

School values
Bravery - Care
Challenge - Trust



NEWSLETTER

Principal: Tracey Bennett
Governing Council Chairperson: Vanessa Payne

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Diary Dates:

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- Annual General Meeting
- Acquaintance Night

Tuesday 13 February

- Bike Ed [LA 4-4, LA 4-1, LA 2-2 & LA 2-11]

Tuesday 20 February

- Bike Ed [LA 4-4, LA 4-1, LA 2-2 & LA 2-11]

Monday 26 February

- External school review

Tuesday 27 February

- Bike Ed [LA 4-4, LA 4-1, LA 2-2 & LA 2-11]
- External school review

March

Tuesday 5 March

- Bike Ed [LA 4-4, LA 4-1, LA 2-2 & LA 2-11]

Monday 11 March

- Adelaide Cup: Public holiday

Monday 18 March

- NaPLAN commences

Tuesday 19 March

- Bike Ed [LA 4-4, LA 4-1, LA 2-2 & LA 2-11]

Tuesday 26 March

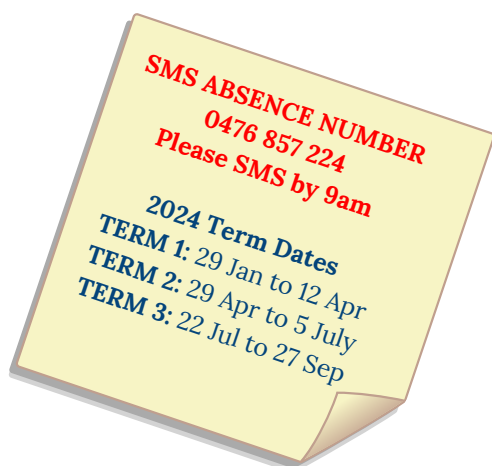
- Bike Ed [LA 4-4, LA 4-1, LA 2-2 & LA 2-11]

Thursday 28 March

- Sports day

Friday 29 March

- Good Friday: Public holiday



Principal's Welcome

Tracey Bennett

Dear Families,

Welcome to another fabulous school year. We are looking forward to many exciting learning opportunities throughout 2024. On Monday we welcomed 83 new reception students and their families to our school as well as 20 children from local, interstate and overseas schools. Paringa Park Primary School has a culture of continuous improvement, and our staff genuinely care about each and every student, to support them to be the best they can be.



We would like to welcome Steph Burton to the leadership team and look forward to her knowledge and experience in leading our staff to develop a deep understanding of the English curriculum. She will be supporting us to ensure we as educators deliver evidence best practice for our students each day.

We commence 2024 with 18 mainstream classes and one Speech and Language class. Our classes for 2024 are:

- Speech and Language Class: Vicki Hodgson
- 3 x Reception classes: Lauren Whitbread; Chanelle Pomeroy (0.6) & Lillie Marshall (0.4); Ainsley Haddow
- 1 x Mid-year Reception class
- 1 x Reception/Year 1 class: Kirsty Arnold
- 2 x Year 1 class: Harinder Kaur (0.6) & Michelle Edwards (0.4); Sharon Kuchel
- 2 x Year 2 classes: Jo Scott-Watherston; Beth Harris (0.6) & Alison Hamilton (0.4)
- 2 x Year 3 classes: Victoria Edwards; Ivan Cooper
- 1 x 3/4 Class: Clint Durbridge
- 2 x Year 4 classes: Ebony Wilkey; Donna Williams
- 2 x Year 5 classes: Alanna Hayes (0.8) & Margy Holland (0.2); Eleanor Freeth
- 3 x Year 6 classes: Georgii Staben (0.8) & Katie Dixon (0.2); Robert Pearl; Jon Osborne

Specialist teachers:

- Specialist Science: Kelly Mitchell (0.8)
- Specialist French: Bronte Ellison (0.4); Anita Trainor (0.4)
- Specialist Performing Arts: Steph Hammond
- Specialist Physical Education: Michelle Burton
- Aboriginal Education Teacher: Katie Dixon (0.2)
- Special Education Admin: Katie Dixon (0.2) Term 1 & 2
- Autism Inclusion Teacher/ EALD: Georgii Staben (0.2)

