

School values
Bravery - Care
Challenge - Trust



NEWSLETTER

Principal: Tracey Bennett
Governing Council Chairperson: Vanessa Payne

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Diary Dates:

February

Monday 19 February

- Governing Council meeting 7pm

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]
- School photos

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

Traffic Monitors:

Week 4

Morning: Seb, Alvah, Bree & Addi
Afternoon: Hayden D & Sidney

Week 5

Morning: Ruby C, Siobhan, Sidney & Narayanan
Afternoon: Nathan & Arthur



Principal's Welcome

Tracey Bennett

Dear Families,

It was wonderful to see so many families visiting our school last Tuesday evening to meet with our educators as a part of our Acquaintance Night. I was most impressed with the high quality of information provided to our families and in particular the strong message across the whole school from all educators about the purpose of our school, and that is to provide opportunities for powerful learning to ensure high levels of learning and growth for each child.



We would also like to welcome our new Governing Council for 2024 voted in at our annual general meeting after our acquaintance night. The information was detailed in an email sent to all families last week. Our first governing council meeting will be next Monday 19 February.

It has been wonderful meeting so many families each morning and afternoon as I do crossing duty and I have appreciated those who have taken the time to say 'Hello'.

On Monday of this week, we experienced a highly alarming incident at our Margaret Street crossing. A vehicle recklessly ignored the crossing, putting one of our parents in imminent danger. The driver was both displaying excessive speed and distraction. Following the incident, the teacher on yard duty and I promptly visited the police station to file a comprehensive traffic incident report. It is crucial to highlight the commendable actions of the students on traffic duty, who demonstrated exceptional responsibility. Without their vigilance, along with the dedicated teacher on duty, the consequences could have been far more severe. Please be careful when crossing the roads before and after school as the safety of our students and their families is paramount.

External school review

On Monday 26 and Tuesday 27 February Paringa Park Primary School will participate in an external school review (ESR). The ESR identifies and provides directions to the school about our next steps for continuous improvement. It is intentional and transparent. Each public school is generally externally reviewed every 3 years.

The ESR is committed to supporting improved outcomes and achieving equity for all learners, particularly Aboriginal and priority learners. It is evidence-based and has been developed in the context of the department's policies and national and international research findings about school effectiveness and models of school improvement. It supports and complements the school improvement model, quality school improvement planning, and quality curriculum implementation.

We have identified three lines of inquiry that form the basis of our external school review.

- Expert Teaching: How effectively are teachers using evidence-based pedagogical practices that engage, challenge, and improve outcomes for all learners?
- Quality Leadership: How effective are the school's professional learning and performance development processes in building teacher capability to accelerate student learning?
- Conditions for Optimal Learning: To what extent does the school promote, maintain and monitor a culture of learning and high expectations of achievement for all learners?

The ESR team would like to engage parents in a round table discussion on Tuesday 27 February from 8.50am to 9.40am. Please email tracey.bennett463@schools.sa.edu.au if you would like to be part of the conversation.

Maths

Margy Holland

All classes have begun their place value journey in maths. For our year 2-6 classes the focus this week was on the Name/Record aspect of place value. The Receptions are working on counting and becoming familiar with the Numicon equipment and the Year 1 classes are starting with 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:

<https://nzmaths.co.nz/resource/place-value-houses>

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 or Make/Represent 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!

Maths continued...

The Mathematical Association of South Australia (MASA) is keen to promote mathematics amongst the youth of South Australia and proudly offers the Student Problem Solving Program to be held on 7 Saturdays in 2024. Cost is \$5.00 per session.

This opportunity is designed for highly motivated students in years 4 to 11 who are interested in developing their problem-solving skills in mathematics beyond the school curriculum. Students will be challenged to think more deeply about problems and gain practice in competition type questions. The program has been developed by Keith Hamann, supported by Michael Bammann and John Leydon, who have for many years written the SA Schools Mathematics Competition papers.

