Powerful Learners @ WPS
Fixed Mindsets Vs Growth Mindsets.

During our Pupil Free Day last Friday, our staff undertook training around fixed and growth mindsets, which linked to DECD directions, our External Review directions and our Site Improvement Plans. To become 'Powerful Learners' we have to know, understand, model and recognise what a powerful learner is.

A 'Powerful Learner is curious, engaged, self-directed, flexible and imaginative. Powerful Learners have the courage to take mindful risks to create innovative solutions to real-world challenges by asking questions, posing problems, seeking feedback and making connections.

One way of further enhancing our Powerful Learners journey is through the work of Carol Dweck which is primarily about changing 'fixed' mindsets and growing 'positive' mindsets.

Someone with a fixed mindset believes that their intelligence or skills are simply fixed traits. They spend their time doubting their intelligence or talents instead of looking to improve them. They also believe that intelligence alone creates success - without effort. They are wrong!

This outlook increases negative attitudes, distracting from students becoming deeply involved in their learning. The more strongly a student holds a 'fixed' mindset, the more their future performance will be influenced by prior performance. Teaching 'growth' mindset creates motivation and productivity in the worlds of business, education and sports.

To work with us, coach your children in YET statements, like we will be using at WPS. Examples of these are as follows:

- I am not any good at this! YET
- I don't want to do this! YET
- I can't make this work any better! YET
- I can't do maths! YET

Our goal is for all staff, students and families to develop a positive attitude towards challenge. The more a person learns and strives to succeed, the easier it gets to learn new things and have a strong base of strategies to tackle unfamiliar problems.

Maureen Davidson (Acting Principal)
SCHOOL FEES for 2016
School Fees for 2016 were due at the end of May. I will be contacting families with overdue accounts. To avoid further action please make payment to clear your account.
The last instalment payment was due on Thursday 5th May 2015. Please contact the Front Office if you are having difficulty making payment.
Marcia Walsh

Parent News
Work Health Safety Issues
As of Monday the 27th of June Week 9 the back gate in the Diagonal Rd staff car park will be permanently locked. We are very sorry for any inconvenience this may cause but student safety must come first. This is a staff car park and as such should not be used to enter the school grounds. We have had incidences where the gate has not been closed properly and students from the EYLC have wandered. Students should not be entering the school grounds through designated car parks; this includes the car park near the front office, unless supervised by an adult when signing in late or for an early departure.

THANK YOU!
A massive ‘thank you’ to Anja Dickel, Jenny Tucker and their children for all the hard work they undertook on the weekend planting over 100 plants! Our gardens will look amazing.

SRC NEWS
Dress Like a Pirate Day
We raised $191.10 for The Kid’s Cancer Project last Thursday.

Cards-Footy, Pokémon etc
Due to the overwhelming number of issues involving cards that teachers have to deal with during and after play. Students are asked to leave all cards at home. We thank you for your co-operation.

Assembly
On Friday of Week 8 we will be holding a ‘Musical’ themed assembly. Our choir, strings band and finalists of Warradale’s Got Talent will be preforming. You are all welcome!

CANBERRA CAMP
Entertainment Books
Just letting you know that we will be selling Entertainment Books again this year. These are available now from the Front Office. Please remember to let family, friends and workmates know that they can be purchasing both the books and the electronic version from us. Make sure you enter Warradale Primary School as the fundraising organisation.
www.entbook.com.au/1610x75

Premier’s Reading Challenge
Congratulations to all the students who have currently completed the Premier’s Reading Challenge for 2016. Well done and keep up the good work!
Rm 3: Fatonah, Samuel and Alaina,
Rm 4: Piper, Harry, Lukas, Alicia, Rhonda, Ryan, Ashlee, Elsa, Carenza, Sam, Aaliya and Tara
Rm 6: Emma, Zoe, Mayah, Hina, Pierson, Mia, Bella, Emma and Luke
Rm 7: Amaya
Rm 8: Hunter and Olivia
Rm 9: Addison
Rm 15: Dylan and Linkin
Rm 17: Claire

SCHOOL PHOTOGRAPHS
Photos Coming Soon
School Photos will be taken at our school on Thursday, 30th June, 2016. We are proud that the country’s leading school photographer, MSP Photography will be taking our school photos.
Parents can send the money to the school in the envelope supplied however On-Line Ordering, where parents are able to select their preferred package online makes it much easier for our parent community. Prices range from $25.00 for the group pack/ to $45.00 for the premium pack.
In 2016 the range of options available to you online has increased. As well as the option to download a Low Resolution image for a smartphone, parents will have the option to purchase a High Resolution Digital Download of their child’s image and Family/Sibling packages will also be able to be ordered online!
An added incentive for our families is that MSP now offers a 10% discount for all family orders above $90.00 a family. Parents who order family photos online are encouraged to confirm with the school that they wish to have their family members photographed.

