



NEWSLETTER

FROM THE ACTING PRINCIPAL - TRAVIS BRAITHWAITE



DIARY DATES

- **Tues 16th, Wed 17th & Tues 23rd June**
Optomestrist Visit
- **Tuesday 16th June**
SAPSASA Year 4-6
Statewide Soccer
Carnival
- **Wednesday 24th June**
Sensory Explorers
Incursion
- **Monday 29th June**
W5, W6, K6 & K2
Adelaide Zoo
Excursion
- **Wednesday 1st July**
K4 Movie Excursion
- **Friday 3rd July**
Early Dismissal -
2:10 pm
- **Monday 20th July**
Term 3 Commences

We recently had the pleasure of hosting the Department for Education Chief Executive, Mr Martin Westwell, for a tour of Paradise Primary School. During his visit, Mr Westwell observed students engaged in numeracy and phonics lessons, joined students for play during lunch, and spent time speaking with our Tribe Leaders over lunch.

He commented on the positive culture across our site, the strong sense of belonging evident amongst students, and the way students were able to confidently talk about their learning and the many great things happening at Paradise. It was a wonderful opportunity to showcase our school community and the work taking place every day in our classrooms.

Positive Behaviour for Learning (PBL)

Our continued focus on Positive Behaviour for Learning (PBL) is having a significant impact across the school. This term, we have seen a significant reduction in behaviour-related office referrals, alongside a substantial increase in students reporting a strong sense of safety and belonging at Paradise Primary School.

So far this year, our whole-school PBL focus areas have included:

1. Respectful communication
2. Moving safely and successfully around the school

Our next focus area will be introduced shortly as we continue building consistent expectations and positive learning environments across the site.



FROM THE ACTING PRINCIPAL – TRAVIS BRAITHWAITE (CONTINUED)

Thank you to families for your ongoing support with this important work. Strong partnerships between home and school play a vital role in maintaining a positive culture for all students.

Environment Club

A big thank you to the students involved in helping clean out the garden bed near Miss Georgina's classroom. We have some new plants ready to go in and are looking forward to refreshing the space once we have a little more sunshine.

Once the garden beds have been renewed, we ask all students and families to please help us protect the area by staying on the paths and avoiding the garden beds. The new plants will be marked and protected while they establish, however it will take a collective effort from all of us to help them thrive.

Pupil Free Day

On our recent Pupil Free Day, staff participated in CPI (Crisis Prevention Institute) training. The day focused on understanding escalating behaviours, de-escalation strategies, and safe interventions that support both students and staff. It was a valuable professional learning opportunity that aligns with our site's learning plan focus – Belonging and Safety.

Kind regards,

Travis Braithwaite

Acting Principal

NATIONAL SIMULTANEOUS STORYTIME



In Week 5 Paradise Primary School participated in National Simultaneous Storytime which is held annually by the Australian Library and Information Association. Each year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in schools around the country.

This year's book, **Luna Roo the Kangaroo Baller** is an inspiring underdog tale of courage, perseverance and determination. Classes read the book, viewed author readings and participated in related activities including a "Design your Own Jersey" competition.

Congratulations to the lucky draw winner **Luca** in N3 who has won his own copy of the book. We hope you enjoy reading this great book Luca!



RECONCILIATION WEEK

In Week 5, Paradise Primary School proudly celebrated Reconciliation Week, with students engaging in a range of activities both in their classrooms and during recess. The week began with a special treat... donuts sprinkled with yellow, symbolising a brighter future and the spirit of reconciliation.

As part of our Wellbeing Club activity, students had the opportunity to design and decorate their own rocks using symbols significant to Aboriginal and Torres Strait Islander peoples. Later in the week, students gathered in their tribes for an activity led by our tribe leaders. Each student created their own yarning stick and learned about its cultural significance. The tribes supported one another in crafting their yarning sticks and shared personal stories, further building understanding and connection within the group.

We concluded Reconciliation Week with a picnic lunch in our tribes, reflecting on the activities and conversations that had taken place throughout the week. This special event helped to foster respect, understanding, and a sense of belonging among our students.



P.E.

BADMINTON



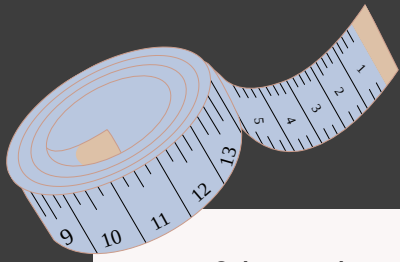
This term, the upper primary classes have been learning about the sport of badminton. Within this unit, each class has run a class tournament competing against their classmates in pool groups. Within their group they also had to do different roles such as umpiring and scoring to ensure the games were run effectively and efficiently.