MASA office is open from 9.30am –12.30pm

To register click the links below:

- 17 February: <https://masaonline.org.au/product/saturday-morning-problem-solving-classes-17th-february-2024/>
- 16 March: [Saturday Morning Problem-Solving Classes – 16th March 2024 – The Mathematical Association of South Australia \(masaonline.org.au\)](#)

Words of Wellbeing (WOW)

Jamie Meredith

Welcome Victoria Curnow, Social work student from Flinders Uni

Victoria is a social work student who is doing her 500 hour placement at Paringa Park Primary. She will be a great asset to us as she has a background in dance and working with students and has an interest in emotional regulation and anxiety. Victoria will be working with Junior Primary and Middle Primary students over the next 2 terms which is exciting.



Settling in, the honeymoon is over!

Over the first 2 weeks we encourage our teachers to lay the building blocks for creating a safe and inclusive classroom where relationship building is key to long term cultural success in the classroom. Teachers have been doing activities with students so they can embrace who they are and what they bring to the room, and mornings begin with songs, circle time (a relationship building talk based activity to start the day) and joint play with our teachers being heavily involved. These purposefully created activities build student-teacher and student-student bonds in the classroom.

However as we move into week 4 we introduce testing and beginning activities for our topics in all the subject areas but with Mathematics and Literacy being high on the agenda. Our teachers are in research gathering mode, having learnt about your child personally, they are now seeking to establish their academic profile so they can make adjustments and set goals for the year for them.

It is often over the next few weeks that they will be pushed and asked to take learning risks and this can result in challenges, like mood swings, behaviour changes and anxiety as work becomes perceivably harder.

Words of Wellbeing continued..

As a parent hang tight and hold the line with expectations but empathy is so very important at this point. Saying things like “It must be really hard for you” or “It is not easy what you are going through, but I am proud of you for giving it your best”, can be very helpful and ease the pressure that your child may be placing on themselves. Continuing to ask questions and highlight positives about their work is important and offering scenarios of when you have struggled and how you got around it really help them normalise what they are feeling.

Out of School sports

Thank you to all coordinators for their work getting basketball, volleyball and cricket up and running. The various competitions are starting over the next week. There has been some issues with registrations with Basketball SA using a new platform so please be patient. Teams are set and have been sent out for basketball and volleyball with the intent to give students lots of game time.



Winter nominations are open from this Friday and will close Friday 15 March for footy, soccer, netball, basketball and volleyball. Please ensure you get in and register.

Sports Report

Michelle Burton

Save the date:

SPORTS DAY MARCH 28

SAPSASA events term 1

SWIMMING: Nomination forms return by Friday 16/2, then those who qualify will receive consent forms.

There will be opportunities for students to participate in lacrosse, netball and football. Dates to be confirmed later in March.

State teams selection

For students 12 years and under who want to try out for state teams, there are opportunities for selection in a range of sports. For those students interested, parents will need to nominate their child. Please see the [School Sport SA website](#) for more information. Please ensure you select the sport you are interested in nominating your child for and then you will be able to find information for the 12 years and under state team for that specific sport.

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
- Year 6 Canberra deposit \$100 due by Friday 8 March



*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.

Technology Coach

Kelly Mitchell

Most of you know me as Ms. Mitchell or the Science Teacher and I have been the Specialist Science Teacher here at PPPS for the last 4 years. This year, not only do I get to teach my favourite subject, I am taking on the role as the Technology Coach.

I am excited and eager to be given this opportunity, as the use of technology in teaching and learning is a passion of mine. Through this role, I will support staff with technology as a tool for learning and teaching. My role will extend to collaborating with the school community, offering information, guidance, and best practices related to children's engagement with devices and online platforms.

Watch this space for updates, information, and events.

Autism Inclusion

Georgii Staben

I am the Autism Inclusion Teacher (AIT) on Wednesdays in the LA 1-8 Regulation Space.

The role of the Autism Inclusion Teacher is to:

- Build my own teaching expertise in neurodiversity
- Influence the practice of others
- Collect data to inform best practice
- Help change the stigma of autism in our community



During term 1, autism teachers across South Australia will be collecting and analysing site data. We are seeking family input to develop an understanding of what is working well for autistic students here at PPPS and what might be improved.

