

**Diary Dates:**  
**June**



**Wednesday 30**

- French Day
- Canteen special lunch

**July**

**Thursday 1**

- Semester 1 reports available on parent portal

**Friday 2**

- Assembly hosted by LA1-8
- Last day of term 2  
Early Dismissal 2:05pm

**Monday 19**

- Pupil Free Day

**Tuesday 20**

- First day of term 3

**Wednesday 21**

- Year 4 Growth & Development

**Friday 23**

- Year 5, 6 & 7 Growth & Devel.

**Monday 26**

- Environment Com Mtg 3.30pm

**Wednesday 28**

- SAPSASA Basketball

**Thursday 29**

- Finance Committee 7.45am  
Year 6/7 Growth & Devel.

**Friday 30**

- Dress Code Committee 8am
- Year 5 Growth & Development

**Pupil Free Days**

**Monday 19 July**

**Monday 30 August**

**SMS Absence Number**

**0476 857 224**

**SA Term Dates for 2021**

Term 2 27 Apr to 2 Jul

Term 3 19 Jul to 24 Sep

Term 4 11 Oct to 10 Dec

**Bravery - Care - Challenge - Trust**

**Traffic Monitors**

*Week 10*

Morning: Tilli & Ava S

Afternoon: Callum & Noah

*Term 3, Week 1*

Morning: Austin C & Maya V

Afternoon: Aadhya & Vanessa

Dear Families,

Thank you so much for welcoming me to Paringa Park Primary School for my short stay while Leanne is on leave. Apollo and I have been greeted so warmly by children and families while on crossing and gate duty, which has been a lovely way to start each day. If you see us out on duty, feel free to come and say hello and introduce yourself. We have also been out enjoying the sunshine at recess and lunch times, and have met so many children (and heard so many stories about their dogs!).

I have spent some time chatting with the student leaders about what they think makes Paringa such a great school. Some of the ideas shared were:

- The teachers and staff are kind and care about us
- Teachers encourage us to challenge ourselves and be the best we can be
- There's lots of opportunities for leadership like through SVE and sports
- We are allowed to have our own voice and express ourselves
- It's a beautiful environment to learn in - we are lucky



I have been blown away by the warmth and friendliness of the students of Paringa Park. Everywhere I go people say hello, ask how I'm going, or tell me to have a great day; it is truly a special school community.

I was fortunate to attend the school disco on Friday night, which was such a fun school event. There were plenty of cool dance moves on display by students, and of course by the staff members who battled for supremacy in the dance off! A big thanks goes to all of the parents and community members who organised and coordinated the disco. Without the support of volunteers, events like this would not be possible. Apart from the amazing dancing, what really stood out to me was the high level of respect the Paringa students display. From thanking those handing out lollies, donuts and drinks, to putting their recycling in the correct bin, I have never experienced a more well-mannered and respectful group of students.

I am thoroughly enjoying spending some time in classes and hearing about all of the great work happening across the school. It's a great opportunity for me to look at the way another school does things, and I look forward to sharing what I've observed here at PPS when I return to Kidman Park.

*Kind regards,  
Amanda Walker*

**End of Term Reminders**

**Early Dismissal - Friday 2 July 2:05pm**

**Pupil Free Day - Monday 19 July**

**Term 3 starts - Tuesday 20 July**

## School Happenings

### Teachers' Report to Governing Council 21 June

#### Reception

Children have begun literacy rotations which support their learning around phonics and phonological awareness. Our numeracy focus has been part-part-whole. Children have been learning to ask and respond to questions.

#### Year 1

We went on an excursion to Kingston Park. It went very well. Children enjoyed the experience of catching the train and hearing the Kaurua learning story. Children wrote amazing recounts about their day. Our numeracy focus has been on measurement and time.

#### Year 2

In numeracy we have had a focus on numbers from 10-20 and teaching mental addition strategies. In literacy we have been exploring the parts of a narrative and learning what good writers do to help our bookmaking. We have been working hard on our landmark expo.

#### Year 3

Our HASS project this term has been on the Australian States and Territories. In numeracy we have been looking at subtraction and counting money. Our writing focus has been to write a persuasive text.

#### Year 4

The year 4 children have been designing a whole school bin approach with the help of a company called Bin Shift. We have been collecting data which will help us present next term.

