

NUMBAT NEWS

12th March 2025

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IMPORTANT DATES

Wednesday 12th March (Week 6)
NAPLAN Starts



Friday 21st March (Week 7)
Wear Orange - Harmony Week



Thursday 27th March (Week 8)
Interschool Swimming Carnival
@ Beverley



Wednesday 2nd April (Week 9)
Year 3/4 Assembly @ 9am
Join us for a cuppa afterward.



Kaya Pingelly families,

On Wednesday 2nd April our Yongka Class - Year 3 & 4 students will be hosting our first assembly of the year. We are delighted to advise that after the assembly parents and caregivers are invited to stay behind for a chat and a cuppa, this will be run by our Student Councillors. We look forward to welcoming our parents and guardians to this event.



We wish our selected students all the best as they head off to the Interschool Swimming Carnival on Thursday March 27 at Beverley Memorial Swimming Pool. I am sure they will love to see our Pingelly families join them and cheer them on.

From Wednesday 12 - Friday 21 March, Year Three and Five students will undertake NAPLAN testing. The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake. It's a measure to see if students are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community. A reminder also that NAPLAN measures a child's ability in a particular area, using a test conducted on a single day. It does not capture the entirety of a child's knowledge and is just one of the measures we consider, when determining student achievements and grades.

If your child is undertaking NAPLAN, a good night's sleep, a healthy breakfast, and a routine stress-free entry to school all help to make this a positive experience.

Warm regards,
Jo Newhouse



UNDERSTAND THE COMPLAINTS PROCESS



Parents first port of call should always be the teacher. We've outlined below a procedure for parents to follow. If it gets to the stage that parents would like to meet with a member of administration, you are required to book a meeting time with us. If you would like to set up a meeting for a concern, please email Pingelly.PS@education.wa.edu.au and we will reply as soon as possible. If you have not followed the complaints management procedure we will redirect you back to the teacher if appropriate.

Contact the school as early as possible if you have concerns. Talking to your child's teacher is the best place to start.

Raise the matter with the principal if:

- you were not able to achieve a satisfactory outcome with the teacher or staff member
- the matter is about the conduct of a teacher or staff member
- the matter is about another aspect of school life that is impacting your child's education.

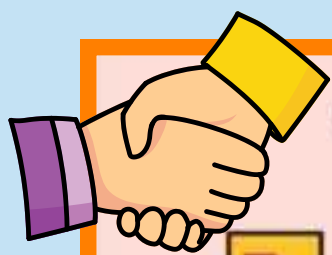
Contact the school to request an appointment to discuss your concerns.



Raise the matter with the education regional office if:

- you believe that your concern was not satisfactorily resolved or addressed by the school
- the matter is about the conduct of the principal.

If the matter is not about the conduct of the principal or a previous unsatisfactory resolution, the education regional office may refer it back to the school, unless there is a reason preventing the school from managing it.



The complaint journey

If you have concerns, talking to your child's teacher or principal is the best place to start.



1

Make a complaint

Submit a complaint in person, by phone, letter, email or online.



2

Assign

The complaint will be reviewed and assigned to the appropriate area.



3

Assess

The complaint, evidence and other supporting material will be assessed.



4

Resolve

An outcome will be provided explaining the reason for any decisions.

Internal review (optional)

A review can be requested if a satisfactory outcome was not received or there is a belief it was not handled properly.

Independent review

An independent review can be requested at any stage throughout the process.

School Council Nominations Now Open!



We will have our first School Council meeting for 2025 in week 8 of this term and are seeking nominations from parents/caregivers to join the council.

We currently have 2 vacancies, please contact the school if you would like an application form.

Why Join the School Council?

Joining the school council is a great way to contribute to the school and the improvement cycle. You can share your perspectives, advocate for student well-being, and support initiatives that enhance educational experiences. It's also a chance to meet other parents and learn more about what happens and what goes on behind the scenes to make the school run. Your voice can make a big difference – nominate now and make a positive impact on our school's future!

