

# WPS News

Term 1, Week 1, 2025



Dear families,

Welcome back to what will be an incredible school year. We have a lot in store for all our learners to be involved in. This beginning of the year newsletter highlights learning environments and a few of the opportunities that will be available to our learners this year, all of which will be shared over the coming weeks in more detail. Our purpose: 'Inspiring Curious, Creative, & Confident Learners' was developed following a culmination of work over 2023 and 2024, from our external school review early in 2023 to our whole school/community consultation day in term 2, 2024, facilitated by an outside consultant. The whole School Learning Plan is available on our website and will be reviewed regularly as part of our site accountability measures. The document highlights our purpose & impact, objectives to support effective teaching and engaging with young people and also includes our commitments. A copy is available in this newsletter.

We will be collaborating with our school and wider community to support us to reach our objectives, including further extending connections with outside agencies/organisations. Our learners will be supported to drive these initiatives through contextual projects. We will continue to be involved in extended learning, with staff and volunteers providing our children opportunities outside set learning times, through lunch, after school and on weekends offering local and broader experiences. Thank you to all the staff, volunteers and agencies that are supporting this. Clubs will include (but not limited to) music groups: recorder, ukulele, keyboard, dance along with STEAM, mine craft, PE/fitness and a 'Ukulele for adults' group, which will be held after school, commencing term 1. None of these extracurricular opportunities could occur without the support of our school, volunteers and wider community.

As a site, we will be involved in at least 3 large curriculum-based projects this year. We will be involved in an international maths project in the Early Years, trialling a PionoPhonics program years 3-6, educators are undertaking 'everyday research' with learner agency as the focus within projects. Other projects will connect SEED (Systematic, Exploration, Experimentation, Discovery) to learners experiencing and launching our WPSPodCast from the Errington Media Room through STEAM. As a site we will again be working with the Maths Association of South Australia.

Communication: We ask that while we extensively continue to support all learners and families, that communication by caregivers is via class DoJo (between 8am and 4pm on school days) and via the school administration email and phone number. The Department for Education has a 'right to disconnect' policy which we are supporting 100% to ensure all employees' wellbeing is taken into consideration.

Mural: Over the coming term we will be seeking local and broader community members to be involved in a mural that front faces the community and brings our site 147-year history to the forefront, taking into consideration early schooling, Nharangga culture and strong history within the area, the evolution of change of context, the anchor, learning styles, colours and more.

Dominica Thomson- Principal

## ★ Reminders ★

1st Day Term 1 2025  
Tuesday 28th Jan

**FAMILY FUN NIGHT**  
Mon 5th Feb (WedWk2)

Come and meet your child's educators, take a tour of the school, meet our Governing Council Chairperson, have fun, grab your dinner at our free sausage sizzle, play games and purchase some handmade goodies, made with love by our learners.

