

Diary Dates:

May

Monday 18

- Governing Council 7pm

Wednesday 20

- Canteen Cupcake Day \$1

Tuesday 26

- National Sorry Day

Wednesday 27 – June 3

- National Reconciliation Week

June

Monday 1

- Environment Committee 4pm

Friday 5

- Dress Code Committee 8am

Monday 8

- Public Holiday

Tuesday 9

- Pupil Free Day

2020 Pupil Free Days

Tuesday 9 June

Monday 12 October

School Closure

Wednesday 9 September

SMS Absence Number

0476 857 224

SA Term Dates for 2020

Term 2 27 Apr to 3 July
Term 3 20 Jul to 25 Sept
Term 4 12 Oct to 11 Dec

School Values

Bravery Care
Challenge Trust

Traffic Monitors

Week 4

Morning: Luca & Jack

Afternoon: Harry P & Raphe

Week 5

Morning: Piper & Paige

Afternoon: Trey & Jakob

Dear Families,

One of the really good things that has come out of the COVID experience, has been people realising that teaching is not an easy job. Many parents have told us that a week or two at home, watching their child learn, helping them with their work, checking it, and making sure they completed it, has been a hard task.

Now multiply this by 26 (R-2) or 30 (years 3-7) children, extend it to 6 ½ hours every day, and do all the planning in the remaining hour of the day. Now write their semester reports, keep a record of their achievement, manage their behaviour when it's not appropriate, meet a parent now and then, attend 2 or 3 school meetings each week, and squeeze in a couple of hours of staff training every Tuesday afternoon. Don't forget to practice for the Sports Day, End of year performance, Harmony Day, Anzac Day, etc, and prepare for assembly. Report child absences by 9.00am, make sure all the children have ordered their lunches, get some new tissues for the class and turn the Interactive screen on, after you've learnt how to use it with any Google Drive updates introduced this month. Make any reports to government agencies, respond to requests from the principal, and respond to any emails from parents. Do yard duty outside 3 times a week, supervising 550+ children in the yard, and remember to report everything that needs fixing up, or refer to the office for attention. Now throw in a COVID-19 experience and all the sick children that come to school coughing and sneezing during winter. Oh, I forgot to mention... teach them all during the day for about 6 ½ hours. At the end of the day, take some children's work home for marking, and then do all the housework and remember to get to sleep early, because you have another day of teaching at school tomorrow.

Thank you to all those parents that have realised just how complex and mentally exhausting the job of teaching really is. It's not a question of walking in at 8.30am, waving the children goodbye at 3.05pm and walking out of school at 4.00pm. It is a job that is physically and very mentally and emotionally challenging.

The staffroom is the only place in the school where staff can fall into a chair with a cup of coffee for 15 minutes (if they're lucky), before the bell goes to get up and do it all again.

Thank you to all the teachers and educators who do this day in, day out, everyday. Working in a school has been recognised as one of the most challenging and tiring occupations that impacts on their own home life. So why do they do it? Because it is also recognised as one of the most rewarding career paths in the world. Thank you to our amazing Paringa Park team.

Staffing Update

Next week we welcome back Ivan Cooper who has been on leave. A big thank you to Alison Hamilton who has been teaching in LA4-2 during this time, it's been great having you with us.

Happy Schools

Included in this week's newsletter is "A letter to parents". It is an excerpt from a book with the same title, written by Gabbie Stroud, and highlights the challenge we have in empowering and not rescuing our children. As a school we subscribe to Happy School, <https://www.happyschool.com.au/> and receive a weekly one-page newsletter, which is distributed to staff via our weekly bulletin. These articles are ready-to-use and provide practical strategies to improve staff well-being and engagement. The one included in this newsletter is this week's article and is for parents. I hope you enjoy reading it.

Have a wonderful week.

*Kind regards,
Leanne*

Latest COVID-19 Update – amendment

The letter emailed to families yesterday was inadvertently missing the last two sentences under Assessment and reporting term 2. It should read “In addition to A-E, the report will include a general comment with a focus on learning dispositions, literacy, numeracy and wellbeing, and will be one page in length. For children in reception, the report will include learning dispositions and a general comment. Parent teacher interviews will be optional in term 3 either at teacher or parent request. Further information will be provided soon.

The amended copy of the letter is attached to this newsletter.

Numeracy R-7

With more time being spent at home with families, there are many opportunities to further develop children’s numeracy skills and number sense.

Number Sense is an understanding of the number system and being able to use and manipulate numbers to solve mathematical tasks. Children with good number sense have a range of mathematical strategies to use when calculating, breaking apart numbers, estimating, and problem solving.

