



**Principal:**  
Ken Smith

**Deputy Principal:**  
Penny Wilde

**School Counsellor:**  
Tim Seidel

**Council Chairperson:**  
Alison Turner

**WEEK 7, TERM 2**  
**Friday, 16<sup>th</sup> June, 2017**

**The next assembly will be on**  
**Friday, 23<sup>rd</sup> June, 2017, at**  
**10:15am and will be hosted by**  
**Gerry Lewis' Year 3/4 class.**



Download our app  
from the App store  
or Google Play

### Dedicated Phone Numbers

Kitchen Garden Volunteers: 0408 637 850  
POSHC Enquiries: 0413 482 521  
Student Absences: 0412 089 811  
Soccer Phone 0439 782 686

### WHAT'S INCLUDED?

- Indonesian Day and Carnival
- Parent Teacher Interviews
- Vacation Care
- Code of Conduct
- Siblings
- Late Pick Ups
- Congratulations to the Festival Choir
- Stephanie Alexander Kitchen Garden Update – Term 2
- **Back Page:** STEM – Year 3/4 Lewis
- **Inserts:** Approaching Your School

### DIARY DATES

26-28 June-Year 6/7 camp  
30 June Indonesian Day  
7 July Casual Day  
7 July Last day of Term 2  
Early Dismissal 2:10pm  
24 July Term 3 Commences  
7 Sep Student Disco  
8 Sep School Closure Day  
28 Sep Sports Day  
29 Sep Last day of Term 3

**Feedback**  
dl.1059.info@schools.sa.edu.au

# Pimpala Press

**\* RESPONSIBILITY \* RESPECT \* COMMUNICATION \***  
**\* EXCELLENCE \* FRIENDSHIP \***

Dear Parents and Carers,

As always there is a great deal happening at school and all the teachers are currently very busy compiling and writing student reports for the end of this term. Information regarding parent-teacher interviews will be sent home next week.

### Festival Choir

Congratulations to the students in the choir and to Ms Sarah Pearce on the great result they achieved in their choir assessment last Friday. The overall result of the assessment was a 'B' which means our choir is performing above the level expected. As part of the assessment the choir also achieved an 'A' in three areas of the assessment, which is a wonderful achievement. The students and Ms Sarah Pearce have put lots of hard work into achieving this result and we are very proud of them.

### Approaching Your School

Attached to the newsletter is a guide on how to approach the school when seeking information or expressing concerns on issues regarding your child(ren). The purpose of the guide is to assist parents, carers and community members in finding the correct person to respond to a request for information.

### 6 Ways to Support your Child's Mathematical Development

One of our school's major areas of focus is mathematics. A major part of this is developing a growth mindset in mathematics where the children are not afraid to make mistakes and learn from their mistakes. In my day as a student and early career as a teacher we only ever thought of one way to solve a mathematical problem and did lots of rote learning which led to not really understanding why we arrived at an answer. It is important for students to understand the mathematical process they are applying and to experiment with different ways at arriving at an answer. For example, if the answer is 15 there are many ways we could arrive at this answer with some of them being  $10 + 5$ ,  $20 - 5$  or  $3 \times 5$ . When coming up with these solutions students could draw diagrams, use collections of objects and construct algorithms. All of these are appropriate methods of getting to an answer and the mathematical thinking used is the most important aspect and what we need to encourage. I have recently been doing lots of reading on this topic and one of the world's leading experts on the teaching of mathematics, Jo Boaler from Stanford University suggests 6 ways that parents can support their children's mathematical development. The 6 ways are listed below:

Encourage children to play maths puzzles and games. Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home. Puzzles and games – anything with dice really – will help kids enjoy maths, and develop number sense, which is critically important.

1. Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say. For example, if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...
2. Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead use visual activities such as <https://bhi61nm2cr3mkdkg1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2015/03/FluencyWithoutFear-2015.pdf>
3. Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.
4. Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when working out  $29 + 56$ , if you take one from the 56 and make it  $30 + 55$ , it is much easier to work out. The flexibility to work with numbers in this way is what is called number sense and it is very important.
5. Perhaps most important of all – encourage a "growth mindset" let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not "a maths person". One way in which parents encourage a fixed mindset is by telling their children they are "smart" when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all. Instead use growth praise such as "it is great that you have learned that", "I really like your thinking about that". When they tell you something is hard for them, or they have made a mistake, tell them: "That's wonderful, your brain is growing!"

If you are interested, Jo Boaler has a fantastic website with lots of information, resources and courses. The website address is <https://www.youcubed.org>.

Have a fantastic weekend.  
Regards  
Ken Smith  
Principal



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## STEPHANIE ALEXANDER KITCHEN GARDEN UPDATE - TERM 2

Term two has been extremely busy with the Year 5/6 classes participating in the Kitchen Garden Program. Classes have shown great enthusiasm and completed many different tasks in the garden such as mulching the garden paths, harvesting garden produce for cooking lessons, tending to the compost bins, watering, weeding, building climbing structures, and general vegetable garden maintenance. Most importantly, classes have been preparing the garden beds and planting out winter produce such as kale, broccoli, cabbage, beans, spinach, lettuce, rocket, beetroot, leeks and peas. We have also planted a curry tree and a hedge of blueberry bushes.

The vegetable garden produced an amazing crop of Butternut pumpkins this year (approximately 35). We have incorporated them into our menu this term, making dishes such as roasted pumpkin and rocket salad with feta and bacon, roasted pumpkin soup, silverbeet and pumpkin risotto and couscous salad with roasted vegetables.

We received donations of fresh lemons this term which we have used in recipes such as lemon and poppy seed biscuits, lemon and lime honey cakes and salad dressings. We also received a huge bag of Granny Smith apples which we used in salads and muffins. Some apples were also stewed and frozen for use later in the term.

Thank you to all the wonderful volunteers that have been assisting us with the Kitchen Garden Program this term. Without your continued support and assistance, we would not be able to run such a successful program. Your help is truly appreciated.

### Term 2 Menu

#### Week 3

Roasted Eggplant Dip  
Pasta and Basil Pesto  
Lemon and Poppy seed biscuits

#### Week 4

Minted Apple Slaw  
Roasted Pumpkin Soup  
Tropical Smoothies

#### Week 5

Egyptian Roasted Beetroot Dip  
Couscous Salad with Roasted Vegetables  
Rock Cakes

#### Week 6

Spinach, Garlic and Feta Dip  
Pumpkin and Silverbeet Risotto  
Lemon and lime honey cakes

#### Week 7

Silver beet Dip  
Chunky Potato and Pea Salad  
Mini Apple and Cinnamon Muffins

#### Week 8

Rocket and Roast Pumpkin Salad  
Silver beet and Feta Pinwheels  
Anzac biscuits

#### Week 9

Warrigal Greens Dip  
Fettuccini, Leeks and Bacon  
Orange Blender Cupcakes

#### Week 10

Master Salad  
Broccoli Carbonara  
Beetroot Chocolate Muffins

### Term 3 Program (Weeks 1-5)

	Monday	Tuesday	Wednesday	Thursday
11:10	Lohmeyer Garden	Lohmeyer Kitchen		
12:00	Lewis Garden	Lohmeyer Kitchen		Branson Kitchen
1:30		Lewis Kitchen	Branson Garden	Branson Kitchen
2:20		Lewis Kitchen		

### Term 3 Program (Weeks 6-10)

	Monday	Tuesday	Wednesday	Thursday
11:10	Lucas Garden	Yates Kitchen	Kaye Garden	Kaye Kitchen
12:00	Yates Garden	Yates Kitchen	Dixon/Robins Garden	Kaye Kitchen
1:30		Lucas Kitchen		Dixon/Robins Kitchen
2:20		Lucas Kitchen		Dixon/Robins Kitchen

If you would like to volunteer and help with cooking or garden lessons this term or next, and you have a DCSI clearance to work with children and have completed RAN-EC training please contact me directly. If you would like to find out more about volunteer requirements, please contact the Front Office staff. Please note the DCSI clearance can take some time to come through so if you are planning to volunteer next term, please speak to the Front Office as soon as possible.

