



## Newsletter - Week 3 Term 2 2021

### From the Principal

Welcome back to school for Term 2. I hope you enjoyed the holiday break. Term 2 is jam packed with fabulous learning experiences which I know your children will enjoy. Your child's learning is our core business. If you have any concerns, please reach out to your class teacher. It is always best to address issues early and before they get too big. The best learning happens when the school and the family work together. Let's have a great term.

#### AEDC DATA COLLECTION

Along with most schools around Australia, our school will be taking part in the fifth Australian Early Development Census, also known as the AEDC. It's a national census that records how children are developing as they begin their first year of full-time school.

The idea behind the census is that it builds a national picture of the development and needs of young children in Australia.

Every school with children in their first year of full time school has a vital role to play in helping our nation collect the information it needs to support our children and their families as we recover from the challenges of the COVID-19 pandemic.

An important aspect of the AEDC is that the results are reported for groups of children, rather than individual children – so information about your children will remain anonymous.

Results are organised on three regional levels: community, state/territory and national.

These regional results are available to everyone – communities, parents/carers, schools and governments.

The AEDC has become important for planning and targeting the right kinds of services and support for children and families all over the country.

Children won't miss any class time and they don't need to be present when the teacher does the assessment; it's based on teacher observations.

Parents/carers do not need to provide any information for the census.

The census is important because it helps teachers get a better idea of children's needs in the classroom, and helps our community get the services, resources and support they need.

Reception teachers will begin collecting the census data in May. They use a research tool called an 'instrument' (which is similar to a questionnaire) to assess children in five key areas of early development. The 'instrument' is based on the work of internationally renowned child health experts. Australia has led the way, internationally, and was the first country in the world to collect this type of data at a national

level on the developmental health of all children starting school.

When researchers produce the AEDC reports, they work with 'de-identified data' (which is anonymous data). This means that there is no information reported about an individual child. Because the AEDC is a group measure, individual child assessments are not available to parents/carers.

Participation in the census is voluntary, and it is not a test. Parents/carers only have to notify the school if they choose to have their child excluded.

*On behalf of the school community, I would like to send our best wishes to friends and family of our Indian community. It reminds us how lucky we are but also to keep doing everything we can to prevent the spread of germs in our community this winter. We are still encouraging regular hand washing and sanitising and we have an additional clean during the day. Please help us by keeping children home if they are unwell and getting a Covid test if necessary.*

*Thanks for your continued support.*

**Rachel McLennan**

#### DIARY DATES

**The remaining assemblies for this term will be held on THURSDAY OF WEEKS 4, 6, 8, 10 at 9:00am in the Hall**

**Monday 24th May  
YEAR 6 TRANSITION VISIT TO PGHS (9:00am-12:00pm)**

**Thursday 27th May to Thursday 3rd June  
NATIONAL RECONCILIATION WEEK**

**Friday 11th June  
PUPIL FREE DAY**

**Monday 14th June  
PUBLIC HOLIDAY**

**Tuesday 15th June  
GOVERNING COUNCIL MEETING 6:30pm**

**Monday 21st June  
YEAR 7 TRANSITION VISIT TO PGHS (9:00am-12:00pm)**

**Monday 28th June to Wednesday 30th June  
YEAR 7 CAMP**

**Wednesday 30th June  
CASUAL DAY WITH GOLD COIN DONATION**

**Wednesday 30th June to Friday 2nd July  
YEAR 6 CAMP**

**Friday 2nd July  
LAST DAY OF TERM 2 WITH 2:00PM DISMISSAL**

**Term 3 commences Monday 19th July**

## Michelle Wilson - Premiers Be Active Challenge Ambassador

On Monday 29<sup>th</sup> March, our school was very fortunate to host Michelle Wilson, National and Oceania Karate Champion, for a talk about physical activity, relentless determination and the Premiers Be Active Challenge.

Michelle spoke about her personal life as a working mother of twins, her journey in the karate world and how she persevered with her sport to become the champion that she is today. She is competing for a place in the Australian Olympic Karate Team, which is extra special as this is the first year that karate is included in the Olympic Games.