Please complete the survey if your child has a diagnosis of Autism.

[Survey for parents with a child diagnosed with ASD](#)

Library

Anne and Caroline



"If you want intelligent children, give them a book. If you want more intelligent children, give them more books." - Jackie French

Our library continues to be a much loved, busy hub of the school. Every reception to year 6 class has their own 'browsing and borrowing time' across Monday-Friday which gives children a chance to browse our huge range of texts and borrow books to take home to read. The library is open during lunch time (except Tuesday and Friday) for all children to enjoy from 12:55 - 1:15 pm. We are also open every morning from 8:30am and after school till 3:25 pm (except Friday afternoons). Please keep checking for books from last year which haven't been returned.

Congratulations to Maximos (again!) for being the first to complete the Premiers' Reading Challenge for 2024.



Notices

Account finance update: Qkr!

We are aware of an issue with the Qkr app for Android users. This is under investigation by the Qkr tech team but at this stage we have not been advised of a resolution. We will let families know once we hear from them about a fix. For those families affected, the Qkr website portal can be used to place canteen orders and make school payments. Access the portal: <https://qkr-store.qkrschool.com/store/#/home>

Alternatively, the canteen can accept cash lunch orders. Simply write your child's name, class and food order on an envelope with the correct cash inside and place in the canteen box in your child's classroom by 9am. Payments of school fees, excursions and any other school payments can be made at the front office from 8.30am-9.30am each morning or by credit card over the phone.

Out of school hours sports: Recognition plaques

At the end of each sports season, all players receive a participation plate with the sport and year level engraved. If families choose to, they can purchase a sports plaque personalised with their child's name to stick the plates onto, as an ongoing memento of their sporting life at Paringa Park Primary School.

Orders for these plaques are now open via Qkr and will close at 3pm Friday 8 March. Please note, this is the only opportunity to order this year and we are unable to accept any late orders. Plaques cost \$32 each and will be distributed to children before the end of this term. Please ensure when placing your order that you enter your child's name exactly as you wish it to appear on the plaque.



Change of details

For families who need to provide any change of details which may include change of:

- address (proof of residence is required)
- contact phone number
- emergency contact details
- consent preferences

Please ensure that you contact the front office to update your details. It is important that we have the most up to date information.

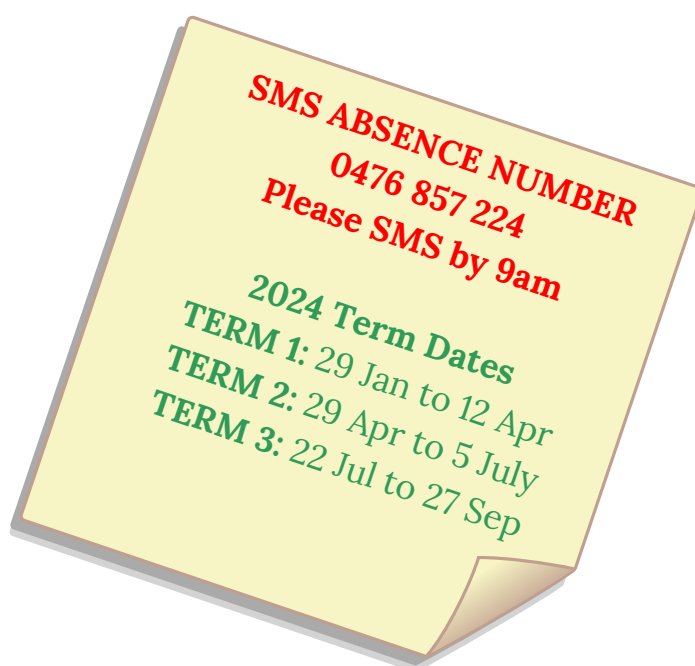
RagTagd

Unfortunately we have been advised that the RagTagd company has ceased operations. The lost property scanner will remain in operation until 30 June 2024.