Our camp was a highlight for the term. We had a 100% attendance.

#### Year 5

In numeracy our focus has been on fractions.

In HASS our focus has been on Australian History and looking at the Gold Rush era.

LA4-1 & 4-2 have finished their project on the Great Barrier Reef with a focus question 'How do we as people influence the environment?'

#### Year 6

In writing, we have been looking at persuasive texts and how to persuade our reader. In numeracy, we have been looking at the link between fractions, decimals and percentages.

Our History focus has been on Australian History.

#### Year 7

Our \$20 boss has begun. The focus has been on the financial side of their businesses. In numeracy we have started the Department of Education unit on fractions. Our literacy focus has been a comparative art report and a novel study of the book "Holes".

#### Speech & Language Class

In numeracy our focus has been on shapes and money.

We have been working hard on our sight word knowledge. Our number and letter formation has also been improving as we have practiced each day. We also joined the year 1s on the excursion to Kingston Park.

#### Performing Arts

In week 8 we had the Music is Fun band perform. It was fun, exciting and interactive with lots of children being able to perform. Our next focus for all year levels will be drama.

#### French

Please refer to the French news article later in this newsletter.

#### Physical Education

R-1: Fundamental Movement Skills (FMS) with a focus on throwing and catching including the Mascot Challenge (a Milo Cricket based program.)

Year 2: FMS with a focus on applying throwing and catching skills in small games.

Year 3: Applying throwing and catching skills in small sided games; initial understanding of invasion games.

Year 4-7: Understanding and applying skills and general strategies of invasion games through field based games.

#### Science

All year levels have continued to look at chemical science with a focus on science skills.

The year 7s went to Brighton Secondary School during Science Week and enjoyed some science experiments including separation techniques.

### Upcoming Payments Due

#### Preferred payment method is via Qkr!

Please contact the front office for other payment options and for any payment queries.

**All school payments are due at 3pm on the last day to pay. Late payments will not be accepted.**

- **Growth & Development – Year 4**  
\$15 due 3pm Thursday 1 July
- **Growth & Development – Year 5**  
\$20 due 3pm Thursday 1 July
- **Growth & Development – Year 6/7**  
\$22 due 3pm Thursday 1 July
- **SAPSASA Basketball – selected players only**  
\$16 due 3pm Friday 2 July (not available on Qkr)
- **Year 6 Camp**  
\$305 due 3pm Tuesday 10 August
- **Year 7 Camp**  
\$305 due 3pm Tuesday 10 August
- **Footsteps Dance Program – Year 4/5**  
\$16 due 3pm Thursday 12 August

## Wellbeing

### WOW - Reports - How do you inspire them to be the best they can be?

Reports come out on Thursday next week and teachers and specialists at PPPS have been working very hard to compile the reports to give an accurate evidence based assessment of your child's achievements for the last 2 terms. The style of these reports is based on what they CAN do and where they need to continue to persist to drive their learning. While grades are given as a requirement of reporting, the effort indicator is where all parents should focus their attention as this encompasses their **learner dispositions**.

The term 'learning dispositions', sometimes called 'habits of mind' or 'dispositions to learning', refers to the way in which learners engage in and relate to the learning process. Learning dispositions affect how children approach learning and therefore the outcomes of their learning (grades). Some of the most common dispositions are persistence, initiative, motivation and drive to learn, flexibility, organisation, agility, questioning, problem solving and metacognition (thinking about your thinking).



When the reports come out on Thursday, the focus for children will be the grade. The fact that they are online is fantastic as it has reduced the need for children to rip open the envelope and look at the grades and compare them to their friends on the way home!

On Thursday I would urge you to sit with your child when they are in a relaxed and calm state and you can focus on just them, open up the report on a device and have a mindset to talk to them on what they can do and what they need to develop so it matches the style of our reports.

Take the time to read each comment with them next to you and then go to the **effort before you mention the grade**. Speak to them about the dispositions they have. Use these dispositions (mentioned above) as a talking tool to help them open up about what they are proud of and what they need to develop. Then make the link between the effort and the grade. Taking the time to talk to them about their report in this manner will show them that you care and value their learning efforts, you are not judging the last 6 months of work based on a single letter and you are not putting pressure on them, but rather you care about developing their dispositions and mind habits.

