

# PARAFIELD GARDENS PRIMARY SCHOOL

United Nations Global Peace School

*Working Together*



## Week 6 Term 2 Newsletter 2026

### From the Principal

National Reconciliation Week is held every year from 27th May to 3rd June and is a time for all Australians to learn about our shared histories, cultures, achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

27th May marks the anniversary of the 1967 Referendum when Australians voted to remove clauses in the Australian Constitution that discriminated against Aboriginal and Torres Strait Islander peoples.

3rd June marks the historic 1992 Mabo decision in which the High Court of Australia recognised native title with the recognition that Aboriginal and Torres Strait Islander peoples' rights over their lands did survive British colonisation.

At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.

This year's theme is 'All In For Reconciliation', encouraging a shared responsibility. Photos of our students working together appear later in this edition.

On behalf of our school community we would like to thank Mr John Fulbrook, Member for Playford, who joined our recent assembly where we gave a very special thank you to all the amazing adults who help our school, our volunteers. Our school wouldn't be the same without them. Their help makes it a fun, safe and happy place to learn. Some of our volunteers come on excursions with us and help keep our students safe while the students learn new things outside the classroom. Some listen to students read and help them to become more confident learners, while others help in the canteen, making sure we have yummy food and everything runs smoothly. Some of our volunteers are part of Governing Council, helping make important decisions that make our school even better. All our volunteers give their time to help our students learn, grow and succeed and we would like to say thank you to the following volunteers:

**Sara Broster**



### School Tour Dates

We would like to offer parents considering enrolling their child at our school for 2027 the opportunity to have a tour of the school and meet with members of the Leadership Team.

Tour dates/times:

- Wednesday 17<sup>th</sup> June at 9:30am
- Tuesday 4<sup>th</sup> August at 9:30am & 5:00pm
- Tuesday 8<sup>th</sup> September at 9:30am & 5:00pm
- Wednesday 14<sup>th</sup> October at 9:30am & 4:30pm
- Tuesday 27<sup>th</sup> October at 9:30am & 5:00pm

Please call the school on 8258 1816 to book your place.

### Term 3 Unplug & Play has been launched

Details:

- Term 3 Weeks 2 - 9
- Wednesdays afternoons  
3:05pm - 3:50pm
- Aussie Rules football - Rec - Year 6  
(no maximum numbers) - Oval
- Pickleball - Year 3 - 6 (max. 24 participants) - Hall

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- Notes with further details, medical forms and sports vouchers are available from the trolley outside Room 10

Notes due back Friday 26<sup>th</sup> June (Term 2, wk 9)

**NO LATE FORMS WILL BE ACCEPTED**

**Stephanie Ryan - Specialist Health/PE Teacher**

### Student Free Day - OSHC

Our OSHC service will be available on **Friday 19th June** for the **Student Free Day**. Please contact the centre as soon as possible to make a booking on **8281 5104**.

**Ada Chapman - OSHC Director**

### DIARY DATES

Mon 8/6/26	King's Birthday Public Holiday
Tues 16/6/26	Governing Council 6:00pm
Friday 19/6/26	<b>STUDENT FREE DAY</b>
Thurs 25/6/26	Assembly in the Hall 9:00am
Wed 1/7/26	Casual Day
Fri 3/7/26	Last day of Term 2 with early dismissal 2:00pm



## Auslan

Here at Parafield Gardens Primary School, our students all learn Auslan with Auslan teacher, Kylie Neilson. As the students move through the years and become more proficient in signing, they become more aware of the benefits of being able to sign, by fostering inclusivity and bridging the gap for the Deaf community. As with learning any new language, it enhances brain development, memory retention and mental flexibility by building neural pathways unique to visual-spatial languages. It also allows people to engage directly with the Australian Deaf community, breaking down barriers and reducing isolation. One of our Year 5 students, Rebecca from Room 29, recently used her Auslan skills in this very way. We are all so proud of Rebecca and we are excited to see how our Auslan trained students can use it within the community.

### My Deaf Encounter

*It all started when my brother, Grandpa and I were on the train from Gawler. I noticed that two people on the train were communicating with their hands using some signs I recognised. One of them tried asking my 13 year old brother, but I decided that it would be easier to let them know that I could easily communicate. "Hello, how are you?" I signed as fluently as I could.*

*After some quick chit chat I discovered they were 83 and 79 and that their names were Judith and Gary. I also translated while using my hands and Eddie (my brother) quickly caught on, remembering some basic signs. We found out that the two people wanted to go to Adelaide train station the same as us! Every couple of stops we would tell them the number of stops until we got off.*

*After 17 stops we finally made it and walked into the station where I asked "Where you go?" They told me they were going to Woodville Park, the same as us. Hopping in a 6 seat space we discussed which stop we were going to, but unfortunately we were going to different places. They hopped off as we said our goodbyes then they departed.*



