

Koolunga Primary School

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Term 1: Week 5 27th February 2026

Attendance:

If students are absent from school ...please text or ring the school with an explanation.
This action supports our Attendance Policy, thank you.

KPS Reminders:

Mondays: School library
Heat-up lunch

Wednesdays: Lunch Break
Kitchen

Fridays: Playgroup
Mobile Library
(Term 1 - even wks)

Upcoming Events

MAR

2

MONDAY WEEK 6
- GC AGM + Gen M @ 7pm

9

MONDAY WEEK 7
Adelaide Cup
Public Holiday

11

WEDNESDAY WEEK 7
NAPLAN Begins

Dear Parents,

March 9th Public
Holiday

Thankyou Spalding PS!

Thanks to Lauren, Spalding Staff and their students for making us so welcome while on site for the week to share our swimming and Water Safety and Swimming Instruction.

All students and staff reported feeling at ease while enjoying the Spalding Community Pool and School, especially the COLA facility. It was nice to observe students from different schools making connections.

As too, it was really wonderful to see that our students, particularly our young learners, improved their water safety knowledge but importantly, their confidence each day to venture a little deeper and try new skills.

KPS will look for a water-themed 'Fun Park Day' and will invite our Spalding neighbors to continue new connections and friendships.

Reminders for families

SAPSASA

Once your child is selected for any Mid North Competition or SAPSASA event –

The school pays:

- ALL levies

If parents choose to buy a Hoodie, keep the receipt and return it to the school and [you will be reimbursed](#).

Material & Services Charge

2026 School fees (less the M&S Rebate) are **NOW DUE**
- please pay upon receipt of statement, thank you.



Government of South Australia
Department for Education

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SAPSASA Tryouts

Congratulations to Ella, Alicia and Elsie for their courage to attend the 'Come & Try' Day for the Mid North SAPSASA Softball Team which will be announced later this week.

All girls actioned the feedback to try out, give it a go and make new friendships and connections with other Mid North girls.

Fingers crossed for the selection girls!



I thought the Day was

Elsie – It was fun meeting other people and learning more about it. I liked batting the most and fielding was also fun. I got to know Alex and Molly from Booborowie. I got to pitch but I need some work on that. We did some drills and then played a game.

Alicia – At Softball, I enjoyed all the games. At the start we did drills in batting, catching and throwing. I did not like how hot it was but I did meet lots of news kids from Booborowie and kids from Clare PS.

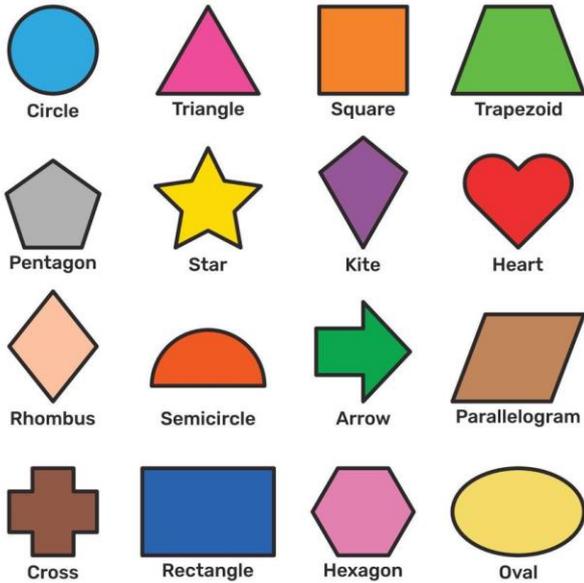
Ella – I had a fun experience playing and learning a new sport. I even knew a few people on my team. It was fun playing as the catcher and getting batters out was really hard. We played 4 games for the whole day. I was batting and scored 3 home runs. I would love to do it next year if I get the chance.

LBK - It's toastie day in the Lunch Break Kitchen. Thanks Chef Harrison + Chef Wesley.



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JP Learning and Parent Tips



Parent Tips and Tricks to Try

As our learners move away from shapes its really important to activate their thinking.

Questions in the car or at home to connect the shape with the name by imagery could be

I am thinking of a shape with no straight lines and no corners. I am not a circle. I am a

