



## Newsletter - Week 7 Term 1 2022

### From the Principal

We have been busy finalising our year 6 student leadership positions and are happy to announce the following:

**Year 6 School Captains:** Layla (Room 21) and Kobi (Room 21),

**Sports House Captains:**

**Barker:**

Marli Room 22

Isabelle Room 21

Rachel Room 22

Vihaan Room 21

**Sturt:**

Sneha Room 21

Umar Room 21

Aulona Room 22

Eliana Room 25

**Flinders:**

Chase Room 22

Rabacca Room 22

Priscilla Room 21

Samuel Room 22

**Eyre:**

Rayan Room 25

Layla Room 21

Pari Room 22

Cooper Room 9

**Congratulations also to our R-6 Peace Committee Representatives:**

Mahya (3), Aria (4), Willa (5), Tabitha (7), Morteza (8), Cooper (9), Asia (10), Ava (11), Ivy (12), Aaima (19), Umar (21), Sahar (22), Alice (23), Savannah (24), Eliana (25), Louis (27), Dipesh (28), Jescinta (29), Amelia (30), Jackson (31), Thomas (32), Kayleigh (34a) and Samantha (34b).



**Student Lead Learning Conversations Monday 4th April - Thursday 7th April**

Notes will be coming home next week offering you the opportunity to book an interview with your child's class teacher. All bookings will be done on line, the same way you booked in last year. If you have trouble doing this, message your class teacher on Dojo and they will do the booking for you.

While times are offered throughout the week (Mon 4th April to Thurs 7 April), the main evening where later times are available is **Monday 4th April**.

Interpreters will be made available for those needing this service. These times are already set as they need to be booked in advance.

3-Way Learning Conversations provide students the opportunity to share individual learning goals and discuss progress over the term. Interviews are led by your child so please make sure you bring them along. These conversations are an important part of our reporting to parents and a chance to set up a positive working partnership to support your child.

Please make an effort to make contact with your child's class teacher during this time. Towards the end of Term 2 a written report will be sent home.

**Student Learning Goals**

Students are taught to reflect on their own learning and regularly set individual learning goals for Maths and

English. Students will share with you their progress against these goals during Student Led Learning Conversations.

**School Tours**

Do you know anyone who has a child starting school in 2023? We are planning a couple of school tours over the next few weeks to show prospective parents/students around our beautiful school. Please let family, friends and neighbours know.

Dates for Term 1 School Tours are:

**Wednesday 23rd March at 5pm**

**Tuesday 29th March at 9:30am**

Call the school on 8258 1816 to book a place.

**Harmony Day**

We will be celebrating Harmony Day and Anti Bullying Day together on Monday 21st March. The theme is "Kindness Culture". Students will work towards

demonstrating PEACE in 5 different ways. Once complete, they will receive a Peace Values armband. Students can wear all orange or a touch of orange with their uniform on this day, however it is not a casual clothes day, so a gold coin donation is not required.

**Farewell and thank you:** Ms Karen Goodfellow has taught Visual Arts for the first 6 weeks of term. The children have really enjoyed her lessons and learnt new skills. We thank her and hope to see her back one day.

**Rachel McLennan**



### DIARY DATES

**Friday 18th March**  
Holi Festival of Dance

**Monday 21st March**  
Harmony Day – wear orange

**Thursday 24th March**  
NAPLAN practice test

**Monday 4th April - Thursday 7th April**  
Learning Conversations

**Thursday 14th April**  
Last day of term 2pm finish

**Friday 15th April - Good Friday**

## United Nations Mother Language Day

United Nations Mother Language Day takes place on the 21st of February every year and is celebrated in over 200 countries. This day helps raise awareness about the importance of using our first, or Mother Tongue language, and reminds us that languages advance inclusion and understanding of each other.

We are excited that at our Global Peace School, here at Parafield Gardens, 64% of students speak English as an additional language or dialect with many of our remarkable students and staff speaking multiple languages.

**Rachel Shephard - EALD Teacher**



## Secondary School Open Nights

The Year 6/7 transition process for 2023 is due to commence and High School information will be sent home early next term. Now is the time for families to consider their choice of secondary school for next year. High schools will be holding their Open Nights and Information sessions over the next few weeks and as this information comes to hand it will be published in our newsletters. The following schools have announced their open days and special evenings for students and their families to attend.

### Parafield Gardens High School

Monday 21st March 5:30pm to 7:30pm  
Come along and enjoy a free sausage sizzle. Student led school tours will also be available.  
For more information contact the school on 8258 9855.

### Paralowie R-12 School

Monday 21st March 5:30pm to 8:00pm  
For more information please contact Tiahna Rowe, Senior Leader Middle School on 8182 7222.

### Salisbury High School

Wednesday 23rd March  
Please contact the school on 8182 0200 to make a booking for a tour at either 4:00pm, 5:00pm or 6:00pm.

