They had to be aesthetically pleasing, well-constructed and accurately fire two meters. This was all connected with our forces topic in science.



We had to follow a plan. First off we studied images of catapults to collect ideas and inspiration. We wrote down the size, shape, key features and all sorts of things based on our findings.

We then shared our individual ideas with a partner then combined them. We drew a diagram of what we wanted to make, labelling each part with the materials needed and the forces involved.

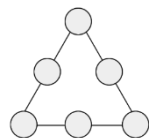
Then came the actual construction. We gathered our supplies and used our ideas to build our creations. Each item had a cost. So we had to try to make them as cost-effective as we could possibly make them. That was another part of the criteria.

Then came the whole process of testing, then fixing or improving. Ms Clancy and Mr Storrie and each team graded our catapults on the criteria we were given at the start. We hope we will do more STEM work in the future because we had such a blast this time!

By Olivia

## MATHSCRAFT

On Tuesday, 16<sup>th</sup> of May, LeFevre High School held a maths program called Mathscraft. There were 4 primary schools and 4 high schools at the program, including Flinders Park Primary School, Richmond Primary School, Oceanview Primary School, West Lakes Shore School, Henley High School, LeFevre High School and Woodville High School. In total, there were about 50 students. Soli, Emma, Jem and Maria D from SD4 were invited. The program went for 2 hours and 45 minutes. The program consisted of 3 maths problems. The first problem was called the 'triangle problem' and had 6 circles in the shape of a triangle. The aim was to fill each circle with a number from 1 to 6 so that each side of the triangle adds up to the same total. The 4 of us found 6 possible solutions. The afternoon seemed to go really quickly and eventually it was time to go although the staff from LeFevre said they would invite us back for another program.



## JUSTINS D'ATH'S VISIT

On Wednesday the 14<sup>th</sup> of June Justin D'Ath visited all the year 4 classrooms. When he visited my class, he introduced himself to the class. He used a power point to tell us about his life. He told us about wanting to be a priest and then running away on his motor bike, for three years travelling around Australia. He then joined a local library and sent a comic about motorbikes, to a motor bike magazine. To his surprise it was published. So he wrote more comics and sent them. Then he decided to be an author. He has written over 40 books. He has written Extreme Adventures, Mission Fox and the Lost World Circus Series. He was really funny and he told us that he starts all of his story ideas from two words. The words are 'What if.....' There are 12 Extreme Adventure books in the series and you can get them from our school library. The reason he came is because I (Tobi) wrote to him for the Olympic Book Club last year. We emailed each other a few times. Mrs Cook organised for him to come to the school.  
By Tobi and Brodie P4



## STUDENT VOICE

Two weeks ago the Year 7's finally got to hold their Student Voice meetings. These meetings are being held so that we can find out what the students actually think about our school. We want to get everyone's ideas for how we can improve it. Children from all over the school (except for Reception) were split up into 20 groups – brothers and sisters got to go together. Each meeting was led by three or four Year 7 Student Voice Leaders and had a mixture of all other year groups in it. In this meeting, we wanted to find out from students what they think about our school community and what we can do to improve it. There was lots of discussion and they gave us lots of good ideas. The meetings were a huge success and we learnt lots from it. We are very excited for the next meeting because we are just going to get better and better at each meeting.

Year 7 Student Voice Leaders



## GRANDPARENTS AND SPECIAL PEOPLE DAY

Our school is having a grandparents and special people day on the afternoon of Tuesday the 4<sup>th</sup> July. To avoid the classrooms becoming overcrowded, the individual class teachers will be sending notes home with a designated time. We hope you can join us.



## BOYS BIKES TO GIVE AWAY

We have 3 boys bikes donated for ages 8 plus to give away. If you are interested, please contact Paul Marshall at the front office.

## CONGRATULATIONS

Congratulations to Jacob who played in the North West U12 Development team at the SAJSA Country Championships in Whyalla over the long weekend. His team made it all the way to the semi-final, only to be knocked out after extra time and a penalty shoot out. Well done Jacob!