**Rebecca practising her signing with her friend Kate**

*I went home feeling good about myself. I was very happy that I let multiple people feel good and joyful.*

**Rebecca Room 29**

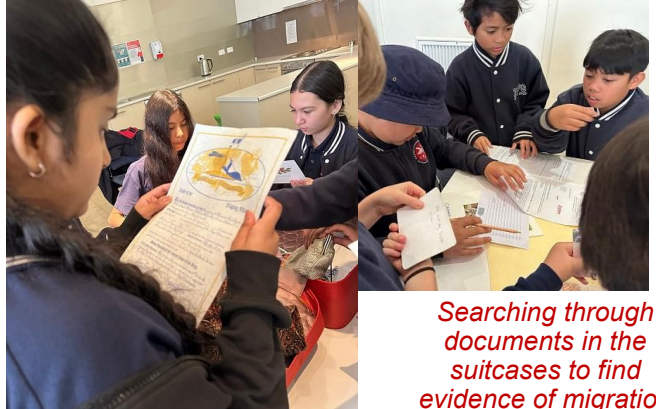
## Adelaide Migration Museum

On Wednesday 27<sup>th</sup> May & Wednesday 3<sup>rd</sup> June 2026, the year 6 students travelled by train to the Adelaide Migration Museum (North Terrace, Adelaide), to participate in an excursion as part of their HASS curriculum learning, supporting their inquiry into Australian history. Students had the opportunity to receive a guided workshop exploring real life migration stories of early Australians. The students were excited to start exploring real primary and secondary sources and learn more about migrants, refugees and persons seeking asylum.

*As part of our HAAS studies we went to the Migration Museum in the city where we were put into groups and each group was given a suitcase to search through. We had to look for evidence to decide if the suitcase belonged to someone who had migrated to Australia. We found birth certificates, drivers licences and passports, even marriage certificates. We also found evidence of citizenship. There*

*were also personal items in there. We discovered that some of the countries people came from included Britain, Ukraine and Sudan. Afterwards each group had to present their findings to the other groups which included showing evidence of migration. Most people were immigrants and one person was seeking asylum, which means that something bad had happened in their country, like a war, so they couldn't return. The people we were investigating were of all ages and one would have been 102 according to their passport. It was very interesting.*

**Chloe and Holly Room 15**



**Searching through documents in the suitcases to find evidence of migration to Australia**



## First Nation Student Tennis Excursion

First Nation students in years 4 - 6 were invited to attend the National Indigenous Tennis Carnival at the Playford Tennis Centre on Thursday 28<sup>th</sup> May. The event provided students with the chance to try tennis for the first time to further their skills, while learning and celebrating First Nations Culture in a fun environment.

The carnival was a fantastic day filled with fun, learning, and community spirit. Students had the opportunity to participate in a variety of tennis activities and matches, developing their skills, teamwork, and confidence while enjoying the excitement of the game. The positive energy throughout the day was wonderful to see, with students enthusiastically encouraging one another and embracing every opportunity to get involved.

In addition to the tennis, students took part in a range of engaging cultural activities that celebrated Aboriginal culture and promoted connection, understanding, and pride. A delicious BBQ lunch provided the perfect opportunity for everyone to come together, share stories, and enjoy the welcoming atmosphere. The carnival was a great success, creating lasting memories for all involved and highlighting the importance of sport, culture, and community.

*When we got to the Playford Tennis Centre the Mayor of Playford was there and he welcomed us and thanked us for coming and there were also two ladies from Tennis SA and also an Aboriginal man who did the Welcome to Country and taught us some Aboriginal words. We were coached in forehand, backhand and a bit of serving. The*

Tennis CEO was also there and he talked about how tennis is a good sport to learn and that he wants everyone to learn how to play. I loved it because I already play tennis for Salisbury Tennis Club on Saturday mornings and I go to practice on Tuesdays after school. As well as playing tennis we also painted some wooden boomerangs. We all had a great time.

**Marcus Room 17**

My favourite thing about the tennis excursion definitely has to be the cultural activity part of the day as I got to make and colour a boomerang.

**Baylee-Jade Room 17**

When we arrived at the tennis centre we waited on some stairs for some other schools to arrive. So to start it all off we had the Welcome to Country and the Mayor of Playford was also there and he made a speech. One of the tennis activities was called a relay and we had to run with a tennis ball balanced on our racquet, sort of like egg and spoon relays and after that we had recess. We then had a little bit of free time followed by our cultural activity where we painted on wooden boomerangs then we had a sausage sizzle which was very nice. After lunch we did more practising for tennis. My favourite part of the day was the cultural activity and we were allowed to take our boomerangs home.

