

Numbat News

12th September 2024

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IMPORTANT DATES

Wednesday 18th September

Year 5/6 Assembly @ 9.15 am

Thursday 19th September

Good Standing Reward Day
Last day for students

Friday 20th September

School Development Day
(No students at school)

Monday 7th October

Term 4 Begins - Students' first day
back!

Monday 14th October

Kindy Super Starters

Tuesday 15th October

Smile School Photos

Wednesday 16th October

Cleaner Appreciation Day

Monday 21st October

Kindy Super Starters

Welcome to the last newsletter for term 3, where has this term gone?!

We have celebrated many activities and achievements during this past term, a few of the highlights have been:

- Bullying No Way Week
- Science Week
- Athletics carnivals (both faction & interschools at Beverley)
- CBCA Book week and a dress up parade
- NAIDOC Week, with a variety of rotation activities
- Father's Day breakfast (thank you P&C!)
- R U OK Day

Next week will be lots of learning and fun, with our 'Have Sum Fun Maths Comp' (extension students), our Yr. 5/6 assembly and Good Standing Reward Day, which will consist of our own Mini Olympics. Don't forget, no school Friday 20th September due to a Staff Development Day.

PPS values our wonderful group of volunteers, below is a list of ways you can be involved in your child's school or even if you don't have children here, there's always something you can do to help out!

- join the P&C
- nominate to be a member of the council
- act as a classroom helper
- volunteer in the canteen
- help out at events, such as the sports carnival
- bring along your skills to a 'busy bee'
- take part in class excursions
- coach sporting teams or clubs, for example chess, Running Club, netball or football
- attend school assemblies and special occasions, P&C and council or board meetings - everyone is welcome
- help to organise fundraising initiatives.

Regards,
Jo Newhouse

School Culture Survey 2024



Community Perception on Teaching Quality

This is the second reflection from the community perceptions on the 5 domains in the survey. Review of the Teaching Quality feedback supports the school's ongoing improvement plan that will benefit students and staff. We have looked at this set of data from the "Disagree" perspective and even though it is minimal, as a school we acknowledge that there are still parents and families that have these perceptions. We will continue to work on these areas to change this perception to the positive.

3 parents disagree that the school's teaching and learning programs meet the needs of their children.

3 parents disagree that the school's has a common approach to how students are taught.

14 parents disagree that teachers ask parents about the aspirations for their child, family & community.

3 parents disagree that teachers create learning experiences that are culturally responsive.

8 parents disagree that teachers provide feedback about their children's achievement and progress.

1 parent disagree that the school understands and respects their children's cultural backgrounds.

The school continues to engage teachers of a high calibre who each bring their unique and special skills sets to the classrooms. Our teachers differentiate for each child's learning, meeting them at their point of need. Both intervention and extension work is provided in class and during dedicated instructional time outside the normal classroom environment. We want to see every child flourish. Our school provides extension to selected students in the areas of Mathematics Problem Solving, Literacy & Writing, and Photography.



Here at PPS our staff use a common approach to how students are taught which is based on research into optimising learning outcomes. We follow the Department's guide around 'Teaching for Impact' which includes High Quality Teaching Strategies. We have an Instructional Coach who works with our staff on an individual basis to continue to refine these skills and a common approach to Teaching and Learning. During our staff meetings, we build on our approaches and our staff are self-reflective. The school is developing an 'Instructional Guide' ready for Term 4.

All of our teaching staff engage in professional development in areas of Literacy and Mathematics that are relevant to their year levels and to maintain continuity across the school. Staff have ongoing support and the provision of resources for our newly introduced programs of MultiLit and Top Ten Mathematics. We understand the need to be culturally responsive and have engaged with Tracks to Two Way Learning and plan to investigate Two-Way Science.



Our staff engaged with parents and families around students' learning. This is via parent meetings as requested, work samples on Seesaw, Parent/Teacher Night, official Semester Reporting and informal conversations. We see the need to increase this feedback and hopefully there has been a noticeable increase with student work samples on Seesaw and Data Celebrations in the newsletters. In addition, next year we will be having a Learning Journey/Open Classroom and ongoing information around assessments.



The school has been liaising with the Department and with Regional Office in regard to a 'PEAC' style enrichment program that will be unique to the school. We are up to the stage of writing the policy that will see the continuity of the program in the school as part of the Strategic Direction. This is an exciting venture that will see increased engagement with learning and ongoing academic progress.

Connect & RESPECT # 2

Together we make a difference. We welcome parents and other members of our diverse community into schools across Western Australia. Student learning is strengthened when school staff, parents and carers are actively and positively involved in their education. We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence. Parents and carers and other visitors to schools support safety by ensuring communication and conduct at school and school activities is respectful. Every student, staff member, parent or carer has the right to feel safe and be safe at our schools.