Michelle is extremely passionate and spoke about having goals and seeing them through. She emphasised the importance of having a growth mindset, not giving up when things get tough, persevering, being flexible and adaptable. At over 40 years old, Michelle will be one of the older athletes competing for a place in the Australian team, but she is not letting age get in the way of her Tokyo Olympic dream.

Michelle spoke about the Premiers Be Active Challenge and gave great tips, ideas and advice for how students can successfully find time to complete the necessary physical activity. From simple tasks such as walking the dog, to PE lessons, playing chasey at recess and lunch and breaking activity down into smaller chunks - these are all great ways to get the 60 minutes of exercise in, five days a week.

*Azaan (Year 2): Michelle came to our school. She is a karate champion. We saw a power point presentation of her. When she was a child she rode her bike and walked dogs. She was a national silver champion 18 times. Michelle said "Never, never give up" Just like the Growth Mindset.*

*Sossan (Year 2): Michelle was a national silver champion 18 times. Isn't that incredible? She says never give up, just like the growth mindset. Two kids came up to the stage and they were copying Michelle's karate moves.*



Michelle Wilson with Room 19 students

We thank Michelle for her amazing words and wish her all the best in her Karate endeavours and the Olympic trials. She has inspired both our students and staff to go for gold themselves and achieve the very best that they can in their own personal dreams. We cannot wait to compete in our Premiers Be Active Challenge, which, in Michelle's words is like "the Olympics for everyone".

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

## Why do we learn Auslan?

Some children have asked me, "Why do we learn Auslan?" New students starting at our school will often ask, "What is Auslan?"

Schools are required to teach a Language Other Than English (often referred to as LOTE). Some schools teach Indonesian or German for example. Our school decided about 5 years ago to teach Auslan as one of our languages. Auslan stands for "Australian Sign Language". It is the language of the Deaf community in Australia. Auslan is different to American Sign Language (ASL) or British Sign Language (BSL) and other signed languages as it has evolved over time to be distinctly "Australian", by the Australian Deaf Community. You may have noticed signing during a public speech, particularly during the COVID press conferences in early 2020, making sure that people from the Deaf community were given the same, vital information as the hearing population.

People in the Deaf community are not always deaf themselves; they may be family, friends, teachers or carers of deaf people.

By teaching our students a language that helps to include people from the deaf community, we are acknowledging the fact that signed languages are as important and valued as any other spoken language. The people who use Auslan are Australians who speak with their hands,



for any given reason. Statistically, 1:6 people will have some kind of hearing loss and by 2050 that number is expected to be 1:4. The chances of us needing to use Auslan within our greater community is increasing. The chances of PGR-7 enrolling a student who communicates using Auslan (at least in conjunction with lip-reading) is increasing. With the travel restrictions at the moment, the chances of anyone needing to use their German while on holiday seems quite slim! So how lucky are we to be able to potentially use Auslan in an everyday setting, right here in Australia.

I understand that for some students, they find it hard to relate to d/Deaf people, d/Deaf culture and to wrap their heads around "why" we are learning it. This is why for our year 5-7's we spent a day "putting ourselves in their shoes". The children wore noise cancelling earmuffs for the whole day, or part thereof, to get an idea of some of the challenges deaf people face in a 'hearing world'. Some realised how valuable their Auslan was and managed the day with minor bumps! It was a valuable experience. I really appreciate the teachers' support during this task, as it affected their days significantly. They had to repeat themselves, make sure to include visual cues and felt the same frustration as the children did with the language/communication barriers.

The children (and teachers) in room 26 enjoyed the challenge. Here is a summary from Layla and Eliana.

**What challenges have we noticed so far?**

*Students found it difficult to hear their friends, some could not hear anything. We used lip reading, Auslan and we wrote notes to communicate. It was hard to hear our teachers so Mr Ebert typed on the board the information we needed for our lesson. Both Mr Liemareff and Mr Ebert used visual cues to get our attention and explain tasks. It was difficult for them also as they wore earmuffs and had to focus more than usual when talking to the class.*

Room 26a was making a lot of noise when they were wearing the earmuffs and when room 26b was wearing earmuffs they were loud also. This is because when we had the earmuffs on it was difficult to hear what was going on around us.

**How did we feel?**

Some people were frustrated at first but slowly got used to it. Sometimes it was hard to hear so we talked loudly and it got really loud in the class room for those who didn't have the earmuffs on at the time.

