



NEWSLETTER

Principal: Tracey Bennett Governing Council Chairperson: Vanessa Payne

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Traffic Monitors:

Week 10
Morning: Zoe, Emily, Ollie S & Vihaan
Afternoon: Jayve, Zebby, Ivy & Amelia

Week 11
Morning: Sam, Audrey, Lucas & Harrison
Afternoon: Zoe, Tahlia, Poppy & Addison

Diary Dates:

April

Monday 1 April

• Easter Monday: Public holiday

Tuesday 2 April

• French Film Festival [years 5 & 6]

Monday 8 April

• French Film Festival [years 3 & 4]

Friday 12 April

• Last day of term 1. School finishes at 2:05pm

Monday 29 April

• Pupil Free Day

May

Wednesday 1 May

• Animals Anonymous [year 2]

Tuesday 7 May

• SAPSASA Netball carnival [selected students]

Friday 10 May

• Mountain bike riding event [selected students]

Monday 13 May

• SAPSASA Cross Country [selected students]



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Principal's Welcome

Tracey Bennett

Dear Families,

What a fabulous Sports Day we had on Thursday at Bowker Street Oval! It was a brilliant day of participation from all our children. A huge shout out to Michelle and her sports committee for their leadership and organisation. Thank you to Vanessa, Chantelle and their helpers who ran the canteen; all staff who helped with setting up; our Parents and Community committee and volunteers for running the cake stall; and all families who donated goodies for our cake stall.



Easter raffle

Thank you to all our families who contributed to our amazing Easter raffle on Wednesday. A special thankyou to all the parent helpers who stayed late on Monday night wrapping 95 gifts. What a wonderful community we have at Paringa Park Primary School. I am overwhelmed by people's generosity and commitment to supporting our school.

Three-way interviews

Thank you to all families who have made the time to be involved in three-way interviews over the last week. It is an opportunity to touch base with your child's class teacher and for children to be able to share their learning and goals. Interviews will continue next week as well. This is a valuable opportunity for parents and teachers to make connections and to ensure an ongoing partnership in children's learning and is highly valued by our school.

Did you know that the Department for Education has a parent engagement framework? We will be unpacking the parent engagement framework with our Governing Council throughout the year. Please click on the link for more information. Parent Engagement Framework (education.sa.gov.au)

Learner Engagement and Wellbeing

Jamie Meredith









Sports Day Tribes Teams

Over the last few years we have had parents question why students change teams/tribes each year. Having the experience of being a teacher at a site where students had the same team every year, I did at first find this a little off putting. However, having seen our sports days and how fluidly they run and observing how resilient our students are in general through our survey data, it speaks volumes as to why it is a good idea to switch teams each year.

I brought up the notion of change late last year with staff and again this year and the process was determined through multiple staff discussions, followed by discussions with students and culminated with an online vote by staff which saw options to either stay with the same team or work with a hybrid model, all of which were supported by Michelle Burton.

cont...

Learner Engagement and Wellbeing continued...

The majority were in favour of changing teams every year. The students were informed of this and many were pleased. Students at PPPS are very accepting of change; the culture that we have developed through the work we have done in tribes has provided our students with the resilience they need to swap and shift teams each year. They belong as part of a whole and not just one tribe. While sports day is a big event, the decision did not rest solely on this (however it would create large amounts of change and restrict student independence and make for a very different experience).

Some parents have mentioned the high school models of staying in a house and developing belonging with that house and the people within it. I understand this thinking, but adolescent theory does not apply in a primary school setting. For our students we need to build resilience, support them to think flexibly and be comfortable with change, while embracing some elements of being part of something bigger to prepare them for the future. We don't need to introduce adolescent theory on primary aged students when they are still learning about hope, persistence, initiative, effort, mateship and resilience.

I think back to my time at Brighton Primary as a Year 7 teacher and seeing many of my students demoralised and resenting sports day as green had lost 4 years in a row. Even my own children at the time who were in green with me found it hard to get motivated as they knew the same students were in their team every year and they had no chance of a win. For our students every year when sports day comes around they have a fresh sense of hope and enthusiasm that maybe this will be their year. They are placed in a new tribe and thus do activities through tribes with new people and form new bonds as they join together for the year in their tribe.

PPPS is a unique school, with students and families that thrive on the opportunities provided to them. The way our students are put into tribes is part of that uniqueness and something we all must embrace for the opportunities it gives our children to grow.

Out of School Netball is all GO!

A big thank you to Elissa and Amelia (our passionate Netball mums) who have fielded 3 netball teams this year. They also supported the competition to continue after it looked like it might fold. Without our passionate parent coordinators our sports at Paringa Park Primary School cannot survive. Thank you!

Zones of Regulation: Teaching emotional literacy

This year our staff will begin to roll out an emotional literacy program that supports student regulation. The zones of regulation is a way of engaging with children about their emotions, the effects they have on us and how we can select tools to support regulation. The program focuses on categorising emotions into 4 zones. No one zone is better than another, but we want to ensure children can clearly identify when they are in these zones and how to move to a zone that suits their environment and what they want to achieve. Below is a link for a parents guide to the zones of regulation to give you more information. We have an OT working with the school, Nathan Bailey and we are planning 2 parent nights in term 3 and 4 to support parents to apply the zones of regulation at home. holybrookacademy.co.uk

ZONES OF REGULATION!



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Learner Engagement and Wellbeing continued...

Bike Ed is complete!

