



NEWSLETTER

Principal: Tracey Bennett
Governing Council Chairperson: Vanessa Payne

IN THIS ISSUE:

PRINCIPAL'S WELCOME

LEARNER ENGAGEMENT

MATHS

FRENCH DAY

AUTISM AWARENESS

ROAD SAFETY NOTICE

LIBRARY

GOVERNING COUNCIL

ASSEMBLY AFFIRMATIONS

NOTICES

Diary Dates:

July

Thursday 4 July

- Challenge Day [casual clothes]

Friday 5 July

- Last day of term 2. ****School finishes at 2:05pm****

Monday 22 July

- Term 3 commences

Tuesday 23 July

- Growth & Development Kidz Biz [year 4]

Thursday 25 July

- Parliament House excursion [LA 2-5 & LA 2-6]

Monday 29 July

- Parliament House excursion [LA 2-7]

Monday 29 July - Wednesday 31 July

- El Shaddai Camp [year 5]

Monday 5 August

- SAPSASA basketball carnival

Tuesday 6 August

- Year 3/4 Nunyara excursion

Tuesday 6 August - Friday 9 August

- Year 6 Canberra camp

Monday 12 August

- Governing Council meeting 7pm

Wednesday 14 August

- Pupil Free day

Friday 16 August

- School Disco

School values

Bravery - Care
Challenge - Trust



Principal's Welcome

Tracey Bennett

Dear Families,

We are nearing the end of another busy term. I would like to take this opportunity to thank all our staff for their continued dedication and commitment to supporting all our students to learn and thrive.

Student reports will be available on our Sentral Parent Portal on Wednesday 3 July at 4pm. You can access the parent portal at: <https://sentral.paringpkps.sa.edu.au/portal2/#!/login> or by using the Sentral Parents App.



If you are a parent that has used the portal before, there is nothing that you need to do, unless you cannot remember your password to access the portal. If this is the case, then you can use the 'Forgot password?' link on the portal site. If you are new to our school, or never accessed the portal before you have been sent an email with a 'Family Key' and further instructions. If you have not received this email please contact the front office.

Staffing

Margy Holland, our Senior Leader: Whole-school mathematics and year 3 and 4 subschool, is taking long service leave until the end of this term. Congratulations to Beth Harris, our year 2 teacher who has won the position to backfill Margy. Beth has been a member of the Maths Improvement Lead Team for several years and has a rich knowledge and a deep understanding of the scope and sequence for place value in mathematics. Alison Hamilton will work full time in LA 1-9.

We are pleased to announce that Christie Honan has been appointed to the ACEO position through to the end of the year. Christie will work 2 days a week.

We would like to welcome Craig Muller to our school from Monday 3 June. Craig has been appointed to backfill the grounds person position while Heath is on leave until late August.

Student Forum

On Monday 17 June our student leaders participated in a student forum hosted by the Chief Executive, Professor Martin Westwell and facilitator, Sarah Bradbury.

Students we asked to:

- vote on their ideas given at the last forum about what learner agency, effective learners, wellbeing and equity and excellence would look like in the classroom
- participate in a learning activity led by their peers from a primary and secondary school
- engage with some of the work schools are doing to activate learner agency.

Students learnt about our strategy for public education and unpacking the 4 areas of impact in more depth. If you would like any more information about our strategy for public education please click on the link below.

<https://discover.education.sa.gov.au/our-strategy/>

Principal's Welcome continued...

Australian Early Development Census (AEDC)

Our reception teachers have just finished collecting data on each child in their class. The Australian Early Development Census (AEDC) is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

The AEDC is held every three years, with the 2024 AEDC data collection being the sixth collection. The census involves teachers of children in their first year of full-time school completing a research tool, the Australian version of the Early Development Instrument. The Instrument collects data relating to five key areas of early childhood development referred to as 'domains', these include:

- Physical health and well being
- Social competence
- Emotional maturity
- Language and cognitive skills (school-based)
- Communication skills and general knowledge

The AEDC domains have been shown to predict later mental health, wellbeing and academic success. If you would like more information about our school's data, please come and speak to either Steph Burton or Tracey Bennett.

Inclusive Education, Learner Engagement and Wellbeing

Jamie Meredith

Words of Wellbeing: Help is not far away

Parenting is not an exact science and parenting skills have changed over the last 40 years. Our world is increasingly more complex with technology, social media, the pressure of parents to get it right and be seen as a good parent amongst other parents is so important to us. It is draining and often deflating when things go wrong at school or out in public. All of these realities can often draw us into being very defensive on the topic of parenting and how we go about it.