School Services Officers:

- Business Manager: Susan Lane (Monday - Wednesday); Linda Chambers (Monday to Friday)
- Principals PA and Administration: Erica Staude
- Administration: Emma Neilson (Tuesday to Friday); Charli Brautigan (Monday)
- Library Officer: Anne Dingle (Monday, Wednesday, Thursday, Friday); Caroline Cobb (Tuesday)
- Classroom Support: Annette Stagg, Caroline Cobb, Charli Brautigan Tracy Chenoweth, Deanne Pollitt, Sarah Allen, Amanda Burgess, Kim Fiedler, Megan Roncoli
- Speech and Language Class Support: Melanie Milne
- Groundsperson: Heath Patterson

Principal's Welcome continued...

Leadership:

- Tracey Bennett (Principal)
- Steph Burton (Senior Leader R-2 sub school, whole school Literacy)
- Margy Holland (Senior Leader 3/4 sub school and whole school Mathematics)
- Jamie Meredith (Senior Leader 5/6 sub school and whole school learner engagement and wellbeing)
- **Canteen Managers:** Vanessa Payne and Chantelle Culley

Acquaintance night and Annual General Meeting (AGM): Tuesday 6 February 2024

We believe that strong partnerships with families are critical in ensuring every child reaches their full potential. We value the opportunity to meet with families in the first weeks of school and therefore extend an invitation to our Acquaintance night on Tuesday 6 February 2023. The acquaintance night is for families from year 1 upwards as our reception families have been meeting this week with the reception teachers, excluding the Speech and Language Class who are holding theirs at the same time as the rest of the school.

More details about our Acquaintance night have been emailed to families throughout the week.

We would also like to invite all families to stay after acquaintance night for our Governing Council AGM, which commences at 7pm in the library and will conclude no later than 7.45pm. At the AGM the school's achievements and highlights in 2023 will be shared as well as welcoming the new 2024 governing council.

External school review: Monday 26 and Tuesday 27 February

Please refer to the email that was sent out earlier this week outlining our participation in our external school review. We look forward to working with the external review team to identify and provide direction about next steps in our improvement journey.

Orientation to School

Steph Burton

This year, we joyfully welcomed 83 new reception students and their families into our school community. Our dedicated reception teachers – Kirsty Arnold, Lauren Whitbread, Chanelle Pomeroy, Lillie Marshall, and Ainsley Haddow – have tirelessly facilitated a seamless transition to school.

They went above and beyond by visiting children in their preschool settings, engaging in discussions with preschool educators, and conducting personalised parent interviews. The extra touches, such as individualised letters, virtual tours, and thoughtful parent gifts, have all contributed to a successful start for our reception children.

We are grateful for the enthusiastic participation of numerous parents and caregivers in our workshops, reflecting a shared commitment to supporting each child's educational journey at Paringa Park Primary School.

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

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.

Literacy

Steph Burton

Paringa Park Primary School emphasises the critical role of reading in primary education. Our approach aligns with evidence-based and high-impact teaching strategies, and with the Department for Education's best advice. The school focuses on the 'Big Six' components for successful beginning reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. This newsletter highlights three elements (oral language, phonological awareness, and vocabulary) with practical tips for caregivers to support their children's development in these areas.

How does oral language contribute to reading success?

Oral language is the foundation of all literacy skills. If young children experience rich oral language by talking with and listening to adults and other children, they will have a large 'bank' of spoken vocabulary, words they understand when used in spoken communication.

Children will have heard and joined in word play and rhyming and be aware of the sounds of English. They will be familiar with lots of different sentence types and understand how language can change in different situations. They will understand that words have meaning, and that we use language to communicate information, ideas, feelings and thoughts.

What can parents and caregivers do at home to encourage oral language?

Families can support children in their oral language development by providing a variety of opportunities for children to listen and talk for different purposes.

