

Diary Dates:

September

Monday 25 – Friday 29

- Year 4 Bike Ed

Tuesday 26

- SAPSASA State Athletics
- Junior Primary Musical 7pm

Friday 29

- French Assembly 9am
- **Early Dismissal 2.05pm**

October

Tuesday 24

- Parent Workshop 9-10am & 7-8pm

Wednesday 25

- Shiloh Hills excursion
LA3-3 & LA1-10

Thursday 26

- Shiloh Hills excursion
LA1-11 & LA3-2

Friday 27

- Shiloh Hills excursion
LA2-5 & LA2-6
- Assembly hosted by LA1-3
- Road Safety excursion LA 3-1 & LA1-2

Pupil Free Days
Friday 10 November

SMS Number for Absences
0427 016 460

SA Term Dates For 2017

Term 3 24 Jul to 29 Sep
Term 4 16 Oct to 15 Dec

SA Term Dates For 2018

Term 1 29 Jan to 13 April
Term 2 30 Apr to 6 July
Term 3 23 Jul to 28 Sept
Term 4 15 Oct to 14 Dec

School Values

Bravery - Care – Challenge – Trust

Traffic Monitors

Week 10

Morning: Ava T & Chloe B
Afternoon: Portia T & William P

Week 1 Term 4

Morning: Ruby H & Ella L
Afternoon: Lily H & Abby S

Dear Families

What a busy, exciting and rewarding term - I can't believe we are near the end of Term 3! I continue to be amazed at the outstanding level of commitment and professionalism of our staff who continually strive to provide high quality education for each child across our school. I feel privileged to be a site leader at this fabulous school.

Communication

The school and Governing Council are committed to continually reflecting upon and improving our communication practices to ensure we are being the best we can be. We have recently developed a document which is included at the end of this newsletter which outlines our current communication practices across our school. This document will be included in our Parent Handbook which we are currently updating, but is included later in this newsletter for your information.

Festival of Music Choir

Last Sunday afternoon our Festival of Music Choir joined some 30 other schools in the matinee performance at the Adelaide Entertainment Centre. Like all other public schools across the state, this was the culmination of months of planning, practising and preparation by an army of teachers, choir trainers, accompanists and students and the adrenaline was running! Congratulations to our children involved in the choir and to their leader Steph Hammond, and Ebony Wilkey who provided assistance. There is further information provided later in the newsletter from the DECD Primary Schools Music Festival department.

In addition I would like to acknowledge one of our Year 7 children, Charlotte who was a compere for one of the concerts. I received an email from a staff member who was supporting on the night Charlotte was compering, indicating that it was *"an absolute joy and privilege to work with such a talented, energetic student who was so responsive during our workshops and rehearsals, in addition to the countless hours she spent rehearsing independently at home.....Charlotte was reliable, receptive to advice and always maintained a calm demeanour alongside her delightful sense of humour. The new format of hosting was both exciting and challenging but Charlotte took it all in her stride. What a star! It was wonderful to receive such an email with such a positive comment about one of our children. Congratulations Charlotte.*

Vision

At our Governing Council meeting this week our School Purpose, Vision and Mission Statements were endorsed following staff agreement and a comprehensive consultation process with the school community. The summary of this is included later in the newsletter. This information will be publicised in a range of formats and will underpin all that we do as we strive to take our school from "great" to "greater".

Staffing update

At the end of this year Sue Mauger will be retiring after 40+ years of teaching (and the last 13 years at our school). We will be celebrating Sue's illustrious career in the traditional PPPS style and in addition will have a journal available in the front office for families to write a note to Sue if they choose to. More information will be available next term.

I would also like to announce that we have finalised the 2 permanent middle primary teaching positions and we congratulate Annette Reid and Victoria Wood on their successful appointments to our school. I would also like to congratulate Kate Schipper on winning a permanent teaching position at Willunga Primary School.

Opinion Survey

The annual parent opinion survey will be coming your way very soon! Please watch out for this on your email as I encourage all families to respond.