I am here to say that you don't have to do it alone. There are plenty of organisations around to support. We have in the front office a parenting advice section with lots of great advice papers from parenting SA. Parenting SA run seminars across the state and you can connect with them via this Parenting SA link. It is normal to ask for help and go to a seminar and to either say, "Yes I am doing those things, great" or "Well, I picked up a couple of great points from that". You don't know what you don't know, as they say.

I have included a link to [Uniting Communities](#) who run some very good international parenting courses that can be done either face to face or online. They are not based on any religion. I personally like face to face as it makes it more real and means you are committing to being in the learning space, but I know this is not always possible for busy parents. [The Circle of Security](#) course is very similar to the restorative practices that we run with our teachers and would be a great course for any parents. I have included the link above to the video.



Inclusive Education, Learner Engagement and Wellbeing continued...

Staff Professional Development: Zones of Regulation

In week 5 we had a pupil free day with a focus on wellbeing. We started the day with some staff taking part in a personal training session in the gym. Our purpose on this day was to cover the first lesson of the Zones of Regulation Strategy that we are implementing across the school with our resident OT Nathan Bailey.

Our staff shared their learning as we did a walk throughs of everyone's class and listened to teachers talk about their practice and how they are implementing the Zones of Regulation. This was followed with some new learning around check-ins and measuring student's emotions in class to promote better learning.

Staff were then treated to a Zones of Regulation Smoothie! In the afternoon a feedback forum session was run with all staff focusing on our current practices in Behaviour Management with the purpose to refine our processes. This was a great session that promoted excellent open discussion on what we are doing well and what we need to improve to get better consistency. We ended the day with a yoga session.

It was a great day for our staff to just stop and go deep into two areas of focus and we are already seeing the benefits since week 5.



Challenge Day: Thursday 4 July

Challenge Day is a new initiative this year to celebrate our values of *Care, Challenge, Bravery and Trust*. This day gives students the opportunity to know and feel the value of challenge in some different settings and to think and focus on what they do when they are faced with a challenge, something that they perceive as hard.

Classes will start in the morning with a circle time primer about challenge and then at 9:40 we will have a brief assembly to start the day. We would love any interested parents to come as we will have a couple of guest speakers to talk about challenge.

From 10:20 onwards we will be doing a series of activities that promote students to challenge themselves. We have maths, art, sports and writing challenges being run by our 24 student leaders and school leaders (including the Principal).



Students will be encouraged to wear casual clothes on Thursday with a donation of a gold coin going to support our student leaders buy resources to run lunch time activities in term 3 and 4. Students can wear clothes that make them feel confident and able to take on a challenge. This could be dressing in your brightest clothes, your footy gear, soccer gear, your comfy clothes or just something that makes you glow! Please note students are required to wear normal school uniform on Friday the last day of term 2.

Come and get involved and take on the challenge of Challenge Day.

Maths

Beth Harris & MILT

The Maths Improvement Lead Team (MILT) met recently to evaluate our current maths data, analyse a staff perspective survey and plan for future actions. Reflecting on the day, we are excited to share the insights and our future plans for enhancing maths education at Paringa Park Primary School. Here are the key findings from the survey and our strategic focus areas moving forward.

Survey Highlights and Insights

1. **Enhancing our own maths knowledge:** The survey indicates that, with our whole school focus on maths in recent years, our teachers rate their own maths knowledge to be strong. By continuously advancing our knowledge, we ensure that we can provide the highest quality of education to our students.
2. **Confidence in teaching:** Staff demonstrated a strong confidence in teaching mathematics. This confidence is critical in fostering an engaging and supportive classroom atmosphere where students can thrive.

Positive Impact of Place Value: It was felt that our recent focus on place value has had a significant positive impact on student learning. This foundational aspect of maths education has proven its worth, and we will continue to refine our approach to ensure every student builds a solid understanding.

Focus Areas for Pupil Free Days

Based on staff feedback, our upcoming pupil free days will be dedicated to:

1. **Developing Extension Tasks for Students Working Above Standard:** We are committed to challenging our students who are working above standard with advanced tasks that stimulate critical thinking and deeper understanding of mathematical concepts.
2. **Enhancing Problem Solving Skills:** Problem solving is a crucial component of maths education. We will develop more activities that encourage students to apply their knowledge creatively and effectively.
3. **Sharing Our Successes:** There's a wealth of effective teaching practices within our school. We will share these successes, including programs like: Orbis, the problem-solving network, and the use of Numicon, to enrich our maths lessons.
4. **Forward-Thinking Curriculum Planning:** To better challenge our students, we will seek to look ahead at the curriculum in future years. This will help us understand where our students are heading and ensure we secure the necessary skills and knowledge in our current year groups.