The best ways to encourage oral language:

- Talk to your child and listen responsively. Ask and answer questions.
- Read aloud to your child at least once a day. Good books expose children to vocabulary and sentence structures that they won't hear in everyday situations. Research has shown that reading aloud to children is a major factor in their success in learning to read at school.
- Talk with your child about the books you read aloud together. Ask your child about the characters, plot or setting; the themes and ideas raised by the book; topics they'd like to read or learn more about as a result of reading aloud.

How does phonological awareness contribute to reading success?

Phonological awareness is the ability to hear the sounds within language. Children with good phonological awareness can hear:

- words and word spaces in language
- syllables (a unit of pronunciation with one vowel sound; for example, cat has one syllable, water has two syllables)
- rhyme (two or more words with the same ending sound; for example, ring, sing, thing)
- alliteration (two or more words with the same beginning sound; for example Peter Piper picked a peck of pickled peppers)
- phonemes (the individual sounds within a word; for example, dog has three phonemes, d-o-g).

Being able to hear or 'isolate' these sounds gives children a foundation for learning to manipulate the sounds of sentences and words as they learn to read and spell.

How can families encourage phonological awareness at home?

- Read aloud books or poems with rhyming words at the end of lines or sentences. Allow children to join in and predict the next rhyming word.
- Listen for and clap with the syllables of familiar and new words, for example, jump-ing, wa-ter, ha-ppi-ness, fab-u-lous.
- Sing songs, say nursery rhymes, chants, riddles, silly poems, tongue twisters and jokes.

Literacy continued...

How does vocabulary contribute to reading success?

When children have a large 'spoken' vocabulary, meaning they use and understand lots of different words, they are well placed to recognise and understand those words when they see them when reading.

Words can be broken up into three groups, sometimes called 'Tiers'.

Tier 1 vocabulary is the words most frequently used when speaking and writing; words like the, and, was, some and 'everyday' words like dog, happy, play, go. These words are also called 'high frequency' or 'sight words' because readers will see them in lots of different texts and need to be able to recognise them automatically, by sight. Many Tier 1 words can't be 'sounded out', their spelling doesn't directly correspond to the way we say them; for example, was is pronounced /woz/, this is another reason they need to be learnt 'by sight'.

Tier 2 and Tier 3 vocabulary contains more sophisticated and subject-specific words. Children who hear a wide range of words used in talking and reading books aloud will be better able to understand those words when they begin to read them in books.

How can families help with vocabulary learning at home?

As with oral language, parents and caregivers can best support their children in learning vocabulary by encouraging them to talk and listen for a range of different purposes and reading aloud to them often. Children learn new words by hearing them used meaningfully many times and by being encouraged to use new words in their own talk. Other ways to support vocabulary learning include the following:

- Become 'word aware' as you read aloud. One of the best places for children to hear new words used meaningfully is in great children's literature. Comment on words you know are new to your child. What do they sound like, what could they mean, what do they remind you of?
- Get your children to become 'word detectives' when out and about. Notice new and interesting words on street signs, at the zoo or museum, on menus or on pamphlets.
- Use a wide vocabulary when speaking to your child. Encourage children to ask the meanings of unfamiliar words and to use new words in their own spoken communication.

(Sources: Department for Education (SA) Best Advice series 'Big 6'. 'The Literacy Hub' - Australian Government Department of Education and Education Services Australia.)

Maths

Margy Holland

Welcome back for the 2024 school year. I hope everyone had restful break and enjoyed using maths in 'real life' situations.

Place Value Focus in Term 1

"Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding."
(William Paul Thurston)

Last year we started term 1 with a place value focus in years 2 - 6 to support students to build a strong foundation in all aspects of the maths 'big idea'. Place value is the second 'Big Idea in Number' after 'Trust the Count'.



Maths continued...

This proved to be very successful with our end of year data showing fabulous growth in our year 3 - 6 students place value understanding and means we will continue with this approach again this year. The professional learning, time spent planning in year level groups and reflecting on successes and challenges from 2023 has led to more consistent approaches in teaching and greater understanding for our students. We intend to extend our learning from 2023 and use the six aspects of place value with decimals for those students who are ready.

