Government of South Australia
Department for Education

SEACLIFF Primary School

Newsletter Term 4

3 November, 2026

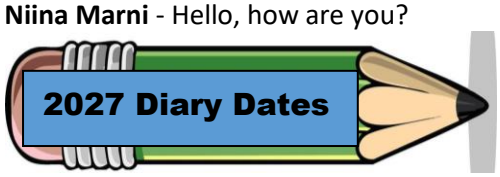
QUICK ACCESS TO OUR SCHOOL WEBSITE CALENDAR



Celebration Night – Thursday 19 November
School Closure Day – Friday 20 November
Pupil Free Day - Monday 23 November

From the Principal

Niina Marni - Hello, how are you?



2027 Pupil Free Day/School Closure dates



To support your planning, below are the 2027 dates recently endorsed by the Governing Council:

Friday 5 March 2027	Pupil Free Day
Monday 17 May 2027	Pupil Free Day
Friday 23 July 2027	Pupil Free Day
Thursday 18 November 2027	Celebration Night
Friday 19 November 2027	Closure Day
Monday 22 November 2027	Pupil Free Day

Class Placement for 2027

Our class placement process is now underway.

At this time of year, we often receive questions from families about how classes are formed, particularly in relation to composite classes.

Two common questions are: Why do schools have composite classes? and Will being in a composite class disadvantage my child?

Composite, or multi-age, classes are a normal part of school organisation. They give schools flexibility to maintain balanced class sizes while also considering students' social, emotional and academic needs across year levels.

All classes — whether they are single year level or composite — include students with a wide range of strengths, abilities and learning needs. Teachers plan for this in every classroom. They use their knowledge of each child's strengths, prior learning and individual needs to design learning that supports students at their point of need.

Children are not placed in composite classes because they are considered more or less capable. In every year level, students have a broad range of skills, abilities and needs. When forming classes, we aim to reflect that range across all class groups.

Composite classes can offer many benefits. Students have opportunities to learn alongside a wider range of peers, work at their own level, build independence and confidence, and learn from one another. Younger students benefit from working with older peers, while older students are able to develop leadership skills and deepen their understanding by modelling and explaining their learning.

Our teachers are skilled at differentiating learning to meet the needs of all students. They use ongoing assessment to identify each child's strengths and next steps in learning. This may include whole-class teaching, small group

instruction, individual support, open-ended tasks, extension opportunities and, at times, year level grouping for specific learning.
Please be assured that a great deal of thought and care goes into class placement. Our priority is always to create classes that support each child's learning, wellbeing and sense of belonging.



Thank You to the many volunteers who have assisted the school this year.
We certainly could not do what we do without your continued support.
Volunteers have assisted with camps and excursions, coordinated and coached sports teams, as well as lending a hand with fundraising activities including the successful school Fun Run, Mother's and Father's Day stalls, school discos, Sports Day, the upcoming Celebration Evening and in many other ways. An assembly was held on Friday 23 October in recognition of your significant support and to thank and acknowledge you. It was wonderful to see so many of you able to join us.

Wait Mate Parent information session
Thank you to the families who attended our recent Wait Mate Parent Information Session on Wednesday 21 October. The session provided clear and balanced information about one of the questions many families are navigating today — when is the right time to give a child their own smartphone? The Wait Mate initiative encourages families to consider waiting as long as possible before introducing a smartphone, and to make that decision alongside other families so that no one feels they are making the choice alone.
It was valuable to hear the thoughtful conversations from parents and carers as we explored this important topic together. The session also acknowledged that families are at different stages, including those who have already given their child a smartphone.
If you would like to find out more, visit Wait Mate

World Teachers' Day
Last Thursday, 29 October, we took the opportunity to celebrate **World Teachers' Day** and recognise the outstanding work of our teaching staff at Seacliff Primary School.
Teaching is a profession that requires dedication, care, patience and expertise, and I am continually grateful for the commitment our teachers show to our students each and every day. They work tirelessly to support children not only in their learning, but also in their confidence, wellbeing and sense of belonging at school.
World Teachers' Day was a wonderful chance to acknowledge and thank our staff for the difference they make in the lives of children and families in our community.
We were also grateful to receive a lovely gift from Alex Dighton MP, which was a thoughtful gesture and very much appreciated.



