



NEWSLETTER

Principal: Tracey Bennett
Governing Council Chairperson: Vanessa Payne

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Diary Dates:

February

Monday 20 February

- Annual General Meeting 7pm

March

Friday 3 March

- Principal's tour 9am

Monday 6 March

- PPS 70th Community Celebration meeting
4pm - staff room

Tuesday 7 March

- School photos

Friday 10 March

- Festival of Music rehearsal

Tuesday 14 March

- SAPSASA netball & football selection carnival
year 5 & 6

Friday 17 March

- SVE Halogen conference

Monday 20 March

- Governing Council meeting 7pm

Thursday 30 March

- Sports day ~ Bowker Oval

Friday 31 March

- SAPSASA swimming

April

Friday 14 April

- Last day of term 1, school finishes at 2:05pm

Traffic Monitors:

Week 4

Morning: Austin, Jayve, Flynn & Hayden
Afternoon: Nando, Sam F, Zaidi & Sasha

Week 5

Morning: Jeet, Ollie, Alarah & Tatum
Afternoon: Reggie, Sam A, Xavier & Ollie

School values

Bravery - Care
Challenge - Trust



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Government of South Australia
Department for Education

Principal's Welcome

Tracey Bennett

Dear Families,

What a fantastic turn out at our Acquaintance Night on Monday. We were absolutely thrilled to be able to welcome families back to school. A special thank you to our teaching staff who continue to strive to develop our connections with families to enrich wellbeing, achievement and engagement.

Annual General Meeting (AGM)

Please be advised that our AGM will be held on Monday 20 February 2023 from 7pm to 8pm in the library. We are looking forward to seeing as many parents attending our AGM as possible.



At the AGM we will share the school's achievements in 2022. Our new Governing Council for 2023 will meet briefly after our AGM.

Paringa Park Primary School (PPPS) has an active and committed Governing Council and we meet regularly, twice a term to talk about the direction for the school.

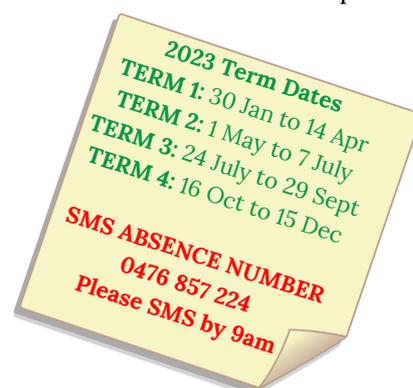
Our Governing Council has a number of sub-committees which meet and discuss certain aspects in detail. These subcommittees are where the action is and you can really get involved! Sub-committees are convened by a Governing Council member; however, parents and interested community members are welcome to join a sub-committee without being on the Governing Council. Sub-committees report back to the Governing Council and any recommendations from sub-committees are discussed and decided upon at the Governing Council. Our Governing Council Sub-committee nominations forms have been emailed to all families, if you would like to nominate to be a Governing Council Sub-committee member and are unable to locate the nomination form, please contact Erica in the front office. Nominations need to be received prior to the AGM.

Our sub-committees include:

- Parents and Community
- Dress Code
- Finance
- Canteen
- OSHC
- Out of School Sports.

Governing Council members need to be positive, respectful, confidential, and part of a team, to work proactively with other Governing Council members, school leadership, staff and students to ensure our school continues to be a quality education facility which maximises opportunities for all our young people.

More information can also be found on the Department's Governing Council [portal](#).



Words of Wellbeing (WOW)

Jamie Meredith

Executive Functions are the key to success

Previously, I have talked about the importance of parents placing emphasis on the effort their child puts into tasks, trying new things and having a go. Praise is important in supporting them to do uncomfortable and challenging things. This builds their knowledge and supports them to tackle all kinds of problems. Parents can model this and explicitly talk about it with their kids.

In our current climate, our students' executive functions (the very skills that help us navigate issues in the world around us) seem to be underdeveloped. These skills are not new but are in desperate need of attention for many students (particularly those with learning difficulties). As educators, I know a number of our teachers explicitly teach and model these skills in their rooms every day. I see them doing it and have conversations with them about it, but it is important that parents are very explicit in doing the same modelling, as it really does make a difference to your child's success at school and in life.