**Has your learning been affected?**

Some people's learning was affected, because they couldn't hear instructions. They had to keep asking questions over and over again. We found it hard to communicate with our teachers as they were also wearing earmuffs.

**How have other people felt when trying to communicate with us?**

Some people's friends were fine with communicating, and others found it a bit challenging and frustrating. Some people found it tricky to lip read and sign.

Overall it was great to experience what deaf people experience every day and how they overcome their challenges.

Thank you Mrs Neilson for the rich learning opportunity.

**Layla and Eliana From Room 26**

## English Enrichment

In English Enrichment we all participate in Writers Notebook every week – our teacher Miss Cuconits writes with us as well! Our Writers Notebook is a place where we store our 'writing seeds' or ideas for future development. We begin with a writing prompt which is there to give us some ideas and spark our imagination. Last term one of our 'Quick Write' prompts was the following image. We analyse our prompt and then spend 5 minutes creatively writing however we like to generate some ideas and warm up our brain for our lesson. When we wrote about this visual prompt Jacinta (Room 33) was inspired to write a limerick.



**Did you know?**

A limerick is a humorous poem consisting of five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines should only have five to seven syllables; they too must rhyme with each other and have the same rhythm.

Have a read of Jacinta's poem – The Angry World

*There was a world in his head*

*I see him when I go to bed*

*His eye is a pearl*

*He has clouds that curl*

*Angrily he said "I'm red!"*

**Deana Cuconits**

**Lead Teacher – Innovative Teaching and Learning**

## SAPSASA Girls Netball

On Thursday 1<sup>st</sup> April, eleven Year 6/7 students travelled to Argana Park to participate in the SAPSASA Girls Netball Carnival.

Prior to this event the students gave up their own time to attend meetings and train. Some of the girls had never played netball before, so it was wonderful to see these students learn and develop new skills.

The carnival day was a hot one - 31 degrees and the girls played seven games of netball against various other schools in our district. Not once did the students complain or stop trying. Every single one put in all their effort and it was amazing to see them use their growth mindsets and determination to play so well.

Well done to the students: Chanelle and Maylyn from Room 30, Nalisa, Madalyn, Emily, Tamika and Hayley from Room 31, Angel and Happyness from Room 32 and Ella and Jacinta from Room 33.

We are all very proud of you, as you should be of yourselves. I hope you all keep up your netball efforts as I believe we have some stars in the making!!

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



## Typing Tournament

It has been wonderful to see the improvement of typing skills in Room 25, over the past term. The class has been using 'Typing Tournament' (a touch typing program) and have been working hard in learning how to be faster and accurate on the keyboard! We are proud to share that for two weeks running, our class came first GLOBALLY in the Under 12s category of the 'Most amount of words typed' in one week. This showed the cumulative total of all words typed using 'Typing Tournament' by a class in the week - right across the world! During the term, Room 25 was sitting in 204<sup>th</sup> place – by Week 10, students gained first place by typing over 20,000 words and in Week 11 achieved first place again with over 32,000 words! A remarkable achievement Room 25 - keep up the great work!

**Ms Suz Brook - Room 25 Classroom Teacher**

**Weekly Leaderboards**

Ranking In: **Words** | **Abstract** | **Study Abstract** | **Test Word** | **Tested** | **Word Words** | **High Scores** | **My School**

Weeks: Under 5's | Under 10's | Under 12's | Under 14's | Under 16's | Under 18's

Room 25 Year 5 - Miss Brook Pondfield Gardens R.F. School, Adelaide, SA	32705 words
5W - Ms. Webb Torrens Valley Christian School, Hope Valley, SA	42510 words
5F Torrens Valley Christian School, Hope Valley, SA	6522 words
4th 5REB Richmond Primary School, Kinnick, SA	6399 words
5th P45 - Mr. Jenkin Pilgrim School, Adelaide Park, SA	6262 words
6th 33 Pondfield Gardens R.F. School, Adelaide, SA	5712 words
7th 4 Blue Our Lady of The Visitation School, Tanook, SA	5052 words
8th Year 6 - Mt. Taylor Christmas Island District School, Christmas Island, WA	4369 words



The students have all been practising their touch typing.