We continue to be supported by Dr Ange Rogers from The Numeracy Teachers Academy in this work. Her research has shown there are 6 aspects to place value and 4 levels of understanding. This term the year 2 - 6 teachers will focus on one aspect per week, using explicit teaching, investigations, games and other learning activities to develop deep understanding. The year 1 teachers will implement a modified version of the place value program suitable to their year level later in the term and the reception team will start with 'Number and Place Value' from the Foundation curriculum. For more information visit the [six aspects of place value](#).

Words of Wellbeing (WOW)

Jamie Meredith



My role and how I can help families and children

In case you have not met me or don't know me I am the Wellbeing & Engagement Leader, Year 5 and 6 Sub School Leader and the Special Education Leader. It is a role with many working parts, but they are all focused around supporting students to be the best they can be at PPPS.

In my wellbeing role I support all students with a diverse team that includes an Art Therapy SSO- Sarah, a Wellbeing Officer (formally a Pastoral Care Worker) and this year a student Youth Worker from Flinders Uni. We will be working on regulation trials with teachers and implementing a strategy called the Zones of Regulation across the school to support our students.

Through our student leaders (another arm of my role) we will be running Tribes which is a values system that is run across the school. Students are placed in 1 of 4 tribes for the year and can earn tokens in class for using the values of our school in their everyday interactions at school. Our student Tribe Leaders run assemblies and this year will work with teachers to run Spirit Days where we celebrate a value and work together in our tribes on projects and activities to build belonging, trust and show care for each other.

Under the Special Education role, I am your point of call if your child has had an assessment or you think may need an assessment for a learning issue. I work with families and teachers to ensure students are supported in class with interventions that suit their needs and can work with SSO's that have skills to develop them both socially and academically.

In my year 5 and year 6 sub school role I work with a team of teachers to support them with daily student concerns around behaviour, wellbeing and academics and I am another point of call for families. I assist in organising the Canberra Camp and the year 5 El Shaddai Camp and play a supporting role in excursions and graduation at the end of the year. I am also the point of call for Growth and Development lessons as we use the Shine Program at PPPS and it is delivered by our teachers. Students in year 5 and 6 would see me most as I am in daily contact with each class checking in on students' and teachers' wellbeing.

While my role is large and varied, I do enjoy it as it means I am working with students, developing them, supporting their needs and watching them grow and thrive with care and support. Please come and say hi if you have any questions relating to these areas, I am usually wearing a bright shirt and I am pretty full of energy and I would love to talk to you.

Notices

Account payments

For payment of accounts our preferred method is Qkr, or alternative options include cash sent with your child, telephone payment or over the counter payments Monday to Friday from 8.30am to 9.30am (we are unable to accept in-person payments outside of these times). A reminder that payments for all excursions and events close at 3pm on the due date. We aim to give families as much time as possible in which to pay, but due to administrative requirements we strictly adhere to the cut off times and dates. No late payments will be accepted. If payment of any accounts or events causes financial difficulty for your family, please contact either Susan Lane or Linda Chambers or email dl.0668.finance@schools.sa.edu.au.

Qkr!

We encourage families to make use of the Qkr! app to pay for most invoices and excursions, as well as ordering uniforms and canteen lunches. Please remember, Qkr! is not personalised. This means that anything available for payment across the school is visible to all users and items will not disappear once paid. Please only pay for items relevant to your child and only pay once per item. If you are unsure if you have paid, you can check in the 'Activity' menu or contact the front office. It is crucial that you update your child's class information in Qkr each year via the 'Profiles' menu. Please ensure you have done this before making any payments in 2024.

School card

For those families who may be eligible for school card assistance, a reminder that all applications can now be completed online via SA.GOV.AU - School Card scheme (www.sa.gov.au) Please see the website for more information or contact the front office for assistance.

Materials and services rebate

The SA Government has committed to giving families a \$100 discount on their child's public school Materials and Services charge (school fees) for 2024. Rebates will be applied against your 2024 school fees. Please ensure if paying your school fees via Qkr that you only pay the balance outstanding as shown on the statement which was sent home this week. Please note, the rebate is not applicable to families approved for School Card.