The video from Harvard University in this [link](#) gives a great overview in simple terms about why executive functions are important and what they are.

In my adventures this year teaching a year 6 class with Robert Pearl, we are both very tuned into the executive function needs of our class and the support they need to develop. The main executive functions discussed by many experts are:

1. Working memory
2. Emotional regulation
3. Focus
4. Mental flexibility
5. Task initiation
6. Time management
7. Organisation
8. Planning/Prioritising
9. Goal setting
10. Self restraint

This [website](#) from Harvard University is great for helping parents work on developing their child's executive functions at every stage of their life. You may already be doing some of the tasks, but it is great to see what more we could do! It may just be a case that you need to be more explicit with modelling issues you have from day to day with your older children and with younger ones being more deliberate in your interactions.

Parenting is no exact science but every little bit of info you collect along the journey can help.

PAYMENTS:

Preferred payment method is via Qkr! Please contact the front office for other payment options and for any payment queries.

Upcoming payments:

- Materials & Services charges
- Canberra camp deposit [year 6] due by Friday 10 March 3pm

Late payments will not be accepted.



Please note:

Credits are not applied automatically to outstanding payments. If you wish to use a credit to pay for excursions, events or uniform purchases please contact the front office.

Maths

Margy Holland

All classes began their place value journey in maths this week. For the year 3-6 classes the focus this week was on name/record. The reception focus was on counting and becoming familiar with the Numicon equipment. The focus for year 1/2 for the start of this term is investigating numbers to 20 and to 100.

Name/Record

"Name/Record is an important aspect to begin exploring place value. Students need to understand and apply the conventions and language associated with reading and writing numbers in order to engage with further place value work. Understanding the patterns and structure of our system is the key that opens the door to place value." (Dr Ange Rogers, NTA, 2023).

Below is a list of some of the thinking students were required to do.

"Name/Record: Read and write or record a number in words and symbols (e.g., 75 is written as 'seventy-five'). Name the place value columns (the hundreds column is next to the tens column). Round numbers to the nearest place value part. Determine the value of a digit (the digit 7 in 75 has the value 70)." (Rogers, 2014)

One of the key aspects to name and record is being able to read numbers, no matter how large or small. We have been supporting students with this using place value houses.

Billions			Millions			Thousands					
H	T	O	H	T	O	H	T	O	H	T	O

This task is adapted from New Zealand Mathematics and further teacher support is available at nzmaths.co.nz

Once students can read 3 digit numbers they can apply this to read numbers into the billions and beyond. You can help your children to continue to practise this outside of school, reading numbers wherever possible, eg, while out and about, in non-fiction books, sporting games, recipes, etc.

Next week the focus will be on the 'count' aspect of place value.

"After students are able to read and write numbers, we want to explore using those numbers in the context of counting. Within the count aspect students explore the importance place counting has within our society and how the structure and patterns within our place value system guides our count." (Dr Ange Rogers, NTA, 2023).

Some of the thinking the students will be required to do for 'count' are below.

"Count: Counting forwards and backwards in place value parts (e.g., 45, 55, 65 is counting using the unit ten). Bridging forwards and backwards over place value segments such as decuples and centuples (e.g., 995 and one more ten requires bridging forwards over hundreds to thousands). Applying language such as before, after, between, more, less." (Rogers, 2014).

If you have any questions about place value, contact me at school.

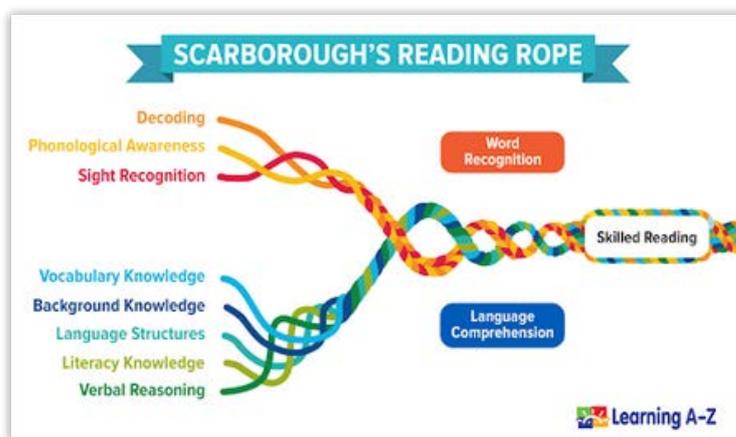
Happy number reading!