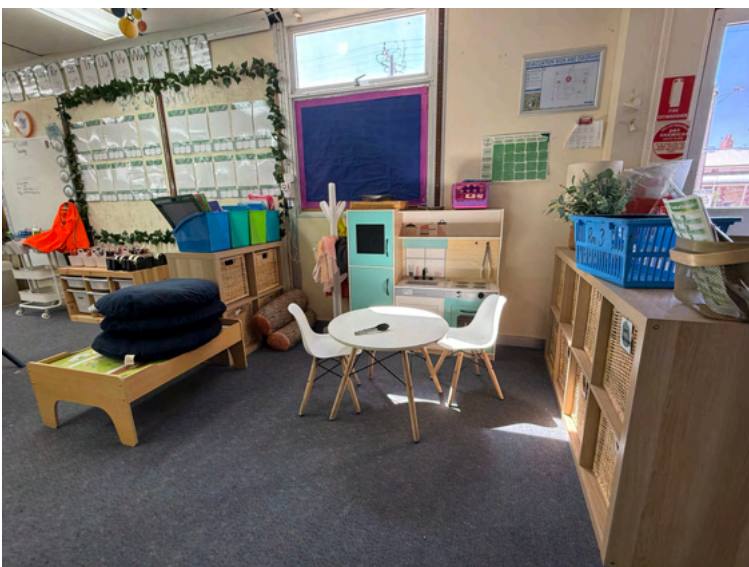
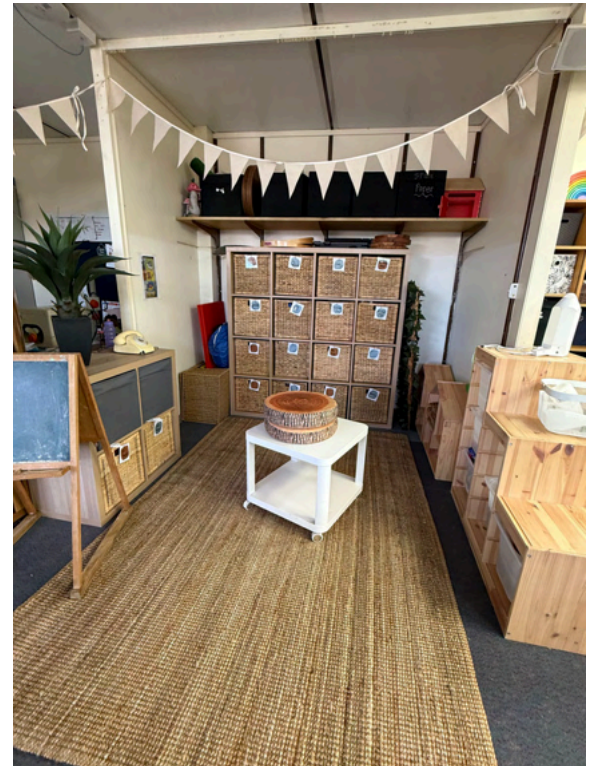
Message from  
Governing Council  
Chairperson

Governing Council Meeting 2025 :  
Monday 10th Feb  
Week 3 Term 1  
5pm in the staffroom  
Includes AGM