Developing Resilience

This week I paid a visit to one of my favourite blogs from clinical psychologist, Kiralee Smout (developingminds.net.au) and came across an interesting article about four life changing lessons children can learn through tough times. Kiralee acknowledges that one of the greatest sources of pain as a parent in life, is watching your child suffer. As a parent, when my children have experienced any kind of adversity it breaks my heart. Our greatest instinct is to protect our children from suffering, and when we can't do that it hurts. Sometimes it seems to hurt us more than our children! Kiralee's article contains no tips about how to help your child, no parenting strategies and no ideas about helping your child problem solve or feel better. Instead, this is all about helping you, as a parent, find a bit of hope, a way to cope and a way for you to survive your own worry and pain. I have included the key points for your information on the following page.

Kind regards
Leanne Prior

The Four Amazing, Life Changing Lessons Children Can Learn Though Tough Times

Taken from developingminds.net.au

1. I am not alone in the world

When children go through tough stuff and they have an adult who listens, cares and even weeps tears with them - they learn this: *I am not alone. When the going gets tough, there are people who will rally around me, care about me and be on my team.*

Children who are loved through tough times learn that their Mum/Dad/Nana/Papa/Aunt (or whoever it is) will listen to them and be there for them – even in hard times. Learning this lesson is life changing.

Once children know that they will not be abandoned in the middle of struggles, they are more likely to take risks, develop coping skills, be less afraid of problems. When children know there are people around them who will support them in difficult times they grow to become adults who have better emotional, physical, and mental health.

Sure, children who haven't been through challenges might know they are loved. But children who experience adversity and get loved through that adversity – they really know: *I'm loved no matter what happens to me. And this lesson is worth its weight in gold.*

2. Children in tough times learn that life (school/friends/people/life) isn't perfect

Most children, when they are very little, don't have any understanding of how tough life can be. Most have not yet struggled with the harsh realities that adults know exist. This is fine. It's okay to protect children, for some time, from some things.

But at some point, children will be exposed to the darker sides of life. People aren't always kind. Money is finite. People die. Relationships don't always last. School isn't always interesting. They can't always be in the class they want or with the friends they want to be with. Decisions aren't always fair. The question is - when should this happen?

The truth is, we usually don't have a choice as to when our children learn this. But I suspect that adults who have not experienced these things in their childhood tend to have a tough time in some ways. Young adults I see who have had little adversity to deal with sometimes fall apart at a hint of drama. In contrast, people who go through tough times during childhood learn early on that some problems are not always "solved" but "lived with".

These children know that life can be difficult, and that fairy tales don't exist. They don't have to learn this as adults – they know it – they really know it. And this can save them from a lot of pain and a lot of falling apart later on.

3. Children in tough times learn that they are fighters, and a problem solvers, and copers

When children experience challenges and tough times, and then find coping strategies – well this is when the magic really happens. As hard times unfold, many children develop coping skills, ways of communicating hard stuff, how to get to sleep when you are worried, how to ask for help and how to accept it. They listen to real –

and tough conversations where the big issues of life are discussed and they join in. They learn about finding things to do rather than sit and listen to the voices in their head. They learn how to take a breath and keep going after shocks and hurts. They learn to stand up for themselves. They learn resilience.

A study done in the US a few years ago asked adults about the adversity or tragedy they had experienced as a child – whether they felt they had a small amount, a medium amount or a very high amount. Then they asked them about their coping skills now in adulthood. An interesting picture emerged from the results. The adults who felt they had a very high amount of adversity or tragedy in their childhood had low coping skills as adults. This probably isn't greatly surprising.

But here's the kicker, the adults who felt they had a very SMALL amount of adversity or tragedy in childhood also had low coping skills as adults. It seems that experiencing some tough times, and some challenges in life as a child leads to the maximum amount of coping skills as adults.

Our children are learning incredible skills when they go through tough times, skills that they will have for their life. And they can see themselves as fighters, problem solvers and copers. Which is exactly what they are.

4. Children in tough times learn that challenges are not catastrophes

I'm a little hesitant to add this one because for example children, their challenges really are catastrophic. If you are in the Phillipines for example and your child has lost all their family members, home and community – then this one doesn't apply to you. And other situations that children go through are truly tragic.