Targeted Interventions for Success

To support all our students, staff have suggested that we should focus our interventions on:

1. **Basic Fact Recall:** Strengthening basic fact recall is essential for building a strong mathematical foundation.
2. **Supporting Stage 1 Learners:** Providing additional support to our students who are working within Stage 1 of Place Value was seen to be critical. This will ensure that learners will build a solid foundation of place value setting them up for future success.
3. **Helping Students Working Below Standard:** We are committed to helping all students succeed. Our interventions will be tailored to assist students who are currently not working at standard for their year level, giving them the support they need to catch up and excel.
4. **Early Intervention in Reception/Year 1:** Addressing issues early can prevent them from becoming significant problems later. We will focus on helping Reception and Year 1 students build strong foundational skills in mathematics.

The MILT team is thankful to staff for their dedication and commitment to maths. We are thrilled that we can reflect on our work and tailor a targeted path forward for our school. We also thank our school community for your ongoing support and involvement in your child's education.



French Day

Madame Bronte Ellison & Madame Anita Trainor



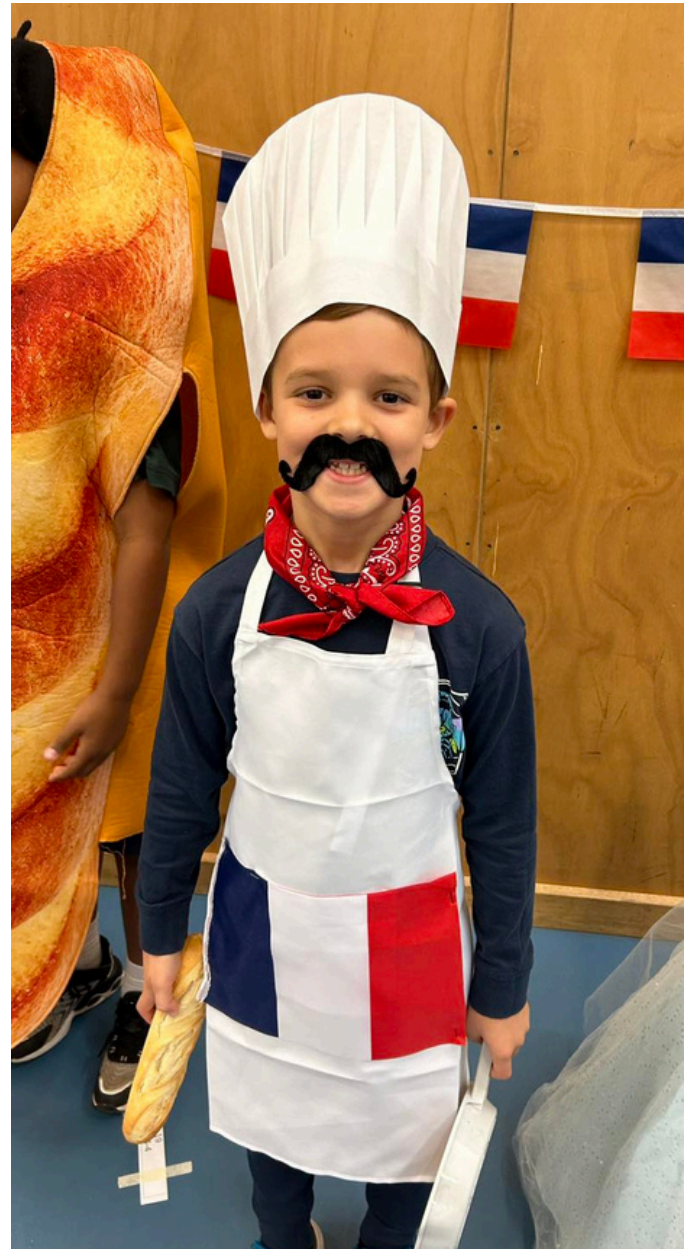
Bonjour,

On Tuesday 11 June, we celebrated French Day at Paringa Park Primary School. The day started with a whole school assembly, presented by the SVE who spoke very well in both French and English, and included a dance by the Olympic Dance Troupe, a wonderful song by the Junior Primary classes, and the French Fashion Parade which demonstrated a range of French cultural and historical outfits to loud applause!

