



Newsletter - Week 3 Term 4 2022

From the Principal

World Teachers' Day - Friday 28th October

World Teachers' Day gives all of us an opportunity to think about the contribution teachers make – not only to our own school, but in schools around the world.

On behalf of the whole Parafield Gardens Primary School community, I am very happy and proud to recognise the wonderful work done by our teachers.

A teacher's work is often far beyond the classroom. Schools become the 'go to' place when communities are facing struggles. Many teachers offer care and support way beyond their role at school.

It is our teachers, who give so much of themselves, through the work they do, who make our children's lives better.

To all Parafield Gardens Primary School teachers, whether you be veterans of many years, just starting out in your career, or somewhere in between, thank you.

NAPLAN

Our students are to be congratulated for their NAPLAN results this year. We were unable to measure growth this year as it was the first time doing NAPLAN for our year 3's and 5's. We are very proud of our students and their wonderful teachers.

2023 Enrolments

We are currently planning class structures for the 2023 school year. If you know of children who might be enrolling it would be greatly appreciated if you would let us know as soon as possible. If you know that your child/ren will not be continuing at Parafield Gardens Primary School in 2023 please let the school know. Thank you for your cooperation with this.

Sports Day

Our Sports Day will be held this Friday and we welcome families to come along and join in the fun. Photos of this event will appear in our next newsletter.

Remembrance Day Service

Friday 11th November is Remembrance Day and we will again be holding a special service in the courtyard for our students, to honour those who have died as a result of war, in particular from World War 1 onwards. Students will be invited to place wreaths and poppies beneath our flags as symbols of remembrance.

Student Free Day

Our final Student Free Day for the year is on **Monday 28th November**. Teachers will be planning for 2023. OSHC is available on this day. Please call our OSHC Director for bookings on 8281 5104.

POP

This year's theme for POP is Environments so you are in for a treat. POP will be presented on **Tuesday 6th December** with the performance beginning at 6:00pm. The students and their teachers will be working hard to perfect their performances which will showcase their talents.

Teachers will send notes home with students advising families of specific meeting times and locations as the event nears. Governing Council are organising food trucks so parents can buy dinner to eat as they watch.

Building 3 Refurbishment

Governing Councillors enjoyed a tour of the refurbished Reception classrooms at their meeting on Tuesday night. The new space is absolutely gorgeous and we can't wait for the final touches to be finished so we can move our students back in.

Our 2023 Receptions and their families will experience the space first hand at their first transition visit on Wednesday 9th November.

Year 6 Seniors Jackets for 2023

Parents of Year 5 students are advised that Early Bird orders for the 2023 Year 6 Senior jackets can be placed and samples will be available to try on from Wednesday 9th



November. Orders are due no later than Wednesday 30th November. **The price of \$57 only applies with this order.** If orders are placed in Term 1 next year the price will be \$68.

Outstanding Accounts

Final notices were sent home last term. Families who have outstanding accounts will be referred to DfE Central Debt Collection as per our Debt Collection Policy.

Rachel McLennan

Diary Dates

Term 4 Assemblies will take place in the Hall on Thursday of Weeks 4, 6, and 9

**Friday 4th November
Sports Day**

**Friday 11th November
Remembrance Day**

**Monday 21st to Friday 25th November
Years 3-5 Swimming**

**Monday 28th November
STUDENT FREE DAY**

**Tuesday 6th December
POP (Parafield On Parade)**

**Wednesday 14th December
Casual Day with Gold Coin Donation**

**Thursday 15th December
Year 6 Graduation**

**Friday 16th December
Last day of Term 4
Early dismissal at 2:00pm**

**Term 1 2023 commences
Monday 30th January 2023**

kiln to be fired. Once fired and returned to school, students had the opportunity to paint their vessels, creating the amazing final products.



The Year 6 students have also been busy in their visual art sessions creating 3D Picasso artworks.

During our art lessons with Ms Dimitropoulos we viewed artwork by Picasso and saw the way he created weird portraits. They mostly had their eyes unevenly placed and some even had three noses! We used paper to make a 3D collage of a Picasso like portrait. I rolled some yellow paper to make some 3D hair for my portrait.

Vihaan Room 21



Vihaan



Priscilla

Art Gallery Excursion

On Thursday 20th October the students Room 25 travelled by train to the city and took part in a guided tour of the Art Gallery of South Australia. This excursion supported and extended their learning in Visual Art. The students walked through the portraiture exhibition, which tied in with their lessons at school with Ms Dimitropoulos. They also had the opportunity to create their own artwork during the studio session.

A few weeks ago we went to the art gallery. And oh my, it was amazing. We had the opportunity to explore any art exhibitions, and I loved the pumpkin one. We went in a

room full of yellow walls and black dots, but honestly I thought that it was based on cheese at first glance. There were little steps that lead to a room full of mirrors and pumpkins on the floors.