Trust me this really works. If you do this already - fantastic, if you don't - give it a go. Over the course of the following semester make learning dispositions the language that you talk to your kids about when asking them about their day or helping them with tasks at home. If you can do this just a little bit each day, you will find that the letter grade will take care of itself next report cycle and your child will be a far more relaxed and productive lifelong learner.

### Crows Cup footy - Our female footy players dominated!

In week 8, myself and 2 very keen dads took 2 year 6/7 teams of girls to the Crows Cup Footy Carnival at Westminster School. It would be fair to say we were unsure how the girls would go in the carnival as many of the girls had never played footy before - which is the aim of this modified carnival, to get more girls involved with the sport.

Both teams blew us away with their efforts and desire to play the game in a very contested manner. It was great to see them having so much fun on the day and developing stronger bonds with each other while representing the school. They were exceptional ambassadors and all day carried themselves in a way that PPPS can be proud of. At the end of the day our year 6/7 team made the Grand Final but lost to Henley PS and our year 6 team played off for 11th position out of 17 and won, dropping only 2 games for the whole day. Footy is alive and well at Paringa for our girls and next year I hope to take more teams and introduce the year 5 students to the carnival.

A massive thank you to the two dads, Sam Watts and Steve Lindqvist for helping me on the day and for the parents who came and scored and bought us coffees and hot chocolates while coaching on the sidelines.

*Jamie Meredith*

*Senior Leader, Whole School Wellbeing & Engagement*



Calling all parents and families - Can you help???  
RUOK Day at Paringa Park Primary  
Friday 10 September



Last year we celebrated RUOK Day as our student leaders believed it was vital to attend to children's mental health and learning how to support each other when we are feeling down. It was very well received by children and teachers. This year we have planned for a whole day of action for RUOK Day. We are looking to provide opportunities for children in every class throughout the day to engage in activities that help them grow their skills in mental health and give them the ability to help others in need.

Our Student Voice team is looking to our community to see if they have any skills to offer in working with us to plan and offer services on this day. It could be yoga classes, mindfulness sessions, healthy eating/cooking sessions, physical activity sessions, art and craft sessions. These would supplement our teachers doing class activities around mental health and learning how to support other students.

If you can help please contact me asap as the student leaders and I are starting to put together sessions and plan the day. [Jamie.meredith130@schools.sa.edu.au](mailto:Jamie.meredith130@schools.sa.edu.au)

## Mathematics

### Animal Rescue

Did you know that there are at least 7 different ways we can describe the process of subtracting? Subtract, minus, less, difference, decrease, take away, deduct. How many did you think of? Teaching the literacy of mathematics allows children to access the correct operation and sets them up for success.

In LA1-5, we have been playing a game called 'Animal Rescue' to practise the language of 'difference'. To play the game, you will need a game board with the numbers 0-5 and 5 animals each (it is helpful to have different animals to your partner) as well as 2 dice and a partner. Place each animal into any box you choose, you may place more than 1 animal in a box. Roll 2 dice and work out what the difference between the numbers is. If you have an animal in that box, you may rescue it by removing it from the game board. For example, if you roll a 5 and a 2, the difference is 3 because  $5-2=3$ , so if you have an animal in the '3' box, you may rescue it. Only 1 animal is able to be rescued per turn and if you do not have an animal in the box, you miss a turn. The winner is the person who rescues all of their animals first.

After playing a few times in class, we talked about whether there were better numbers on which to place your animals at the beginning of the game to have a higher chance of winning. Here are some of our observations:

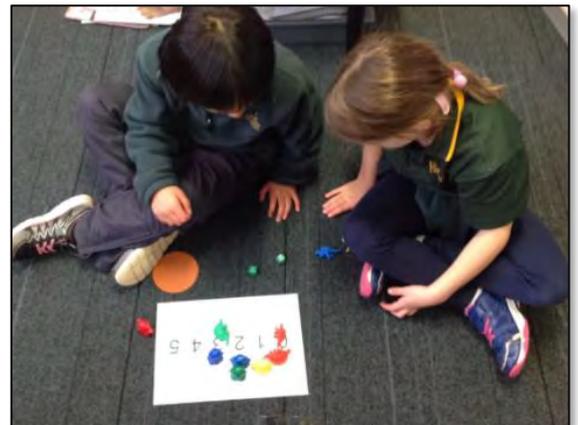
"5 isn't a good number to pick because there is only 1 combination to make it." - *Kieran*

"0, 1, 2 and 3 were good for me. I kept rolling them and there were lots of ways to make them." - *Chloe*

"I kept rolling doubles and the difference between doubles is 0 so I put lots of animals on that number." - *Vikas*

Have a go at rescuing your own animals and see if these strategies work for you. Happy rescuing!