Michele Ormsby-Smith  
Stephanie Alexander Kitchen Garden Program Coordinator  
Volunteer Mobile 0408 637 850

## CONGRATULATIONS TO THE FESTIVAL CHOIR

On Friday, 9<sup>th</sup> June (Week 6) Cathy Lange the Deputy Conductor of the Primary School's Festival of Music Program visited our school to conduct a formal assessment of the Choir for 2017.

The students' hard work of before school rehearsals, lunchtime practises, scheduled lessons and hours of homework practise and dedication shone through, with Cathy being particularly impressed with their story telling abilities, the expression and dynamics used and their excellent level of behaviour and professionalism. Overall the students received a **B Grade** which is an absolutely fantastic achievement. Excellent work, Festival Choir! Many thanks also to Jenny Jackson (SSO) and Sandi McMenamin (Accompanist) for all their support.

Sarah Pearce  
R-7 Music Teacher



## INDONESIAN DAY AND CARNIVAL

On Friday 30<sup>th</sup> of June, Week 9, all students will be involved in our annual Indonesian Day. This year it will be slightly different! We will be celebrating and learning about a range of Asian countries including Indonesia, China, Japan and India. Students in Year 6 & 7 who are on the Indonesian Day Committee have been hard at work planning and organising a range of exciting activities including:

- Golan Asin – A traditional Indonesian sport
- Chinese Dragon Dancing
- Designing a new waterslide for Waterbom Park
- Learning how to draw Manga characters from Japan
- Tasting some traditional Indonesian food

This opportunity allows students across the school to broaden their knowledge of the culture of several Asian countries. This is an important part of the cross curriculum priority of Asia and Australia's engagement with Asia which states that students should learn that *"The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions"*. We look forward to sharing all of our work with you!

## PARKING

Parking seems to be an ongoing issue. **Please DO NOT park, drop off or pick up students in the staff car park under any circumstances.**

Some people are using the Disabled Park which is used by students, parents or carers with a Disability Permit and is not to be used for casual parking by those without a permit. In addition, the City of Onkaparinga regularly patrols Disabled Carparks and the fine is quite significant.

The Kiss and Drop zone on Vanstone Avenue has teacher supervision from 8:30am – 8:50am and at the end of the day from 3:10pm-3:25pm for your convenience and we would encourage you to use this area for drop offs and pick ups.

## CODE OF CONDUCT

We are pleased to be able to provide opportunities for our students to play out of school sports – soccer, netball and basketball. Along with the opportunity comes responsibility, including exhibiting and promoting high standards of behaviour in the game at all times. Players have a big part to play. That's why Pimpala Primary School has asked every player to follow a Respect Code of Conduct and to complete the tear off slip on the note which went home.

Parents and carers also have a significant responsibility to support their child's sporting activities in a positive way on and off the field. This includes being a role model and encouraging good behaviour in not only your own child but also their team mates, coach, manager and other spectators. Parents are also required to acknowledge this role by also signing their player's Code of Conduct slip.

Unfortunately, we have a number of outstanding Code of Conduct slips still to be returned and we ask that you return the slip urgently.

Pimpala PS takes our players conduct very seriously and as such, penalties may apply if forms are not returned. Thank you for your co-operation.

## PARENT TEACHER INTERVIEWS/REPORTS

In Week 10 of this term, mid-year reports will be available for collection at your Parent / Teacher interview. After consultation with staff and Governing Council and positive feedback from our parents, we will continue to use the School Interviews Booking System for the interviews.

A booking instructions sheet with a new code will be sent home next week. It will also be loaded onto the app. If you do not have a computer please let the Front Office staff know and they can book an interview for you.

If you are in a separated family situation and want to make sure you receive the information about the parent / teacher interviews, please make sure you have access to the app or contact the Front Office so we can ensure you can get access to the instructions letter.