We couldn't go in there because it was just a peeking hole, but as you can see in the photo next to this text this is what it looked like.

The next part of the gallery was the one that I really liked seeing and creating. It was called the studio, and it had the opportunity for kids to make 3 dimensional artworks out of cardboard, glue, paper, and lots more. The one that I chose was creating a mini sketchbook, which had some tiny art inside of it. Doing these activities was lots of fun and absorbing, and it gave me an opportunity to show people my style of art.

The next part of the gallery that I really liked was the red room. It was full of red string as you can see and there was body parts such as arms and feet. I could really feel the vibe that they set in there, but it's like I can't really explain how I felt. It wasn't a bad thing, I just felt really calm in that specific room.



Kaylee

Room 25 is obviously the best class in school as Ms. Dimitropoulos had chosen to have us go to the art gallery in the city. The train ride to Adelaide was smooth and no one seemed to complain about standing up on the train. Some were even kind enough to give their seats to the general public. Once arriving at the art gallery we ate our recess and headed inside. We put our belongings away and went on a tour to see some paintings and sculptures. We came across some very interesting works and some that made us giggle. There was a big horse that someone claimed was real. It must have been a sculpture if you saw the size of it. We saw all kinds of art. Photography, digital, sculptures, writing and paintings. Our class passed a room with yellow polka-dots that had a box in the middle where you could poke your head in and see an endless place of polka-dot pumpkins and an infinite amount of your head. Many people seemed to enjoy the Aboriginal art and the floating upside down spinning tree. My favourite was the yellow polka-dot room and if you were there you would certainly agree with me.

We went to the art gallery's studio owned by someone named Jasmine. We made 3D works of what was important to us. There were so many interesting works that were left there but we got to take ours home. Before I go I must say, a free art gallery excursion is quite extraordinary.



Eliana

On Thursday week one, our class (room 25) went on an excursion to the art gallery, located in the city. We walked to the train station and caught the train to get to the city.



The public transport was extremely pleasant. When we got to the art gallery we had our recess then began a small tour of the art gallery, where a lady showed us some significant artworks and their history. We then got to have a gallery walk, where we looked at more amazing art pieces and sculptures. We got to go into a studio, where we created some of our own pieces of art, out of coloured card and paper. We cut out pieces of the paper and created a 3-D artwork based around what makes us happy. After that we ate our lunch, walked back to the train station and caught the train back to school.

Jada



Pen Pals

On Friday 21st October the Year 3 students from Room 31 travelled by public transport to the Adelaide Botanic Gardens. Once there they met their pen pals from Forbes Primary School for lunch. This was also part of their Science and English program to support inquiry into living things and to sort living and non-living things based on specific characteristics.

On Friday 21st October we went to the Botanic Gardens on the train and then on a tram. When we got there we quietly walked through the gate and started talking about where we were going to go. First while we were walking, there were a lot of different flowers, trees and plants. I noticed a really big plant which had been growing for days and months in the glass room and I realised it was the plant that Ms Elliott put up in the classroom as a positive primer last term. I was so excited that I had to tell my friend and she was shocked too. By the time it was 11 o'clock we found a spot to eat our recess and then we had to do a worksheet about some of the flowers. They included the winged everlasting and the spiny headed rush. They are very different - the winged everlasting has a white flower on top of the stem and little white flowers on the leaves and the spiny headed rush is mostly green with little white things on the other thinner stems.

We also go to meet our pen pals from Forbes Primary School and got to play chasey with them.

Sana



Winged everlasting



Spiny headed rush

After recess we walked around to find some plants for our plant design. I chose a mushroom, a flower, a tree and a bee. My flower works like this; it eats seeds, drinks water and gets its seeds from the tree it has growing on it. The way it moves is from the little legs it has. It gets a lot of animals around it and makes lots of pollen. The name of my plant is the flower tree.

Athena



We had lunch with our pen pals from Forbes Primary School.

Assembly Awards

Term 4 Week 2: Room 3: Kayden **4:** Zahra **5:** Sahar **7:** Tabitha **8:** Morteza **9:** Rachael **10:** Tyson **11:** Heeya **12:** Ramm **19:** Lexi **21:** Nhu **22:** Prabhroop **23:** Lewis **24:** Kara **25:** Amith **27:** Princesa **28:** Lukuac **29:** Dana **30:** Zuhair **31:** Simin **32:** Angus **34A:** Damien **34B:** Lawrie

Health/PE (Mr Cuconits) Room 27

Health/PE (Mr Slattery) Room 31

Music/Drama (Ms Thompson) Room 31

Arts (Mr Luke) Room 29

Auslan (Mrs Neilson and Ms Shephard) Room 5

School Crossing Monitors

Thank you to our School Crossing Monitors for the previous 3 weeks of this term for their positive approach and enthusiasm.

