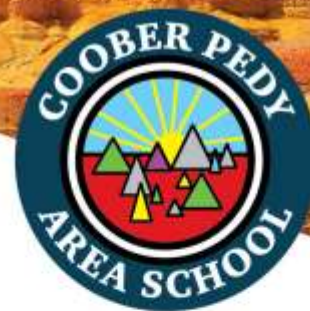


NEWSLETTER

Term: 1 | Issue: 1 | Date: 04.03.2026



FROM THE PRINCIPAL'S DESK



Welcome to our first newsletter for Term 1 2026. It has been a busy start to the year, setting up our classrooms, settling back into routines, getting to know our new students and new staff. The important business of teaching and Learning is now fully underway. In 2025 we worked together as a staff team to identify our focus in relation to the Education Strategy, Areas of Impact. We engaged with the SA curriculum to support our work which is now embedded in our 2026 Site Learning Plan.

Week 1 started with an extreme heatwave. Throughout the week students were designated to indoor spaces during break times. Fortunately, Week 2 brought us some respite from the inclement weather and students were able to return to outdoor play. Our value ticket acknowledgements continue this year. Every second Friday an assembly is held in the quad and the tickets are recognised.



The NAPLAN co-ordinated practice test was held on Tuesday 24th February. The practice test allows schools to confirm they are ready from a technical and administrative perspective for the actual NAPLAN testing beginning March 12th..



Congratulations to Our Lucky value ticket winners for Week 2 and Week 4:

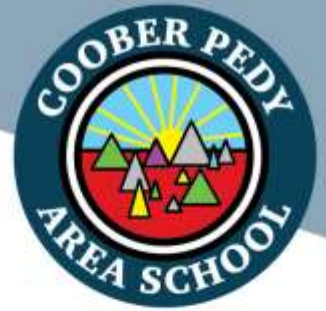
Kain Butterfield and Clauson Berman

Stelitsa Myatt and Tayo Theobald



Government of South Australia
Department for Education

RESPECT • RESILIENCE • RESPONSIBILITY



We would like to Welcome our new Teachers to CPAS this year:

Miss Hayley Geisler; Year 3/4 Teacher

Miss Trish Jenkins; Secondary Teacher-
HPE/Mathematics

Mr Josh Fraser; Design & Technologies/SACE

Ms Yvonne Anderson; Learning Hub Teacher

Mr Luka Versteegh; Whole School support
teacher.

New SSO: Paris Anderson: Classroom
Support

We would also like to welcome back
Mr Maurice Saah from his leave. Mr Saah is
back on site beginning Thursday 5th March, we
look forward to his return.

Ms Veronika Witham
Acting Principal

TEACHING AND LEARNING SPOTLIGHT **Miss Kim Diep**

Term 1 2026 Receptions have seen a bumper
start to the year. Our students have hit the
ground running learning the classroom
routines and showing off their current abilities
with numeracy and literacy.

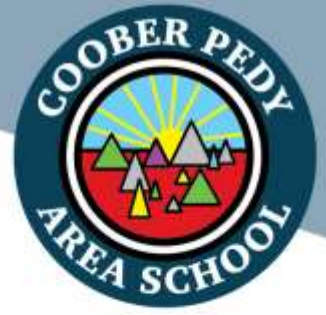


In addition to our Phonics and Spelling
programs our receptions have a new focus on
oral fluency and learning good English
sentence structures. We practice these new
skills in our speaking lines every week.



In numeracy our lovely students have been
developing their number sense through use of
manipulatives and having fun at the same
time. We have been quite proud how everyone
has taken on being in 'big school' like ducks to
water.





Mrs Emily Lovegrove

The first six weeks of school have been a wonderful start to the year. Students have settled into classroom routines well and are showing increasing confidence, independence, and pride in their learning. It has been lovely to see friendships strengthen and positive learning habits develop.



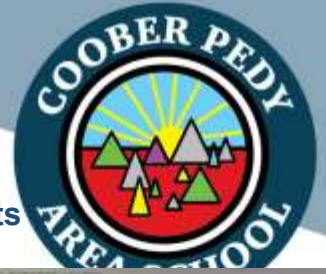
Numeracy Focus

In Numeracy, we have been working on important number skills, particularly *renaming numbers*. Students have been learning how numbers can be represented in different ways using place value — for example, understanding that one ten can also be shown as ten ones. This builds a strong foundation for addition, subtraction, multiplication, and division later in the year.