*Sharon Kuchel, Maths Improvement Lead Team*



## French News

Bonjour!

At the moment the middle and upper primary classes are learning about French culture.

The year 3/4s have started researching a range of French-speaking countries and making posters about them. It has been very interesting to discover that France is not the only place in the world that uses the French language, but it is also spoken in Canada (Quebec), and some countries in Europe and Africa as well!



The year 5/6/7 classes have been discussing stereotypes, specifically French stereotypes, and how they are not always true. Learning the importance of being culturally aware and sensitive of others' feelings has provoked interesting class discussions, and some funny anecdotes (did you know all Australian children ride kangaroos to school, and all French people wear berets?).

## French Day

French Day is fast approaching - Wednesday next week the whole school will attend Paringa Park's second French Fashion Parade. Staff and children are planning their costumes and dress-ups for the day, each class has chosen two children to represent them in the parade, and we can't wait to see everyone's dress-ups!

There will be some French activities at lunchtime which students have the choice of participating in:

- French painting with Mlle Jarman under the LA1 COLA
- Eiffel Tower STEM building with Mme Eleanor in LA4-3 and LA4-4
- Petanque in the French room with Mme Ellison
- Mini-Soccer games: R-3 with M. Pearl and 4-7 with M. Durbridge on the oval
- Basketball with Mme Burton
- Touch football with M. Mills & Mme Dixon on the oval
- Handball in the gym with M. Osborne
- Tiny Table Tennis with Mme Williams in the gym

The activities will be on a first-in basis, and the games will be mini-games so more people can have a go, but spectators are also encouraged to cheer everyone on!

*A bientôt!*

*Mme Ellison & Monsieur Mathieu*



## Information Technology

### Good habits start young (part 4)

In our fourth instalment of 'How to build digital intelligence', we are looking at encouraging safe and responsible behaviour. This is a principle that needs to be installed in our children from a very young age, in all facets of life, however, is equally important in our online life.



### Principle 5 - Encourage safe and responsible behaviour

- Work on achieving a healthy balance in your child's online and offline activities and set boundaries for digital device use in your home. Find out how in [time online](#).
- Remind your child of the importance of safeguarding personal information that can be used to identify or locate them.
- Explain why they should be suspicious of unsolicited messages and emails, and avoid clicking on pop-up ads on websites. Some pop-ups that seem safe can lead to inappropriate sites or ask for personal or financial information. Find out more in [taming the technology](#).
- Help them configure the strongest privacy settings on all the social media apps and sites they use. It is best that only their circle of friends can view their information, tag them in a photo or share posts. And get them to check their settings regularly as updates can sometimes change them back to the default. Read more about privacy settings in [The eSafety Guide](#).
- Ensure your child uses strong passwords on devices and accounts, and explain the importance of not sharing passwords, even with friends. See [protect your personal information](#) for advice on setting strong passwords.
- Find more advice in [privacy and your child](#).



Source: <https://www.esafety.gov.au/parents/skills-advice/good-habits-start-young>

*Georgii Staben*  
Technology Coach

## Literacy

### Year 6 English: Short stories

This term, Mr Durbridge's year 6 children have listened to and read a range of short stories by different authors. They have investigated and compared similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects.

In this unit children were able to:

- analyse how text structures and language features work together to entertain readers of short stories
- understand how authors often innovate on text structures and play with language features to achieve particular humorous effects
- identify and compare narrative elements used by authors for humorous effect
- understand how vocabulary choices, including evaluative language can express shades of meaning and feeling
- identify words and word groups that expand and sharpen ideas about characterisation, conflict and plot in short stories
- understand how authors' language choices and strategies influence readers
- use comprehension strategies to interpret and analyse information and ideas, comparing content from two or more short stories
- analyse and evaluate similarities and differences in texts on similar topics, themes or plots

The unit of work is part of the Department for Education's updated curriculum resources we are currently trialing. If you have any questions or comments please email me at [tracey.bennett463@schools.sa.edu.au](mailto:tracey.bennett463@schools.sa.edu.au)

Tracey Bennett

Senior Leader, Whole School Literacy

## Library News

Where, oh where, can they be? Is it really, nearly the end of the term?