Facilities update
Below is a brief update on a number of facilities projects currently underway at our school.
JP Toilets
Progress is continuing on the JP toilet upgrade. Tiling commenced in the upstairs toilet last week. Once that work is completed, tiling will begin in the downstairs toilet.
OSHC
There is no further update to share at this stage. An engineer's report was sought and submitted and this is currently with the Department for Education for consideration.
Ramps
The contractor recently submitted an amended variation to the Department for Education for consideration. This final variation has now been accepted, and work on site should recommence shortly. We will continue to keep families informed as this progresses.

Thank you for your ongoing patience and understanding as these works move forward. We appreciate the impact that facilities projects have on day-to-day school operations and will continue to share updates as they become available.

Ngaitalya – with my respect
Sue Matene
Principal



From your Governing Council

Seacliff Primary Community Survey Results

Dear school community,

Thank you to everyone who completed the recent Seacliff Primary Community Survey! We received 51 responses, which have been reviewed and discussed with the school leadership team. Unfortunately, as responses were anonymous, we have belatedly realised that we are unable to connect with those of you who indicated you would be willing to assist in various roles.

To that end, we would like to establish/grow several working groups to organise future activities:

- Social parent events
- Fundraising committee
- Volunteering to support school events

Please take a minute to complete our expression of interest form if you would like to get involved, even if you included your details in the previous survey.
Many respondents raised issues around ongoing works and maintenance, such as the ramp works, OSHC building and toilets; the community is clearly concerned that these be resolved as soon as possible. These have been ongoing topics of discussion and action by the Governing Council and school leadership, including frequent contact with the Department for Education, who manage the works projects in conjunction with contractors. We are pleased to see that the toilet repairs are underway, and progress has been made behind the scenes towards getting the site works underway again.

We are happy to report that a number of the suggestions, concerns and priorities that people offered have already been acted upon or planned for the near future, such as:

- Reinstating supervised access to the beach volleyball court at recess and lunch for Year 4 - 6 students
- Cleanup in the shed area
- A more mobile-friendly newsletter format (coming soon)

And we are particularly excited to see that popular suggestions for improvements have been included in the school's 2027 interim budget:





- Playground shade
- After school sport uniforms
- Sports equipment including soccer goals
- Loose parts play space
- Orchard extension
- Workshops and talks
- Additional school yard seating

Other suggestions from the community are now on the radar of the Governing Council and school leadership for future consideration.
If you have more ideas, suggestions or feedback, please feel free to share them with members of the Governing Council. We'd all like to work together to grow and improve the school!

Thanks again,
Governing Council

Persuasive Writers in Room 2

This term, Room 2 has been busy learning all about persuasive writing! We read Can I Be Your Dog? and put our persuasive skills to the test by writing letters to Ms Matene, trying to convince her to let Room 2 adopt a class dog!









We also enjoyed reading '*The Day the Crayons Quit'* and wrote persuasive pieces explaining why our chosen colour is the very best. We have been learning to share our opinions, give convincing reasons and use persuasive language to win over our readers.



Watch out, families — Room 2 is becoming very convincing!

Springing into Term 4 in Room 1

To welcome Term 4, Room 1 put their artistic skills to work, creating beautiful hand-drawn dandelions to celebrate the season of spring! Alongside our artwork, we took some time to reflect on the learning and personal goals we hope to achieve throughout our final term of the year.
We had a wonderful range of goals, from finishing our Little Learners Love Literacy (LLLL) readers and mastering our heart words, to personal challenges such as pushing ourselves at the upcoming Sports Day or scoring a goal in our favourite sport!
It was lovely to see the students thinking about what they would like to achieve and setting meaningful goals for themselves.

Jayme Mansell



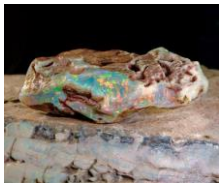






Room 11 Science: Investigating Rocks





Our Year 2/3 students have been enthusiastically exploring rocks in Science this term. They are learning how to identify different types of rocks and discovering the many ways rocks are used in our everyday world. It has been quite surprising to learn just how many different uses rocks have, from building materials to jewellery and beyond.

We are also looking forward to an exciting online session with a gemologist who specialises in opal. This will give students the opportunity to learn where opal comes from and the process it takes to go from the ground into beautiful jewellery. As a special part of this experience, students will even receive some opal to hold and examine closely.

Sports Day 2026

Seacliff Sports Day 2026 was held on Friday 30 October and began in beautiful conditions, before a little rain arrived later in the day. Fortunately, this did not dampen the children's enthusiasm or enjoyment, and the day remained a wonderful celebration of participation, teamwork and school spirit.