**Jayce Room 34A**



**National Simultaneous Storytime**

On Wednesday 27th May students from Room 31 participated in National Simultaneous Storytime, a wonderful event where millions of children across Australia read the same story at the same time. This year's story was *Luna Roo the Kangaroo Baller*, written by Sydney-based football veterans Adam Jackson and Adrian Lloyd, and read by the Matilda's legend, Elise Kellond-Knight.

*Luna leaves nothing on the pitch as she steps up to lead FC Outback in a thrilling face-off against Bush United, learning to silence her doubts, believe in her skills and trust her teammates.*

As we are currently exploring drama and puppetry in Performing Arts this term, students then created their own popstick puppets inspired by the characters from the story. It was fantastic to see so much enthusiasm during the activity.

**Maryann Boettcher - Music and Drama Teacher**



**School Crossing Monitors**

Thank you to our next groups of School Crossing Monitors for Term 2 for their positive approach and enthusiasm.

**Week 5 & 6:**

**Year 6:** Abel, Fatiema, Chase, Savannah, Meharmet, Aston, Anna, Oleand, Holly M, Alysha

**Week 7 & 8:**

**Room 29:** Marlee, Rebecca, Isaac, Blake, Kanupriya, Haiden, Evelyn



**Assembly Awards**

Our assembly awards are aligned to our Peace School Values: **P** - Persistence **E** - Enthusiasm **A** - Acceptance **C** - Community **E** - Excellence

**Term 2: Week 5 Room 3:** Azlan **4:** Sajad, Jiana **5:** Minsa, Ellajay **7:** Ashton, Fatima **8:** Yousef **9:** Veer, Jhye **11:** Zoe, Ian **15:** Fiona **16:** Harry, Perez **17:** Harvish, Baylee-Jade **21:** Alexis, Nishtha **22:** Harpreet, Arisha **23:** Aryan, Lacey **24:** Taylor, Zainab **27:** Ava, Toby **28:** Syna, Brian **29:** Emma **30:** Emilia, Mahmoud **31:** Kristijan, Uchechi **32:** Jonah, Muqadas **34A:** Winnie, Bhavya **34B:** Sharlytte, Andrew

**Health/PE (Mr Cuconits) Room 30**

**Health/PE (Ms Ryan) Room 8**

**Music/Drama (Ms B) Room 7**

**Music/Drama (Ms Xiao) Room 23**

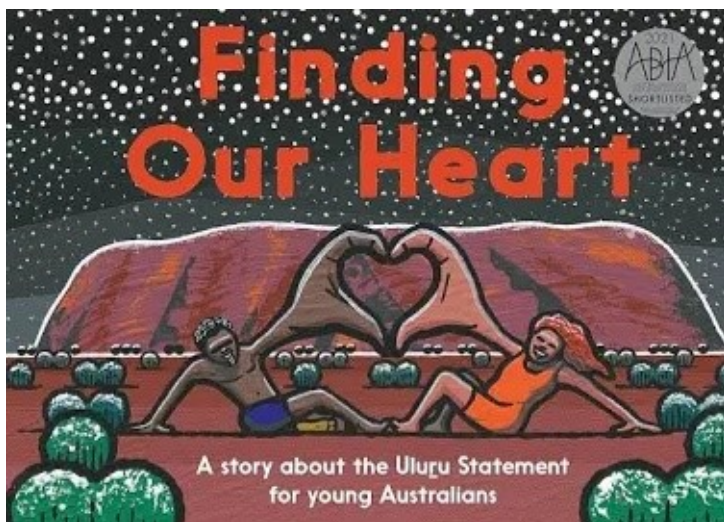
**Visual Arts (Ms Langworthy) Room 11**

**Design & Design Technology (Mr Clark) Room 29**

**Auslan (Ms Neilson) Room 28**

**EALD (Ms Rachel) Ruby T Room 7**

# Reconciliation Week



The Year 6 students worked with their young PAL classes to hear the story "Finding Our Heart", which is a children's book by Indigenous author Thomas Mayo that introduces young readers to Australia's journey toward reconciliation. It explains the history, culture, and unity of First Nations people, encouraging children to understand the past to build a shared future.

*We listened to the story then we worked with our Year 6 PALs and coloured in hand prints. Some people made designs and patterns on their hand picture and others just coloured them in with different colours. When they are all cut out Ms Saraiya is going to display with everyone's hands on a wall for Reconciliation Week.*

**Marshall and Elena Room 24**

The Reception students made Aboriginal flag biscuits.