Communication



- be mutually respectful
- act as positive role models
- actively help to solve concerns
- use the school's communication channels and processes to address concerns
- appreciating that school staff may not be available to respond immediately
- knowing that staff will respond to appropriate communication when they are able
- requesting a meeting to discuss any concerns about your child's education — allowing staff time to prepare and appreciating their time may be limited
- not using offensive, insulting and derogatory language; and inappropriate conduct
- being kind when interacting with others

Interschool Athletics Carnival

Results - Overall

Place	Team	Points
1 st	Beverley	392
2 nd	York Wundig	266
3 rd	Brookton	251
4 th	Pingelly	190
5 th	York Wilura	186

Results - Handicap

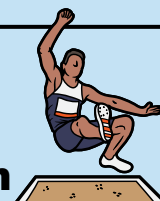
Place	Team	Points
1 st	Beverley	3.569
2 nd	Brookton	3.391
3 rd	Pingelly	3.114
4 th	York Wundig	1.886
5 th	York Wilura	1.319

Pingelly Individual Champions

Year 3 - Boys	Runner Up Champion	Seth B
Year 5 - Boys	Champion	Max M
Year 6 - Boys	Champion	Keiran L



Records Broken



Year 6 Boys Triple Jump	Keiran L	8.59m	9.19m
Year 6 Boys Long Jump	Keiran L	3.86m	4.21m

Our School Council

The Pingelly Primary School Council is the peak advisory and decision making group within the school. The Council is comprised of staff, parents/carers and community members. Its primary goal is to monitor school performance and provide guidance on our strategic direction to the Principal to drive improvement.

At Pingelly PS, the Principal is responsible for the educational leadership, operation and management of the school. Yet, to maximise opportunities and outcomes, the Principal seeks advice and recommendations from the School Council on a range of strategic matters. To enable the School Council to function effectively, the Principal reports regularly on progress against the Pingelly Primary School Business Plan and engages the School Council in understanding, informing or making decisions to positively impact school direction.



Our School Council recently reviewed the 2022-2024 Strategic Plan and suggested changes and new foci ready for the 2025 - 2027 Strategic Plan. It was great to work together as we seek ways to drive improvement for our students at Pingelly Primary School.



P & C
JOIN NOW

WE HAVE SOME EXCITING EVENTS COMING UP!

The P&C plays a very important role in the school and meets on a regular basis. It is a chance to meet other parents in the school and contribute to the education of your child and to the school.

If you're interested in finding out more about the P&C and what they do, pop along to one of the meetings. You can stay for as little or as long as you like; sit back and listen or get into the thick of it, become a regular or just drop in when you can. All parents and other citizens of our community are most welcome and encouraged to attend - you will enjoy being involved with such a friendly group of people. Feel free to message the school to find out when the next meeting is or contact Sheree, our P & C President on shereelp@hotmail.com.

Classroom Chatter

Room 2 – Pre Primary



"WE HAVE BEEN HAVING HULA HOOP RACES FOR MORNING FITNESS AND I LIKE IT"- JELICIA



While Ms H has been away, we have had a very busy few weeks of learning and having fun with Mrs DeGroot, Mrs Marwick and Miss Thompson. We have welcomed some new friends and teachers to our Djidi Djidi class, had many NAIDOC activities and have been learning about writing informative texts by finding out about many different animals. We have also added morning fitness activities to our morning routine and have enjoyed challenging ourselves with some new activities that are helping to strengthen our upper bodies.

"We have been learning about Wombats- Did you know they have square poo?"-Kaylee

"Wombats have square bottoms and they use them to cover the entrance of their burrow to keep them safe"-
Georgie



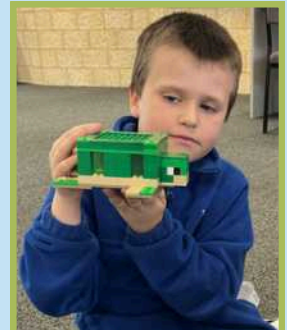
"I like going Jogging for morning fitness" -Milly

"I LIKE DOING THE MORNING FITNESS GAMES"- NOAH



Room 14 – Year 3/4

This has been a very successful term for Room 14! All students have been working hard across each learning area, as a result there has been pleasing improvements in academic achievement, attendance, and positive behaviours. To celebrate their hard work, students were awarded a Lego party, including arts & craft activities. 'LEGO is as an extraordinary tool for facilitating experiential learning among students, nurturing their creativity, problem-solving abilities, and critical thinking skills'.



A key focus for this term was to support effective group work. I have been impressed by students' skills in transitioning between literacy and numeracy rotations, and by their increasing confidence in sharing their thoughts and opinions with others. These groups provide a more tailored learning experience e.g., 'Guided reading places a strong emphasis on comprehension. Teachers can actively engage with students through discussions, questions, and activities that promote a deeper understanding of the text. This leads to improved comprehension skills, which are vital for literacy success.'

In Science, students have been exploring different materials such as liquids, solids and gas. We looked at a range of tools and techniques used by Aboriginal and Torres Strait Islander People to combine materials to create objects. Students were fascinated by traditional methods using natural materials, combined with heat to make 'bush glue'. This glue was used for many purposes, including hafting, which is a process used to attach stone blades to wooden handles. To view the 'Traditional Glue Recipe,' you can go to:

<https://www.facebook.com/share/v/CKnogxYy4nqdMZue/>



Image source: Government of Western Australia. West Australian Museum. Artist unknown, Nyoongar.