I was extremely impressed with the students' perseverance and willingness to work hard to improve their skills in a sport that a lot found challenging. I was also impressed with how students were active in their desire to help assist their group.

The focus of the tournament was linked to the Australian Curriculum P.E. Learning Area of "participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities." for the year 5's and 6's, and "apply rules and scoring systems to promote fair play when participating or designing physical activities. Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities." for the year 4's.

Mr Nathan
Health & P.E. Teacher





W6



W6 have been busy learning about measurement in mathematics. We have been learning how to convert units of mass, capacity and length using conversion strategies.

To find measurements to convert we completed an outdoor challenge. We had to find different outdoor items to estimate and measure. We had lots of fun!



W6 have also been enjoying visiting their buddy class N6 each week. We have enjoyed getting to know them, reading books to them and creating things together. We look forward to many more visits this year.

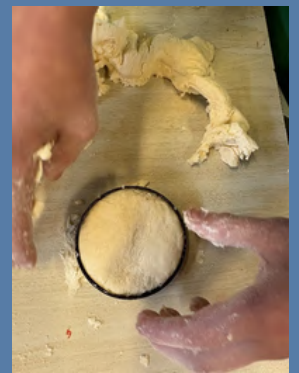


K6



In Week 5, we acknowledged Reconciliation Week. We discussed this year's theme, **All In**. Throughout the week, we read stories, made damper and participated in a variety of school wide activities. As a class, we looked at various Aboriginal symbols. We created our own stories using them to tell to our peers.

We then created a shared class banner and used some of these stories to display. We designed boomerangs and feet to signify us being 'all in for reconciliation' and as a class, each added words associated with reconciliation. We are very proud of our reconciliation banner, which is now displayed in our classroom. Have a look at what we made 😊



In Week 6, we celebrated National parent/caregivers' day with our buddies, W5. Together, we researched the recipes for scones, made posters and then made scones with jam and cream for our parents/caregivers to show our appreciation and thank them.

We had lots of fun making the scones and glad our families enjoyed them. They were delicious!



K2



During Reconciliation Week, we explored Aboriginal symbols used in artworks and learnt about their meanings. We began by going on a symbol hunt around the classroom, identifying different symbols and recording what they represented. This helped us develop an understanding of how symbols can be used to communicate ideas and tell stories.

We then used the symbols to create our own stories. Using our new knowledge, we drew simple stories onto leaves using a range of Aboriginal symbols. These leaves were combined to create a beautiful classroom display that celebrates and shows our respect for Aboriginal culture and traditions.



As part of our learning, we also made delicious damper. We learnt that damper is a traditional bush bread that has been made and shared for many generations. The students enjoyed helping to prepare the damper and were excited to taste it.

This hands-on experience allowed us to connect our learning with an important aspect of Aboriginal culture and was a memorable way to celebrate Reconciliation Week together.

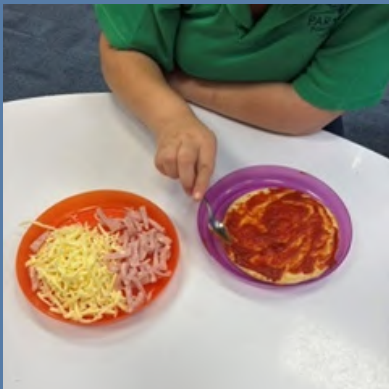


N4



This term, our class made a vet clinic in our room. We learned how vets help sick and hurt animals get better. We talked about how to look after our pets and keep them safe.

We took turns being vets, nurses and pet owners and used toy animals and pretend tools. It has been lots of fun playing, helping animals and learning together!