We need those overdue books back so you can do your borrowing for the holidays. Come and see us in the toasty, warm library if you're having trouble finding those hidden tomes.



Just a reminder that the Premier's Reading Challenge finishes on Friday 3 September and all completed challenges **MUST** be submitted no later than that day.

Congratulations to the latest students to complete the Reading Challenge.

Milla E. 4-3	Bianca S. 1-9 (2 <sup>nd</sup> )	Hitansh G. 2-11
Jameson W. 1-2	Ollie B. 4-4	Radin A. 1-4
Bailey W. 4-4	Isla F. 1-5	Georgia C. 1-7
Zara C. 2-7	Jemma P. 1-4	Elroy K. 1-5
Jason W. 1-9 (2 <sup>nd</sup> & 3 <sup>rd</sup> )	Tyler N. 4-4	Zach L. 4-2
Harry M. 1-1	Jaxe M. 1-1 (2 <sup>nd</sup> & 3 <sup>rd</sup> )	Eric H. 1-2
Lucas S. 1-1 (2 <sup>nd</sup> )	Sebastian S. 1-1 (2 <sup>nd</sup> )	

Happy holiday reading,

Tracey, Anne, Caroline and Brant



## Similarities and differences of short stories and novels

### Short stories

- short
- dates back to oral storytelling traditions
- problem introduced early
- more pictures
- not as much setting
- gets to the point
- hooks you in fast
- gets to the point
- focus more on a value
- starts with a problem



- theme
- setting
- plot
- characterisation
- point of view
- sometimes pictures
- entertain
- moral
- descriptive language
- fictional
- nouns/verbs/adjectives

### Novels

- long
- plots may be complex or contain sub-plots
- may have more than one problem or conflict
- can have sequels/series
- suspense/emotion
- longer chapters
- character development/more complex characters
- introduce more characters
- more than one solution
- complex moral
- smaller writing
- not as many pictures

## Quiz Night

The school's major fundraiser this year is a Quiz Night, which will be held at the school on Saturday 14 August.

**PARINGA PARK**  
PRIMARY SCHOOL

# QUIZ

**Saturday 14th August**  
6.30pm - 11pm

In the school gym

**BYO Food & Drinks** | **Dress code: Op Shop Glam!** | **Tables of 10**

Prize for best dressed individuals  
Bring along your coins for table games. Eftpos available to purchase auction items

Tickets available through [Trybooking.com](http://www.trybooking.com) \$25 per person  
On sale until Monday 9th August, 3pm

Tickets are on sale now via [www.trybooking.com/BSAGF](http://www.trybooking.com/BSAGF). Please note this is the only purchase method – we are not selling tickets via the front office. Tables are for 10 people but you can purchase your tickets individually. Please remember to nominate a table captain who needs to provide the office with a list of people on your table. Want to come along but don't know enough people to form a table? Not a problem! Just contact the front office who will pass your details on to the Quiz Night Committee to help find you a table to join!

### Donations needed!

We are seeking the support from our whole school community by asking each family to make a donation towards a basket theme as detailed below. Your donation can be placed in the fundraising tub that will be in your child's class from Tuesday 20 July (term 3 week 1). All donations will be a part of the prize pool on the night. We would appreciate donations by Friday 6 August (term 3 week 3).

Year level	Basket theme
Reception & LA3-1	Tea, Coffee & Chocolates
Year 1	Lollies
Year 2	BBQ/Outdoors
Year 3	Family night/games
Year 4	Kitchen & Baking
Year 5	Garden
Year 6	Pamper Pack
Year 7	Pamper Pack

Thank you for your support!