Week 1 & 2: Year 6:

Mary, Mahdi, Matilda, Sarah, Kaylee, Eliana, Harsehaj, Quintrell, Eva, Theo

Week 3: Room 34A

Callie, Claire, Amelia, Luca, Jasraj, Marliza, Sarvak, Rebecca, Lydia, Kayleigh, Conna, Isaac, Elina, Carley

AFL Max Overnight Camp

The overnight camp at AFL Max last term was a huge success, enjoyed by students and staff alike. Camp AFL Max is a unique and fun overnight experience, combining physical and theoretical based learning in their state-of-the-art venue. During their stay our students participated in the Leadership Program where they participated in activities highlighting important leadership skills and strategies, encouraging anyone that they have the capacity to be a leader. These activities were part of AFL Max's 4 Quarter Leadership framework:

Quarter 1: Me

- be a better you; goal setting and understanding your strengths

Quarter 2: Purpose

- the why behind what you do; Active problem solving challenges

Quarter 3: Connect

- great communication begins with connection; interactive team challenges.

Quarter 4: Perform

- setting high standards is the beginning; high performance challenges.

The camp combined physical and theoretical based learning, across the entire venue from rock climbing, trampolines, inflatables, interactive gaming screens and more.

On Tuesday and Wednesday in the last week of term 3 the Year 6s went to AFL Max for an overnight camp. We went by bus and when we got there we were all in a big stadium and they gave us a short tour of the place. The overall meaning for the camp was Teamwork and Leadership. There were four quarters: Perform, Connect, Me and Purpose and we were split into the specific quarters. We went with our instructor and it was like a big rotation. There were different types of rock climbing as part of Perform along with trampolines and we played dodgeball and there were also a big bouncy castle and we had races and relays that were part of Purpose because we had to be mindful of where our opponents were. There was also an interactive zone with 2 projectors set on the wall and we had soft balls and we had to throw at the targets to earn points and that was in Me sector. There was a skill section because we had to try and kick a footy through a hole but there were different sized holes and different colours. It was hard but really good fun. Basically all of the activities involved working on our teamwork and communication.

In one activity in our groups we had to decide who was going to be the leader and who would be the followers, but only the leaders were allowed to talk. We had to make a tower out of footballs and see how high we could make it. It was so hard to communicate with each other so some of us decided to use Auslan. After each activity there was a challenge with blindfolds, including one challenge with cones and rubber bands. We had to blindfold our partner and guide them through the course without touching them so we could only give instructions. Some of us gave instructions like "follow my voice" or used a strategy of creating a code that we decided on between each other like tapping our chest, which meant follow me. In another blindfold challenge only one of us could talk so we used codes like 'clap if yes and click if no'. It was teaching us how to cooperate.

Movie night was fun and we watched 'Night at the Museum' and we all lined our mattresses up to watch. The food was really good with really fresh fruit for snacks and lasagne for tea and for breakfast we had cereal and toast as well as yogurt which was really good. After breakfast we had some free time and we also finished our last quarter activity. After that we all packed up and had time for some more free time, then we said goodbye to the AFL Max team. It was so much fun and we were all pretty tired. Our muscles were a bit sore - we weren't sure if it was from the physical activities or sleeping on the thin mattresses. Everyone had a great time.

Aulona and Jayden Room 22



AFL Max Overnight Camp





Australian Childhood Anxiety TREATMENT STUDY

Free home-based assessment and treatment for 7 to 12 year old children with fear and anxiety disorders.

Does your child become very afraid of certain situations or objects, worry about a lot of things, get very distressed, or try to avoid things they fear?

About the study

Our team at Griffith University may be able to assist you. We are conducting a nationwide study that includes the following services at no cost to families:

- A thorough assessment of your child's anxiety with a trained psychologist via the telephone;
- Your child receiving one of two kinds of home-based treatments delivered on a PC, laptop or tablet; and
- Two follow-up telephone assessments with a trained psychologist 6- and 12-months after treatment to track your child's progress.

The study aims to find out if these two treatments are as effective as each other, and which children have the best response to each kind of treatment. This will mean that there are more evidence-based treatments available for helping anxious children.

About the treatments

Each treatment involves your child completing treatment sessions at home on a PC, laptop or tablet.

Each treatment involves your child learning practical strategies to better manage anxiety.

- One treatment helps children learn to control the focus of their attention on helpful things around them.
- The other treatment helps children learn to think differently and approach things they fear.

Each treatment includes information, telephone or email support for parents in assisting their child to better manage anxiety.

Prior studies have shown that children who complete each treatment experience significant reductions in anxiety.

Contact us

This study is being funded by the National Health and Medical Research Council and is led by Professor Allison Waters and a team of experts in childhood anxiety disorders.

For more information about our study and our team, or if you would like your child to participate, please contact us:

 (07) 3735 3351

 cadrp@griffith.edu.au

 griffith.edu.au/childhood-anxiety-treatment-study



Australian Government
National Health and
Medical Research Council



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