I am thinking of a 6-sided shape. I am a

I look like a diamond but my name is a

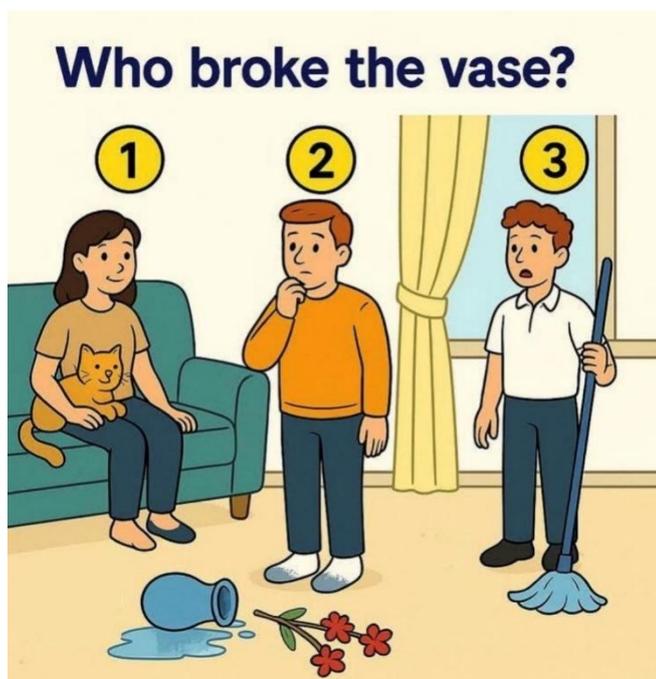
I can be seen in the night sky. I am a

I am a shape that provides directions. I am a

Creative thinking, Oral Language and Reasoning

As part of the Improvement work which KPS delivers the new DFE strategy encourages students to think creatively, be curious, ask questions and support their decisions by language.

Fun for the whole family



To activate our Critical Thinking..... students are asked to use the picture clues to form their ideas and choices.

Once settled upon the Idea - they are to reason their choice and express their viewpoint.

Better yet, if someone disagrees, they are to listen and change or to continue to reason and support their idea.

So who broke the vase!!
How or Why??

ENGLISH INFO

~WRITING~

GENERAL INFORMATION

Reading is like breathing in, and writing is like breathing out.

- Young children move through a series of stages as they are learning to write. The stages reflect a child's growing knowledge of the conventions of literacy, including letters, sounds and spacing of words within sentences (squiggles, shapes, letters, spacing, words, punctuation, texts).

INSPIRATIONAL QUOTE

A	B	C	D	E	F	G	H	I	J	K	L	M
				18								

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
				15		20			1			

E T E R W R T E
 18 16 20 7 18 15 1 15 16 20 18

E T W R T
 25 9 13 18 20 7 16 21 3 1 9 15 20 7

R E R
 15 18 2 22 16 21 3 9 15 22 9

E T W R T
 25 9 13 18 20 7 16 21 3 1 9 15 20 7

W R T
 1 15 16 20 16 21 3

Benjamin Franklin

EITHER WRITE SOMETHING WORTH READING
 OR DO SOMETHING WORTH WRITING

PARENT IDEAS

- 1 Leave notes for your child to answer - make it a game.
- 2 Write cards, invites etc by hand instead of computer.
- 3 If travelling, use good old postcards which your child writes on to either send or to keep as a memento.
- 4 Write when playing - pretend meal orders, sand writing, 'phone' messages etc.
- 5 Let them help label and name items.
- 6 Encourage lists - shopping etc.

INTERESTING FACTS

Victor Hugo is credited with writing the longest sentence in his novel, Les Miserables-823 words.

It is thought that the first writing was a recipe for beer.

'Colygraphia' is the official term for writers block.

The shortest English sentence is:
I am.

When Dr Seuss was stuck writing his books, he would go to a secret closet filled with hundreds of hats and wear them till the words came.

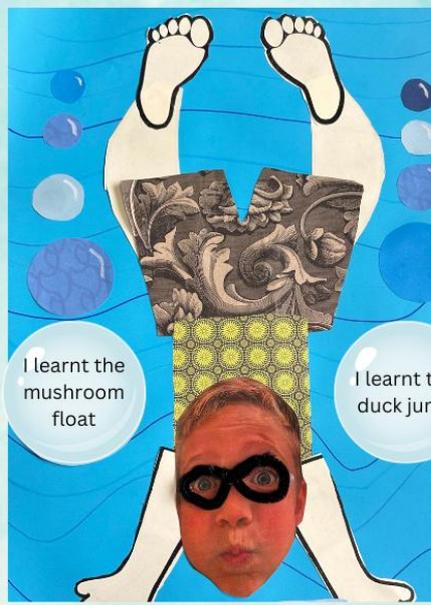
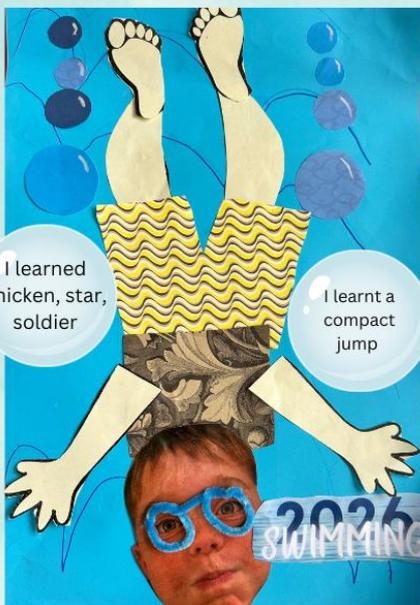
Thankyou Spalding Primary School

A big shout out to the Spalding staff team for welcoming KPS.



