



Newsletter - Week 3 Term 3 2021

From the Principal

I'd like to thank our families for supporting us through four days of online learning. It was a very busy time for school staff and I'm sure parents found being teacher while also doing your own work was quite challenging. I loved being able to flick from class to class looking at student work in portfolios, giving feedback and doing some one-to-one tutoring. It reminded me how much I miss being a classroom teacher.

We are attempting to collect feedback from parents to improve our processes ready for the possibility of a 'next time'.

New Name

It's official! We are now officially called Parafield Gardens Primary School. Governing Council have approved the update to our uniform logo and letterhead and we are just awaiting approval from the department. The change is very subtle. New uniform items ordered will have the new logo but families are reminded that old uniform items can still be worn, for the life of the clothing. New signage for the front of the school will be organised soon.

Congratulations

Exciting news from the Festival of Music Choir - Jacinta in Room 33 was selected through the audition process to be one of the soloists performing with the choir. This is the first time our school has been represented in this way. Congratulations Jacinta - well done! The choir will be performing on Wednesday 8th of September. Tickets can be purchased through BASS.



Book Week

This year's theme is 'Old Worlds, New Worlds, Other Worlds'. Book week this year is celebrated from 21st until 27th August.

Class Dojo

We would like to remind families to check on their child's Class Dojo in order to keep up to date with what is happening in classrooms. You will find photos and reflections of activities as well as information regarding important dates and events.

Covid Restrictions

Restrictions were lightened from Wednesday night this week. For us this means that assembly, excursions and incursions can go ahead but adults are still asked to wear a face mask and we are still asked to limit non-essential adults into the school. Please continue to kiss and drop outside buildings, check in with the QR code and wear a mask in the yard please.

Wakakirri

Our Wakakirri Team made up of Year 6/7 students, will be off to The Entertainment Centre on Wednesday 11th

August. We wish them all the best. More information about Wakakirri is included in this edition.

Enrolling Siblings and School Tours

If you have younger children at home who will be starting school in 2022, please contact the office as soon as possible so that we can organise an enrolment form.

Please contact us if you are interested in being part of a school tour.

Tour Dates are:

Friday 13th August at 9:30am

Wednesday 25th August 9:30am

Tuesday 7th September 5:30pm

Friday 10th September 9:30am

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

Wednesday 11th August

Wakakirri Performance at Entertainment Centre

Monday 23rd to Friday 27th August
Book Week

Thursday 26th August
Book Week Assembly

Thursday 2nd September
SA Water Incursion for Year 1 students

Friday 3rd September
★STUDENT FREE DAY★

Monday 6th September
★SCHOOL CLOSURE★

Monday 13th to 17th September
Student Led Learning Conversations

Monday 20th to Friday 24th September
RAA Road Safety Sessions during Health lessons

Wednesday 22nd September
Casual Day with gold coin donation

Friday 24th September
Last day of Term 3
Early dismissal 2:00pm

Term 4 Commences
Monday 11th October

Museum and Botanical Gardens Excursion

In Week 9 of last term the Year 4 students visited both the South Australian Museum and the Botanical Gardens as part of their HASS studies. At the museum students participated in a self-guided tour of the indigenous artifacts, marine fossils and the rock and minerals sections. Whilst at the Botanic Gardens the children walked through the Australian forest where they investigated the traditional uses of trees and plants by Aboriginal people with an Indigenous educator.

Our class went to the museum first and after putting our bags away we moved into the first exhibition room of marine fossils. We each had a little booklet which we had to refer to so we could look for certain things. One person found a fossil that looked like a piece of pepperoni pizza! We saw lots of fossils of invertebrates and bugs. The next room also had marine fossils but it was more interesting because they were of much larger animals. One fossil was discovered on a farm - it was an incomplete fossil of a dinosaur and it was named after the family who discovered it. It had flippers which meant that the farm where it was discovered would have originally been part of the ocean.