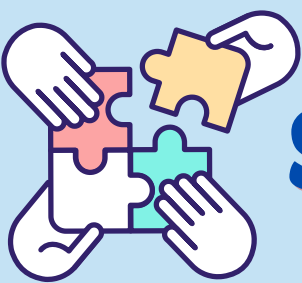


Times Tables Champions!

Each week, students have been working hard to master a times table. The images to the right show two proud students adding their names to the Multiplication Champions Table. Another times table mastered!



Image above: Students displaying their information reports completed during writing rotations.



STAFFING CHANGES TERM 4

Year 5/6

Hi, my name is Michelle Hancock and I am super excited to come join the Pingelly Primary School team. Originally from Perth, I moved to Kalgoorlie in 2021 after completing my teaching degree and have really enjoyed working with students in upper primary for the past three years. My animals are a huge part of my life and I will be moving to Pingelly with my two Standard Schnauzers, Hallie and Tigger. I also look forward to getting involved with the local equestrian community with my horse, Boss. Outside of school life and my animals, I enjoy playing hockey, camping and exploring this amazing country. I look forward to joining the Pingelly community and cannot wait to meet you all very soon!



Mrs Michele Morton will be taking her Remote Long Service Leave for Term 4. We wish her a relaxing time as she spends her well earned break from her time working remotely, with family and friends.

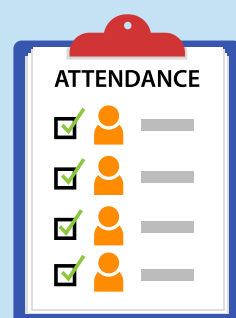
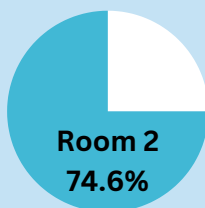
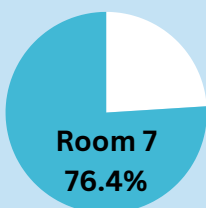
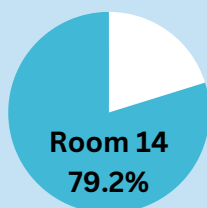
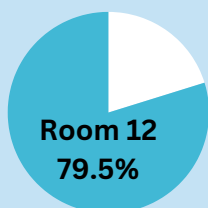
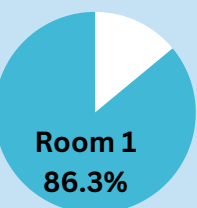
We welcome our very own Filicity Lowrie on board 5 days a week for Term 4. Filicity will continue in the space of intervention and extension, and take on the Specialist subjects of Physical Education, Design technology and Dance/Drama.

Miss Emily Thompson will be in the Pre Primary class, 5 days per week.

Ms Brooke Marinos will be continuing on with 1 day per week in the 3/4 class.

Thank you to Mrs Marwick and Mrs De Groot for your 5 weeks in our Pre-primary class and for providing the continuity that is vital for our students. We welcome back Mrs Hodgson from her Long Service Leave as she trekked along the Bibbulmun Track with her husband.

WEEKLY ATTENDANCE





Extension Writing

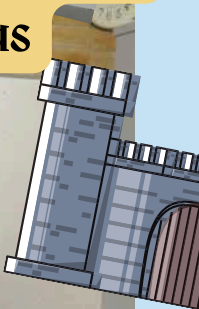


with Miss Lowrie

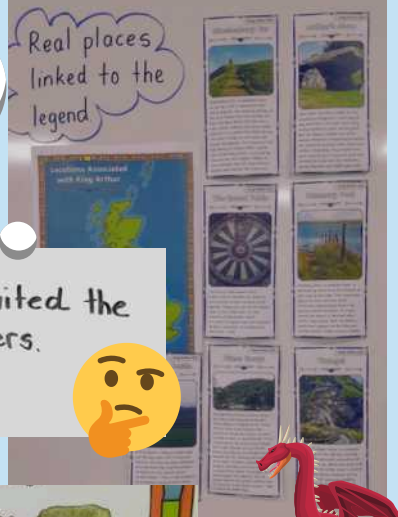
Who was King Arthur? Is he a man or a myth? Will we uncover the truth behind this mysterious king or will the origins of his legend be forever lost in the mists of time?



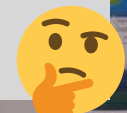
Our group will use various sources of information to try and recover who Arthur was and where was Camelot located.



If you take the magic out of the legend... what is left?



Romans left Britian in AD 410, but in AD 450 they invited the Anglo-Saxons (Germanic) over to help defend their borders. Feel it is too early to be Arthur.



By AD 450, many Romano-British had been pushed to the west of the country by repeated migrations of Anglo-Saxons. The first Anglo-Saxons were invited over by the Romans to help protect their borders. However,