Students arrived dressed proudly in their team colours and ready to give their best. The day began with the Championship Sprints before our Junior Primary classes rotated through a variety of tabloid activities, with several events supported by Goodwood Baseball Club and Touch Football SA.

It was wonderful to see such strong support from families and friends, many of whom also embraced the team spirit by wearing house colours. Thank you to everyone who was able to join us, and especially to those who generously assisted with the smooth running of events across the day.

A very sincere thank you goes to our amazing fundraising committee members and volunteers. Their time, energy and hard work ensured that hundreds of students, families and staff were well fed, and their efforts in selling Sports Day merchandise in the lead-up to the event added to the sense of excitement and pride.

Congratulations and thank you to our Student PE Leaders — Elka Kennedy, Tahlia Jenkins, Skye Bellwood, Sia Hudson, Atticus Rollas, Curtis Johnson, Heidi Leese and Nina McAlevey.

They contributed greatly in the lead-up to the day and should be proud of the leadership they demonstrated throughout.

Thank you also to all staff for their organisation, assistance and work with scoring, to Groundsman Tim for preparing the oval for the day, and to our PE teacher, Michael Best, for the outstanding planning and coordination that made the day such a success.

Most importantly, congratulations to all of our students for the enthusiasm, team spirit and sportsmanship they showed throughout the day. While participation, encouragement and enjoyment were at the heart of Sports Day, the final result certainly mattered to many as well. Congratulations to Acacia, our yellow team, who were crowned Sports Day champions.

TEAM	SCORE
Yellow Acacia	4902
Green Yacca	4889
Blue Myrtle	4612
Red Waratah	4546

















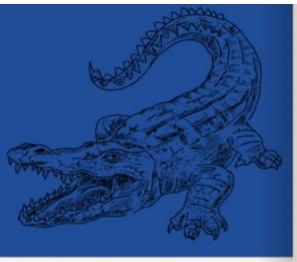





Congratulations to Spencer from Room 17

Spencer won the Holdfast Bay Library's Writing Competition for writers aged 8-12. Here is a copy of her winning story 'The Crocodile Clone'.

THE CROCODILE CLONE
BY SPENCER



"Hmph," I sigh as I sink into the green, mossy river. I'm old and I'm starving. I look around hoping to see a brolga or something to eat but then I see something even better than a brolga.

Three figures standing on a muddy riverbank fishing for barramundi. This is my chance, I think to myself, lowering into the water dead still. I wait for the perfect moment to attack.

"SPLASH!" I grab a body and pull it into the water, clamping down with my strong, powerful jaws. I take my first bite. What is this?! I think to myself. The person tastes metallic and crunchy. I've been alive for 70 years out here in the wild and I've never eaten a person who tastes like this! I look up at the two figures still standing on the bank as they watch on with horror. I lower myself back into the water, dragging the body deeper down with me.

I start to feel weak and tired. My jaw is no longer biting down on the person's leg, then- suddenly- it all goes dark.

Slowly, I open my eyes to see a man in a white coat, wearing way too much hair gel, hovering over me. He pulls something out of my green scaly tail. The object is pointy and looks like it came from a tranquiliser gun. My heart starts pounding and I'm paralysed with fear. WHERE AM I?

I look around at the astonishing sight of diagrams on white walls and test tubes but the thing that caught my eye was a long window. Outside were humungous trees and lots of enclosures.

Mmmm. I think to myself. I'm desperate to find out more about this place but I can't move off the lab bed! Then my vision starts to go blurry, and I can't see a thing. I'm moving! Is this bed on wheels? Where am I? And where am I going? My heart starts to pound again; I've never been so scared.

Eventually, after what felt like hours, I open my eyes, the sun blaring down onto my hot body. I squint at blurred faces crowding around the fence I realise I'm trapped in a wildlife park enclosure. How will I ever get out?

I look up at a man who looks like a robot. He's holding a bucket of fish. His movements are stilted. I wonder what he tastes like. But before I can think anymore, I hear a gate slam shut behind me. I slowly turn around. What on Earth! A large crocodile is in my enclosure and is approaching me! Ahhh! What do I say? I think to myself as thoughts rush through my mind. But it's too late, he's already in front of me.

"Hey, what's your name?" He asks.

"Uh...um... Barbara," I stutter.

"Hey Barbara, I'm Leo. How long have you been in here for?" He's looking at me warily. I can tell he's sussing me out. Maybe this is his territory.

Not that long, but I was in a strange room before. Any chance you would know what room I was in? And why?" Nerves are filling up inside of me.