After that we walked to the Botanic Gardens where we ate recess and listened our tour guide. He told us facts about some of the trees. One of the tall gum trees was over 50 years old. Next we went for a walk to see a parapara tree which is a bird catching tree. Our guide explained that birds would be attracted to the tree and because it is very sticky their feet would stick to the tree and be trapped. The Aboriginal people would go back later and collect the birds and cook them for their meals. After looking around a bit more we walked back to the museum for our final section which was the Aboriginal artefact section. Trent who had been our tour guide at the Botanical Gardens told us that part of the old gum tree we had seen was at the museum and was used to make rafts and canoes as well as shelters. Another one of our tasks was to count how many boomerangs we could find - there were 119 of them and they were very old. I learnt a lot from this excursion and I found it very interesting.

Liam Room 29



The students also discovered a variety of rocks and minerals

Our class went to the Botanic Gardens first but the bus didn't drop us off very close so we had a bit of a walk to get there. Once there we walked through a path and met Trent who was our guide. He told us about the River Red Gum tree and how the Aboriginal people made fires but only little ones so that the grass and trees could regrow. He also told us about little flowers

that are like water filters. The Aboriginal people would pour muddy water on the flower and the mud would stick to the flower and clear water would come out. He then walked us through a path and showed us the eucalyptus tree where witchetty grubs liked to eat the wood. The Aboriginal people would use a little stick to gently pull them, because if they pulled hard their guts would come out. Witchetty grubs are 90% water and when cooked they would be protein. They have little teeth so the people would bite their heads off so they wouldn't bite them.

My favourite lesson is HASS so I really enjoyed this excursion and I learnt a lot.

Lilli Room 28

Adelaide Zoo - Animal Adaptations

As part of the Year 5 science unit the children visited the Adelaide Zoo towards the end of term 2, where they undertook a self-guided tour to focus on animal adaptations.

We've been learning about how animals adapt to their environment and we have been making dioramas for our chosen animal. We also went on an excursion to the Adelaide Zoo. We all had a worksheet and we had to choose an animal to observe for about 10 minutes. We also had to draw its habitat. Some of us observed a red kangaroo. There was an enclosure like a hut inside the main enclosure, which they could go into for shelter if they needed to. There was a lot of brown sand in this enclosure and the kangaroo mainly hopped about eating the grass and also relaxed on the ground for a rest.

Another group watched the monkeys. They were so much fun to observe that we stayed for longer than the allotted time. There were white gibbons and black monkeys as well climbing in the trees. They were interacting with each other and fighting over food. Two of them were resting in a safe little glass box inside the main enclosure. The monkeys are lucky to have such a big area for their habitat. A lot of people said that the meerkats were funny to watch and some of them acted as lookouts.

After we had observed our chosen animal we were allowed to wander around the zoo in our groups to look at the other animals. We saw peacocks in the huge netted enclosure and they were able to walk around everyone on the ground. Towards the end of the tour we played on the adventure playground which is huge and then we had lunch. After lunch we went into the reptile house but most of the snakes were hibernating in the houses so we didn't see many. Overall it was a good day.

Akeliah and Yogesh Room 26



Trent talked to the students about different trees and flowers and their importance to the Aboriginal People.



Some of us observed the lions. There were a lot of rocks, grass and a couple of trees which they could use for shade. The male lion was roaring a lot to say that he was the alpha male and later he tried to snuggle up to the female, but she was a bit annoyed at first. The male lion peed a lot and he also sprayed. The male lion can spray up to a distance of 5 metres which is his way of marking his territory. They have very rough tongues with little spikes on it to make it easier for them to eat. We all had a great day at the zoo.



Kim Pi and Ella-Rose - Room 25

Wakakirri

Wakakirri is a word from the Aboriginal Wangaaypuwan people meaning "to dance a story". Wakakirri is a creative and performing arts initiative whereby students combine their skills and talents in movement, drama and dance by performing on stage to tell their story. It is a wonderful opportunity for students to develop teamwork and performing skills, culminating in an exciting performance in front of a large audience.