However, often our children are experiencing really, really tough times but they are not catastrophic. On a scale from stubbing your toe as a "1" right up to global warfare/catastrophe as a "100", most of our children are probably on the lower end of 100 than the higher.

Most children, once they go through tough times, start to understand this. They figuratively check their pulse and realise that they have survived the difficult circumstances. They notice that they still can have fun, laugh and have moments of being okay, even while they are going through something really tough. They see that the sun still rose and that they, fundamentally, right now – they are okay.

This means, next time the challenges come – these children have the potential to see context and perspective. They can see the tough times in life as really sad, tragic even – but not the end of the world.

I encourage you when your child is experiencing some challenges that you remember Kirralee's tips. If you are empathic and caring, if you are helping your child face their challenges head on, if you are helping your child notice their coping skills and the joy in their life – then your child, even while they are suffering, is learning some amazing life skills.

Leanne Prior

Cultures of Thinking

Environment

"I never teach my pupils. I only provide the conditions in which they can learn." - Albert Einstein

The way we present the physical space in our classrooms is a representation of what we value. A key component to a Culture of Thinking classroom is the physical space. This is the environment where learners discuss their thinking, share ideas, debate viewpoints, and engage with other learners.

A number of staff at Paringa Park are looking at different ways we can construct our classrooms to promote collaboration and student engagement. It is important to make sure we provide stimulating environments that allow students to describe, interpret, wonder, observe, build hypothesis, access prior knowledge, question, plan, make decisions and make connections.

Paul Taylor
Deputy Principal



Paringa Park Primary School Parent Workshop

Tuesday 24 October
9am to 10am or 7pm to 8pm

Technology transforms the learning experience. Students have access to an incredible amount of new opportunities. From learning how to code, to learning how to better collaborate across teams and with their peers empowers students to be more creative and be more connected.

The Learning and Innovation Committee invites you to participate in a parent workshop outlining our collaboration using Google Drive and our BYOD program.

We encourage all parents/caregivers to attend. We will be sending out a separate flyer this Friday.

Tracey Bennett
Assistant Principal

Save the Date!

Tuesday 21 November 3.30pm-4.30pm
Community consultation with Simon Hutchinson from Climbing Tree re our outdoor learning environment master plan.

Be in the Library Loop

The Premier's Reading Challenge has wrapped up for another year. Certificates and medals for achievement will be presented to students next term at an assembly. A total of 227 students completed the challenge, with many students reading enough books to fill a 2nd, 3rd, 4th, 5th and 6th sheet. **And what about Bridget W. from 1-5 who passed in her 8th sheet? Fabulous!** Reading a range of texts from a range of authors is part of the challenge, so special mention to those students who paid attention to this criterion.

Hollie M. 1-9	Ilan H. 3-2	Victoria P. 1-11	Oliver T. 1-8	Gabriella T. 1-8 (2 nd)
Jakob V. 1-11	Dallis P. 3-2	Olivia P. 1-5	Theo F. 1-1	Harper D. 1-6 (4 th)
Taylah B. 1-7 (5 th)	Callum S. 1-9	Evie S. 1-6	Ava S. 1-1 (3 rd)	Katie L. 1-10
Hannah H. 1-6	Rosie B. 1-6	Piper S. 3-2	Nicolas J. 1-10	Harry R. 1-11
Reuben B. 1-6	Max T. 2-6	Charlie P. 1-3	Finn G. 1-9	Noah T. 1-1
Adele C. 3-2 (2 nd)	Ava K 1-11	Amy S. 1-10	Roisyne K. 1-5	Summer L. 1-7
Stella P. 2-11 (1 st and 2 nd)	Jessica M. 1-11 (1 st and 2 nd)	Mason H. 3-2	Ashtyon K. 2-6 (2 nd)	Ruby L. 2-6
Emma H. 1-10 (2 nd)	Zara L. 2-6 (2 nd)	Ellie K. 1-10		

New books are being processed every week in the library. Take note of the display just inside the library door. After a week on display, these books can be borrowed for your reading enjoyment.