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WHAT ROOM 1 ACHIEVED AT SWIMMING



CLEAN UP KOOLUNGA DAY



We had a very productive morning cleaning up around the township of Koolunga. This is what we found:

63 x corks, 55 cigarette butts, 11 x bottle tops, 6 x golf balls, 2 x spark plugs, 2 x springs, 3 x dog toys, 22 x pieces of metal, a pen, a bike tyre tube, a cricket ball, a vape, 5 x bits of wood, over 300 wrapper packets, 23 x paper bags, an insulator, lots of broken glass and bottles and 16 x cans. This was all discovered in only an hour of clean up!

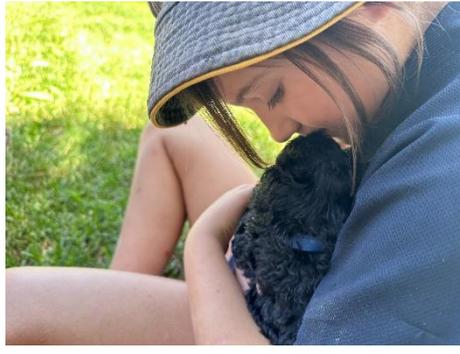


CLEAN UP KOOLUNGA DAY



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A few puppy cuddles to share and end the week

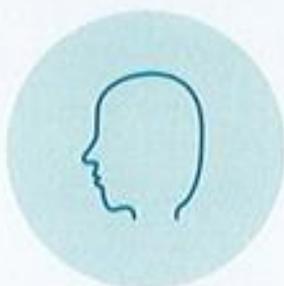


Fringe Workshop and play at St Joseph's School



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ABOUT AUTISM



Autism refers to a broad range of conditions that affect how a person thinks, feels, interacts with others and experiences their environment.

Autism is a neurodevelopmental difference that can affect some people's lives significantly, while for others the symptoms may be mild and experienced as a difference in thinking and perceiving.

Each learner with autism is a unique individual and adjustments to their educational program and learning environment should be tailored to their needs. When you understand the impact of autism on the individual learner, you'll be better able to adjust to their needs.

See the online practice guides to find out more:
edi.sa.edu.au/practiceguidance

Autism and other conditions

More than half of the people on the autism spectrum have 4 or more other conditions (Soke et al. 2018), including:

- medical problems such as epilepsy, gastrointestinal issues or sleep disorders
- developmental diagnoses such as global developmental delay, intellectual disability or language delay
- mental health conditions such as anxiety, obsessive-compulsive disorder or depression, or neurodevelopmental conditions such as attention deficit hyperactivity disorder (ADHD)
- genetic conditions including fragile X syndrome and tuberous sclerosis complex.

The language of autism

When referring to themselves, some learners prefer identity first language, some prefer people first language and some use the terms interchangeably. It's important to check with each learner and their family to determine how they would like to be identified, for example autistic, autistic learner, learner with autism, learner who has autism.

Many individuals and organisations refer to autism as a neurodevelopmental difference and not a disability or disorder. This is intentional and is used to reinforce the fact that a neurodivergent brain is not a disordered brain or one that works 'incorrectly', but a brain that works in a different way that has its own strengths and weaknesses.

Impacts of autism on learning

In a learning environment, a learner with autism can:

- seem inflexible or have difficulty switching focus to new activities (between learning activities and between learning and break times)
- have difficulty with social communication and social interactions
- have their independent learning impacted by their organisation and planning difficulties
- understand and use language literally
- have restrictive or repetitive behaviours
- be highly impacted by sensory inputs.

Strengths of learners with autism

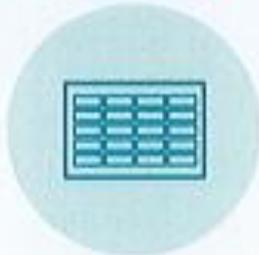
The strengths of learners with autism can be:

- attention to detail and observational skills
- concentration that is free from distraction
- an extraordinary memory
- expertise in particular areas of interest
- unique thought processes that support innovative solutions
- integrity, tenacity and acceptance of difference.

AUTISM ADJUSTMENTS



EXAMPLES OF ADJUSTMENTS



Setting tasks and activities

- Structure activities that are personalised to meet the specific needs of the learner.
- Provide clear start and finish points.
- Present tasks that can be done in different formats, for example electronic, pictures or words.
- Use interactive activities.