## Festival of Music Choir

On Thursday of Week 1 the Festival Choir had their assessment with Cathy from the Festival of Music office. They spent an hour working with Cathy and showing everything they've learnt so far.

*During choir practice we have to learn songs for the Festival of Music performance. We also practise a special set of songs which was specifically created for the festival. I am hoping to audition for a solo in our performance. I recently attended a soloist workshop where we learnt that there were particular skills to become a soloist - to have the right pitch, notes, dynamics and lyrics. It is also important to make small motions to represent the characteristics of the songs. I absolutely love going to choir practice!*

**Jacinta Room 33**



## Windmill Theatre

At the end of Term 1, Rooms 3, 12, 20 and 23 visited Star Theatre to see Windmill Theatre's production of "Hiccup", created by Jude Henshall and Ellen Steele. Hiccup tells the story of Eddie who is trying to get back to nature by camping in the outdoors, but there was an annoying sound. Poor Koala has developed a stubborn case of hiccups. Soon some friends team up to help, creating a hilarious musical adventure about working together, finding friendship and how to stop the hiccups!

*We went to see a play called 'Hiccup' and it was about a man who went camping in the bush because he wanted to get away from the noise of the city. When he was asleep in his tent he heard a loud noise and he thought it was a monster or a wolf and it was scary.*



*Then he saw that it was a koala who had the hiccups. He tried to give the koala sandwiches to get rid of the hiccups but it didn't work so he tried other things. All the bush animals were impressed with man's shiny things like his toaster and his kettle. He made a machine explode and it frightened the koala out of his hiccups.*

*The people playing the instruments in the play made the sounds for a huge explosion. During the play the lights all went out and disco lights came on and everyone went 'Ooooooh!'*

**Children from Room 12**

## Science in Room 6

*We have been learning about the forces of push and pull. First Ms Halligan gave us some boxes but they only had three sides. She had also drawn three lines on the inside bottom of the box. There was a rubber band across the box attached by paper clips. Ms Halligan gave each group a little car and a bigger one. We had to write our prediction in our book of how far we thought the cars would travel when we flicked them out of the box. We predicted that the big car would go further than the little one.*



*We all went out into the corridor and spread out in our groups. We had to pull back the rubber band with a car on it to the first line and fling the car out, then back to the second and third lines to compare the distance they travelled. When the cars landed we had to measure the*

*distance travelled using hand spans. Did you know that the height of horses is measured by hand spans! Our big car went 27 hand spans and the little one went 22 hand spans. It was a fun way to learn about forces.*

**Christian, Hayley, Athena and Connor**

## New Play Equipment

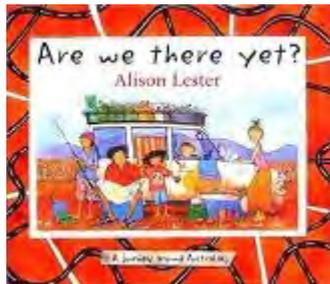
Studies have shown that engaging in active play encourages the students' development of language skills. A child's vocabulary grows and develops as they play together with peers and interact with adults. Play is also associated with the development of social and emotional skills and the ability to develop positive relationships. As children play with each other they learn to get along, communicate their needs, cooperate and resolve conflicts, also fostering creativity and imagination.



Recently the school bought some new equipment for outside play - some road signs and 'scooters'. The children have so much fun placing the signs around the yard and pretending they are cars on the road, watching out for the road signs such as 'give way'. There are also pictogram signs indicating to watch for kangaroos and pedestrians.

## Are We There Yet?

On Wednesday 5th May our Early Years students were entertained by members of the Adelaide Symphony Orchestra, who performed the story *Are we there yet?* by Allison Lester. The vocalist Elizabeth McCall introduced the members to the children and the instruments they were playing - flute, piccolo, trumpet, trombone, percussion, double bass, cello and violin. As Elizabeth narrated the story to the children the musicians accompanied her, making the story come alive.



During their music lessons Ms Thomson has been teaching the children the song *Are we there yet?* and were able to join in the singing part way through the narration. All the children enjoyed the beautiful music and loved the different sound affects that were played for the characters.

The story was about Grace and her family as they travelled around Australia in a caravan, having adventures along the way.