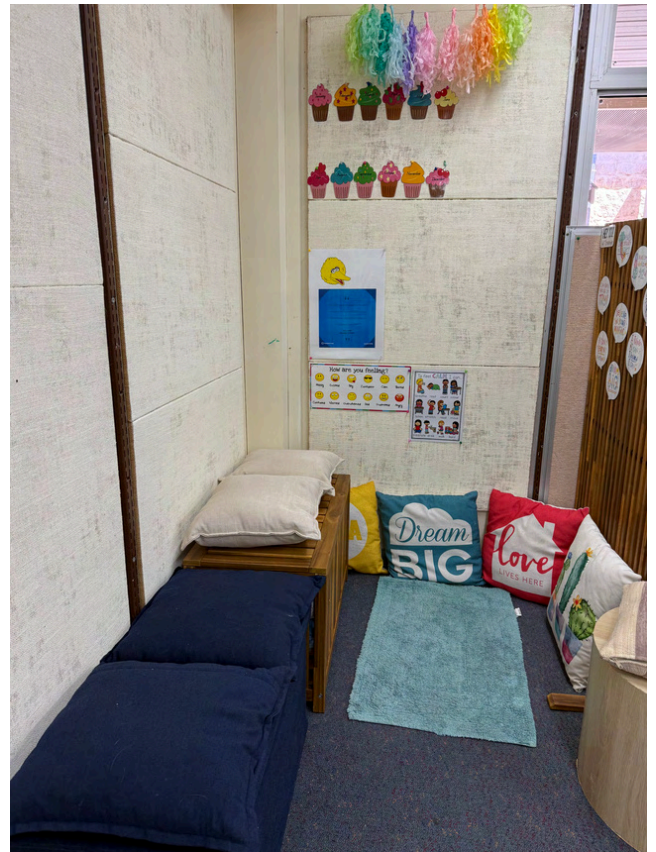


# Wallaroo Primary School Learning environments and grounds





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