Kind regards,  
PPPS Parents and Community Committee

## OSHC News

The OSHC sub-committee would like to thank the school community for their participation in the recent survey. Responses were very constructive and as a result of the feedback:

Camp Australia is:

- Reviewing the fees charged
- Reviewing the school holiday program to see how activities can be better aligned to children's interests while managing costs for families

Our OSHC centre is:

- Introducing dedicated homework time
- Actively seeking feedback from parents
- Preparing staff summaries and photos to be displayed on the wall
- Governing Council is reviewing the responses provided and will continue to work with the sub-committee and any interested parents to continue to improve the OSHC service.

If you have any further feedback at any time, please feel free to contact:

- Tracey Bennett (Senior Leader on sub-committee) at [Tracey.Bennett463@schools.sa.edu.au](mailto:Tracey.Bennett463@schools.sa.edu.au)
- PPPS OSHC site at [saparingapark@oshc.campaustralia.com.au](mailto:saparingapark@oshc.campaustralia.com.au)
- Camp Australia's Account Manager for PPPS at [kyiesha.wagland@campaustralia.com.au](mailto:kyiesha.wagland@campaustralia.com.au)

## Sports Update

### Cross-Country

Well done to our children who competed for the District team in the State Championships at Oakbank. Oliver finished 16th and James and Ava finished in the top 50 out of 180-200 runners.



### Football

Well done to Alex, Tom H, Angus, Brodie and Oliver who have been selected in the South West District Football team. They are playing this week in the State Championships. Good luck boys and I hope you stay dry!!

### Table Tennis

We had 2 teams qualify for the finals day and compete against other teams from around the metro area a couple of weeks ago. They had some amazing results especially against some state players. In the "Paringa Showdown" the teams ended up exactly a draw right to the last point!

Tom D has been selected in the State U13 team to compete in Queensland later this year! Congratulations Tom ... what a great result for you after all your hard training over the past few years!

### Gymnastics

Katie L has been selected in the State Gymnastics team, level 6. She will compete in Darwin in August at the Nationals. Well done Katie... you have been competing at a high level for such a long time.

Michelle Burton  
PE Teacher

# In the Spotlight

## Year 5

LA 4-1 and LA 4-2 are using a connected curriculum approach to learning and we are using the Great Barrier Reef as our big idea.

**Our inquiry question is: “How do people influence environments?”**

**Our Focus: “What can we do at a local level to support the reef’s sustainability?”**

The impact of people on the environment is something that we CAN change and work together to reduce. Did you know that more than 60 companies including big supermarkets and international manufacturers like Coles, Woolies, Coca Cola and Nestle have signed up to the ANZPAC Plastics Pact. They have agreed that by 2025, all their plastic packaging will be reusable, recyclable and compostable and they will minimize how much plastic they use for packaging?

It is voluntary so we’re hoping that these businesses keep their promises. That’s really exciting and gives us some hope.

We have researched, investigated and used thinking routines to work out what we can do at a local level. We have decided to try to change the way we shop and encourage our families to make some small changes. If we do this we may actually have fish in the oceans in 2050 because scientists predict that if the world keeps going the way it is right now, when we are 39 years old there won’t be any fish in the ocean and plastic would have taken over our oceans.



Looking closely for the exact amount of water. The children estimated how much water they would add to make the reef. Then they measured the amount and calculated the difference. Once they added the plasticine mass they put back the exact amount of water that was originally in there and analysed if their predictions were correct about whether the water level would rise and why they thought that.





*Mitch's Reef Bottle*



*Maggie's Reef Bottle*

**Our experiences with the Great Barrier Reef in a bottle STEAM task**  
*Written by Mitchell G*

To create our reefs we had to follow 10 steps.

This week in maths we were looking into volume and to make our learning fun we got to create a reef in a bottle, but to do this task we had to bring in our own plastic bottles.

1. First you had to collect your bottle then peel the label off, after that we had to estimate the capacity of the bottle and then use a measuring jug to accurately measure how much liquid was required to fill it.
2. After that we had to fill the bottle with water to your chosen level for the reef water, then mark the height with a black texta.
3. Then we had to record your estimate and see if you were correct or not then we put the water into other containers
4. Then we had to cut the top off our bottle.
5. After that we designed our reefs in our math books and then we created the reef out of plasticine.
6. Then we put the reef parts into the bottle after that we put the water that was in the containers back in the bottle.
7. But after that we had to record if the water went to the same height or if it changed.