*It sounded nice, I liked singing with the lady because she had a lovely voice. In the story the family went on a long trip around Australia. The musicians were clever*

*and made their instruments sound like people laughing. I could hear the different instruments making the music.*

**Holly Room 3**



*There was a double bass, a cello and a violin, a flute, piccolo, clarinet, trumpet and trombone, and the percussion instruments.*



## Life Long Ago

As part of the Science unit this term, the students in Year 1 and 2 are learning about dinosaurs. They attended an incursion last Friday 7th May called 'Life Long Ago'. This workshop took the children back millions of years to discover the wonder of dinosaurs, bringing prehistoric life into our school. The children were given the opportunity to locate and identify fossils from some of the most iconic dinosaurs of the past, by searching for them in large sandboxes. These included Tyrannosaurus Rex, Stegosaurus, Triceratops and a few other surprises. The children learnt when each of these species of dinosaurs lived, where they came from and what they ate. It was very exciting!

*We got to look at some dinosaur bones and we discovered fossils. Some of them were very big like the allosaurus. One of them showed the eye socket. The man told us that one of the dinosaurs was 12 metres and they lived millions of years ago. There was an asteroid or a huge meteorite that crashed onto the Earth and made a huge explosion. Ash from the explosion blocked out the sun so that the plants couldn't grow. Because of this the herbivore dinosaurs died and then the carnivores died too because there was nothing to eat. Some dinosaurs survived the explosion because they found places to hide.*

**Amelia and Sagar room 6**

*We were brushing the dirt from the dinosaur bones and fossils in the sand boxes, but we weren't allowed to pick them up in case we broke them. We did rubbings of the fossils with crayons like we sometimes do with a coin.*



*We couldn't use pencils because they might have been too sharp and go through the paper and damage the fossils.*

*We learnt some names of different dinosaurs including brontosaurus, pterodactyl and a mosasaurus, which lived in the ocean. It had an enormous mouth with lots of sharp teeth and looked a lot like a huge crocodile. It liked to eat sharks!*

**Alexia and Spencer Room 20**



*Students brushed the dirt away to reveal the fossils.*



*They also did rubbings of the fossils with crayons.*

## School Crossing Monitor Training

On Monday 3rd May the students from Year 5, 6 and 7 attended a training session by a member of SAPOL, to become a traffic monitor at our school crossing. 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 in Week 4.

*On Monday 3rd May all of the students from Years 5, 6, and 7 attended a training session with Senior Constable Lenae Prior 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 and probably have places to go to urgently. We shouldn't stand too close to the edge of the curb because if we tripped we could fall onto the road and maybe get hit by a passing car.*

*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. We have to make sure that everyone follows 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. It was an interesting talk.*

**Kaitlyn Room 34**

## Class Awards

**Term 2 Week 2: Room 1:** Crystal **3:** Thomas **4:** Ali **5:** Hannah **6:** Tricia **7:** Jayden **8:** Taylor **9:** Bentley **10:** Jackson **11:** Linda **12:** Lewis **19:** Isabelle **20:** Zuhail **23:**

Urooj **24:** Freddy **26a:** Sneha **26b:** Ali **27:** Shaun **29:** Conna **30:** Ruby **31:** Madalyn **32:** William **33:** Kelly **34a:** Abraham **34b** Kaitlyn

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

**Health/PE** (Ms Ryan) Room 6

**Health/PE** (Ms Mentha) Room 2

**Music/Drama** (Ms Thomson) Room 29

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

## Material and Service Charges

We would like to thank the parents who have paid their Materials and Services Charges for 2021. Please remember these charges are compulsory fees to assist in paying for the school equipment, stationery, and books that your child uses while at school. **These fees were due by the end of Term 1. Statements will be sent out this term for all accounts in arrears.**

Many parents have signed up to have an amount paid regularly through Centrelink (Centrepay). This ensures that the fees are paid by the end of the year. Others have paid by credit card, cheques, or via **BPoint** which is a **Direct Debit** facility to have payments automatically deducted from your bank account. You can also pay your fees using the **QkR** app which can be downloaded onto your phone.

Some parents have already filled out a School Card form as they believe they are eligible for support due to low income.