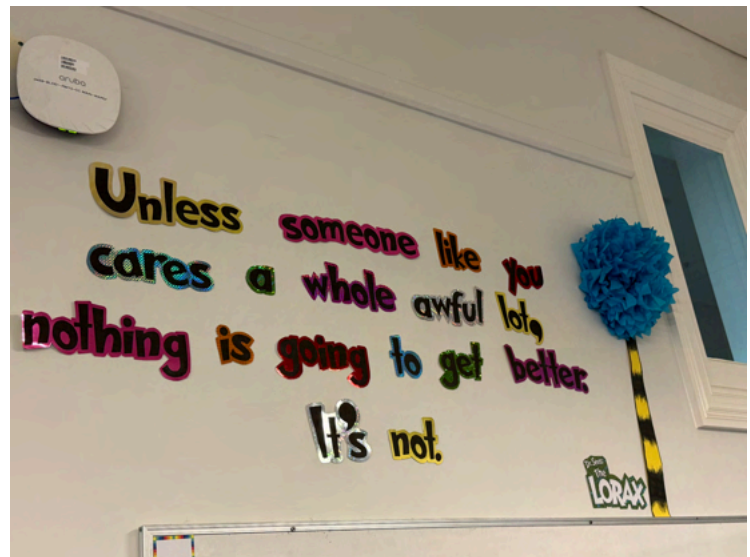


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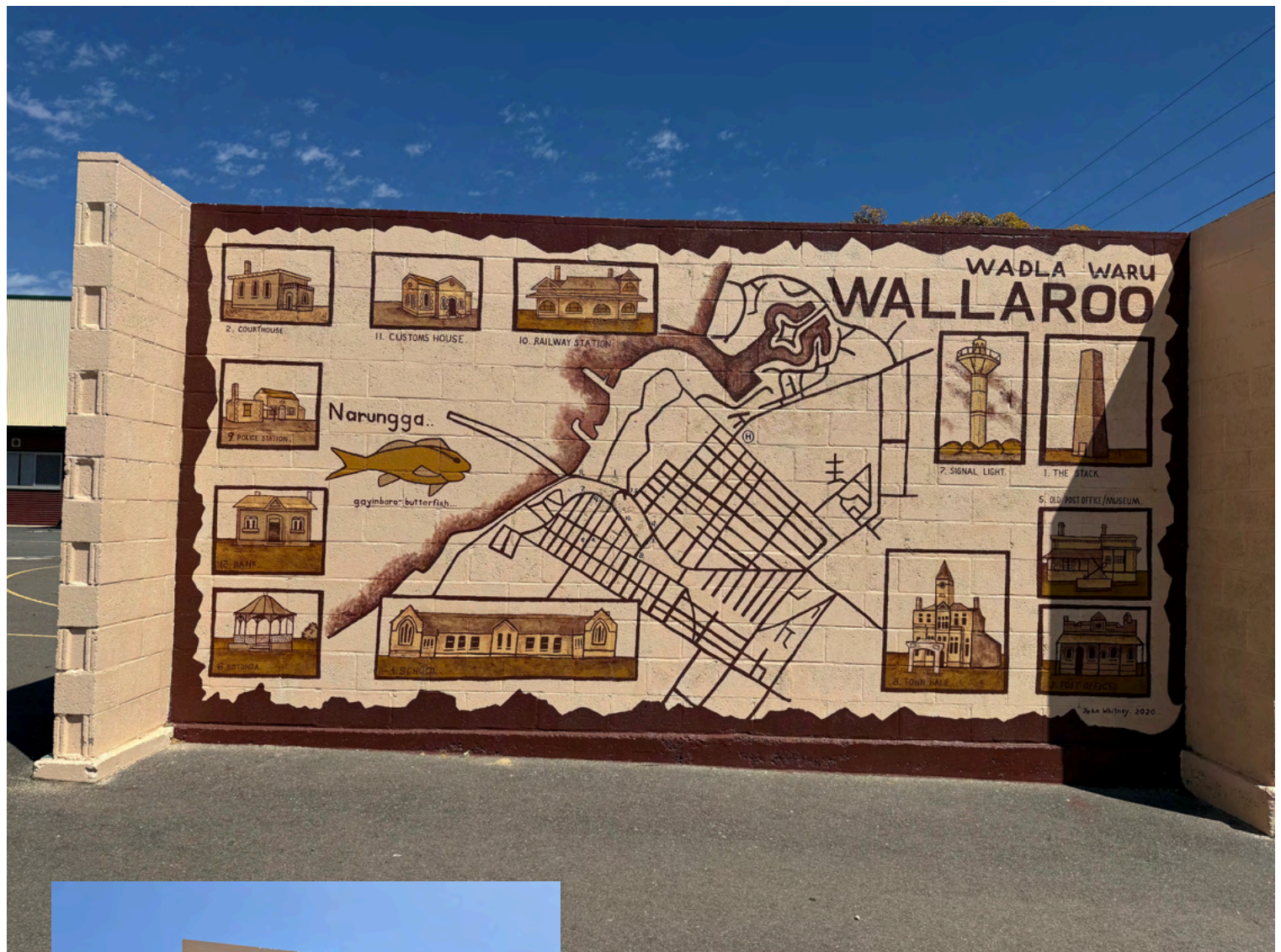