Should we receive more than the required interest there will be a voting process.



NGAPARRTI- NGAPARRTI TWO-WAY SCIENCE ACTION LEARNING PROGRAM

Pingelly PS has started the journey with Two-Way Science. Ngaparrti-Ngaparrti is a word to describe 'reciprocity' which is the practice of exchanging things with others for mutual benefit. This is the perfect word to describe this partnership of our Science Curriculum and local Aboriginal knowledge.

Two-way Science is a way of teaching and learning. The school works alongside the local Aboriginal community to build integrated two-way learning programs

Together we will connect Aboriginal knowledge and the WA Science Curriculum

The foundation of a Two-way Science learning program is the cultural and ecological knowledge of the local Aboriginal community

STEP 1

Create a Vision

The team is currently creating the conditions for success. Part of this is forming a cultural reference group made up of Elders, leaders, AIEO, and Aboriginal community representatives.

Learning on Country is led by Aboriginal experts who teach students Aboriginal cultural knowledge of, for example, plants, animals, seasons, tools, landforms, ecology, important sites and stories that connect people and place

Learning on Country and local Aboriginal knowledge is connected to the science curriculum and related science activities.

Kaarda Class - Year 1 & 2

This term, our Year 1 and 2 students have been engaging in a range of exciting learning activities, each aligned with the Australian Curriculum.

In English, we are focusing on narrative writing and building strong early literacy skills. The students have enjoyed creating their own stories and practicing phonics to improve their reading and writing abilities. Our class home-readers are being successfully managed by the students with one book for success, one book for parents and one book to challenge. Please continue to take 10 minutes a day to read with your child it is Working!

In Mathematics, we have been working on number and measurement, exploring concepts like time, money, and data collection. The children have been developing their skills in telling time, managing coins, and understanding simple data through fun activities and hands-on learning.

Our Science lessons have taken us on a journey through Earth and Space, with a particular focus on the moon's cycles. Students are gaining a deeper understanding of the world around them and the universe beyond.

In HASS (History and Social Sciences), we are investigating the significance of Australian currency, specifically focusing on the history behind the one cent and two-cent coins. This has been a fantastic opportunity to explore the role of money in our society.

For Physical Education, the students have been improving their fundamental movement skills, focusing on running, long jumping, skipping, and underarm throwing. It has been wonderful to see their growth in these areas.

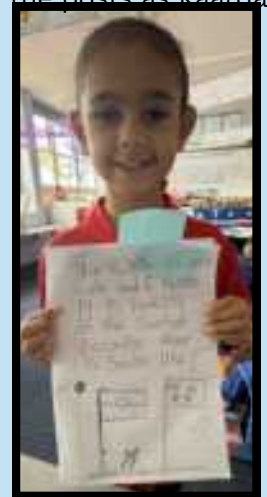
Our students are also making great progress in Typing, and they have been working hard in the computer room. Their practise sessions are going well! Logins coming home to continue practise this week.

During class meditation and story time, the beloved "Cuddle Bears" have been a huge hit with the students, offering comfort and calm during these moments.

In Health, we have been discussing the importance of keeping our bodies healthy, with a special focus on tooth cleaning habits.

Our exploration of AUSLAN is an exciting part of our daily routine, and the students thoroughly enjoy learning the alphabet and commonly used phrases.

Finally, our Sticker Graphs have been a fantastic way to track students' achievements, with many stickers being collected for their hard work and positive behaviour with working towards a specific goal and reward that is extended each time. It has been a busy and rewarding term for everyone, and we are excited to see the progress each student continues to make. Families, please remember to login to SEESAW daily and continue to like the posts as Kaarda kids love seeing your interactions.