If you are having difficulties with payments, please come into the office and make a time to discuss payment options with a member of the front office staff.

**Lynne Lean - Admin Officer**

## Autumn Colours

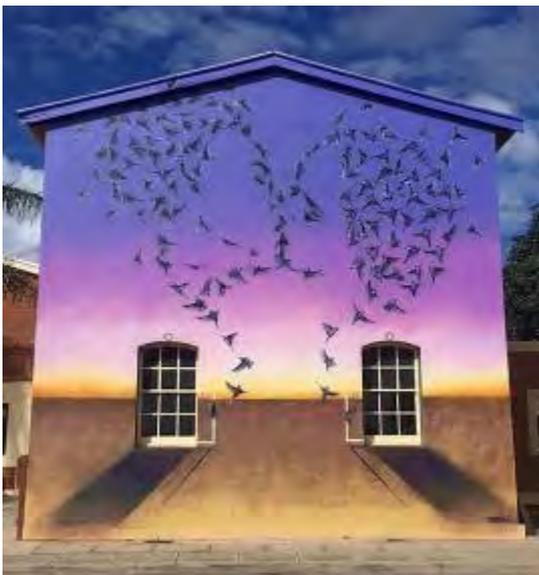
The children love the Autumn leaves in the yard at the moment with all of the beautiful colours. They love to make posies or simply throw them into the air. We are very fortunate to have such beautiful grounds.



# Wonderwalls Exhibition

On Wednesday 31st March The Middle Years students were engaged in a walking tour of the Wonderwall Street Art Exhibition in Port Adelaide. This excursion supported and extended their learning in Visual Art. Wonderwalls have transformed the streets of Port Adelaide with over 60 murals by local, national and internationally renowned street artists. As part of this excursion the students were involved in responding to and reflecting on a range of artworks during the walking tour.

We left school on Wednesday morning with Room 31 students only carrying light backpacks as we knew we would be walking a lot. After getting off the bus we got our clipboards and worksheets. From our sheet we had to predict how many pieces of street art we would view. The final count was 16. We also had to keep our eyes open to spot any works displaying dolphins, mosaics or Peter Drew street art. Ms Dimitropoulos introduced us to Peter Drew's artwork during our Visual Art lessons. On our sheets we had to make comments or answer questions regarding the artwork, for example "Based on your observations, invent a title for this work of art?" and "Assign a soundtrack to this work of art." We also had to explain the type of music we selected and why. Most of us chose this piece opposite. It was painted by two different artists - one classical and the other part more modern. This one was very clever because we could see that a pipe on the wall had been incorporated into the painting as the arrow being drawn back.



The street art is located in the street near the Maritime Museum, some on the walls of old buildings but mostly on modern homes and some carpark walls.

This artist, Jimmy C, is from South Australia and he used the windows on the building as birdcages with birds flying out of them. They almost made a love heart.



Ms Dimitropoulos explained in her notes that artists are storytellers and often have a message behind their artwork. This painting indicates that the fish are dying from pollution and the mouths of the smaller fish are represented by bottles. It indicated that we need to take better care of our sea life, especially the colour that was used.



This piece was like an optical illusion. We had to look at it for a while to see rooms in a house. There were different patterns and little pops of colour.



This piece was also by a South Australian artist and was a favourite with many of us. It was almost like a photo with very modern pops of colour behind it.

We all enjoyed this excursion giving us an appreciation of viewing artwork.

**Dilara and Jessie Room 30**

# Aquatics

As part of the Health and Physical Education program this year, Middle Years students have participated in an Aquatics program at West Lakes Aquatics Centre. Qualified instructors ensured that all students had a safe and enjoyable learning experience whilst developing a range of skills and understanding about water safety. These included survival in the water, rescue of others, mobility in, on and around water and environmental issues that impact on marine life.

The students were involved in sailing, kayaking and snorkelling, all of which were conducted on the lake. A beach awareness program using surfboards, wave skis and boogie boards was also held at Tennyson Beach, just a short walk away. The students all had a wonderful day, many of whom experienced these activities for the first time.