Mine went over the line and I think it went over because the plasticine took up some of the volume in the bottle and increased the height of the water a little.

So that was our experience with the Great Barrier Reef in a bottle STEAM task. Personally I really enjoyed it and would recommend for the other year 5 classes for generations on to do this task.

## Assembly Acknowledgements

Congratulations to the following children and classes who were acknowledged at the last assembly for upholding our school values:

- **Sebastian B & Beau D (LA1-1)**  
Care – for showing care for the library and making sure all the toys were put away, even when they didn't use the toys.
- **Saoirse M (LA1-11)**  
Care – for always helping to keep the classroom extra clean and tidy after art.
- **All of LA1-6**  
Challenge – congratulations to everyone in LA1-6 for challenging yourselves to present assembly in front of your peers. Fabulous collaboration, team!
- **Oliver B, Jacob C, Maverick L, Edmond L, Charlie P & Tennyson T (LA4-3)**  
Trust – we can always trust that these boys are organised and working as a team to support each other.
- **Peter J (LA4-3)**  
Challenge – for embracing every challenge on camp and giving all of the activities a go, even when you were a little unsure.
- **Mariah P (LA4-3)**  
Bravery – for showing amazing bravery on camp.
- **Hayley P (LA4-4)**  
Care – thank you for supporting everyone on camp to have a go and making sure everyone was okay.
- **Jasper V (LA4-4)**  
Challenge – for facing every challenge on camp with a smile and giving 100% on all activities.
- **Gracie L (LA4-4)**  
For showing all of our school values at all times while on camp.
- **Dylan G (LA2-2)**  
Care – for always helping to support students in the classroom.
- **Chloe T (LA2-2)**  
Care – staying in during lunchtime to help her peers develop their understanding of tasks without being asked.
- **Kai M (LA4-1)**  
Challenge – congratulations for taking on the challenge of the woodwork design technology program. You have shown a huge commitment, you have been a problem solver, creative and innovative. Well done!
- **Brooke C (LA4-1)**  
Challenge – congratulations for taking on the challenge of the woodwork design technology program. You have represented the year 5s with excellence. You have been a problem solver, creative and innovative. Well done!
- **Sota K (LA4-1)**  
Trust – thank you, we can always trust you to give your best. You are a very reliable student.
- **James P (LA4-1)**  
Trust – congratulations on always giving your best. You can be relied upon to try your hardest in everything you do. Well done!
- **All of LA4-1**  
Care & Trust – for being great learners during our special science lessons. You were all working on your task so well that we even received a compliment from another educator. Thank you, I am a very proud teacher!
- **Charlie B, Lucas C, Fabian G (LA4-2)**  
Bravery – your commitment to your learning is excellent and very noticeable in our math lessons. Thank you for taking on the challenge of designing some warm up tasks for the rest of our group. You also showed bravery when you taught the children about what they needed to do and then supported them doing it.

**Bravery   Care   Challenge   Trust**

# YEAR 7 TO HIGH SCHOOL IN 2022

## Parent Update Week 9, Term 2 – 2021

### Looking beyond year 7

In 2022, year 7 and 8 students will start high school in the same year for the first and only time. We are working hard to ensure the move is smooth and successful for all families and our broader school communities.

### Support for year 8s

Every age of schooling is important, and our schools will continue catering for the needs of all students.

While our 2022 year 7 group is receiving a lot of focus in the lead-up to its historic move to high school, our schools are continuing to fully support year 8 students starting high school in 2022. Our schools are highly experienced at running transition programs to ensure year 8s feel welcomed in their new settings. The programs also have a strong focus on helping students form new friendships. This will not change under the year 7 to high school move. Both year 7 and year 8 students will be provided with full transition programs.

### Our senior students remain a key focus

Our schools are very capable of managing student needs and parents can be assured that senior students will continue to receive the attention they require for their learning.

### Impact on primary schools

Naturally, overall student numbers will drop in our primary schools when year 7 moves to high school.

The government has made a commitment not to close schools as part of the year 7 to high school move. We are offering top-up funding to some eligible regional schools to ensure they don't drop class numbers due to the departure of year 7.

Some primary school teachers are choosing to apply for new high school positions that have been created because of the move. Welcoming them into our high schools will ensure students continue to benefit from their extensive knowledge of year 7 curriculum and teaching methods.