## VACATION CARE

Please see Hazel Godfrey if you would like further information or to book in to the Pimpala Vacation Care Program for the July School holidays.

Programs are available from POSHC, the Front Office, on our website, or through our app. Hazel can be contacted on 0413 482 521 or by email at Hazel.Godfrey850@schools.sa.edu.au

## SIBLINGS

As part of our planning for future years, we would like to ensure that all of our records of future enrolments are complete.

If there has been any additions to your family since your oldest child started school, can you please notify the Front Office and complete a Student Enrolment form for each child.

If you know of someone who may be interested in enrolling at Pimpala this year or into the future, can you please ask them to make contact as soon as possible?

While some enrolment dates may seem a long way into the future, it is really useful to have this information for school planning.

## LATE PICK UPS

Some parents are not collecting their children on time at the end of the school day, and are often quite late in picking them up. This can cause an issue for office staff who are often required to attend after school meetings and training but are unable to do so as they are supervising the uncollected students and trying to contact the parents.

We are seeking your co-operation in making sure you collect your child on time - 3:10pm - everyday. For those occasional times when things don't run to plan, teaching staff supervise children at the kiss and drop zone and adjacent to the courtyard until 3:25pm.

To enable staff to attend meetings and training we will be adopting a strict procedure regarding late pick - ups. **From Monday 19<sup>th</sup> June**, children not collected by 3:25pm will be automatically taken to POSHC and fees will be payable. If you know you will be late on a regular – or even semi-regular basis, please contact POSHC directly on 0413 482 521 and make a booking. We appreciate your understanding in this matter.

## Approaching Your School

A parent and community guide for seeking information and expressing concerns.

From time to time, parents or other members of the school community may need to approach the school in order to:

- discuss the progress or welfare of own child.
- express concern about actions of other students.
- enquire about school policy or practice.
- express concern about actions of staff.

It is therefore, necessary to have procedures that will help solve problems as soon as possible so that a safe and harmonious school environment is maintained. The best results usually flow from working together.

These guidelines aim to:

- provide a guide in order that concerns are dealt with in an open and fair manner.
- ensure that the rights of students, teachers and parents are respected and upheld.
- support sensitivity and confidentiality.
- help reach an agreed solution.

On occasion, concerns may cause frustration and anxiety. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

**Note: No parent should directly approach another person's child.**

### Teachers, parents and community working together for successful schooling

CONCERN	APPROPRIATE ACTION
The academic progress of own child	* Directly contact the child's teacher either by note, by phone or in person to arrange a suitable time to discuss any issues.
The welfare of own child	* For minor issues, directly contact your child's teacher to clarify information. * For more serious concerns, contact the Front Office. State nature of concern and arrange a suitable time to talk with class teacher or appropriate staff member. * To convey information about change of address, telephone number, emergency contact, custody details, health issues etc, please contact the Front Office.
Actions of other students	* Contact the class teacher for a classroom problem. * Contact the Counsellor or Principal for playground problems.
School policy or practice	* Contact Front Office. State nature of concern and make an appointment to see the Principal and/or appropriate member of staff.
Actions of a staff member	* Contact the office and state concerns to the Principal. * Arrange to meet directly with the Principal and staff member concerned.

In very rare cases, where people wishing to express concerns, do so in an aggressive, threatening or violent manner, the Principal (or nominee) has the legal authority under South Australia Law to:

- direct the person to immediately leave the grounds.
- call the police to remove the person should he/she refuse.
- withdraw future permission (by letter) for the person to enter the grounds without permission of the Principal.
- seek further legal avenues.

# STEM PROJECT

## 3/4 LEWIS



STEM is really good fun and we enjoy it.



I'm having the world's best time and I'm learning lots of new things.

It has been hard sometimes but we're always trying to get out of the pit and solve problems.



It's Awesome!!!!  
It's been super interesting.



Sometimes I struggled a bit, but my group got together to sort it out.

It has taught me more about Technology and Science.