### OLSH - Our Lady of the Sacred Heart

Sunday 20th March  
For more information please visit: [olsh.catholic.edu.au](http://olsh.catholic.edu.au)

## Crossing Monitor Training

On Monday 7th March the students from Year 5 and 6 attended a training session by Senior Constable Nick Lomman, who is a member of SAPOL, to become traffic monitors at our school crossing on Shepherdson Road.

By volunteering, students develop community spirit and leadership skills - personal qualities we particularly encourage in all our students.

We have already received names of students who have made themselves available to be involved in this important role and the roster will be given to classes ready to start as soon as possible.

*On Monday 7th March all of the students from Years 5 and 6 attended a training session with Senior Constable Nick Lomman from SAPOL, to prepare to work as School Crossing Monitors. We learnt that we must wear our colourful vest every time we do crossing duty so that people know that we have a special job to do. We also learnt not to stop special vehicles like buses and trucks or emergency vehicles because they are important especially if they are flashing their lights. We have to stand right next to the pole with the button so that we are the only ones that can push the button. Another job is to make sure that people walk across with the lights properly and don't run or go against the lights or ride their bikes across the crossing or bounce a ball as they walk across. We have to always be polite to people and remind people to follow the rules, so it's a very responsible job. As students we also have to remember what day we go on duty and who our partner is. I'm looking forward to being a School Crossing Monitor.*

**Callie Room 34A**

## Red Food Day

Our school canteen is a *Right Bite* canteen and does not sell 'red food' as it is usually high in sugar with little or no nutrients. As a special treat on Friday 1st April our canteen is offering a special 'red food' order when students can order a donut decorated in either the Crows or Port Power colours. This ties in with the AFL Showdown match between the two teams.

The donuts will be \$2.00 each and must be ordered in advance using the form which was sent home earlier this week or by ordering on the QKR app. Orders must be made no later than **Friday 25th March** with no late orders being accepted.



## Scholastic Book Club for 2022

Last week you should have received the latest Scholastic Book Club issue 2 catalogue and how to order instructions.

**Orders from Issue 2 will close on FRIDAY 25TH MARCH 2022.**

Throughout the rest of the year, a new catalogue issue will come home at the beginning of each term.

The Linked Online Ordering and Payment (LOOP) is where parents place their order online or via the LOOP App and use your credit card to pay.

[www.scholastic.com.au/LOOP](http://www.scholastic.com.au/LOOP)

**NO CASH ORDERS WILL BE ACCEPTED AT SCHOOL**

Please remember there is **no obligation to purchase**; book club is an optional service.



# Big Day In

At Parafield Gardens Primary School our Year 6 students are expected to lead by example to uphold our school values of 'working together' and 'making good choices'. As part of our continued commitment to developing our Year 6 students as leaders of the school, we once again ran our student leadership day, The Big Day In, at the end of Week 5. The students took part in this opportunity to develop their leadership skills. Feedback from staff and students in previous years, has indicated many benefits from participation in this special day.

The students participated in a range of activities designed to develop a culture of teamwork and collaboration. Activities included a leadership forum led by Ms McLennan, where she spoke about the qualities required to be an effective leader and what it means to achieve personal success. We also had members from the Salisbury Police Station speaking about the importance of cyber safety and the impact of bullying.

Ms McDonald, who is one of our Senior Leaders hosted a STEM workshop for the students promoting teamwork and perseverance.

The students also participated in a range of hands on activities and co-operative games to foster teamwork and reflect upon our school and community values, which were led by Ms White, our Wellbeing Leader. After viewing the quote from Mother Teresa, the students were challenged to reflect on how they could 'create ripples'.



One session during our Big Day In was with Ms McLennan and she talked about the meaning of leadership. She told us that when she was little she didn't have very much confidence and was a bit shy. Her family and friends supported her to go to university to become a teacher and eventually she became a principal. She showed us some images and we had to decide which image showed the best leadership quality. There was one image which showed a man climbing a mountain reaching out his hand to help another person who was struggling. We also had a list of leadership skills and we had to put them in order of importance from 1 to 10. After that we went into small groups and we had cards with characters on them. Our task was to make a team of five people with particular leadership qualities to make the best team. The qualities we chose were honesty, collaboration, having a growth mindset, being responsible and being able to problem solve.



Another session was in the hall with Ms McDonald talking about cooperation. We were put into groups of 3 people and we were given 6 paper cups, a rubber band and some string. As a group we had to design a tool so that we could pick up the cups to make a tower, without using our hands. Ms McDonald gave us some clues, so we tied 3 pieces of string to the rubber band and together we stretched the rubber band so that it was big enough to fit over a cup.