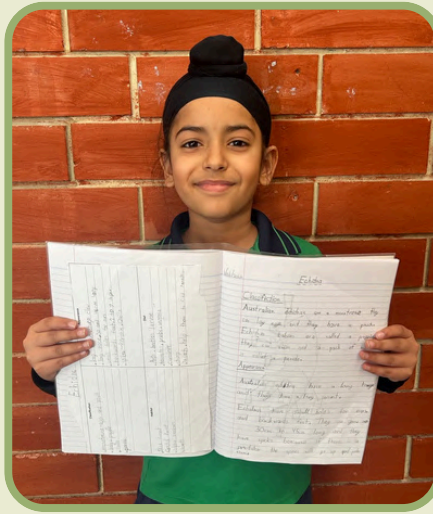
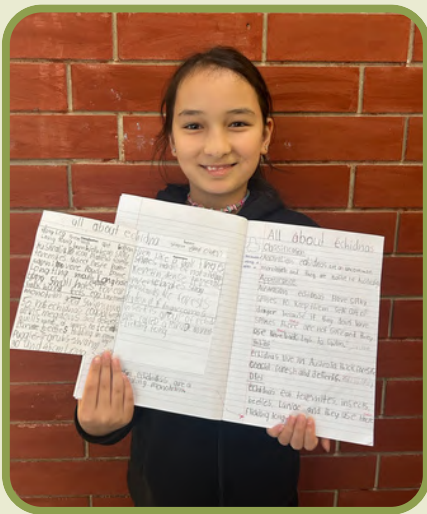
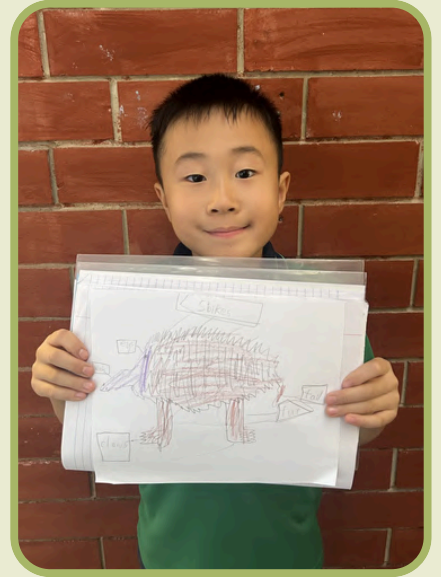
We also celebrated Reconciliation Week by engaging in a variety of art and craft activities that recognised and respected Aboriginal and Torres Strait Islander cultures.

These experiences helped us learn about the significance of Reconciliation Week and encouraged us to reflect on respect, inclusion and cultural understanding.



N3

In N3 we have been learning to write information reports, focusing on our theme of Australian animals. Together we researched the echidna, learning all about their appearance, diet and habitat. We then had a go at writing an information report and drawing a diagram of these fascinating creatures.



Some of our favourite facts that we learnt were:

"They are carnivores and they eat ants, termites and larvae."

"They use their long tongues to find ants."

"They have spikes to protect themselves."

"They have backwards facing legs."

"They have long snouts which help them to breathe while swimming!"

"Their spines are made of the same material as our fingernails."

"They have a pouch like a kangaroo."

"They can swim and they are a part of a really rare group of animals called monotremes."



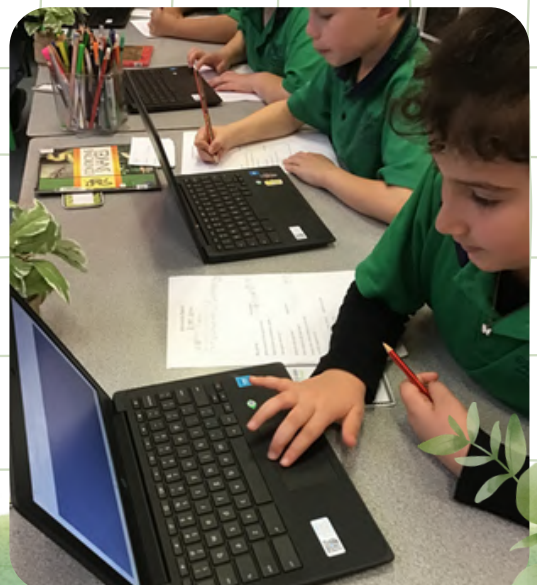
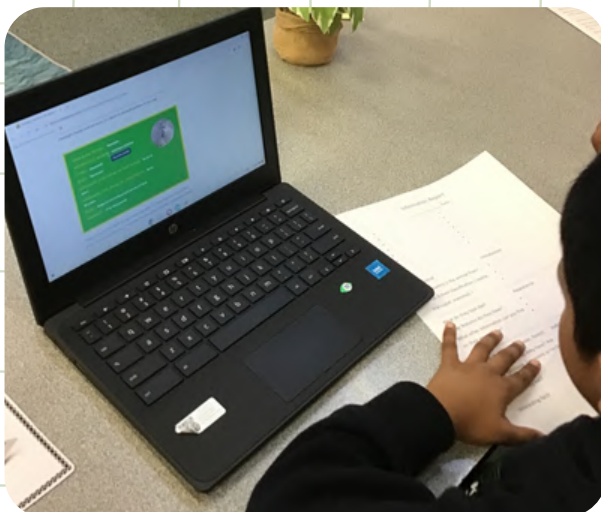
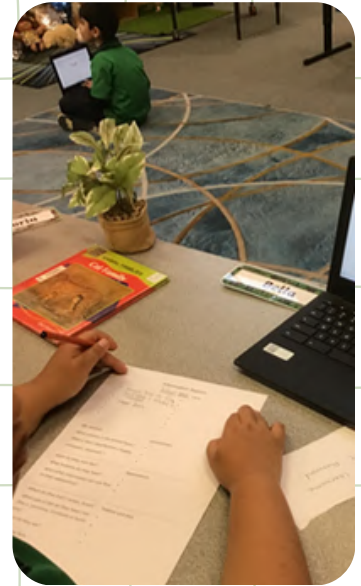
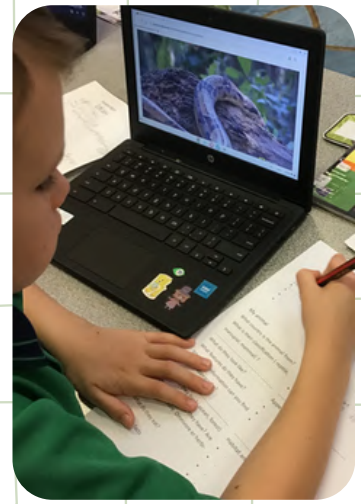
N5