*For the snorkelling activity my friend Khadivia and I stuck around the shallows as we are not confident swimmers. There were a lot of fish around the area as well so we didn't have to go that far out. The equipment included personal flotation devices (PFD), flippers and wet suits that were really tight as well as goggles. We used the PFDs as we weren't so confident. We used the flippers to help us swim and the goggles to help us to see under the water. The landmark we used to guide us where to go was a trolley. We saw a lot of fish as the instructor had dropped fish food in the water. Our instructor was nice and calm and let us know what to do very clearly and properly as well.*

**Demi Room 30**

*When we got to the aquatics centre we got ready and found our first leaders, then we went off into our groups. We had all girls - Marzia, Grace, Jade, Vivian, Nicky and myself. First we went surfing down by the beach. Surfing was my favourite activity because it was something new to try. It was pretty hard to get on but I got on a couple of times and stood up, but I fell down straight away!. It was really fun. The worst one was snorkelling because it was scary to see all the fish swim near us and I also stepped on a starfish without knowing so that was a bit scary too. But everything was lots of fun on the day.*

**Letiah Room 30**



*During our time at Aquatics we were involved in four activities - sailing, snorkelling, kayaking and surfing. My favourite activity was sailing because it was fun. Our instructor ran us through about the boat and explained what everything was. We climbed into the boat and drifted off. Our instructor kept leaning on one side making the boat touch the water and pretending that nothing was wrong saying "I wonder what they're doing down there!" We then started heading towards a bridge and slightly turned. After that there was a line we had to steer within so Hitesh steered first, then I had a turn, followed by Nick, Levi then Siang and Zander went last. A lot of boats almost crashed and we laughed.*

**Ramon Room 30**



## Kick Start for Kids

Kick Start for Kids is a holiday program which was offered to 35 students at schools in our northern area during the holidays. We were lucky enough to have 30 of our students attend this fun filled program, which is supported by volunteers along with Ryan, the leader. Activities included an excursion to 'Bounce', cooking sessions, art and craft activities, dress-ups, yoga, games and finishing with a barbeque lunch.

We were excited to be the host school in the northern area and we are looking forward to a continued relationship with Kick Start for Kids during the next holidays.



*I had my face painted at Kick Start for Kids and I was painted like a tiger and also with a rainbow. We went on an excursion to Morialta where we played on the swings in the park and we had a burger for lunch.*

*We also went to St Kilda and there was a castle with a big swirly whirly slide and I loved it! We all had fun. I also got to help Rob and Pam, who were two of the leaders, to do some cooking. I love to cook at home. At Kick Start for Kids we have Pancake Club and I'm really good at cooking pancakes. I'm also learning how to cook sausages on the barbeque - but I have to be very careful!*

*One day we had a visit from the police and two police officers came on their horses. They were both white and so big!*

**Hayley Room 19**

*When we were at Kick Start for Kids two police horses came. They were big and bit scary! I patted them on the nose and we fed them carrots. We had to hold our hand our flat because if our fingers were curled up they might have bitten us accidentally. When we patted them their noses felt really hard but the end of their noses were soft. We weren't allowed to stand behind them in case they kicked.*

**Perez Room 12**



## Uleybury School Muszum

As part of our History studies this term we are exploring how the community has changed and remained the same over time. To support students' learning on this topic, rooms 7, 10 and 19 travelled to the Uleybury School Museum at One Tree Hill. The Uleybury School was constructed in 1856 and much of it remains unchanged to this day. Students stepped back in time and gained an insight into education from the past with an immersive hands-on school lesson, giving students an old time experience as to what school was like. There were no computers in this classroom; children used inkwells and slates!

*When we got there we had to stand in front of the school and put our bags down. The Head Master stood in front of us and sang "God Save the Queen" and we had to look at the flag. Then we had to march to music and go into the classroom. We saw that the desks were very different from ours and the chairs were like a bench attached to the desk.*

*First of all we had a spelling test and we had to write in chalk on our own little chalk board. After that we had to do handwriting but we used a pen and ink from an inkwell, but only those students who were right handed. He told us that in the old says if you were left handed you had to have your left hand tied behind your back and were made to use your right hand! That would have been so hard! We then had the opportunity to ask questions about school in the olden days.*

*After our lessons we had to march outside again and we were allowed to play with olden day toys like hoola hoops and hobby horses. There was also a little shed with a puppet show inside. We also found an old typewriter in the shed. It was big and black and a bit rusty and it had big round metal keys with the letters painted on them.*

