



# School Newsletter

6th March, 2026



## Principal's Message

We are halfway through Term 1 and school life is in full swing with events, excursions, and classroom activities that are stretching students as thinkers and as members of a vibrant school community. We are enormously proud of the work our staff have done to ensure a sense of belonging and purpose for every student, every day.

### 2026 AGM

Our AGM was held on Monday, 23rd February. The 2025 Annual Report was presented, which included a summary of results and outline of plans for 2026. Following our AGM the first Governing Council meeting for 2026 took place, where nominations and elections of office bearer positions occurred. I am pleased to announce the 2026 Governing Council members and office bearers:

Kimberley Harrison: Chairperson

Rebekah Stonelake: Secretary

Liana Searle: Treasurer

Suman Tamang: Governing Council member

Staff representative: Jacinta Robinson (Term 1), Ashleigh Ruediger (Term 2), Claire Adams (Term 3) and Mark Kelly (Term 4)

We still have spaces for any parents/carers who would like to join Governing Council. In your role on Governing Council, you work with the site leader to:

- involve the local community
- develop and approve local policies
- set the broad direction and vision of the site
- monitor and review the site improvement plan (which refers to the education outcomes/priorities)
- be the employing authority of some services (where applicable)

## Important Dates

Adelaide Cup Day  
Monday 9<sup>th</sup> March

Pupil Free Day  
Tuesday 10<sup>th</sup> March

NAPLAN  
Wednesday 11<sup>th</sup>  
March - Monday  
23<sup>rd</sup> March

Parent Teacher  
Interviews  
Monday 23<sup>rd</sup> March  
- Friday 27<sup>th</sup> March

It's not too late to join! If you would like to join, please email me at [David.Pitt941@schools.sa.edu.au](mailto:David.Pitt941@schools.sa.edu.au)

More information can also be found on the Department's Governing Council portal <https://www.education.sa.gov.au/sites-and-facilities/governing-councils>

### How often do students need to attend school?

Students need to attend school every day the school is open. Non-attendance of a child at school can become a serious issue.

**Habitual non-attendance** is when a student has 5 to 9 absences for any reason in a term (average of 1 day per fortnight)

**Chronic non-attendance** is when a student is absent for 10 or more days in a term for any reason (average of 1 day per week).

I or 2 days a week doesn't seem much but...

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

How about 10 minutes late a day? Surely that won't affect my child!

Only missing just...	That equals...	Which is...	Over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 minutes per day	1hour 40minutes per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

Every Day Counts - If you want your child to be successful at school then YES, attendance does matter!

Students arriving late and getting picked up early has an impact on their learning. There will always be emergencies and events to consider, but regular lateness and early departures does add up. The table below demonstrates the impact non-attendance at school has.

### Social and Emotional Learning

Social and emotional learning begins at birth and is first experienced in the family home. Throughout their lives children learn from parents and carers as a teacher and role-model for the social and emotional skills they need in their world. The Australian Curriculum outlines these social and emotional skills as personal and social capabilities which are to be taught in every school across Australia. As parents/carers you play an important role in enhancing this learning at home. Tips for talking to your child to help build social and emotional competencies include:

'Hunt for the specks of gold'. At the end of a school day ask them to share with you '3 good things' that happened today. You may need to start with one and build up to three. You may need to prompt an answer by saying;

'What was a good thing that happened at recess today?'

'What was a good thing that happened during Maths today?'

'How did someone help you today?'

'How did you help someone today?'

Tell me about something you found hard/challenging to do and you persisted?'

Often when we ask 'How was your day?' children choose to tell us about the things that went wrong or they didn't like or they couldn't do. This strategy helps students to start a conversation in a positive way. It also helps children to see that a problem did not necessarily happen for the whole day.

### Parent Teacher interviews

Parent teacher interviews will be held in Week 9 Monday 23<sup>rd</sup> March to Friday 27<sup>th</sup> March. Interviews are an excellent opportunity for you to meet with your child's teachers to discuss their social and academic progress.