Each year there is a special theme word, this year's being 'hole'. The teachers have based this year's performance around the story from the book *Holes* by author Louis Sachar. Our Wakakirri piece is the story of our main character who is wrongfully accused of stealing a very valuable pair of sneakers and sentenced to a juvenile facility in the desert called Camp Shadow. Each boy there is required to dig a five-foot-deep hole every day. They are told it is to help them develop character, but could it be that the Warden is looking for something buried in the desert?

All the students from Year 6 and 7 who wanted to be involved in Wakakirri had to audition and quite a few people also auditioned for main characters. They had to mime a song and act it out using emotion and also show their feelings through movement. Hope was chosen as the main character Stanley. Many of us had auditioned for Wakakirri last year but because of the pandemic it was cancelled, so this year it is extra exciting to be involved. We've been rehearsing every Thursday and some Fridays in the hall.

Our performance is based on the novel 'Holes' but it's our version to make it suitable for our Wakakirri performance. Stanley is walking around and Zero, another character, steals some shoes and drops them into Stanley's bag without him knowing. The police arrest Stanley and his family are distraught. They arrest Zero as well and they are both sent to a detention camp in the desert called Camp Shadow.

Once they are at the camp they meet other people and the warden of the camp makes them dig holes to 'develop character', but there is more to it than that!

Zero hits the warden with a shovel and runs away and Stanley goes to look for him. He finds Zero out in the desert and together they discover the treasure that the warden has been looking for. They celebrate and the warden is arrested and everyone at the camp, including the guards, is set free.

Throughout the rehearsal process Mr Luke has been recording our voices saying the dialogue which is woven through the performance along with the music. It has been an exciting process and we are all looking forward to the performance next week.

Hope Room 33 and Betty Room 32

On Line Learning

During the recent lockdown some of our students, who are children of essential workers, were supervised at school in the Hive. They all worked well and enjoyed this alternative learning experience.



Class Awards

Term 3 Week 2: Room 1: Willow **2:** Jack **3:** Caroline **4:** Raam **5:** Kate **6:** Emma **7:** Jacob **8:** Abdul **9:** Cooper **10:** Magnus **11:** Harley **12:** Tyler **19:** Natalia **20:** Spencer **23:** Param **24:** Tyler **25:** Kobe **26a:** Yosof **26b:** Jada **27:** Pranay **28:** Kaylee **29:** Ali **30:** Zander **31:** Efrim **32:** Mayyes **33:** Angelina **34A:** Isabella **34B:** Alexis

Health/PE (Mr C) Room 31

Music/Drama (Ms Mentha) Room 10

Music/Drama (Ms Thomson) Room 19

Auslan (Mrs Neilson) Room 27

Visual Arts (Ms Dimitropoulos) Room 33

School Crossing Monitors

Our School Crossing Monitors' roster started in Week 3 and we thank them for their positive approach and enthusiasm to the task.

Week 3 Room 26A: Amith, Priscilla, City, Mary, Sarah, Yogesh, Chase, Sneha, Faraz, Phoebe

Week 4 Rooms 25 & 26B: Pari, Jordan, Kourtney, Kaiden Jai, Rachel, Eliana, Ali, Kobe, Akeeliah, Femi, Theo, Mahi

Week 5 Rooms 25, 26A & 26B: Jordan, Kobe, Yogesh, Phoebe, Femi, Mahi, Kourtney, Ali, Sneha, Faraz, Eliana, Akeeliah, Theo

Arbury Park Outdoor School

At the end of last term our Year 6 and 7 students were fortunate enough to have the opportunity to attend Arbury Park Outdoor School, to live and learn together in an active and exciting camp experience. The school is a purpose built residential facility near Bridgewater in the Adelaide Hills. This involvement offers opportunities for students to make their own discoveries through direct experiences. They learned about ecological processes, developed an understanding and connection with the natural world and about the traditional land owners of the Bridgewater region - the Peramangk Aboriginal People. They also learned how individuals can contribute toward a sustainable future as well as developing teamwork and relationships with others. Some of the activities provided by the specialist teachers at Arbury Park included orienteering, bush survival, team challenges, a nocturnal animal walk, learning about freshwater life and cooperative games. The children and staff who attended were also treated to healthy meals and snacks.