*We had a great time and it was interesting to learn about how school was in the old days.*

**Amelie - room 7**



*We went to Ulebury Historic School by bus. When we arrived we saw the Principal Mr Squires standing at the door. He lined us up and checked our hands. We sang God save the Queen. We marched in the classroom and started our lessons. We wrote on a chalk board and then used real ink to write on the paper. It was amazing.*

*The funniest bits were when Mr Squires pretended to give our student teacher, Ms Chloe, the cane and Indie was given a dunce hat. The school was very strict and different to Parafield Gardens R-7.*

*We marched out of the class and had lunch. Then we played outside. Children played with wooden toys and old telephones from the past. We loved the go-karts most of all. We went very fast down the hill.*

*Schools in the past were very different. The classroom was much smaller and there was no technology. It was really fun to visit the Uleybury Historic School. We loved the opportunity to play outdoors with toys.*

**The students of Room 19**



*When we got there we played with the old toys - there were no electronic toys! There were scooters, go-karts hoola hoops and skipping ropes. They also had a little home corner centre in the shed, but no dolls. There was an old metal cash register that looked like a typewriter. Part of it was broken and it was really old. There was a box that we could go into and it had a curtain that could be pulled across, so it made a puppet theatre. I had a play with the puppets. I also saw a display of old toys including a very old Rubik's Cube. The modern ones look a bit different and they are easier to move. I saw a history book about the Queen too. We were able to have fun on the wooden horses which were called hobby horses. They looked like a broom stick with a horse head on them.*

*To get into class the Head Master rang a bell - the desks and the seats were attached. The desks didn't have trays like ours but there was a wooden ledge underneath where we put our slate and chalk sticks. We also got to write with ink pens. There were inkwells in the desks and the ink was in a little cup sitting in the hole. The pens were long and very sharp at the end and Mr Squires told us that one day a naughty boy had thrown his pen into the air and it had got stuck in the ceiling!*

*I wouldn't have liked to go to school back then because if you couldn't do something you had to sit in the corner with a pointy hat with a big 'D' on it and if you were naughty you got smacked with the cane!*

**Jescinta Room 10**



## STORY TIME WITH ATLAS



Atlas has had friends come to visit him in the office to read him a story. He really does love being read to.

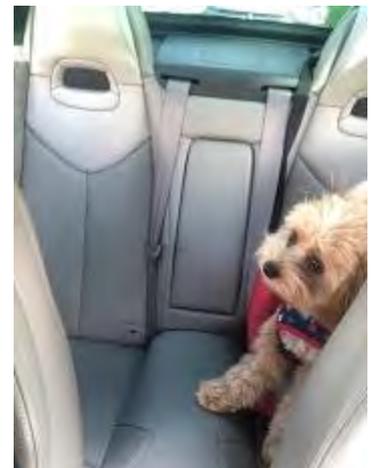


# ATLAS OUR SCHOOL DOG



What did Atlas get up to in the holidays?

- Beach walks
- Dog parks
- Naps by the fire
- Rides in the car



# PARAFIELD GARDENS HIGH SCHOOL

## NEW PARENT MORNING TEA

*Please join us to participate in a Q&A discussion about our school and the transition process for new Year 7s and Year 8s into High School. A complimentary pancake breakfast will be provided as well as other light refreshments.*

**When:** Wednesday 16th June 2021 from 9:00 – 10:30 AM

PGHS & PGR-7 INVITE YOU TO:

# BULLYZERO CYBER SAFETY



PRESENTED BY BULLY ZERO

A PARENT SEMINAR TO ASSIST UNDERSTAND CURRENT ONLINE/SOCIAL MEDIA DANGERS, ACCOUNT MANAGEMENT AND HOW TO REDUCE ONLINE RISKS AND HARM.

TO REGISTER YOUR SPOT PLEASE SCAN THE QR CODE AND ENTER YOUR DETAILS.



**WEDNESDAY 26th MAY**

**6:30PM - 8:00PM**

**PGHS Theatre**



**PARAFIELD  
GARDENS R-7**

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**PARENT  
INFORMATION**



Parafield Gardens  
High School



**PARAFIELD  
GARDENS R-7**