Following a delicious croissant lunch, our students participated in a whole school activity time with crepe making, pétanque, STEM Eiffel Tower building, Impressionist painting and more.

It was a wonderful demonstration of how French learning and culture are embraced in our school community, and it couldn't have happened without the help of all our teachers, SSOs, leaders, and parent volunteers.

Merci beaucoup tout le monde!



Why are girls less frequently diagnosed with autism?

(Information taken from the Autism SA website)

While it is clear that the number of boys in Australia who are diagnosed with autism is higher than the number of girls, the reasons for this are not necessarily as obvious.

The ratio of male : female autism diagnoses is thought to be about 4-3:1, although this likely does not reflect the true gender ratio of autism. It is also generally the case that when girls are diagnosed, it is later on than males.

Research suggests there may be a number of different reasons as to why girls are diagnosed with autism less frequently:

- A bias towards males in the diagnosis process, with the specific needs of girls on the spectrum not sufficiently researched
- When boys display characteristics of autism, these are more likely to be recognised by parents, carers, teachers or health professionals
- Girls are thought to use masking or camouflaging more frequently than males, and are more reluctant to draw attention to themselves
- Girls tend to be diagnosed as being on the spectrum at a significantly later age than boys.

Next newsletter we will look at the signs of autism in girls.

Road Safety Notice

Tracey Bennett

Our staff have noticed an increase in unsafe driving behaviours around our school, predominantly from members of the public. Thank you to the majority of our families who do the right thing.

We know the roads are busy and parking can be tricky. Please prioritise the safety of all children in our community and consider leaving a few minutes earlier to park and walk a short distance into the school.

We are documenting all incidents and will provide this data to the council. We are working with the council to facilitate safe and active access to and from school.

Remember:

- 25km/hour in school zones
- be aware of parking restrictions
- follow directions of road crossing monitors
- have children exit the car on the passenger side

Our children are precious. Thank you for your support.



Library

Anne and Caroline

SCHOLASTIC Book Club

Thank you so much to everyone for purchasing books from the recent Scholastic Book Club catalogue. The school receives reward points for every purchase made and here are the latest books we've been able to choose for our library.



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

There are quite a lot of library books that have already been on holidays for longer than their 2-week allocation. If you find them, can you please remind them they are past their due date and need to return to the library before they become fugitives.

Just a reminder, the Premier's Reading Challenge finishes on Friday 6 September and all completed challenges MUST be submitted no later than the final day.

PREMIER'S READING Challenge

Congratulations to the following students for recently completing the PRC challenge.

- Hunter K. [1-11]
- Shalea S. [1-11] 1st & 2nd
- Jemma P. [4-4]
- Lucas S. [1-11] 2nd & 3rd
- Arlo B. [1-1]
- Kyler Y. [1-5]
- Gilad L. [1-10]
- Emily S. [4-2]
- Addison S. [1-7]
- Arwen C. [4-4]
- Hayden D. [2-7]
- Josie C. [4-3]
- Grace B. [1-4] 4th
- Saskia C. [2-2]
- Charli S. [2-11]
- Oliver G. [2-11]
- Fang L. [1-1]
- Maggie M. [1-1]
- Jaxe M. [1-11]
- Ti L. [2-11]
- Leila R. [1-10]
- Max M. [1-1]
- Rory W. [1-1]
- Mila R. [4-2]

Governing Council

We would like to take this opportunity to thank our Governing Council (GC) members for volunteering their time and being passionate about making our school the best it can be. Please see below and learn a little bit about some of our GC members. Look out for more of our GC members in our next newsletter.



2024 PPPS Governing Council

Name:
Vanessa Payne

Role on Governing Council:
Governing Council Chair
Dress Code Committee Chair

About me:
I am one of the school Canteen Managers and have been involved in volunteering at the school since 2019 and have been on the Governing Council since 2020.

My children:
Jemma in year 4

2024 PPPS Governing Council

Name:
Matthew DiMonte

Role on Governing Council:
Finance Committee Member

About me:
I am a secondary English teacher and sports lover.

My children:
Louka in reception

2024 PPPS Governing Council

Name:
Lucie Zweck

Role on Governing Council:
Governing Council Deputy Chair
Out of School Sport Committee Chair

About me:
I have been on Governing Council for 4 years and really enjoy being on Governing Council and the Out of School Sport committee.