Talking to the learner

- Begin with the learner's name to make sure you have their attention (this won't always involve eye contact).
- Keep instructions simple and short.
- Express one idea at a time when giving instructions.
- Allow time for information to be processed and stay quiet during this time.



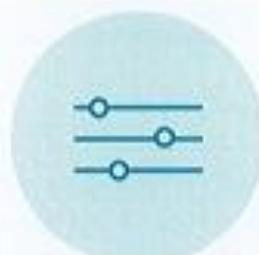
Rules

- Have clear and consistent rules – all learners are more likely to follow rules if they are stated clearly. Rules help autistic learners because social interactions based on learning rather than intuition provide certainty and order.



Social development and emotional wellbeing adjustments

- Allow access to a favourite sensory object, task or topic to help the learner focus, stay calm and concentrate.
- Identify triggers and plan strategies in advance. Analyse and support behaviours by testing the hypotheses and discussing with the learner's family to gain their perspective.
- Check in with the learner after breaks. Allow time to discuss their experiences and support them to process information.



Teaching adjustments

- Reinforce or reteach skills that support the transfer of information learned from one context to another (generalisation), for example home, learning environment, playground, therapy session.



Each learner is different and needs their own personalised learning plan. You should make adjustments for individual needs. There are many more things you can do. **To learn more, visit: edi.sa.edu.au/practiceguidance**

LUNCH BREAK KITCHEN

Cooking with children in the Koolunga Primary Lunch Break Kitchen is a fantastic way to boost confidence and excitement about food. Getting involved in preparing food, kids develop valuable life skills and take pride in their own creations.

The Lunch Break Kitchen is also the perfect environment to introduce new foods and flavours —kids are often more willing to try something different when they've helped make it themselves. This has been very evident with Koolunga kids going out of their comfort zone in a supported environment to try something new.

Through these shared experiences, cooking becomes fun, creative, and a positive way to encourage healthy, adventurous eating.

Daisy and Lise have been very happy with the support from families through ordering the lunches and returning the cake containers.

Special thanks to Jono's mum, Chelsea for supplying us with beautiful fresh eggs in The Lunch Break Kitchen.



Playgroup Calendar ...Come and join in the Fun

Koolunga Playgroup Friday's T1 2026

30th Jan 2026
Closed
temperatures
Forecast higher
then 36 degrees.

6th Feb 2026
Bubble Machines
Sand Play
Box Towers
Zipline Craft

13th Feb
Hungry Caterpillar
Themed
Heart Crafts
Reading Stories

20th Feb
Cultural History Aztec and
Native American.
Headdresses Crafts

27th Feb
Clean Up Australia Day
Emu Bob around the school
Creating Nature Crafts &
Collage

March 6th
Science Day
It will be Messy!
Which is always fun!

March 13th
Space Theme
Timecapsule
Astronaut Crafts

March 20th
Harmony Week
International Day of Happiness
Gratitude Crafts

March 27th
Happy Easter
Easter Crafts &
Activities
Egg Hunt
CLOSED GOOD FRIDAY
APRIL 3RD

10th April
National Siblings Day
Day of sharing &
Celebrating the end of term
with a morning tea.

GRATEFUL!

SCHOOL FINANCE NEWS

With the implementation of the EMS system here at KPS, all invoices and statements are now sent automatically to parents' email addresses we have on file. Please be sure to keep a lookout for any emails with titles that resemble the following (sent 28/1/26):



Music with Paul



Music helps us to;

- Listen
- Be creative
- Use and practice rhythm
- Reflects patterning
- Use a different part of our brain
- Have Fun while learning.

Koolunga PS Term 1 2026

Weeks	Dates	Monday	Tuesday	Wednesday	Thursday	Friday
1	26 th JAN	AUSTRALIA DAY	First Day Back			
2	2 nd FEB			Free Toasties		Mobile Library
3	9 th FEB	Governing Council @7pm		Taco Bowls		
4	16 th FEB	Swimming @ Spalding by bus		No Cooking (Swimming)		
5	23 rd FEB	Clean up Australia Day	NAPLAN Practice	Toasties only Yr 4-6 Fringe Visit		
6	2 nd MAR	GC AGM @7PM		Tiktok Chicken Rice Bag		Mobile Library
7	9 th MAR	Adel Cup Public Holiday		Sausage Rolls NAPLAN Begins		
8	16 th MAR			Rice Noodle Chicken Bowls		Mobile Library Magic Show
9	23 rd MAR	NAPLAN Ends		Nachos		
10	30 th MAR			Spaghetti Bolognese Choir Assessment		Good Friday
11	6 th APRIL	Easter Monday		Free Toasties		Last Day T1