Literacy

Elise Mack

How children learn to read - Part 2

Learning to read is a complex process. It requires two separate but interrelated skills - word recognition and language comprehension. Scarborough's reading rope illustrated how the two strands are interweaved together to develop skilled readers. Word recognition on its own does not create fluent readers. Similarly, only understanding the meaning of words does not create fluent readers. Therefore, these skills are taught together with both strands carrying equal importance as we teach children to read.



This week we will take a closer look at language comprehension.

Background Knowledge:

Background knowledge refers to what students already know about a topic before they begin reading about it. It plays an important role in contextualising facts in non fictions and subject matter in a fiction story. If children have background knowledge on a particular topic, they are more likely to make connections and gain a deeper understanding. Background knowledge enables readers of all levels to make sense of reading materials.

Vocabulary:

Explicitly teaching vocabulary is crucial to developing skilled readers. Students with more extensive vocabularies will not only have an easier time recognising or decoding words, they will also be able to read more quickly and to assimilate that knowledge. Research has shown that children need to understand 98% of the words they read to understand what they are reading. If children do not have the age appropriate vocabulary they will not be able to understand the texts they are reading and therefore disengage with reading as it has no purpose. We are fortunate to have the expertise of Anna Neck, Department for Education Speech Pathologist, working with years 3-5 teachers to explicitly teach tier 2 vocabulary within the classroom.

Language Structure:

Language structure refers to syntax (the order of words) and semantics (the meaning of the text). Syntax refers to the rules of grammar in sentence structure- the way that words are ordered to form sentences. Students need to understand basic sentence structure in order to make sense of the order of words in a given sentence. Semantics refers to the meaning of a sentence. Semantics delves deep into how words and phrases combine to create meaning and how an author's word choice affects that meaning. It's a complicated topic, which good readers continue to consider throughout their lives.

Verbal Reasoning:

Verbal reasoning refers to a student's ability to understand what they read by using logic and reasoning. It is an important skill as it helps students think deeply about a text, considering not just what it says explicitly, but also what is implied. It includes things like metaphors, analogies, idioms, and figurative language.

Literacy continued...

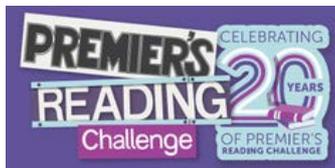
Literacy Knowledge:

Literacy Knowledge refers to a student's knowledge of print concepts such as a book's layout. This includes everything from pre-reading skills like turning pages, to more advanced skills like navigating the text features of a nonfiction book in order to efficiently find information. It also includes concepts like genre and author's purpose. Students gain literacy knowledge by exposure to a wide array of genres and styles. This is why a strong curriculum covers fiction, nonfiction, and poetry in all their forms. Generally speaking, the more types of reading a child encounters, the more advanced their literacy knowledge becomes.

It is important to remember that the word recognition strands and language comprehension strands are woven together to form the reading rope. Each strand must be taught concurrently in order to develop skilled readers.

Library

Anne and Tricia



2023 marks 20 years of the Premier's Reading Challenge in South Australia!

To celebrate this momentous occasion, students are being offered the opportunity to receive a special, 20th Anniversary certificate in addition to their usual PRC award this year.

To qualify for this certificate, students need to read 20 books in 2023, and fill out the "20 Years, 20 Books" student reading record *instead* of the usual 12 book record. The reading limits for reception to year 6 are 8 books from the PRC book list, and 12 free choice titles.

By accepting the 20-book challenge students will have also completed the 12 book challenge hence will receive the usual award as well.