Then we relaxed it so that it was tight and we were able to lift each cup and carefully make them into a pyramid tower. Once we had achieved the goal we joined another group and we had 12 cups to make a tower. We had to do lots of talking to each other to make it work and it was great fun.

**Chase, Ella and Chloe Room 22**

**Quintrell, Nick and Tung Mang Room 25**

The session in The Hive with Ms White was about good communication and team work. In the first activity we had to form two circles, one inside the other and introduce ourselves to the person opposite us, even though we might already know them well. We were then asked some questions like If you were a vending machine, what would you be. We only had 1 minute to chat and I thought it would be good to be a chocolate vending machine. We also viewed a video



about having a ripple effect on other people. By making someone feel good or by doing or saying something positive to them, that person feels good and in turn would have a positive impact on someone else. So in the end lots of people are feeling positive. Another activity was called Romeo and Juliet where everyone sat in a big circle and two people stood inside the circle, one of them being blindfolded and the other one had their legs tied together. The idea was for the audience to give verbal cues to the blindfolded person when they got too close to the other person.

**Layla Room 21**

## Qualities of being a good leader.

To be good leaders we will need to be respectful to other people and help others when it is needed. If a younger student is upset about something we could help them to try and solve their problem. We will also have to promote teamwork amongst other students and be kind and responsible and show a peaceful, calm attitude. We will also have to be good role models for all the other students.

**Layla and Kobi F Room 21**

# 1 2 3 4 5 Maths Activities 6 7 8 9 10

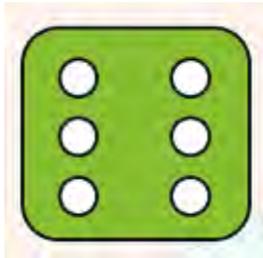


Parafield Gardens Primary School students have been working extremely hard this term to build strong foundational understandings in the number strand. Our Junior Primary students have been working hard to recognise, identify and make numbers up to and beyond 10 using dice, counters, whiteboards and ten frames. As we move through the school students have been working on **subitising** and developing a bank of strategies that support quick mental computation and fluency when adding, subtracting, multiplying and dividing. Students use tools like **arrays**, to support multiplicative thinking and chunking to support addition and subtraction of larger numbers.

**Melissa McDonald - Senior Leader**

## What is subitising?

Subitising is when you are able to look at a group of objects and realise how many there are without counting. As students become more competent they will recognise a number by grouping it into small sets. For example, if you are shown 6 dots, it's likely that you will automatically group these into 2 groups of 3, and then know that there are 6 in total without actually counting each one.



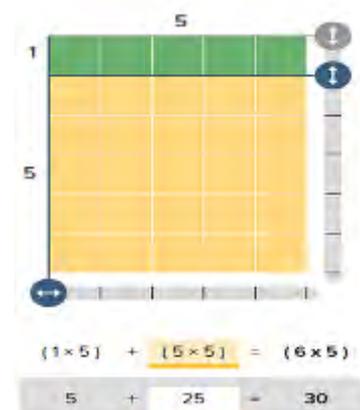
The year 2 students in Room 11 have been learning about 2D shapes and were given the challenge to make as many shapes as they could using pop-sticks. They learnt how many sides each shape had as well as learning the mathematical terminologies, including pentagon, octagon, hexagon, decagon, dodecahedron (which has 12 sides), quadrilateral and trapezium.



## What is an array?

An array in maths is an arrangement of objects, numbers or pictures in columns or rows. The purpose of an array is to help children understand multiplication and division. Arrays help children understand the relationships between multiplication and division while also exploring strategies to manipulate and calculate larger equations. This example shows 6 rows of 5 or  $6 \times 5 = 30$  this could also be seen as  $5 \times 5 = 25$  and  $1 \times 5 = 5$  also totalling 30.

<https://apps.mathlearningcenter.org/partial-product-finder>



# Visual Arts

I have thoroughly enjoyed working with the students this term. They have completed two units of work - one on Identity and the other about the Great Barrier Reef. I was very proud of the high quality artwork produced by the children. They were all engaged and enjoyed their learning experiences.

The Year 5/6s produced some wonderful 'Save the Great Barrier Reef' posters and the younger students mixed media to produce their work, resulting in drawings, paintings and sculptures.

**Karen Goodfellow - Specialist Visual Arts Teacher**



*We used iPads to research information about the Great Barrier Reef. It's very beautiful, but now due to pollution and waste going into the water, the sea life is being badly affected and the colourful coral is turning white in some areas. Probably a more sustainable approach would help to stop this from happening so that the coral can regrow. Sahar and I worked together and while Sahar did the lettering I started on the creatures. This project took 3 lessons and because we were really enjoying it we also went in at lunch times to finish it off. We sketched the scene first then used pencils and textas and finished off the water with oil pastels. We really enjoyed these lessons.*

**Pari and Sahar Room 22**



**Aulona, Vicki and Kimberly Room 22**



**Jada, Rayan and Jasmine Room 22**



*We also used basic shapes like ovals and circles as a starting point to draw sea creatures. Then we used water colours to paint our creatures.*

**Sehaj Room 25**





# Visual Arts

The reception children also produced beautiful sea creature artwork using oil pastels.