"Yeah, that was the cloning room," Leo answers carefully. Looking around nervously.

"What's the cloning room?"

Leo comes closer towards me. "It's a room where they make a robot copy of you," he whispers.

I'm shocked and confused. Why would they do that? But before I can think anymore, I notice something strange about Leo. His teeth are glistening unnaturally in the sun, and he's started walking around in circles. Then a peculiar thought pops into my head, but no, he couldn't be!

I turn to him. "Leo," I whisper. "Are you a robot?"

"How did you know?" He responds.

But before I can answer, out of nowhere the robot holding a bucket of fish appears. He slowly walks like a soldier over to where Leo and I are lying near the water.

"We are making robot crocodiles so that when you are extinct there are still thousands of crocodiles," the robot person announces.

"No Barbara, don't listen to him! All he wants to do is make sure there are thousands of robot crocodiles so they are smarter, more impressive and can take over!" Leo yells convincingly. Even though Leo is a robot, I can see in his eyes that he cares. Leo and I exchange glances then I yell, "LAUNCH!"

Leo then hurls himself at the robot, knocking it to the ground.
"GO!" I cry, desperately as we move urgently to the gate that leads to a monstrous river. Leo and I dive into the murky green water, desperate to escape.
"WE'RE FREE!" Leo yells, his voice filled with joy.

We swim away, the water rippling around us is fresh and cool on my scales. I realise that robots can be helpful and kind but can also destroy our planet. Just like people.



How to Safely use a School **Kiss and Drop Zone**



Kiss and Drop Zones

Are provided for your convenience, your child's safety and to minimise congestion and confusion around the school.

What is a Kiss and Drop Zone?

- The Kiss and Drop zone is a short-term stopping area, typically designated by 'No Parking' on-street parking signs and large educational signs on the school fence. Drivers are allowed to stop and park the vehicle for a short time, no longer than 2 minutes, while the student exits or enters the vehicle from the kerbside doors. This enables students to walk between the car and the school, using the safety of the footpath.
- The zone operates during school peak periods allowing parents to park their vehicles for up to two minutes outside the school gates.
- This area is not a parking space, and expiations are applicable if the driver stops for longer than 2 minutes or is more than 3 metres away from the vehicle.

Kiss and Drop

- The Kiss and Drop zones operate under the same conditions as 'No Parking' zones. You may only stop in this area for up to 2 minutes to drop off or pick up children.
- The driver may not leave the vehicle unattended. This means no more than 3 metres away from the vehicle.
- This zone applies only during the hours of operation as indicated on the sign.



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Remember

Do not leave your vehicle

To assist with traffic flow, drivers should remain in the car whilst children get in and out. If you need to leave your vehicle for more than 2 minutes, please park in a designated longer-term parking area away from the school and walk safely to collect your child(ren).

If the Kiss and Drop zone is full, only queue behind the zone if it is safe and legal to do so. Otherwise, you must continue past the zone to ensure traffic can continue to flow safely.

Be timely

If your child does not get in or out of the vehicle within 2 minutes, you must leave and re-enter the Kiss and Drop zone.

Child safety

Please ensure children get in or out of the vehicle on the kerb side. The back seat is the safest seat for children to travel in. Ensure children have their restraints securely fastened before driving off.

Stay in sequence

Drop-off or pick-up your child close to the top of the zone, as far forward as possible. This allows vehicles following you to enter the zone in an orderly manner.

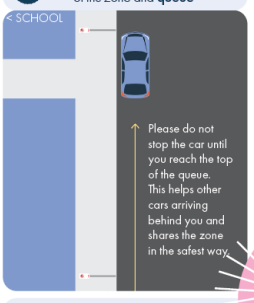
Driver duty of care

Observe traffic when entering or leaving the zone. Use your indicator to advise when moving into or out of the zone.

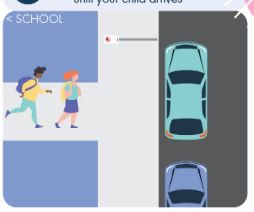
No U-turns

Do not perform U-turns in school zones as they can put children, and other motorists at risk.

1 Drive all the way **to the front** of the zone and **queue**



2 Stay in your car until your child arrives

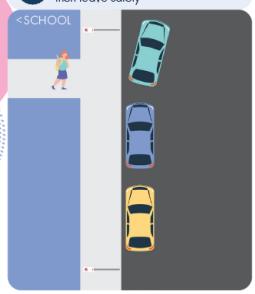


3 You must **leave the Kiss and Drop zone after 2 minutes** and drive around the block to re-enter and pick-up your child, to ensure the zone functions efficiently.