The 20-book challenge is intended to be a voluntary, enjoyable, extension of reading for pleasure for those students who choose this option. The 12 book forms have already been distributed to classrooms. The 20 book forms will be available on request from the library or can be downloaded [here](#).

Well done to Maximos in LA 4-2 for being the first person to hand in a completed challenge for this year.

Assembly Affirmations

Patrick B [LA 1-5] ~ Patrick goes out of his way to help classmates when they don't know what to do.

Kai M [LA 1-5] ~ Kai is a strong role model, consistently demonstrating the school values in the classroom and being a positive influence on others.

June D [LA 1-5] ~ June has demonstrated care towards all of her classmates. She has been especially welcoming toward our new class members and is always willing to work or play with anyone in our class.

Max B [LA 1-7] ~ Max made a great decision to report the behaviour of a student who did the wrong thing and helped the student learn the right behaviour. Great leadership Max. We are very proud of you.



Notices



Canteen

We have changed supplier of our Friday bakes and pizzas and would love some feedback from children. Please send any feedback to linda.chambers992@schools.sa.edu.au and this will be discussed by the canteen subcommittee.

A reminder to make sure you have updated your child's class in the Profiles tab of Qkr. Lunch orders are sent to the class you select, so it is important that this information is up to date. Please also be aware that we don't send ice blocks to classes (they will melt before they get eaten!) If you order an ice block via Qkr, please remind your child to go to the canteen to collect it.

The canteen is always on the lookout for volunteers to help with food preparation and serving at recess and lunch breaks. Whether it's once a week, once a month or once a term, we'd love to have your help! You will need to complete the volunteer application and clearance process via the front office. Please call the school or pop into see Lisa if you are interested.

Dress Code

A reminder that our school uniform consists of the following:

- school issued or plain bottle green polo shirt and jumper if required
- navy shorts, skirt, skort or pants
- school issued summer dress or winter tunic
- bottle green bucket hat

It is a requirement that all hair longer than shoulder length is tied back.

For more information please refer to our [Dress Code Policy](#) using the link or by accessing it from our website.



Save the Date

- School photos: Tuesday 7 March
- Sports day: Thursday 30 March

High School Information

Attention year 6 families:

Early next term you will receive information about starting high school and the online process for registration of interest and enrolment at government schools.

What do you need to do now?

- Update your contact details with us. It is critical that your email and residential addresses are up to date. Please see front office staff if you need to update these.
- Check high school open days & tours. High schools will soon be having their open days/nights. You need to contact the schools which you are interested in or check their websites for information about open days and school tours.

Be mindful that if you are thinking of applying for a special entry program for your son or daughter, closing dates for applications do vary between schools and many have their closing dates during term 1.

Contact linda.chambers992@schools.sa.edu.au if you require any more information.



PPPS 70th Birthday Celebration

The school will be holding a Community Celebration to celebrate its 70th birthday on Sunday 17 September 2023.

Please save the date to celebrate this anniversary with us. We will be having market stalls, food stands, live music and entertainment.

If you own a business and would like a stall, or can help in anyway (i.e. committee member), please email erica.staude25@schools.sa.edu.au

Our next meeting will be held on Monday March 6 at 4.00pm in the staff room.

Volunteer - Furniture shed

We are looking for a strong community member who would be willing to help our grounds person move furniture and equipment from our furniture shed. We are looking to reorganise this space and require some support with moving the furniture. If you are able to help please contact the front office team to discuss further.

Notices continued...

Front Office

It is requested that parents do not use the front office as a thoroughfare to drop off and collect children at the start and end of the day unless they are late or leaving early. Please use the gates at either Bowker Street or Margaret Avenue to enter the school. Everyone is welcome into the front office to speak to our friendly staff, make payments, uniform enquiries, pick up your child early or drop off your child when they're late.

During lesson times, we request that parents wait in the front office for all late arrivals and early departures. Parents should not be moving around the school grounds or entering classrooms. If your child is late to school, please notify the school of the reason and bring your child to the front office upon arrival. They will be signed in by office staff and given a yellow late slip to hand to their teacher.