Developing children’s number sense is vital in building confidence and understanding in maths.

The University of Cambridge has developed an excellent website (www.nrich.math.org) as a source of rich mathematical tasks and advice for promoting maths at home. Below is the link to activities suitable for ages 3-5, ages 5-7, ages 7-11 including articles on “Maths at Home” (ages 3-18). <https://nrich.maths.org/14600>

If you have time have some fun with maths at home.

Margy Holland

Literacy Improvement for All

Developing a community of writers

Children are continuing to develop their skills as a reader and a writer everyday through structured literacy blocks.

Teachers are supporting learners to make connections to previous learning and their prior knowledge. Children are given the opportunity to read and write each day through mini lessons.

The focus of our mini lessons is to clearly and explicitly show learners how to do something. Each day teachers will either consolidate and practice a concept taught or teach something new that sequentially builds on previous knowledge. Our intention is to help children transfer what is being taught as the focus of the mini lesson to the independent part of the writing session where children practice their skills as readers and writers.

Staff have enjoyed having 90 minute literacy block sessions each day to allow for many rich learning opportunities. Teachers will continue to plan literacy blocks as a year level teams throughout term 2. This allows for more consistency of practice and supports assessment and moderation as a whole year level team.

During the term our Early Years teachers have the opportunity to work with a literacy consultant to plan and program writing workshops and to participate in guided reflection. Our focus is to intentionally build a strong culture of writing across the school and to plan for mini lessons with children.

Tracey Bennett



Loose Parts

The children continue to really embrace the loose parts play on the oval with some outstanding creativity, reflective thinking, negotiating, sharing and problem solving evident on a daily basis. It is fascinating to stand back and watch the children play in this space and I have been interested to note that it is usually a mixture of older and younger children who gravitate to

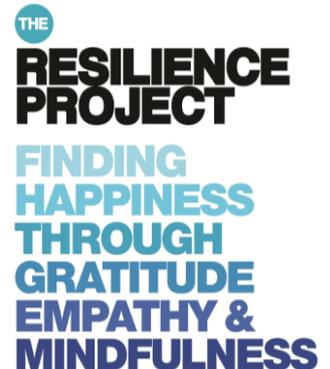
this area to build the most amazing structures in which to play! We are constantly seeking donations for this area so if you are able to assist it would be greatly appreciated. If you have any of the following items please bring them along to school and put them in the loose parts area of the oval: twigs, logs, large branches, large leaves, pipes, cardboard tubes, planks of wood, pallets, baskets, crates, logs, tyres, fabric pieces (especially hessian), old clocks, seats, chain, wooden reels and canvas...to name but a few. If you're not sure maybe ask your child what they think would be good to add to this area!

Wellbeing

As we return back to class structures and normality as we once knew, anxiety around change and renewed pressures around curriculum and expectations can become an issue for our children. These are natural pressures that as adults we have all learnt to accommodate and manage. However for children they are often desperately seeking ways to manage and overcome these feelings. As the key role models in their lives, how we react to these pressures on our children is key and vital in shaping their resilience as they grow older.

Recently I was recommended a book to read. It was called the Resilience Project by Hugh Van Cuylenberg. Being a ‘hard to sit still’ type of guy I opted to buy the audio book so I could listen to it in the car when going for runs. I won’t give away the contents, but I found it a must read (or listen in my case). It provides some key messages, simple messages that in the hustle and bustle of our daily lives (especially during such a stressful time as we have had recently) we may have easily forgotten. I would highly recommend it to all parents in our community and I am currently investigating how its principles can possibly be woven into our school culture.

Jamie Meredith



HUGH VAN CUYLENBURG

The Library Loop

2020 Kids News Short Story competition: put your thinking caps on for a winning entry

Has being at home for so long sent your imagination wild with ideas for a great story? We hope so because Kids News is launching its 2020 Kids News Short Story competition and wants to read all your amazing tales. Maybe you could write about your time in isolation, or turn that dream you keep having into a fascinating story — or maybe just pick your favourite topic and write about that.

The competition commenced: 9am (AEST) on Monday, May 11, 2020, and ends at **5pm (AEST) on Friday, July 3, 2020.**

Maximum one entry per person.

Age categories:

Kindergarten to Grade 2: entry must be between 250 and 750 words.

Years 3-4: entry must be between 250 and 750 words.

Years 5-6: entry must be between 500 and 1000 words.

Years 7-9: entry must be between 500 and 1000 words.

