



# Weetangera School

Successful Learning Through Caring and Sharing



**ACT**  
Government  
Education

Weetangera School is an  
**ANAPHYLAXIS AWARE SCHOOL**  
Avoiding eggs and all nuts

Dear Parents and Carers,

## Workshop Model

This year the teachers at Weetangera School have been working to develop a 'workshop model' for reading and writing. The workshop model allows our teachers to plan strategically for and teach curriculum content, to target individual learning goals and to work individually with small groups of children on these learning goals. One researcher and writer that has been influential in our work with this is Debbie Miller.

## Underlying Principles

Essential to a workshop model for reading and writing are the core principles of:

- Choice – allowing students to have input into their own learning through the setting of goals, and a say in how these are achieved
- Time – providing enough time for students to learn and to practise what they have learned. Our teachers talk about a one third to two thirds model where one third of the time is explicit teaching and two thirds involves time for students to practise the skills being taught
- Response – providing structures and opportunities for real and purposeful feedback about learning from teachers and peers
- Community – acknowledging that learning is powerful with time to share and reflect. The teacher purposefully works with students to facilitate this and to connect what has been achieved with the learning goals.

## The Stages of a Workshop Model

Each workshop follows a predictable structure that begins by identifying the purpose of the lesson including what targets are being focussed on in order to meet long term goals. An example of this might be 'I can ask questions about the text I am reading'. Time is spent exploring what the target is and what it will 'look like' if it is met. Teachers will consider at this point how they will assess learning effectively and identifying what is the next learning.

The next stage of a workshop typically involves a short mini-lesson that explicitly teaches content and or skills. Teachers at this point may be modelling what good readers or writers do, thinking aloud, demonstrating or analysing great books or writing that provides a 'good example' for students.

The largest part of the workshop is 'work time' where students practise skills and work towards goals. In this time students may be working individually on goals or in small groups and students often work using an organiser or a way of capturing their thinking. The teacher is working directly with students. The focus may be to talk with students about their work and or goals, or 'catching' a child or group of children to give additional instruction that is required.

## Newsletter No. 23

9 August 2018

Term 3 Week 3

### COMMUNITY DIARY

*Inclusions may be added in the diary at the front office.*

#### August

18-24 Book Week

22 Book Week Parade

24 Onsie Day Fundraiser  
Cerebral palsy

#### September

6-7 Peter Pan the Musical

10 Kenny Koala K,1,2

13 Disco

19-21 Writer's Festival



Lap-a-Thon money  
now due. Thank you

### ASSEMBLIES - 9:15am

Friday 10 August

Junior School Assembly

Hosted by Year 1

Friday 17 August

Senior School Assembly

Hosted by Year 4



## Attachments

New Bus Network for  
Canberra 2019  
Have your say

Weetangera School  
Southwell Street  
Weetangera ACT 2614

Telephone: 6205 7488  
Fax: 6205 7487  
Canteen: 6207 7483

Please read our web site:  
[weetangeraps.act.edu.au](http://weetangeraps.act.edu.au)

### SCHOOL BOARD MEMBERS

**Parent Reps.** Yvonne Gray 0414817680; Alex Nockels 0414914006; Janine O'Keefe 0411286853; **Community Rep.** Tomasi Wainigolo; **Principal** - James Barnett 62057488;  
**Teacher Reps.** - Virginia Hambly; Natarsha van den Boogaard

Each workshop concludes with time to share and reflect. The teacher is also focussed during this time on encouraging students to not just concentrate on the reading and writing but also on thinking about themselves as learners. What did they learn about themselves as a reader or writer and what did they learn today that they can use in the future. The achievement of learning is celebrated.

Take the time to talk to your child about their goals and what they are learning about themselves as a reader or writer. Parents are of course always welcome to volunteer in classrooms.

Julia Ison

### AWARDS CERTIFICATES

At last week's Whole School Assembly certificates were awarded for:



**Communication:** Harriet O'S, Aidan R, Eleanor M.

**Creativity:** Felicity C.

**Collaboration:** Shazeb D, Joanna B, Sidu N, Evan M, James W, Daisy G

**Critical Thinking:** Patrick W, Imogen O.

### SUSPENSION, TRANSFER OR EXCLUSION OF STUDENTS IN ACT PUBLIC SCHOOLS POLICY

#### Community Consultation

#### Suspension, Transfer or Exclusion of Students in ACT Public Schools Policy Review.

The ACT Education Directorate is seeking feedback from students, families, teachers, support staff and others about its review of the *Suspension, Transfer or Exclusion of Students in ACT Public Schools Policy* and related documents.