**Zahra Room 4**



**Angel Room 4**



**Sarah Room 3**

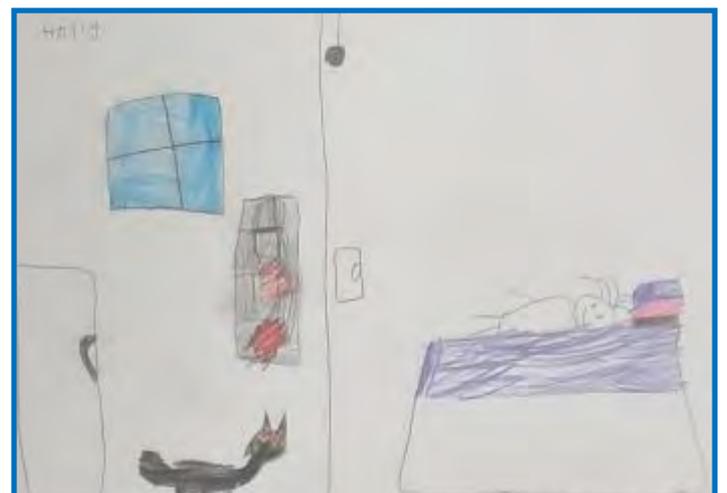


**Kayden Room 3**

Some of the younger students used collage for their Identity Artwork. They also used lots of detail when drawing their bedroom at home.



**Mohadesa and Holly Room 12**





# Parking Around Schools

**Due to the chaotic nature of traffic around schools at peak times, streets can be an extremely dangerous place for children.**

**Young children have not yet fully developed their cognitive abilities and therefore their perception, judgement and awareness of potentially dangerous situations is not adequately developed to enable them to cope with the road traffic.**

**Children are not easily visible and often act impulsively, which means if you are driving around a school take special care, to ensure we keep our children safe. Remember that children copy grown-ups - encourage good road sense by watching them closely and leading by example.**

## 5 Helpful Tips for School Zones

As parents and caregivers we have a great responsibility to ensure children stay safe in school zones. We also play a key role in educating children about road safety. Here are 5 helpful tips for safety in school zones:

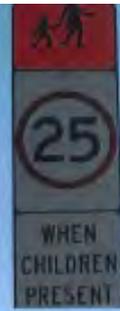
1. Allow enough time to take your child to the school gate safely and without rushing.
2. Always observe parking signs and speed limits in and around school zones. They are designed to keep your child safe.
3. Talk about signs and traffic lights with your child. Identify and discuss places where it is safe to get out of the car and cross the road.
4. Teach your child how to cross the road using the 'stop, look and listen' process – stop at the kerb, look and listen for traffic and then decide whether it is safe to cross.
5. Park a few streets away and walk your child to school. This is also good exercise and helps teach your child road safety rules.

## Behaviours to Avoid

- Speeding
- Double parking
- Parking too close to an intersection
- Parking across driveways
- Parking too close to pedestrian crossings



City of Salisbury, 34 Church St, Salisbury SA 5108 T:  
08 8406 8222 E: [city@salisbury.sa.gov.au](mailto:city@salisbury.sa.gov.au)  
[www.salisbury.sa.gov.au](http://www.salisbury.sa.gov.au)



# Common Traffic Signs

The City of Salisbury has implemented a comprehensive traffic management and parking scheme in the streets surrounding your child's school to help make it a safe place.

Going against the road rules places not only your child's life at risk, but those of others. Tragedies can occur if care is not taken to abide by these rules. Below are some explanations of signs that are placed around schools to ensure your child stays safe.



## No Parking Signs

Drop off and pick up only. You must not queue or wait here. The driver must remain with the vehicle.



## No Parking Signs

The same rules apply as the previous 'No Parking' sign, however, the rules only apply during the times and days shown on the sign.



## No Stopping Signs

You must not stop in a 'No Stopping' area at anytime. Drop off and pick up is not allowed even for the briefest

## Yellow Kerb Lines

An unbroken yellow kerb line is a no stopping line and therefore the same rules apply as for a 'No Stopping' sign.



## Bus Zone Signs

You must not stop within a bus zone at any time. This zone is only available to public buses.

## Obstruct Driveways

A vehicle must not obstruct an entrance way or crossing point to a property, even if it is your own.

## Reserves, Footpaths & Verges

It is an offence to drive or park on a reserve, footpath or dividing strip and could cause an accident, injure a pedestrian or damage property