# Wallaroo Primary School Learning environments and grounds





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# Wallaroo Primary School

## Wallaroo Primary School Learning Plan

Available on our website



WALLAROO PRIMARY SCHOOL- LEARNING PLAN- DEPARTMENT FOR EDUCATION- PROUDLY PUBLIC!	
Purpose & Impact	<p><b>OUR PURPOSE: INSPIRING CURIOUS, CREATIVE &amp; CONFIDENT LEARNERS</b></p> <p><b>EQUITY &amp; EXCELLENCE</b></p> <ul style="list-style-type: none"> <li>•Foundations in literacy, numeracy &amp; digital literacy* (Phones, PAT, NAPLAN)</li> <li>•Subject grades (A to E grade data collection, staff intranet)</li> <li>•Child development upon starting reception (AECC)</li> <li>•Essential assessment</li> <li>•Other classroom based formative assessment*</li> </ul> <p><b>WELLBEING</b></p> <ul style="list-style-type: none"> <li>•Sense of belonging (WEC)</li> <li>•Resilience, distress and persistence (WEC)</li> <li>•Attendance (EDSAS/EMS)</li> <li>•Engagement (WEC)</li> </ul> <p><b>LEARNER AGENCY</b></p> <ul style="list-style-type: none"> <li>•Voice and choice*</li> <li>•Motivation and ownership*</li> <li>•Purpose and self-efficacy*</li> </ul> <p><b>GRADUATE PROFILE: our learners will leave WPS with these CAPABILITIES</b></p> <p><b>CREATIVITY, CURIOSITY &amp; ANALYTICAL THINKING</b> Critical &amp; Creative Capability</p> <p><b>READING, WRITING &amp; MATHEMATICS</b> Literacy &amp; Numeracy Capability</p> <p><b>TECHNOLOGICAL LITERACY</b> Critical &amp; Creative Capability</p> <p><b>EFFECTIVE LEARNER</b></p> <ul style="list-style-type: none"> <li>•Learning practices and academic self-concept (WEC)</li> <li>•Experience of learning challenges *</li> <li>•Perseverance (WEC)</li> <li>•Self-regulated learning and metacognition*</li> </ul> <p><b>EFFECTIVE TEACHING</b></p> <p>Empower our educators as they hone their craft, celebrate and showcase their professional identity and support the critical role they play in supporting our learners to thrive by:</p> <ul style="list-style-type: none"> <li>•Networking with other educators to share and learn from one another, within and beyond WPS.</li> <li>•Creating strong working relationships between our preschools, schools, support services and industry.</li> <li>•Ensuring pedagogical learning and assessment expertise will be a focus through professional development and resources.</li> <li>•Ensuring curriculum and other resources will support teaching and learning.</li> </ul> <p><b>EXCELLENCE IN CURRICULUM &amp; PEDAGOGICAL LEARNING &amp; ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Learning intentions are explicitly displayed and referred to in classes</li> <li>• Success criteria is based on the SA curriculum and co-constructed with learners where possible</li> <li>• Real life contextualised learning opportunities</li> <li>• Embedding literacy, numeracy and technology across multiple areas of the curriculum</li> <li>• Teach to learners needs and abilities, considering other means of presenting their learning</li> <li>• Construct learning goals with learners</li> <li>• Teaching is delivered in a cycle that includes plan, do and review</li> <li>• Whole class ready to learn plans consistent across the school</li> <li>• Brain breaks in all classes specific to year level and include choice (2 a day or as needed)</li> <li>• Morning circle in all classes including acknowledgement to country, includes UV index</li> <li>• Afternoon circle, what went well or gratitude</li> <li>• Differentiated play- based task design (SEED) i.e. Systematic, Exploration, Experimentation, Discovery</li> </ul>
Objectives	<p><b>ENGAGING WITH YOUNG PEOPLE</b></p> <p>Our learners are the most powerful source of intelligence as we consider the biggest impact public education can have in our community. Their input and work in supporting the learning process is critical in how we achieve our purpose. We will do this by:</p> <ul style="list-style-type: none"> <li>• Working with learners, as agents of change, to better understand their needs, will be a driver for our decision making, teaching and learning approaches and measurement.</li> <li>• Activating our learners to ensure the work being done to drive learning is co-designed with learners, and learner development is informed by their context and needs.</li> </ul> <p><b>BUILD A COMMUNITY OF LEARNERS</b></p> <ul style="list-style-type: none"> <li>• Using language of dispositions in our day-to-day conversations</li> <li>• Reflection time with learners at the end of day</li> <li>• Modelling &amp; supporting confidence to have a go</li> <li>• Productive failure is supported and modelled</li> </ul> <p><b>NEGOTIATE LEARNING</b></p> <ul style="list-style-type: none"> <li>• Learner agency driving our planning</li> <li>• Being reflective on teaching and learning</li> <li>• Learners as decision and change makers</li> <li>• Learners constructing curriculum goals with Educators</li> </ul>
What we will do	<p><b>SUPPORT &amp; CHALLENGE STUDENTS TO ACHIEVE HIGH STANDARDS</b></p> <ul style="list-style-type: none"> <li>• Partner reflection that allows editing and constructive feedback</li> <li>• Supporting learners to build resilience when faced with challenges in their learning</li> <li>• Encourage innovation and independent, creative and critical thinking</li> </ul>
Our commitments	<p><b>IMPROVEMENT &amp; RESPONSIBILITY</b></p> <p>We will make informed choices using data and evidence to respond to learners, community, culture and context. Improvement will include a broader set of measures that will identify areas of potential improvement, based on our starting point and learners.</p> <p><b>PARTNERING WITH FAMILIES &amp; COMMUNITY</b></p> <p>Partnering with diverse cultural and community organisations, and industry will help our learners have connected and supported learning opportunities. Involving our families in goal setting with our learners, as well as celebrating and embracing their experiences and culture as part of learning, will ensure we stay connected and inclusive of our community.</p> <p><b>EMPOWERED &amp; WELL EDUCATORS</b></p> <p>We will support our educators to collaborate with their culture and communities to lead the learning and change processes aligned to our purpose. A focus on wellbeing will ensure our educators model unconditional positive regard to learners, each other and community.</p> <p><b>COLLECTIVE RESPONSIBILITY</b></p> <p>We all share responsibility to support our children learn and thrive. Through collaborative effort we will achieve more than the sum of our parts, break down barriers and work together to deliver on our purpose and areas of impact.</p> <p><b>LEARNING SYSTEM &amp; INNOVATION</b></p> <p>We will learn with and from each other and have the confidence and vulnerability to try new things or change the things we think can be done better. We will leverage expertise and be open minded, curious and playful.</p> <p><b>TRUST &amp; VERIFY</b></p> <p>Empower our educators with the autonomy to do high quality work, without losing sight of the big picture. Provide support and structures to allow educators to make informed decisions to deliver on our purpose. Educators will communicate with families and community with a variety of methods such as email, ClassDojo, social media, face to face.</p>