### Benefits to high school communities

Feedback from all the schools in our pilot program showed they benefitted from having year 7s on site. The pilot has involved three public high schools, which started welcoming year 7s in 2019. Teachers found the year 7s to be full of energy and optimism, which was a positive for the culture of their wider school communities.

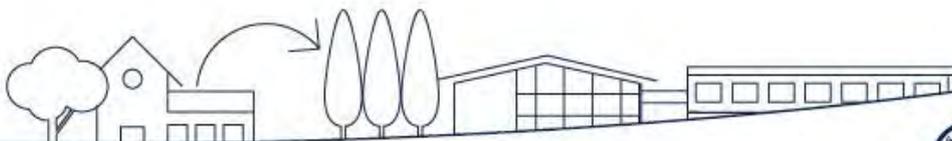
### Managing interactions between different year levels

Frameworks already exist in public schools to manage interactions between students of different ages. They already operate in our Birth to 12, Reception to 12 and Area schools. Many schools run peer mentor programs with older students and will have designated yard spaces for 7 and 8 students for lunch and recess. Check with your school about what they offer.

### Where to find out more

Stay informed through your school and the Department for Education's website: [www.education.sa.gov.au/7toHS](http://www.education.sa.gov.au/7toHS).

Or share your feedback with the project team by emailing: [Year7toHS@sa.gov.au](mailto:Year7toHS@sa.gov.au).



PARINGA PARK  
PRIMARY SCHOOL

# QUIZ

Saturday 14th August  
6.30pm - 11pm

In the school gym

BYO Food &  
Drinks

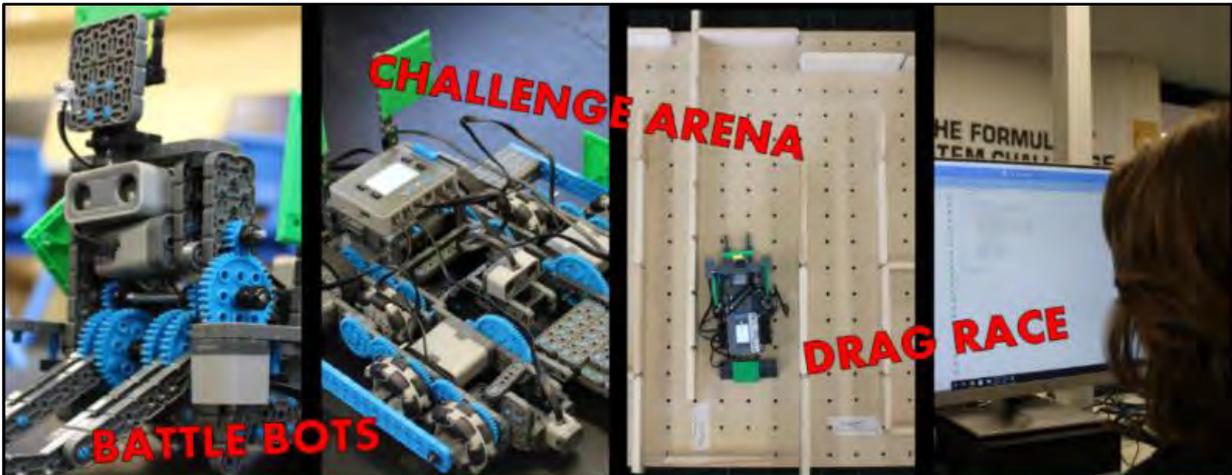
Dress code:  
Op Shop Glam!

Tables of 10

Prize for best dressed individuals

Bring along your coins for table games. Eftpos available to purchase auction items

Tickets available through [Trybooking.com](http://Trybooking.com) \$25 per person  
On sale until Monday 9th August, 3pm



## BRIGHT-BOTS

Build and program a robot (VEX IQ) at  
Brighton Secondary School!

WHEN: July Holidays

Available days: Wednesday July 14<sup>th</sup>, Thursday July 15<sup>th</sup>

COST: \$85.00 per person/day

+ Online booking fee  
Year level restriction Year 3 – Year 7

TIME: 9am to 3pm

Bring your own recess and lunch

For more info: QR code or  
[www.trybookings.com/BSAID](http://www.trybookings.com/BSAID)