The revised policy aligns with current research and includes a greater focus on a prevention and early intervention approach to behaviour support to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer.

All input will be considered and will help to ensure the revised policy documents are clear, current and relevant to meet the needs of schools and the community. Please refer to the Education Directorate's website under "What's New" for further information and links to participate in the consultation [www.education.act.gov.au/home](http://www.education.act.gov.au/home).

Education staff are available to explain the policy documents and record feedback from individuals who would prefer to provide this verbally. Individuals wishing to use this alternative should contact Colette Brown on 62070457 or [etdstudentwellbeing@act.gov.au](mailto:etdstudentwellbeing@act.gov.au). Colette will arrange a time for verbal input to be provided either by phone or in a face-to-face meeting.

## national science week 2018

Next week we will be celebrating National Science Week. Years 1-6 will be holding exhibitions to present their creations based on this years theme 'Game Changers & Change Makers.' Below is a timetable of where & when each exhibition will be held. It was great to see so many parents, carers and family members attend last year, so if you can make it to an exhibition session, please come along!

Science Week Exhibitions Timetable			
	Wednesday Aug 15	Thursday Aug 16	Friday Aug 17
12pm 12:50pm	<b>Year 5s Exhibition Unit 4</b>	<b>Year 4s Exhibition Unit 5</b>	<b>Year 2s Exhibition Unit 2</b>
2pm 2:50pm	<b>Year 6s Exhibition Unit 4</b>	<b>Year 1s Exhibition Unit 3</b>	<b>Year 3s Exhibition Unit 6</b>

### BOOK WEEK PARADE

Our Book Week Parade will be held on Wednesday 22 August. So put your thinking caps on and come dressed as your favourite book character.



### SRC BANDS

SRC bands will be handed out at the following assemblies:

Juniors: This Friday 10 August

Seniors: Next Friday 17 August

### WEETANGERA STUDENT RUNNING IN THE CITY TO SURF - Fundraising for Lifeline

Hi, my name is Caelan Hogan, I am in Year 6. On Sunday 12 August I will be participating in the Sydney City to Surf for the first time with my Dad.

Our registration fees raise money for Lifeline Australia but you can also help by making a donation via the link below. Even a small donation will make a difference to this great cause.

Thank you for your help.

<https://city2surf2018.everydayhero.com/au/caelan-hogan-s-lifeline-fundraising>



# Spotlighting Weetangera

brought to you by Year 4

## POETRY:

In Year 4 we have been developing our understanding of the structures , or lack of structure, used when writing poetry. We discovered that ultimately it comes down to...

*the best words in the best position.*

### **The Garden**

Roses growing  
leaves falling  
grass growing  
frost, snowing  
enter and exit  
flowers smell  
This is my  
happy place  
Marley

Sharp nails hanging from flyscreens  
Chasing a toy tumbling and racing  
Curled up tight in sleep.  
Orawan

### **Donuts**

Delicious cream  
strawberry jam  
the sugar calls me  
I take my first bites  
cream fills my  
mouth  
Mmmmmm!  
Scarlett F

### **Phones**

Phones  
Loud Mobile  
Texting, Ringing, Helping  
Without phones, life's  
different  
Technology  
Caelan

Eating to the core  
Sweet tastes linger on my  
tongue  
Only seeds are left.  
Keeley

Gloom moving closer  
Rain crunching down  
Hail hard rock  
Skies turning darker  
Crows squawking loudly  
Thunder striking  
Must air gloom  
Salty rain icy hail  
Ice falling down  
Puddle splashing squirting out  
Cold freezing ice  
Wind breezing towards

Finn

## **UNDER THE SEA**

under the sea  
hold my breath  
water beating against my face  
splashes of fish  
whale melody  
ocean song  
calm sea  
sun down  
good night

Caitlin

## **BRAINSTORM POEM**

Thoughts drift through my mind.  
Bubbling words ready to come out.  
More sentences shall form on paper.  
As the clock keeps on ticking by.  
Indecision comes and goes.  
Struggling to focus.  
Need a break.  
Running out of brain power.  
One more is all I need.

Olavi

## **Night Breeze**

Running through the meadow  
Going up and down, all around  
As the sun goes  
Start yawning  
Can barely open my eyes,  
Cricket singing as the moon rises  
Horses glaring at the sky  
I start to fall asleep.

Phoebe