Some new titles to hit the shelves this week are:

- The Road to Goonong by David Cox – a very popular picture book author
- Word of Mouse by James Patterson and Chris Grabenstein – great 'play on words' title
- Squishy Taylor and a Question of Trust by Ailsa Wild
- The Mapmaker Chronicles by A.L. Tait – an Australian author in the mould of Emily Rodda

October holidays are imminent; borrow some books for quiet-time entertainment.

Jacque and Anne in the Library

French

Bonjour! Don't forget that Friday 29 September is our French assembly day, when everyone is encouraged to come dressed in "bleu, blanc & rouge" (blue, white and red) or as a French character and families may order croissants to enjoy at home. Order forms were sent out at the end of last week.



Please note that the due date for the return of the croissants order form is this **Friday 22 September**.

Amitiés (Regards)
Lea Garrett

Festival of Music

On Sunday 17 September our senior choir students performed on stage at the Adelaide Entertainment Centre as part of the Public Primary Schools Festival of Music.

This year, for the first time in many years, the choir was composed of over 1000 students returning to the past, when the choral festival was known as The Thousand Voice Choir.

Our school was also represented by Liam G who was part of the orchestra and Charlotte H who did a tremendous job hosting one of the concerts.

The Primary Schools Festival of Music, an official state icon, is a public school-based music education program which is a collaboration between DECD and the SAPPS Music Society, which gives all SA public primary students the opportunity to perform at a prestigious venue.

This year the Festival started with a big bang, as an "Arena Percussion Group" opened the concert while all 1000 students filed onto stage. The commissioned work was entitled "The Nutcracker and the Mouse King" which was a series of five songs based around the popular classical composition "The Nutcracker Suite", and the concert ended with the pop song "Live Louder".

In between there were a number of assisting artists from public primary and secondary schools, other choir items that presented different musical genre, and two pieces that specifically showcased the talents of the orchestra.

It was a spectacular event that our students enjoyed being a part of.



PUBLIC SEMINAR

Core Values of South Sudanese Refugee Secondary Students

School of Languages is pleased to present:

Dr Judith Thomas

PhD Awardee in the School of Education, The University of Adelaide

When: Monday 13th November, 2017 — 6:00pm - 8:00pm

Where: Education Development Centre, Milner Street, Hindmarsh

All welcome - RSVP not required
Refreshments will be provided

8301 4800

www.schooloflanguages.sa.edu.au

Find us on 

Canteen Vacancy

We are calling for Expressions of Interest for a casual Canteen Assistant Manager. The position will be for 9 hours per week, award rates, starting 16 October 2017. For a copy of the Job and Person Specification, please email tracey.bennett463@schools.sa.edu.au
Closing date for applications is 29 September 2017.

Woolworths Earn and Learn

LA1-3 and our buddies in LA3-3 have been busy counting sticker sheets, but there is still time to bring in any Earn & Learn stickers you have at home! Please return all sheets (even if they're not complete) and stickers by Monday 25 September (week 10). Every sticker counts!



Kelly Mitchell

School Cricket

As term 4 is fast approaching we are getting ready for the continuation of our cricket season. We have 5 teams which are: Kanga cricket Reception – Year 3, C grade Year 4/5 and A grade Year 6/7. If there is anyone interested in joining our teams please contact Sharon on 0409954990. We are also looking to fill the position of cricket co-ordinator for next year so if anyone is interested in getting involved in school cricket as co-ordinator or in any capacity please contact Sharon.

School Netball

Our netball season has finally come to an end with both our teams having very successful seasons. Our year 3/4 team had an enjoyable season which resulted in all girls learning some great skills thanks to their coach Lisa Richards. Our year 5/6/7 team also played some awesome netball only losing one game all season. Thanks to all the girls who made us proud representing the school.



Languages Alive!

October School Holiday Program

3rd & 4th October

Discover a new culture and language with the School of Languages!

Children will choose from 8 different workshops where they can make a Carnevale mask, create a Chinese watercolour, learn to dance Bollywood style, play a traditional Korean drum, take a virtual tour around China and more.