Prizes

A judging panel will judge the entries. Winners in each age category will award the following prizes:

First prize

10 copies of your winning short story published into a printed book with a personally designed cover

Apple iPad – valued at \$529

HarperCollins Book Pack – valued at \$100

Runner up

HarperCollins Book Pack – valued at \$100

Highly commended

HarperCollins Book Pack – valued at \$30

Please click on the link for more information on how to enter <https://www.kidsnews.com.au/arts/2020-kids-news-short-story-competition-put-your-thinking-caps-on-for-a-winning-entry/news-story/90085f573492328454b2d289999acf4c>

Library borrowing is back in business so return those books and grab some new ones.



Congratulations to the following children for completing their Premier's Reading Challenge. You can read ANY 12 books to complete the challenge this year.

Charli S. 1-4	Angus B. 4-2	Ivy B. 1-7
Hanna C. 1-3	Hayden B. 1-6	Harrison F. 1-8
Sidney J. 2-5	Jasmine Z. 1-4	

*Happy reading,
Tracey, Anne and Caroline*

Year 12 Child Studies Investigation

My name is Isobel. I am a Year 12 student at Brighton Secondary School doing a research investigation.

As part of my Year 12 Child Studies investigation, I will be researching 'How does stereotyping affect child development?'

Could you please take 5 minutes to fill in this simple questionnaire?

https://docs.google.com/forms/d/e/1FAIpQLSePwrCSeFU_NkLhUba1Jc3ncFhgaalP4DMeilB4SSVryJ4-f8w/viewform?usp=sf_link

The information that is provided from parents and families will be used to help me write up my investigation more accurately and get a more accurate result. The information will remain confidential and only cited by myself. The information that is provided by parents and families, will be kept anonymous, and no names or family information will be referred to throughout the investigation.

Please email tracey.bennett463@schools.sa.edu.au if you have any questions or queries.

Canteen Update

The canteen will continue to open for lunch orders via Qkr only on Wednesdays, Thursdays and Fridays. From next week, we will also open for snack sales at recess and lunch on these days, with the canteen remaining closed on Mondays and Tuesdays.



International Mud Day

Last year our school celebrated International Mud Day with a range of "stations" of activities including loose parts, nature play, mud pit, whittling, bush toys, garden activities and nature art. This year International Mud Day (IMD) is on 29 June. In response to feedback from some children and parents last year, the Environment sub committee have decided to celebrate IMD in the first week of Spring instead, on Friday. More details to follow.

School Values in Action!

A big shout out to Halle and her mum Kerry, who gave up some of their weekend to clean up after a particularly windy night resulted in rubbish blowing out of the recycling bins and all through the staff car park and front gardens. Halle jumped at the chance to help tidy up as she "didn't want the rubbish to end up in the ocean and to keep the school looking tidy". Thank you Halle and Kerry for showing care towards your school and the environment!



Dress Code Update

As we head into cooler weather we are noticing an increase in children wearing non-compliant clothing to school, in particular, jumpers. **ALL** clothing must either be school issued or adhere to our school colours of navy blue bottoms and bottle green tops. This includes leggings/tights under dresses (black are not acceptable), jumpers, hats and beanies (school issued only). Colourful or character socks, hats and hair accessories are also not acceptable.

A well supported dress code creates a sense of community and belonging in all individuals, and we take pride in the overall high level of cooperation of children and thank families for their support. We will continue to conduct regular uniform checks and communicate with families when children are wearing inappropriate items.

Uniform orders are available via the Qkr app. Orders placed before 5pm will be sent home with children the next day.

The dress code policy is available on our [website](#) or contact the front office with any queries.

Beanies



Wow! The new PPPS beanies have been a huge hit with the children loving the new additions. They've been so popular that we have sold out of our first lot of stock, but don't worry if you still would like to order one, our next delivery is due in about 2 weeks. We will add the beanies back on to Qkr when the stock arrives. Thank you for your patience.

2021 Enrolments

Our enrolment register for 2021 has opened. If you have a child who is starting school next year, you will need to complete the *Enrolment Register Application* which is available on our [website](#) or by requesting a copy from the front office.

We would also like to know of any children leaving PPPS at the end of 2020 (excluding year 7 students). Please email erica.staude25@schools.sa.edu.au or call the front office on 8296 8904.

School Sports

Currently advice around school sports from the Education Department is that all sports planned for term 2 will, at the earliest, resume in late June. At our Out of School Hours Sports Committee meeting this week, advice from most associations governing school sports gave indication that term 3 would be the starting date for many competitions. At present we have not been advised by the Education Department of protocols around beginning these sports or training for them, however we expect to be notified soon. At our next meeting in week 7 we will be discussing the possible return to all sports and the protocols needed to run them safely.