Student supervision

Students are not to be on school grounds until 8:30am, where staff supervision will be provided from this time. Classes commence at 8:45am and students who arrive after this time need to go to the front office to sign in. School finishes at 3:05pm and staff supervision ends at 3:25pm. Please make sure that you have made arrangements for your child to be collected prior to this time. If your child needs supervision outside of this time alternative arrangements will need to be made. Big Childcare do operate on site and provide out of school hours care. They can be contacted by phone: 0484578682 or email: paringapark@bigchildcare.com.

If for any reason, due to unforeseen circumstances you are running late, please contact the front office and we will support you through the situation.

Student absences

Please ensure that you notify the school if your child is going to be absent. This can be done by sending an SMS to **0476 857 224**, by calling the front office on 8296 8904 or sending a message to your child's teacher. It is a department requirement that all absences are explained, so please ensure that you provide a reason for any absences.

If you intend for your child to be absent from school for a period of 5 days or more, please contact the front office as it is a requirement that an exemption form be completed for this absence.

For more information visit [student absences](#)

Late arrival and early pick up of students

If your child is late to school, please notify the school of the reason and ensure your child presents to the front office to be signed in and get a late slip to hand to their teacher before going to the classroom.

If you intend to pick up your child early, please ensure you send a message to their teacher where possible and present to the front office to collect your child. Your child will need to be signed out by the front office staff prior to leaving the school grounds.

Please DO NOT go directly to their classroom.

Notices continued...

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 when dropping off or collecting children.

We would also like to remind families that the streets surrounding our school do have a 25km/h limit when children are present. Please be aware of children walking and riding near the school and be mindful of no parking zones. Police and the Holdfast Bay Council conduct regular patrols around all schools. Please help keep our children safe.

Front office

The front office is open from 8am to 4pm on school days. Please do not use the front office as a thoroughfare for normal school drop off and pick up. Students who arrive late or are being picked up early are required to come to the front office.

Please direct all general school enquires to dl.0668.info@schools.sa.edu.au or for finance enquiries dl.0668.finance@schools.sa.edu.au. This ensures that your enquiry is directed to the appropriate staff member and can be attended to promptly.

Families on school grounds

Please note families are not to be on school grounds outside of drop off and pick up times. During lesson times families should only be on site if they have signed in at the front office and are volunteering or here with permission from leadership.

Volunteers

If you are interested in volunteering at PPPS please contact the front office for more information. For information about the requirements, training and working with children check that is required for people wanting to volunteer, please visit the department's page on [volunteering](#).

Hats

It is a requirement that students wear a hat when outside this term. We have noticed a few hats with cords. Please note that hats with cords are not suitable for school and cords need to be removed.

Medications and care plans

As much as possible, we encourage children to take medication outside of school hours, eg. medication required three times per day can be taken in the morning (before school), afternoon (after school) and evening

If medication needs to be taken at school, it must be kept securely in the front office and will only be administered by front office staff. An exception to this is ventolin puffers which are to be kept in the classroom or the child's bag and can be administered under teacher supervision.

Children should not bring any other medications to school, including over the counter pain relief (eg paracetamol) or cold and flu products.

Please check the expiry dates on any medications that need to be held at school (including Epipens & asthma reliever medication) as out of date medications will not be administered to children. It is a requirement that all medications (including puffers) are in the original packaging with pharmacy label including the child's name and dosage. All medications at school must have a medication authority or care plan from a doctor, and a reminder that all children with asthma (even if only mild or occasional) need an asthma care plan. Please ensure that all care plans are up to date and provide a copy to the front office.

If your child's health support needs change in any way during the year it is important that you communicate this to the front office in a timely manner. Front office staff are always available to discuss your child's health care needs at school. For more information visit [Medication management in education and care services](#)

Nut awareness

PPPS is a nut aware school. We acknowledge that due to food processing practices, it is impractical to eliminate nuts and nut products entirely. The emphasis is therefore on raising awareness and adopting the reasonable procedures termed as "Nut Awareness".

Staff will discuss nut awareness with children and families are requested to send food to school that does not contain any type of nut or nut based product. Children who bring food containing nuts will be required to eat the food away from other children.

We appreciate your cooperation in providing a safe school environment for all members of our community.