A WORD FROM EMILY.....
On Wednesday in Week 9 Kindness Club will hold a $1.00 'Lucky Dip' Fundraiser for the RSPCA. Please come at lunch time and buy a lucky dip to support this worthy cause.
Emily Dummin,
Pastoral Support Worker
emily.dummin302@schools.sa.edu.au

Developing World Class Learners
Over the last year and a half, leaders in sites across the Holdfast partnership have been meeting and discussing how we are able to collectively work together, to develop students who have the attitudes and beliefs that they are able to learn and be successful. We have been exploring research from around the world, reading articles and literature from respected researchers and they all come to the same conclusion- students need to be curious, creative, critical thinkers who are able to turn ideas into actions and communicate effectively.

Often when we think of the curriculum and learning at school, we think of the subjects and the content or “stuff” that children and students should know and be fluent in. However our world is changing rapidly; just think of what has changed in your life over the last 5 years and the way we now communicate - social media (facebook, twitter, texts, emails) has changed the way we operate. Access to global learning via the internet has changed the way we seek information. What do you do when you want to know something? Do you ‘Google it’?

The Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008 identified 2 goals that our education system needed to strive for
These goals are
• Australian schooling promotes equity and excellence
• All young Australians become - successful learners, confident and creative individuals, active and informed citizens

To achieve these goals we need a collective responsibility with schools, families and the wider community. While there are still skills that our students need to be fluent in, we increasingly need to ensure that our students are able to problem solve, reason and show a depth of understanding of concepts that cross learning areas. That is, they need to be critical and creative thinkers who can identify problems and think them through successfully.

A new initiative by the Department for Education and Child Development (DECD), Literacy and Numeracy plus, focuses on developing these skills and dispositions in both literacy and numeracy. The initiative supports the tracking and monitoring of students to ensure that they are appropriately challenged and that the way our educators engage with students, promotes students ability to be, resilient, confident, problem solvers who believe they are able to grow and learn, can apply learning to unfamiliar situations and welcome challenge.

As part of our learning and work developing Literacy and Numeracy + skills in our students, we have been working with educators to develop a range of strategies. You may have noticed that your child's educator is encouraging students to work collaboratively, share and explain their thinking and providing unusual problems to solve and discuss. Fluency is critical but we need to ensure that with this fluency is a deep understanding, developed through sharing of thinking.

Recent research by Professor Guy Claxton and shared at the combined Governing council meeting, left us as educators and parents, with the following questions:
Are children and young people being challenged and encouraged to:
• ask interesting questions?
• think on their feet?
• design their own learning with guidance?
• develop strategies to use when they are stuck?
• use their imaginations and creativity?
• be bold and try new things?
• see mistakes as opportunities?
• persist with difficult tasks?
• bounce back fast?
• check and continually improve their own work?
• seek and value feedback?
• work well with others?
The Early Years Learning Framework promotes learning dispositions that all children need to develop to be successful, such as, curiosity, cooperation, creativity, persistence and enthusiasm. In the Australian curriculum these skills and dispositions are identified through the seven General Capabilities: Literacy, Numeracy, ICT, Personal and Social, Critical and Creative Thinking, Ethical Behaviour and Intercultural Understanding.

These dispositions and capabilities demonstrate that we want our children to

- Inquire, explore, generate ideas, pose questions and possible solutions, reflect, analyse and evaluate.
- Understand themselves as learners and people, their strengths, areas for development, emotional responses and be able to self-manage these in appropriate ways
- Be aware of others and appreciate other points of view
- Work collaboratively, negotiate and resolve conflict
- Understand that with rights comes responsibility
- Treat others with respect and behave in ethical ways

As parents and families how do you support these skills in your children? What messages are you giving your children about learning, school, literacy and numeracy, either directly or indirectly? We have all heard or been told that “someone” wasn’t good at Maths / reading / spelling so I guess you are like that too.” What message does this really give? We need to ensure that our students believe they are able to change and learn. It is our collective responsibility to provide children with the opportunities to build these skills.