This term, our class has been developing our understanding of information reports. As part of this learning, students are currently researching an animal of their choice and gathering facts to create their own information report.

Students have been using a range of resources, including Chromebooks and library books, to locate and record relevant information.

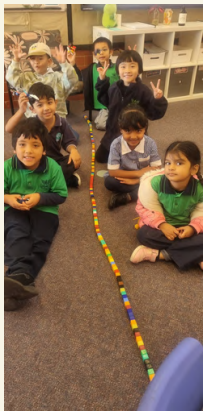
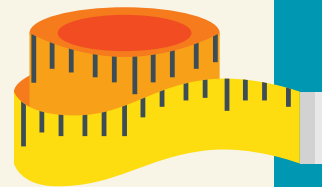
Throughout the research process, they have been expanding their vocabulary by learning and using technical language commonly found in animal reports.

We have been focusing on identifying key facts, organising information into appropriate sections, and presenting ideas clearly for an audience. It has been wonderful to see students building their research, reading and writing skills while developing their knowledge of the animal world.



N6

Measurement Learning



This term, students have been exploring the concepts of height, length, mass, and capacity through a variety of engaging hands-on learning experiences. Through measuring, comparing, estimating, recording data, and participating in practical investigations, students have developed a deeper understanding of measurement and its importance in everyday life. They have also learned to use mathematical language to explain their thinking and share their observations with others.



Students explored height and length by measuring and comparing a range of objects using both informal and standard units. They practised estimating measurements before checking their predictions and learned how different tools can be used to measure accurately. As part of our **Growing Garden Project**, students regularly measured the height of plants and recorded their growth over time. They also measured their own heights and compared them with their classmates, using mathematical language such as taller, shorter, longer, and shorter to describe and discuss their findings. Students enjoyed collecting data and observing changes over time, helping them make meaningful connections between mathematics and the real world.



When learning about mass, students participated in hands-on activities that involved hefting objects to estimate and compare their weight. They made predictions about which objects were heavier or lighter before testing their ideas using balance scales. Students sorted, compared, and ordered objects according to their mass and used mathematical vocabulary such as heavier, lighter, and equal in mass. These practical experiences helped strengthen their understanding of mass and encouraged them to justify their reasoning.



Students also investigated capacity through a range of practical activities and engaging literature connections. After reading the story of **Goldilocks and the Three Bears**, students explored the capacities of different bowls and containers, comparing which held more, less, or the same amount. They used water to fill and compare containers, made predictions, and tested their ideas through hands-on investigations.



Students learned and applied vocabulary such as full, empty, nearly full, half-full, and capacity, while developing a deeper understanding of how capacity can be measured and compared in everyday situations.



Throughout the unit, students demonstrated enthusiasm, curiosity, and a willingness to challenge themselves. They worked collaboratively with their peers, shared their ideas, and developed important problem-solving and critical-thinking skills. We are proud of the progress students have made and look forward to continuing to build on their mathematical understanding throughout the year.



R4

During Reconciliation Week, K4 learnt about **National Sorry Day** and its significance. After learning about this important day, we created "Sorry" posters to reflect our understanding. We also explored the meaning of an Acknowledgement of Country and worked together to create a classroom display.