Senior Choir

Senior choir forms were sent home Wednesday afternoon to those students who have been attending senior choir. Please note that the forms need to be returned by no later than Friday 8 March.

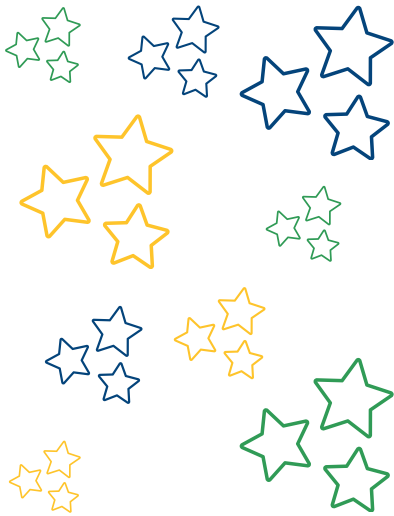
Please note we are only able to accept the first 50 students who return their forms and completed by both parent and child.



Staff profiles



We are excited to introduce some of our new staff to PPPS this year. Look out in future editions for more staff profiles.



Steph Burton



Senior Leader Rec - Yr 2 Sub school and Literacy R-6.

I'm thrilled to join as the new Senior Leader for R-2 Sub School championing whole school literacy. Originating from Ireland my journey to Australia in 1989 brought me alongside my partner and our vibrant family, including three grown sons and delightful twin daughters.

At home, our abode is enlivened by the playful antics of our two pugs, Olive and Blossom along with the spirited presence of Fergus, our rescue marmalade cat. When not tending to our furry companions, you'll find me indulging in my passions for swimming, reading, yoga and cycling.

Now, as I dive into this exciting role, I'm eager to infuse our learning environment with creativity, joy, and a love for literacy. Let's embark on this adventure together, shaping minds and hearts along the way.

Anita Trainor



French teacher Working Tuesdays & Thursdays.

Bonjour! I love teaching Junior Primary and I love French. This year I am delighted to be working with Madame Ellison in the French program.

I grew up in a village in Ireland and there were only 43 people in my whole school!

I have 2 daughters Niamh and Keeley, who are both taller than me. I am mostly enjoying teaching my eldest daughter how to drive. Travelling, going to concerts, reading, swimming and playing the piano are some of my favourite things to do.

Fun fact:

My best friend Christina went to PPPS and is now a translator living in the South of France.



Paringa Park Primary School
MONDAY
8:00am - 8:45am
Learning Room Area44

Weekly classes will help improve:

- Creativity
- Memory
- Concentration
- Planning Skills
- Independent Decision Making
- General Aptitude for Learning
- Problem Solving
- Teamwork



Learning chess has been shown to improve overall performance at school by nearly 20% compared with children who have not

To book online, scan or go to chessmates.com.au/schools

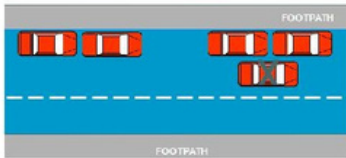
INFO@CHESSMATES.COM.AU
1300 CHESS MATES

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.

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)

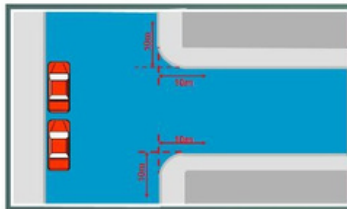


Don't just think of the safety of your child.

Remember other parents' children use the road too!

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.



holdfast.sa.gov.au
Brighton Civic Centre
24 Jetty 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.



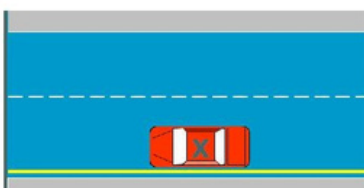
NO STOPPING ZONE

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.

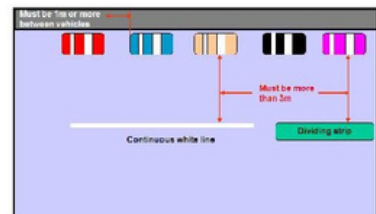


QUEUING TO PARK

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