My children:
Hayden in year 6
Harrison in year 4

Governing Council continued...

 **2024 PPPS**
Governing Council

Name:
Yee (Essue) Chai

Role on Governing Council:
OSHC Committee Chair

About me:
I am a mum of 3 boys and have been a part of the Paringa Park Primary School community for 5 years.

My children:
Kieran in year 4
Kyler in year 1
Kaleb in reception 2025



 **2024 PPPS**
Governing Council

Name:
Hopper Livesley

Role on Governing Council:
Finance Committee Member

About me:
I am a father of 2 boys and am passionate about supporting my community.

My children:
Otis in reception



 **2024 PPPS**
Governing Council

Name:
Krishan Mitchell

Role on Governing Council:
OSHC Committee Member

About me:
I am a tradesman that enjoys sports and being part of the local community.

My children:
Kalani in year 1



 **2024 PPPS**
Governing Council

Name:
Danielle Gyss

Role on Governing Council:
Environment Committee Member

About me:
I am a busy mum to 3 growing boys who loves the beach, yoga and hanging out with the family!

My children:
Sidney in year 6
Freddie in year 5
Albert in year 2



Assembly Affirmations

Bravery
Care
Challenge
Trust

Hendrix [LA 2-2] ~ For working really hard in class, showing resilience, participating and completing all learning tasks.

Indie H [LA 2-2] ~ For always being a great role model, and going above and beyond in her schoolwork. She is a great leader in our classroom.

Radin A [LA 4-1] ~ For having a positive attitude towards his learning and for participating during class discussions.

Tilly E [LA 4-1] ~ For always showing our school values and the brilliant example she sets for others.

Jemma P [LA 4-4] ~ For being a kind and considerate class member. She is very welcoming and is always ensuring our new student is included in the class.

Adelaide B [LA 1-3] ~ For showing care by picking up the rubbish in our school yard during her recess time. Well done Adelaide for caring for our school environment.

LA 1-10 [whole class] ~ For showing the school value of care during independent guided reading rotations, making sure they are on task and when practising readers theatre outside in small groups. It is great to see everyone helping each other and challenging themselves to be the best they can be.

Notices

Donations: Monrovia Liberia

We are asking families to take the opportunity in the school holidays to do a clean out of all your old PPPS uniforms, specifically those with the old logo. We donate these items to a school in Monrovia Liberia, Africa.

They are also looking for stationery donations either in good used condition or new. Particularly exercise books (please remove any used pages), pens, pencils, sharpeners, erasers, colouring materials.



The school is very grateful for all the items we have previously donated. Due to the amount of clothes we have donated, most students are now wearing the PPPS uniform. The school is now considering incorporating the "Paringa Park" name into their school.

Please note all donations will be sent to Africa by Friday 23 August. Please ensure if you are wanting to donate, that all items are dropped off to the front office by Friday 16 August.

Notices continued...

Traffic Monitors:

Term 2, Week 10

Morning: Ivy, Charli, Eloise & Rachel
Afternoon: Sophie, Bailee, Thomas & Ti

Term 3, Week 1

Morning: Merridy, Ruby Y & Allegra
Afternoon: Levi, Oliver, Olivia & Ana

Term 3, Week 2

Morning: Eric, Keita, Merridy & Kiki
Afternoon: Lisa, Hazel, Ollie & Xavier

School Uniform

We have noticed an increase in students who have been attending school not in the correct uniform.

Please be mindful that students should be wearing navy pants with bottle green tops. Please be reminded that hair longer than shoulder length is required to be tied back.

Please support us to ensure that all students are wearing the correct school uniform.

Uniforms can be order using the Qkr! app. If ordered before 5pm on a school day, they will be provided to the class teacher the next school day for students to bring home. If you have any questions or would like to see sizing, please pop into the front office before or after school drop off / pick up.

For more information about our uniform at PPPS please got to <https://paringpkps.sa.edu.au/dress-code/>



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.**

Upcoming payments:

- Materials & Services charges
- El Shaddai camp [year 5] \$330.00 due by 3pm Thursday 4 July.
- Growth & Development [year 4] \$12.00 due by 3pm Thursday 4 July.
- Nunyara excursion [years 3 & 4] \$92.00 due by 3pm Thursday 25 July.
- Canberra Camp [year 6] \$1,215.00 due by 3pm Thursday 25 July. Payments can be made by instalments.
- SAPSASA basketball carnival [selected students] \$15.00 due by 3pm Thursday 1 August.

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.