## COMMUNITY NEWS

We are happy to support local organisations and groups however, please understand that we take no responsibility for the quality of any of the programs and products included in our Community News.

## ENTERTAINMENT BOOKS

The school administration office has a supply of Entertainment Books available for sale. To order your 2017/18 book or digital membership please visit [www.entbook.com.au/161g338](http://www.entbook.com.au/161g338) to pay online.



## July Swim and Survive Program

VACSWIM program, for children aged 5-14 years, Children will be exposed to a number of swimming and survival techniques throughout the 5 day program.

**Program Dates:** Monday 17<sup>th</sup> July to Friday 21<sup>st</sup> July inclusive

**Location:** Largs Bay Swim Centre, 195 Victoria Road Largs Bay SA 5016

**Duration of classes:** 1 hour per day

**Cost of Program:** \$60.00 per child, includes pool entry and logbook.

There are many benefits to participating in swimming lessons during winter. In many cases, winter is one of the best times of the year to swim.

Online enrolments are now open!

<http://www.royallifesavingsa.com.au/swim-and-survive-largs-bay/>

Note: additional information on the Swim and Survive program can be found here <http://www.swimandsurvive.com.au/>

# Australian Curriculum general capabilities

## Information for parents and carers

LITERACY

NUMERACY

INFORMATION &  
COMMUNICATION  
TECHNOLOGY (ICT)  
CAPABILITY

CRITICAL AND  
CREATIVE  
THINKING

PERSONAL &  
SOCIAL  
CAPABILITY

ETHICAL  
UNDERSTANDING

INTERCULTURAL  
UNDERSTANDING

## Literacy

The Australian Curriculum general capabilities are designed to develop the knowledge, skills, behaviours and dispositions that help children and young people live and learn successfully now and in the future. The capabilities are developed through the learning areas from reception to year 10.

Literacy is a fundamental life skill. It is developed in multiple ways – through listening to, reading, viewing and creating language. First at home and then as part of their education, children learn to understand and use language effectively and confidently. This is essential for learning, communicating and participating in society. What are known as ‘texts’ are the various ways language is used – it can be written, spoken, visual, or a combination of these, and in print, digital or online forms. All of these forms show the diverse ways language is used to communicate in our world.

The Australian Curriculum literacy general capability involves 2 important parts:

- understanding texts through listening, reading and viewing, using skills and strategies to understand and interpret spoken, written, visual and digital texts
- creating texts in spoken, written and digital forms for different purposes and audiences

Through the course of their primary and high school education, students develop literacy capability as they understand and interpret a wide range of texts, and create their own spoken, written, visual and digital texts. These processes involve students developing knowledge of text structures, grammar, vocabulary and spelling, and visual information.

A good example of how literacy is dynamic and critical across the curriculum is health and physical education, where reception-age students develop their word knowledge and use language to communicate effectively and interact positively with others as they work in groups or participate in team games.

Another example is year 6 science, where students develop word knowledge and an understanding of text structures to describe their observations during investigations. They need to learn how to effectively communicate their findings in a variety of ways.

In year 8 English, students learn to talk about and evaluate opinions and arguments about aspects of literary texts such as novels, films or magazine articles. They develop knowledge about text structure and grammar to state their opinions and points of view, and continue to expand their word knowledge to communicate more effectively.

At home, you can help your child develop literacy capability by:

- playing games to develop knowledge and enjoyment of learning new words
- sharing a wide variety of age-appropriate texts with your child, including books, novels, websites, newspaper, films and television programs
- talking about favourite authors, directors and producers and why you like their work
- accessing support materials for parents of young children at [www.greatstart.sa.edu.au](http://www.greatstart.sa.edu.au)
- another useful website is [www.raisingchildren.net.au](http://www.raisingchildren.net.au)

Find more information at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)



Government of South Australia

Department of Education and  
Child Development