Using leaves collected from around the school, we painted Aboriginal symbols on them using the colours of the Aboriginal Flag. We then arranged the leaves into a wreath surrounding our Acknowledgement of Country, creating a meaningful display that celebrates and respects Aboriginal culture and connection to Country.

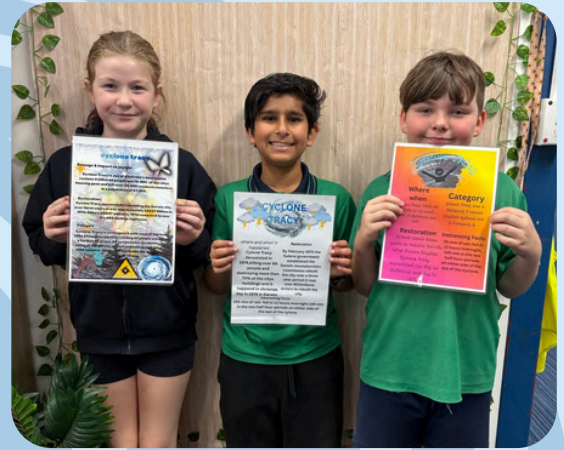


W5

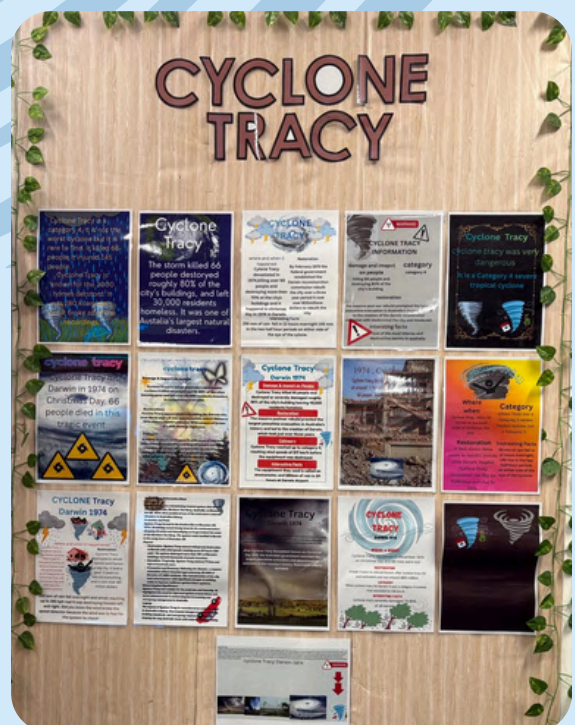
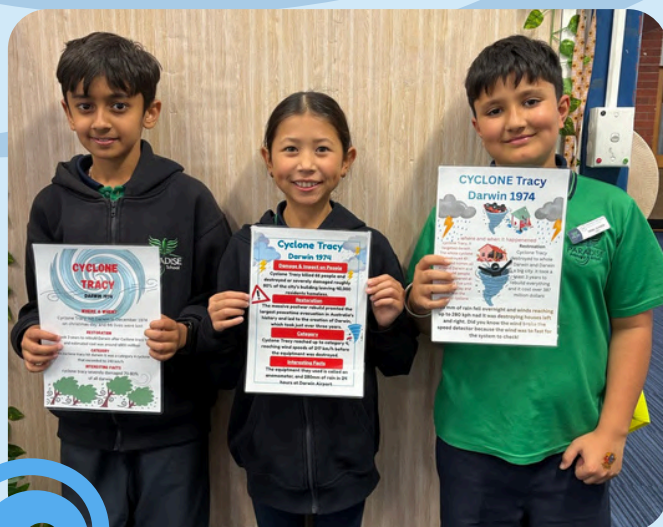


This term in W5, we have been exploring natural disasters in HASS. We have conducted research and learnt many new things about volcanic eruptions, earthquakes and tsunamis.

We also looked closely at cyclones and in particular, Cyclone Tracy that devastated Darwin, Northern Territory on the 25th December, 1974. Lots of our research fostered discussions amongst us, as well as sparking further questions to research.



Using our newly learnt knowledge, we created informative posters displaying the devastating impact that Cyclone Tracy left on the environment and its inhabitants. Our posters are now proudly displayed in our classroom and we are looking forward to learning more about natural disasters for the remainder of the term.





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Part 1 Wednesday 24 June 6:15pm - 8:30pm
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Where:

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To book:

Contact Danielle 0431993961
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