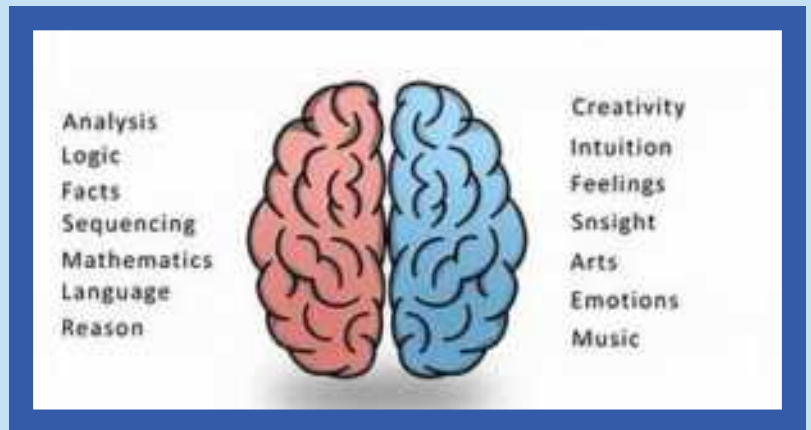
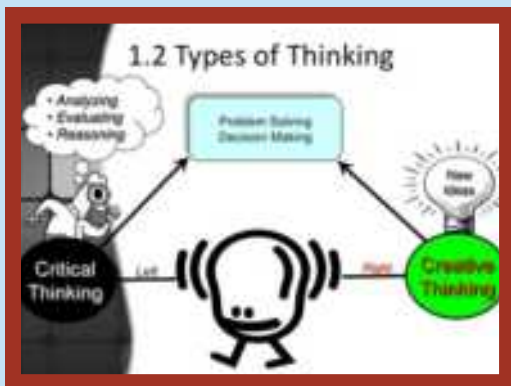
Critical & Creative Thinking Year 3 to 6

Unlocking Creativity and Critical Thinking in Our Students

This term, our students have been engaged in rich learning experiences that develop their critical and creative thinking skills, as outlined in the ACARA and SCASA curricula. Through investigations, deep conversations, and problem-solving activities, they are learning to make their thinking visible and communicate their ideas effectively.

One exciting strategy explored is SCAMPER, a technique that encourages innovation by modifying and reimagining existing ideas. Students also tackled rebus puzzles, which challenged them to think outside the box. Working in multiage groups, they collaborated, shared perspectives, and developed confidence in expressing their thoughts.

This experience has enhanced their ability to analyse, create, and problem-solve, fostering skills that are essential for lifelong learning. It has been wonderful to see their focus, engagement, and enjoyment as they develop these valuable skills!



PBS FOCUS

What is PBS?

Positive Behaviour Support (PBS) is an evidence-based operational framework aligned to the Department of Education's Student Behaviour in Public Schools policy and procedures. The aim is to establish a climate in which positive behaviour is supported and embedded.

As when we teach Reading or Maths, it is important that we explicitly teach positive behaviour to our students.

What is a Positive Behaviour Matrix?

Using student, staff and community voice, we have created a Matrix to define our expected positive behaviours. These are set under our overarching values and align to the locations or times we would expect to see students display these behaviours.

This Term we have covered:

Weeks 1-2: Strength in the Community

- We will conduct ourselves in a safe and respectful manner when traveling to and from school and school events
- We will use toilets and drink fountains appropriately
- We will listen to and follow instructions while in the community

Weeks 3-4: Thoughtfulness in the Playground

- We will play safely
- We will stay in bounds

Weeks 5-6: Respect in the Classroom

- We will support the rights of others to learn

We have increased the number of STRIVE Certificates that are being given out at our weekly STRIVE Assemblies as students are working towards completing their collection of each letter of STRIVE. Once completed, he/she will be rewarded with our special silver and gold star hat pins!

Classes are finishing off their suggestions for our Numbat PBS Mascot. Stay tuned for the big reveal!!



STRIVE

CAMP



During Week 5, 23 excited Year 5 and Year 6 students embarked on their journey to camp at Point Walter. The bus ride there was bubbling with excitement about what the three days would hold and the excitement for the activities, spotlight and lolly trading was definitely felt in the air.