*We used Scotch Finger biscuits and put icing on them like the Aboriginal flag. We put black icing at the top for the people and red at the bottom for the earth. The teachers gave us a little caramel drop to put in the middle for the sun. We got to eat them later in the day.*

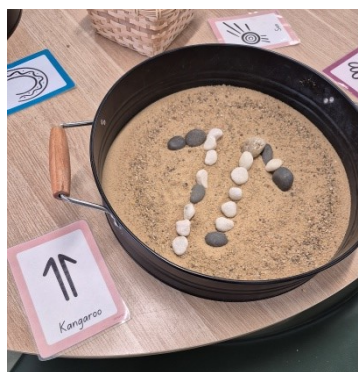
**Lily Room 4**



The Reception children enjoyed engaging in the *Salt Water People* playscape, where they learned about the people from Mijerribah (North Stradbroke Island) and their connection to the land and sea. They have also loved learning about some of the sea creatures.



The Reception students had the opportunity to take part in some beautiful Aboriginal activities each day, which support the children's learning about Aboriginal culture.



Students made Aboriginal symbols and animals tracks in the sand



Students played with rain makers and learned about 'The Spirit of Sound'

# Reconciliation Week



## Our Reconciliation Tree – “All In for Reconciliation”

This year for Reconciliation Week, our students and teachers have been working together on a very special project - our Reconciliation Tree. Every student has designed their own handprint, showing what “All In for Reconciliation” means to them. You’ll notice lots of Aboriginal symbols, colours, and thoughtful touches that make each hand unique. Our tree is still growing as more handprints come in, and we love seeing everyone’s creativity and ideas. The “All In for Reconciliation” theme reminds us that we all have a part to play in making sure everyone feels respected and included. Our tree is a visual reminder of our ongoing commitment to building respectful relationships, acknowledging Aboriginal and Torres Strait Islander histories and cultures, and working together for a more equitable future. Keep an eye out as our reconciliation tree continues to blossom with your children’s amazing artwork!

**Saraiya White - ACEO**



Students from Room 7 and 17 analysed artwork created by Aboriginal and Torres Strait Islander artist Chern’ee Sutton to explore how patterns, symbols and icons are combined to communicate meaning in visual arts. They discovered how the artist represented Commonwealth Games Australia’s sporting history using a range of visual elements significant to Aboriginal and Torres Strait Islander peoples. The students drew on visual elements to inform and inspire their own creative designs for Reconciliation.

# Reconciliation Week

Mr Luke's Art classes have been exploring the Papunya Tula art movement, which is best known for its distinctive dot painting style. Students were inspired by the work of First Nations artists and were given the opportunity to apply this inspiration in their own unique ways. Some students incorporated traditional symbols into their artworks, while others chose symbols and designs that held personal meaning for them. Here are some examples of their work.



*Anna Room 16*



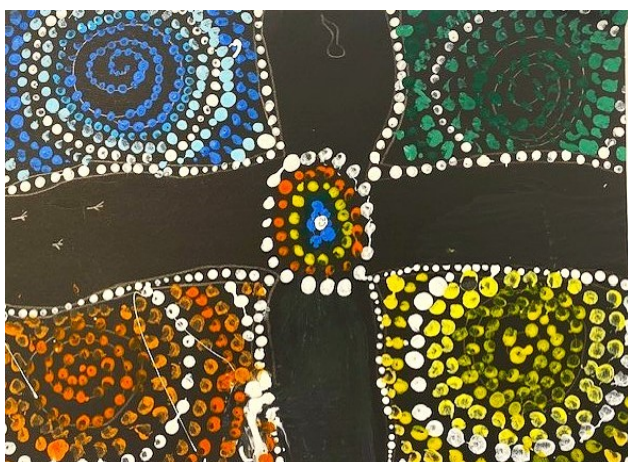
*Dilara Room 16*



*Braxton Room 34B*



*Anthony Room 34B*



*Kayden Room 28*



*Zuhail Room 17*

# Diversity Doors

Classes around the school have been creating Diversity Doors to celebrate cultural diversity at our school as well as Reconciliation Week. We have a very diverse range of cultures here at Parafield Gardens Primary School, which includes approximately 30 cultures with over 40 different languages spoken. The United Nations World Day for Cultural Diversity was observed on 21st May.



**Winners of the Year R/1 classes - The Reception Team**



**Winner of the Specialist Team - Music/Drama**



**Winner of the Year 2/3 classes - Room 30 with representation of the diversity of cultures in their class in graph format**



**Winners of the Year 4/5/6 group - Year 6 classes Showing all the different cultures within the Year 6 cohort**

We created cultural diversity art to showcase how multicultural our class is. Our door display is bright, bold and eye catching. We had to represent our cultural backgrounds, in creative ways for example using flags, foods, words in our home languages, famous landmarks and much more.

We were amazed by how diverse our year 6 cohort is! It was nice to see how much we all had in common across cultures and to learn more about our friends.

**Room 16 Anna and Lexie**



**Special mention to Room 32 With self portraits showing a variety of cultures amongst the students in their class**

# Diversity Doors

Room 11



Room 21



Room 22



Room 27



The EALD Team



Rooms 23 and 24