When we got to the camp site on Monday we had an introduction session followed by a morning tea in the huge dining room. All the food at camp was really good. My favourite part of the whole camp was the bush survival activity. We were in groups and we had to find a particular spot and make a camp in the bush setting. We used a parachute for a tent by tying it with rope to a tree to make a shelter. We then had to make a fire by collecting branches and using matches to light it. On Wednesday we had the fresh water life activity where we had to catch little creatures with nets from the water and then look at them through magnifiers and microscopes. We had a chart with us to help identify the little creatures and we also learnt about their feeding and habitats. During the night walk with Mr Medlin we all had torches and we saw a possum, although not many other animals. There is a cockatoo which is kept like a pet at the camp which we could talk to during the day. We only managed to get a bit of sleep while we were on camp because we had fun chatting to each other. We all had a great time.

Hayley Room 31

The students thoroughly enjoyed the bush survival activity - making a tent and creating their fire.

The students also learnt how bush animals adapt to there surroundings.



When we went on the night walk with Mr Medlin we had to use sticks to help us walk down the slopes because it was very slippery. Mr Medlin saw an owl but we didn't. The group before us saw some though. Poor Mr Medlin would have been tired because he had already taken 4 other groups up the hill and it was steep! The night hike went all around the camp site, which is huge. We had a rotation of activities which included the night walk, movies, games and a camp fire. Each activity took about 1/2 hour. The camp fire was good because we got to roast marshmallows on sticks over the fire. It was nice and warm with jackets and beanies on. We played games like Uno and Snakes and Ladders. The whole camp was for us to make connections with people we wouldn't usually chat with.

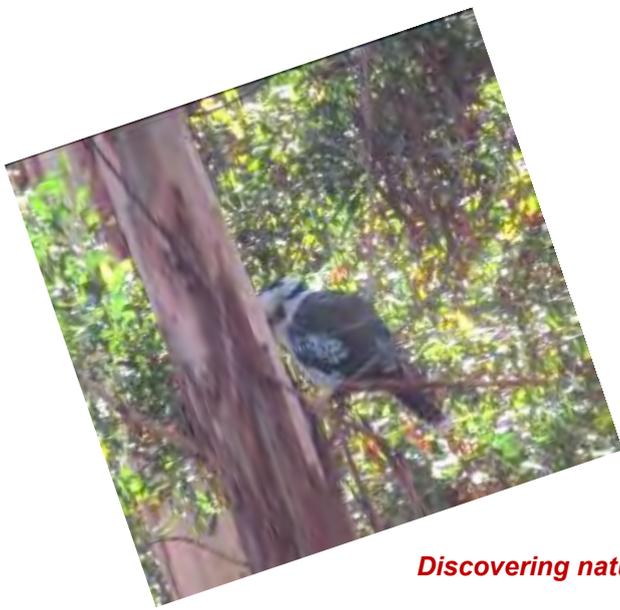
Tuesday night was quiz night and the talent show. Tamika played the guitar and Trent played the piano - he played so well and kept such a good rhythm. We were all very

impressed. During the quiz night activity there were trivial questions about our school and also general knowledge questions about the world.

My favourite part of the whole camp was the Mt George hike or the Bridgewater hike. Pete was the camp leader and he took us to see the view from the top of the steep hill and we could see so much greenery and nature. Pete also told us about Mt Lofty and that there is a fire tower there. We all had such a great time!

Hitesh Room 30

Arbury Park Outdoor School



Discovering nature



Bee nesting