During their time at camp, the Year 5 / 6 student were given the opportunity to get involved in a range of activities such as: swimming and raft building, team building activities with rope challenges, archery, high ropes, a huge flying fox and kite making. There were many highlights as well, especially the spotlight and talent show nights. Here are some of the students' personal reflections are returning from camp. A huge thank you to the parents Eddie and Jason and staff members, Ms Calligaro , Mrs Newhouse, Miss Thompson and Mrs Clarke for helping make this a successful camp and one that our Year 5 / 6 cohort will remember!

What did we do at camp?

Jett: We did archery, high ropes, kite making and mini golf at camp.

Connor: At camp we did mini golf, flying fox and archery.

Asha: We did archery, high ropes, free time, swimming, talent show, spotlight and more!

Josiah: High ropes and it was fun.

Saige: We did team games, and independent games. We did high ropes, archery, swimming and walked to the beach.

Amelia: We went to the beach and we saw a jelly fish and we had fun. We played spotlight and we made kites.

Donald: We did some activities. We did swimming, archery, then we did Mini Golf. It was so much fun. My favourite was archery.



How do I feel about camps now that I have been?

Brodie: I feel good and it was so fun and it had food and the flying fox was so fun.

Eli: I felt tired and sore and I cannot wait for camps at high school!

Saige: I feel braver and better because I stepped out of my comfort zone.

Kylah: I feel good, amazing, safe, confident and relaxed.

Amelia: I feel happy.



What was the most challenging part of camp?

Liam: Looking down from the top of the high ropes.

Lilly: Sleeping in the dorms and the high ropes.

Tristian L: Sleeping because people in my dorm were talking.

Asha: Trying not to step on a jellyfish at the beach.

Max: The most challenging part of camp was when I faced my fear of heights.

Grace: The most challenging part was the flying fox.

Lucy: I believe the most challenging part for me was archery. Getting the aiming and where you needed to stand was hard.

Summer: The most challenging part of camp was going to sleep because we had the giggles!

Donald: Rope climbing – it was the hardest part at first. I did it and I was so proud of myself.



CAMP

continued....



What was the most enjoyable part of camp?

Jayden: The food.

Brodie: I thought the flying fox was so fun.

Abel: Archery and being in our dorms.

Tristian T: I really liked archery because it was a bit hard.

Connor: I liked Archery because I hit 9 points in one arrow.

Asha: I liked seeing all the dogs at the beach and swimming in the pool and the talent show night.

Grace: My favourite part was the river.

Violet: Being with my friends and swimming in the pool.

Summer: For me the best part of camp was the beach, archery, high ropes, friends, teachers, pool and the food.

Tristian L: High ropes and archery

Belle - All the activities and being able to try new things

Gregory - Eating the Burritos! .

What would make camps even better in the future?

Jett: Camps would be better if the activities were longer.

Connor: To go for four or five days – my mum agrees!

Eli: That we can stay at camp for a whole week.

Saige: To have more days.

Violet: Being able to choose your activity groups.

Lucy: Camp would be even more fun if we had longer time at the activities that we wanted longer on.

Max: I think camp would be between if we stayed 1 more day and went Mountain Biking.



Something that I learnt about myself after going on camp is...

Liam: That I love to climb on high ropes.

Lucy: I have learnt that I can be resilient when people can't quite manage the activity quickly. I also can climb big heights.

Jett: I learnt that I'm not scared of heights, and I really liked the high ropes.

Abel: I am good at climbing.

Max: Something that I have learnt about myself is I can do stuff that I never knew I could do.

Saige: That I can get out of my comfort zone.

Grace: Always have a go even when you are scared.

Kylah: To be more respectful, help others no matter what and help others with their emotions. Be you.

Lilly: That it was fun and maybe you can learn from the activities.
Belle: I can control my emotions, especially after feeling very tired.