Jamie Meredith

Anita's Corner

I hope that this finds you and your families all well and in good health.

Even though it has been different this year, I hope that all those involved in mothering duties had a lovely Mother's Day on Sunday.

Thankfully, in South Australia conditions are slowly improving as Coronavirus restrictions ease. It has been encouraging to see many acts of kindness here at Paringa Park and in the wider community at this time.

However, it is still a challenging time so if I can be of assistance to families in any way please contact me via the front office or email anita.trainor584@schools.sa.edu.au

Principal's Day

Today we celebrated Principal's Day with a morning tea provided by Anita and Reverend Barb Paull-Hunt. This was a wonderful opportunity to celebrate our leaders and acknowledge their



tireless work and dedication to our community. Thank you Leanne, Tracey, Margy and Jamie for everything you do.

Take care,
Anita Trainor
Pastoral Care Worker

Nude Food

A reminder that we are encouraging all children to reduce our environmental footprint by bringing nude food to school every day. Thank you to those families who are already doing this and to those who are working towards a litter free recess and lunch for their child.



A letter to Parents...

The following is an excerpt from Gabbie Stroud's excellent book "A Letter to Parents"

Dear Parents & Caregivers,

The entire process of parenting is a kind of letting go, isn't it? Right from that moment when a newborn leaves its mother's body our children are always growing away from us, growing up, becoming independent. And that's exactly the way it should be. We have to be careful, though, that we give our children space to grow. If we do too much for them, they won't grow up—in fact, they might grow down.

There's a funny sort of climate surrounding kids these days: we're so worried about internet predators, stranger danger, drugs and terrorists that we want to protect our children from every potential danger. We want to be there for them every step of the way to guard them, and so we've started padding them in cotton wool.

I see the effects of that every day. So many kids I teach are ill-equipped to face even the most common, everyday adversities. A knotted shoelace, a tricky problem or an unkind word can turn some kids into a blubbing mess. I've seen a brawl break out in a Kindergarten running race when one little sprinter got ahead of another. I've been told by a student that their parents would sue me for making them go back to their desk to improve their work. I seem to mediate endless disputes in the Playground about:

By failing to prepare, you are preparing to fail.

- Whose turn it is on the monkey bars
- Who should be out
- Who should be in
- Who's the boss of the game
- Who the stray piece of rubbish belongs to
- Who should put the equipment away
- (and my personal favourite) what constitutes a 'catch on the full'

Benjamin Franklin

I'm now in the habit of documenting these disputes because so many parents come in to follow up. I literally carry a notebook while I'm trying to sort out the problem. Yesterday, when there was an issue with the large yellow spade in the sandpit, I found myself asking, 'Were there any witnesses?' Seriously! I said that!

I wonder if all this cotton wool is choking them.

In my classroom, I'll often say to the kids, 'Too bad, so sad,' even though parents complain about it (insert eye roll). I'm not trying to be flippant. I'm actually trying to build their emotional resilience. A child who misses out on the last muffin at tuckshop needs to understand that 'that's life'. And the student who gets 'told off' by their teacher for incomplete homework needs to accept responsibility and the accompanying consequence. Our children do not need to be rescued by parents or teachers. If they are, they'll grow up believing that this world owes them something.

Our kids need to fail, to make mistakes and to experience disappointment. They need to face adversity, learn from it and move on. They need to go through the tedious processes of life: getting dressed, packing bags, tying shoes, doing hair, making beds, completing tasks . . . They are going to have to face the real world sometime. We won't always be there to rescue them, to guard them, but we can guide them. As parents, it's our role to teach them to deal with anger, frustration, loneliness and disappointment.

Resilience

Key points

Becoming independent requires others to let go

A danger of guarding and protecting them is padding them in cotton wool

Children can be ill-equipped to cope with adversity

Dealing with small frustrations helps build emotional resilience

Rescuing students from consequences can lead to them believing the world owes them



Gabbie Stroud

Written by Gabbie Stroud, author of the national bestseller, *Teacher, Dear Parents* is a passionate call to arm for all parents to understand their role as their children's lifelong teachers, showing how they can help their kids' educators and schools to achieve the best outcomes for the next generation. In *Dear Parents*, a funny, heartfelt and impassioned series of letters, Gabbie Stroud makes a plea to all parents to understand the fundamental changes to the way their children are being taught. Available at all good book stores.

www.GabbieStroud.com