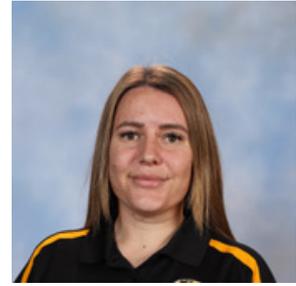
Bookings can be done online. Information for making a booking for an interview will be sent to all families in the coming week.

Kind regards,  
David

---

# Inclusion Leader Message

## One Plans



### **What is a One Plan?**

The One Plan is an online personalised learning plan that contains information to support your child's inclusion and achievement in preschool and school. It is a working document that is reviewed and updated throughout the year. Your child's One Plan is developed in partnership with families, the child, school staff and other relevant personnel. The One Plan replaces the range of different education / learning plans (e.g. NEP / ILP / IEP) and brings them together in one online document.

### **Who Needs a One Plan?**

A One Plan is developed for children and young people who require personalised learning goals and/or specific adjustments to support their access to learning.

This may include students who:

- Have a disability or additional learning needs
- Receive targeted or intensive support (Tier 2 or Tier 3 interventions)
- Require curriculum, environmental or instructional adjustments
- Identify as Aboriginal or Torres Strait Islander
- Children in Care

The purpose of the One Plan is to ensure that supports are clearly documented, coordinated and regularly reviewed to maximise your child's success.

### **What are the benefits of the One Plan?**

For your child:

- Personalised goals and adjustments. These adjustments maybe to the curriculum, the environment, or the teaching instruction
- Provides an opportunity for them to voice, share and record their interests, strengths, motivations and aspirations
- Supports transition of information to other schools through timely transfer of the learning plan
- Provides information about progress.

For Parent/Cargivers:

- It includes your voice about your child's learning, their strengths, interests, motivations and aspirations
- Supports effective communication
- Documents agreed actions
- Supports and documents your child's ongoing learning journey.

For the teachers:

- Promotes sharing of information for planning and supporting your child
  - Provides clear, concise, and timely information
  - Supports the planning process
  - Facilitates transition planning
  - Monitoring of progress and growth.
-

---

## What is my role in the One Plan?

As the parent/caregiver your input into the plan for your child is invaluable as no-one knows your child better than you. Your role is to:

- **Provide information** you that supports the partnership with the school
- **Attend** the planning and review meetings
- **Endorse** the learning plan before the plan is published.

## What do I need to bring to a One Plan meeting?

Bring any information that you feel the school requires. This information may include:

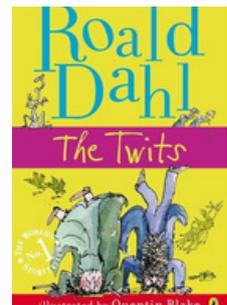
- External service providers involved with your child and the service they provide
- Results and reports from any assessments by professionals
- Your knowledge about your child's strengths, interests, motivations and aspirations. This is entered into the plan as your perspectives.

Punu McGovern  
Inclusion Leader

## Learning in G1 - Mr Kelly and Miss Adams

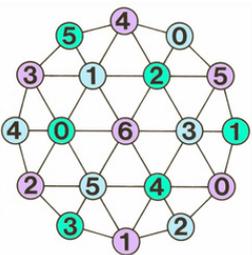
### Literacy

In Literacy, students have been exploring language features through the novel *The Twits* by Roald Dahl. Using the text, they have been identifying nouns, pronouns, adjectives and verbs, while also learning about tense, time connectives and speech. Students have enjoyed analysing the author's playful language and applying these grammar skills in their own writing.



### Numeracy

This term, students have been building their understanding of place value through explicit teaching and hands-on practice, learning how a digit's position determines its value. They have also strengthened their number sense through engaging maths games, applying strategies, thinking flexibly, and explaining their reasoning. It has been wonderful to see their confidence grow as they deepen their understanding of numbers.



### Power Community Youth Program

Students have been enjoying the Power Community Youth Program run by the Port Adelaide Football Club. Through active sessions, they are building teamwork skills while learning about healthy habits and positive lifestyle choices. It has been great to see their enthusiasm and participation.