COMMUNITY NEWS

The CoolKids and Adolescent Health Program:
Helping distressed children & adolescents suffering from somatic health complaints (including recurring headaches, stomach-aches etc).

About 40% of children and adolescents may experience functional somatic health complaints, which are medically benign (that is, they have no identified organic cause). The most common somatic-health complaints experienced by children and adolescents include recurring abdominal pain, gastro-intestinal symptoms, recurring headaches, chest pains, dizziness and nausea. Research has shown that these children are prone to have increased rates of school absenteeism, and this may also have an impact on their learning, peer relations and overall quality of life. Studies have also indicated that up to 80% of children and adolescents struggling to cope with these recurring functional somatic health complaints may also be experiencing anxiety and/or depressive problems.

Our new, CoolKids and Adolescent Health Program is designed to specifically help children learn how to concurrently cope and manage their somatic symptoms as well as learn stress management skills. This program is specifically designed for children aged 7 to 17 years who are experiencing recurring somatic health complaints for at least 3 months (and which a GP or medical specialist has confirmed that the symptoms are medically benign). The program is individually based and involves 10 x 1 hour weekly therapy sessions held either in-person at the Centre for Emotional Health (CEH) Clinic at Macquarie University or via Skype or telephone. Interested families will be invited to attend a screening assessment to determine eligibility.

Organisation: Centre for Emotional Health, Macquarie University.

Researchers: Associate Professor Maria Kangas, Prof Ron Rapee, & Prof Mike Jones.

Who is eligible? Children and adolescents aged 7-17 years who are experiencing recurring somatic health complaints for a minimum of 3-months.

Contact: For more information, please contact Assoc. Professor Kangas and her team (email: CoolKidsHealth@mq.edu.au or maria.kangas@mq.edu.au) or telephone (02) 9850 8599 or (02) 9850 4082.
Nature Play SA
TURN PLAY INSIDE, OUT.

25 THINGS TO DO IN WINTER

1. Find a bed of nasturtiums or other different leaves and watch the way rain drops rest on them - they look like precious jewels.

2. Explore a small creek after a downpour or rain shower.

3. Sail bark/leaf boats down the creek or gutter and race them to the end.

4. Grab a friend and make a rope swing on a tree.

5. Dig for clay and make a clay sculpture.

6. Visit the beach after a storm and hunt for treasures.

7. Fill egg cartons with potting mix, plant with vegetable seeds and watch them grow.

8. Take your family outside to jump in puddles and see who can make the biggest splash.

9. Repurpose your old clothes, grab a straw hat and make a scarecrow for the garden.

10. Make some crazy rain art by putting paper in a tray with bits of dried up paint, drops of food colouring, crushed leaves or flowers and leave it in the rain to see what melts, stains and runs.

11. Set up a nature display at home with all of your interesting outdoor winter finds.

12. Have a picnic in a forest and observe the moss, fungi and lichen you find growing. HFM’s Fungi ID chart will help you name what you find.

13. Make a living green teepee in your garden by planting beans, peas or a native climber on a bamboo tepee.

14. Make a mud volcano, mud bricks or mud pie using your own secret ingredients.

15. Bury some treasure outside and make a map for your friends to follow.

16. Make damper, wrap strips around a stick and bake it on a backyard fire, experiment with different ingredients added to the dough.

17. Ride your bike through the biggest, muddiest puddle and check out the mud spray on your back.

18. Put an old sock over your shoe and go on a bush nature walk. When you get home bury your sock in the garden and watch what grows.

19. Make a backyard winter shelter for small bugs and critters from twigs and leaves.

20. Take a family walk in a Park of the Month (Flinders Ranges, Cleland, Onkaparinga River), take turns being the leader and see where you end up.

21. Hold a party in a forest and include a scavenger hunt, clued nature trail, orienteering and marshmallows over a campfire as your party activities.

22. Now that many trees have no leaves, go on a nest hunt and see how many bird nests you can spot.

23. Bring your family to Cubby Town in Belair National Park on July 21 and 22 and be part of making one of the biggest towns of stick cubbies ever seen!

24. Head out in the rain for a snail or caterpillar hunt.

25. Celebrate International Mud day on 29 June with mud! Make a mud puddle, build a mud pit from an old wading pool, throw a mud party or join us at Bonython Park!

Remember to get permission if you go out on your own, and take a drink bottle, sunscreen, and a hat!

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Government of South Australia
Sand Play in the Early Years

- Team work
- Planning
- Social
- Persistance
- Co-operation
- Predict
- Communication
- Learning
- Organisation