If you need to pick up your child early, please present to the front office to collect them. Our staff will arrange for your child to meet you at the office where they will be signed out prior to leaving the school grounds. Please do not go directly to their classroom. Wherever possible, a message to the class teacher in advance or phone call to the office is helpful.

Car Park

A reminder, for safety reasons the staff/visitor car park is **OUT OF BOUNDS**. We ask that parents do not use the carpark as a thoroughfare when walking your children to and from school. There are pedestrian gates on Bowker Street near the crossing and on Margaret Avenue. Please note the car park is reserved for staff and visitors only and is not to be used by families at any time.

Road Safety

PPPS along with The City of Holdfast Bay would like to highlight the importance of road safety in and around school zones. The council will be actively educating parents, students and the general public, during drop-off and pick-up times.

With your support we can focus on the safety of our school community and the public, maintain traffic flow and hopefully prevent breaches of the Road Traffic Act resulting in expiations around our school site.

DOUBLE PARKING

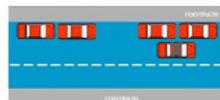
A driver commits an offence by stopping a vehicle on a road when another vehicle is parked between the driver's vehicle and the kerb.

10 METRE RULE

A driver must not stop within 10 metres from the nearest point of an intersecting road at an intersection / T-Intersection without traffic lights.

NOT PARALLEL PARKED

A driver commits an offence by stopping a vehicle on a road when the left hand wheels of the vehicle are not as near as practical to the kerb (no more than 300mm from the kerb)



Don't just think of the safety of your child.
Remember other parents' children use the road too!

holdfast.sa.gov.au
Brighton Civic Centre
24 Jenty Road, Brighton SA 5048
PO Box 19, Brighton SA 5048
P 08 8229 9999
F 08 8298 4561
E mail@holdfast.sa.gov.au

SCHOOLS, STUDENTS AND TRAFFIC

PARKING RESTRICTIONS AT SCHOOLS ARE FOR THE SAFETY OF ALL CHILDREN

The Australian Road Rules provide a variety of parking restrictions at and near schools to achieve a safer environment for all children. These restrictions are designed to optimise traffic safety and movement.



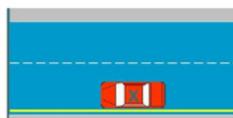
NO STOPPING ZONE

This zone is usually located adjacent to school entrances. This is to ensure that a clear view of the road and footpath is maintained for pedestrians and drivers.



CONTINUOUS YELLOW EDGE LINE

A continuous yellow edge line has the same requirements as a no stopping sign.



NO PARKING ZONE

Drivers are allowed to stop in this zone for a maximum of **two (2) minutes from the time of stopping** to pick up or drop off passengers.

If the passenger is not at the kerb the driver must vacate the zone immediately.



BICYCLE LANES

Drivers are committing an offence if their vehicle becomes stationary, even though the motor is running and the drivers remains seated in the vehicle or waiting in a queue to use a legal parking zone.

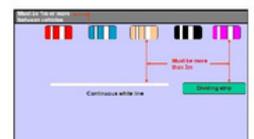


QUEUING TO PARK

Drivers are committing an offence if their vehicle becomes stationary even though the motor is running and the driver remains seated in the vehicle or waiting in a queue to use a legal parking zone.

WHITE CENTRE LINE

A vehicle must not stop or park at anytime alongside a white centre line.



WARNING: It is not a defence if you stop in these zones to answer a mobile phone, queuing to park or dropping off or picking up passengers



REGISTER NOW



Brighton
Secondary
School

Open Day

Thursday 16 March, 9am & 6pm

Experience our school culture, learn about special interest programs and tour our facilities:

www.brightonss.sa.edu.au/open-day/



Government of South Australia
Department for Education

Department for Education
T/A South Australian Government Schools
CRICOS Provider Number: 0018A



SEAVIEW
HIGH SCHOOL



Government of South Australia
Department for Education

2024 APPLICATIONS NOW OPEN

In Zone and Out Of Zone

SPECIAL INTEREST DANCE

Auditions will be held in Week 10.

For more information and to apply please call
8377 8000 or visit www.seaviewhs.sa.edu.au