In addition, they will come away with the basics of up to four different languages including Korean, Italian, Spanish, Chinese, Hindi, Indonesian, and Japanese.

9.30am-3.30pm, \$30 per child per day.

3rd and 4th October 255 Torrens Rd, West Croydon

For further information and to book tickets visit

www.ticketebo.com.au/languagesalive

Or contact Shontelle Stanyer

8301 4709

shontelle.stanyer341@schools.sa.edu.au



CURRENT COMMUNICATION PRACTICES

Developed September 2017

When families and schools work together, children are more likely to build good relationships and be more successful at school. There are things you can do at home, and with your child's school, to help your child to be their best.

Getting to know your child's teacher/s

Parents and teachers are important partners in supporting a child's learning. Having a good relationship with your child's teacher or school will help you get to know what your child is learning and how they are going. You can work together if your child needs some extra support and celebrate with your child when they do well. This shows your child how much you care about their learning. You don't have to be at school all the time to get to know your child's teacher/s; you can

- get to know the names of your child's teacher, the principal, and other staff at your child's school
- meet with your child's teacher to get to know them and to help them get to know your family
- talk about your goals and aspirations for your child, what helps them learn, the things they are good at, the things they love doing and learning, and how you can best support them at home
- ask about the best way to get in touch if you have questions
- stay in touch, this could include face-to-face meetings, email and phone contact during agreed contact hours
- see whether other family members like grandparents, aunties, uncles or other people in your child's life might be able to help.

Find out what's happening in your child's classroom

There are few ways you can find out what your child is learning with their class:

- Keep up to date by checking emails, reading class newsletters, term overviews and notes sent home (eg for incursions, excursions)
- Check if there is a weekly timetable that you can easily refer to at home
- Make use of a phone app eg Seesaw
- Help out in the class with daily events, special activities, excursions where possible

Find out what's happening at school

As well as asking for information or feedback from teachers, you can keep up to date with what's happening within the school community:

- attend Acquaintance Night and/or family events
- keep an eye on the information the school sends home through emails, notes, newsletters, website updates, Facebook or Twitter

Current practices:

Governing Council	Google Drive – subcommittees Email
School	Newsletter – fortnightly, on website and emailed Other events –Facebook https://www.facebook.com/Paringaparkprimary/ ; Twitter PPS@ParingaPPS; and/or email Website www.paringpkps.sa.edu.au Incidents/illness – phone call home Non reported absences - text
Class level	Excursions/Incursions – email, paper, QKR Class happenings – Seesaw, email, Google Drive Home learning – Seesaw, Google Drive, email, paper/books
Local Community	Letterbox drop; Facebook; Twitter



OUR PURPOSE

Paringa Park Primary School is a place of learning, where every child can grow and develop.

VISION *(something to be pursued)*

At Paringa Park Primary School we develop resilient, confident, creative learners who embrace challenge within an inclusive and inspiring learning community.

MISSION *(something to be accomplished)*

At Paringa Park Primary School we actively strive to provide an education within a culture of thinking; providing opportunities, time, modelling, language, environment, interactions, routines and expectations for children to be powerful learners.

We acknowledge the importance of developing the whole child including each child's intellectual capacity and a positive disposition for learning to maximise their potential and provide high levels of learning and growth for each child.

We are committed to creating and maintaining an environment where learner voice is valued, teaching and learning are exciting and fun and children are empowered to become successful learners, confident and creative individuals and active and informed citizens¹. We aim to develop in children a strong sense of identity and wellbeing and provide opportunities for children to connect with and contribute to their world².

We partner with parents and carers in a shared quest for children to be the best they can be and develop expert teachers³ who have the skills, knowledge and support they need to provide a high quality education for each child.

VALUES

- Care
- Challenge
- Bravery
- Trust

SCHOOL MOTTO

The best we can be

¹ www.curriculum.edu.au/verve/_resources/ December 2008

² files.acecqa.gov.au/files/National-Quality-Framework-Resources

³ DECD August 2017 Education for a stronger future Strategic Plan