4 Load your children and their bags **promptly**



5 Ensure seatbelts are secure then leave safely



Parking in the City of Holdfast Bay **Road Rules Reminder**



Australian Road Rule 167
No Stopping Zones

A driver must not stop on a length of road or in an area to which a no stopping sign applies. This restriction is often used to ensure safe sight distances.



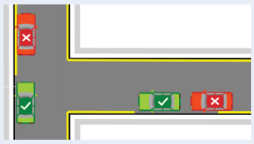
Australian Road Rule 168
No Parking Zones

Drivers are allowed to stop in this zone for a maximum of 2 minutes from the time of stopping. They must remain within 3 metres of the vehicles at all times.



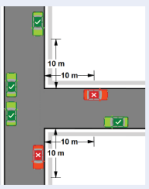
Australian Road Rule 169
Yellow Edge Lines

A driver must not stop at the side of a road marked with a continuous yellow edge line.



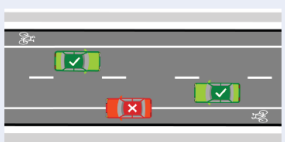
Australian Road Rule 170 (3)
Stopping near an Intersection

A driver must not stop within 10 metres from the nearest point of an intersecting road at an intersection without traffic lights. Drivers may stop along the continuous side of the continuing road at a T-intersection.



Australian Road Rule 187 (2)
Bicycle Lanes

A driver must not stop in a bicycle lane during the times of operation, even if the driver remains inside the vehicle or is waiting in a queue. If no times are specified on the sign, the bicycle lane is in operation at all times.

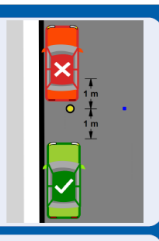


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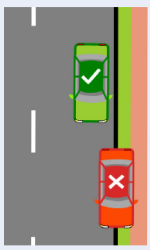
Australian Road Rule 194
Obstructing a Fire Hydrant

Drivers must not park within 1 metre of a fire hydrant plug (typically marked by a yellow service lid and blue reflective marker).



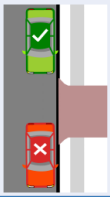
Australian Road Rule 197
Parking on the Verge

A driver must not stop on a bicycle path, footpath, shared path or dividing strip, or a nature strip adjacent to a length of road in a built-up area.



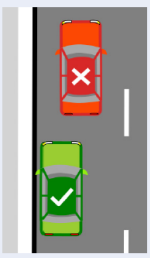
Australian Road Rule 198
Obstructing Driveway Access

A driver must not park any part of the vehicle on or across a driveway. Stopping is acceptable as long as the driver remains within 3 metres of the vehicle and stops for a maximum of 2 minutes.



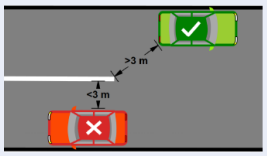
Australian Road Rule 208 (3)
Parallel Parking

Drivers must position the vehicle parallel, and as near as practicable, to the far left side of the road.



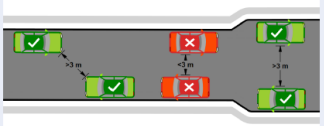
Australian Road Rule 208 (6)
Parallel Parking near a Solid Centreline

A driver must not park adjacent a continuous dividing line, or traffic island, unless at least 3 metres can be kept clear for passing vehicles.



Australian Road Rule 208 (7)
Parallel Parking on Narrow Roads

Drivers must position their vehicle so there is at least 3 metres of the road alongside the vehicle that is clear for other vehicles to pass. Typically, a vehicle cannot park opposite another vehicle on a narrow road (less than 7.2 metres between kerbs).



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Aberfoyle Park High School

IGNITE

Gifted Education Program

Parent Information Evening

Thursday 29 October 2026, 6:00pm

IGNITE is a year 7-10 learning program catered to the needs of gifted young people.



This information evening is for families starting **year 7 in 2028.**

It will give you the opportunity to learn about our IGNITE program and how it supports high-achieving students.

You will also have the opportunity to:

- Meet the IGNITE Leadership team
- Have your questions answered
- Discuss important information

Register your interest by clicking or scanning the QR code

Government of South Australia
Department for Education
CRICOS Provider No 00018A

aphs.sa.edu.au/programs/ignite/

aphs.Ignite447@schools.sa.edu.au