After 6 weeks of training our year 4 and year 5 students are well versed in road safety and bike safety. Bike Ed was a big exercise for teachers and leadership to get it going but it has been well worth it after seeing the development in many students' abilities.

The students spent 3 weeks learning about signals, their bike and safe bike use. Students were then assessed and given the green light to head out on the streets of North Brighton around the school. I headed out on a few occasions to support and it was great seeing the students being so mindful of the environment around them.



Thank you to all the parents who supported us during the road component. It was essential to have the correct supervision and our parents came to the party to support. It has been a great experience and next year we will attempt to have Bike Ed again but with year 4 students doing it. Having our kids bike safe is so important and we hope that from this more students decide to ride to school so traffic can be reduced and they can learn some independence and practise what they have learnt.

Assembly Affirmations

*Bravery *Care*Challenge* Trust*

Indiana S [LA 1-10] ~ For showing great care and compassion to support another student at lunch in the wellbeing room. Indi helped her friend to do some activities and she supported them to learn yoga, draw and play a game.

Jeet R [LA 2-7] \sim For showing care by noticing that we needed an extra student on morning crossings this week and giving up your play time to come and support by being a crossing monitor.

Matilda D & Sophie T [LA 1-5] \sim For consistently demonstrating responsible behaviour and always being willing to support others with their learning.

Ella A & Charlie D [LA 1-4] \sim For showing great care by seeing a problem and fixing it. They saw some rubbish floating around on the oval and picked lots of it up.

*Bravery *Care*Challenge* Trust*

PAYMENTS:

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

Late payments will not be accepted.

Qkr!

Upcoming payments:

- Materials & Services charges
- French Film festival [year 3 & 4] \$25 due by 3pm Tuesday 2 April
- Animals Anonymous incursion [LA 1-9 & 1-10] \$13 due by 3pm Thursday 11 April

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.



Autism Awareness

Georgii Staben





Autism Month

Showing support for Autism SA's vision for an inclusive society



What is autism

Aufism is a lifetong neurodevelopmental disability that affects the way that people communicate and interact with others. All autistic people are unique. However, autistic people may display some of the characteristics in the two main areas below:

Social communication and interaction

- May find it difficult to start, moretain, or end a
- conversation

 May find it hard to stay on

Needs help to interact with others

- May prefer to be clone
 May want to join in but not know how
 May find it difficult to form and maintain social relationships

- May avoid eye contact
 May not respond to nome
 May appear to be in their own world

- Needs help with communication

 May have delayed or limited speech
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 May have do large vocabulary but shuggle with social use of tanguage that so year to the speech social use of tanguage. The social use of tanguage is described to the social use of tanguage and the social use of tanguage. The social use of tanguage is described to the social use of tanguage is described to the social use of tanguage.

May need thucture or toutine to help process information.
 May need to be prepared and supported to by new things.
 May need upport and time when fractationing to a new activity, e.g. switching off a video game in go into doctors reflece.

activity, e.g. switching off a video game to go int office • May need support with planning tasks and time

Behaviour, interests and activities

- May have an intense merest in one

Repetitive behaviours & body movements • May reped the same action over and over a guining up-ciples a wainting the same movie repedibativity of the same action of

Call: 1300 308 699

Facts about autism



estimated Australians are autistic



more than 14 of Australians on the spectrum are young (between the ages of 5 - 24)



estimated parents/ carers. siblings grandchildren touched by autism daily

205,200

estimated Australians are diagnosed as autistic

38%



of Australians on the spectrum participate in the workforce (compared with 83.2% of people with no disability).

29%



of people on the spectrum have skills that are considered exceptional

70%

of autistic people also have one co-occurring condition, 40% have two or more

For more information about autism please visit

The Spectrum website, www.thespectrum.org.au

For more information about supports and services at Autism SA, scan the QR code or visit autismsa.org.au







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The Premier's Reading Challenge display is ready for lift off. It has a space theme this year in alignment with the PSA (Paringa Space Academy). Sarah's students have again worked on the mural and it, like space, will continue to expand.

Maximos C. from 4-2 was the first student to complete the challenge and has placed his sticker on the mural. Once they have completed the challenge, students can choose a sticker of a comet, an astronaut, a meteor or a piece of space junk. We look forward to seeing many completion stickers on the display. Please encourage your children to read a variety of books. It is preferred that they only read 2 books from any particular series. It is a challenge to read not a race to finish.





Well done to the following students who have completed the challenge.

Ayva L.	Evie F.	Jeremy C.	Poppy B.
4-4	1-3	4-1	1-3
Eloise F.	Jamie Z.	Lochlan M.	Maya M.
1-9	1-11 [1st & 2nd]	1-1	1-5
Ollie B.	Elise T.	Hayden Z.	Azmeet K.
1-10	1-11	2-5	4-1
Lucas G.	Tom R.	Harrison R.	Taylor W.
4-1	4-1	1-1	2-2
Eric S.	Sonny E.	Elsie B.	Norah H.
2-6	4-4	1-5	4-3
Olivia Z.	Rori L.	Poppy W.	Lucas S.
4-2	1-9	1-9	1-11
Phoebe C.	Radin A.	Douglas A.	
1-1	4-1 [3rd]	1-4	

Notices







Brighton Secondary School ~ Think Bright Program

Year 6 families interested in registering to attend Brighton Secondary School in 2025 through the Special Interest Think Bright Program are reminded that applications close on Monday 8 April 2024.

For more information about the application and selection process please visit:

https://www.brightonss.sa.edu.au/special.../thinkbright/