We have also been exploring **measurement**, with a focus on *length*. Students have been measuring objects using both informal and formal units, comparing lengths, and thinking about accuracy when measuring. Hands-on activities have helped students connect these skills to real-life situations and build confidence in applying their understanding.





Learning Hub Students



Celebrating Effort and Growth

One highlight of our classroom routine has been our **Friday afternoon celebration time**. This is something students earn by completing their tasks throughout the week and demonstrating responsibility, effort, and focus in their learning. Students understand that staying on task and finishing their work leads to this special time together.

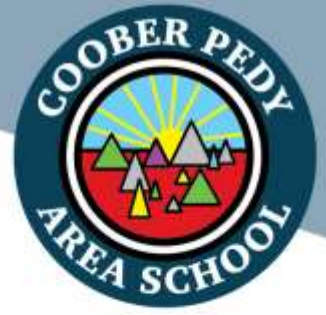
I can't wait to see what the rest of the term brings!

Mrs. Lovegrove
5/6B

Students enjoying their break in the library



Our Learning Hub students are practicing their letter and number formations. They enjoy the daily fitness routines and building with lego blocks.



SAASTA ACADEMY

We are proud to have the **SAASTA Academy** on board this year, with approximately 12 students from Year 10 onwards actively participating in the program. Through their involvement in SAASTA, students are exploring how engagement in culturally responsive learning experiences strengthens their sense of identity, deepens cultural pride, and enhances their overall wellbeing. The program provides valuable opportunities for leadership development, teamwork, and connection to community, all of which contribute to students' personal and academic growth.

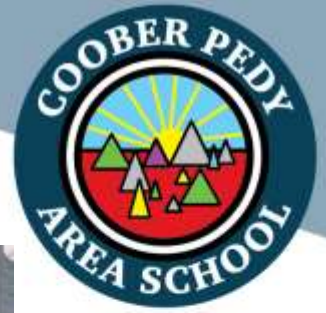


As part of their Stage 1 and Stage 2 Society and Culture SACE studies, students are currently designing guernseys that reflect youth culture, Aboriginal identity, and the core values of SAASTA. Through this process, students are engaging in meaningful inquiry, drawing on their lived experiences and cultural knowledge to produce designs that are both authentic and purposeful.

We look forward to a highly engaging, and productive year ahead in partnership with SAASTA, and to celebrating the achievements and growth of our students throughout this journey.

Ms Aki

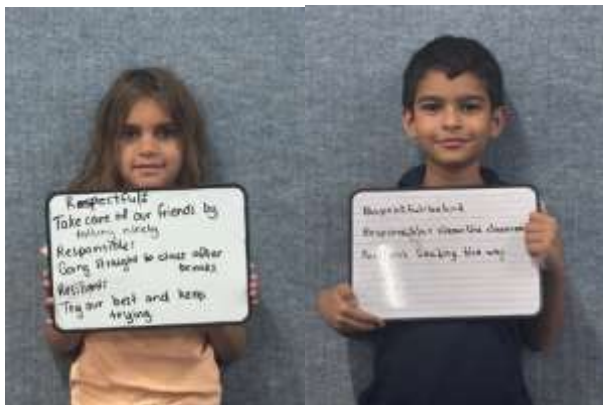




Miss Hayley Geisler



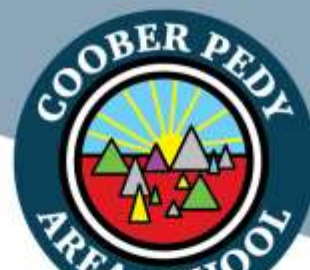
Students using manipulatives to practice grouping collections, for efficient and accurate counting



Collaboratively developing our classroom expectations, describing what it looks like to be respectful, responsible and resilient in the classroom.



Students using Place Value to write numbers in expanded form.



Swimming schedule Term 1

	L3	L4	L U N C H	L5	L6
Mo					R/1 Ms Wu
Tue		5/6 A Mr Prizzi		1/2 Ms Wu	9/10 Mr Fraser
Wed				5/6B & ALC Prizzi & Ms Wu	
Th	8/9 Ms Jenkins	7/8 Ms Jenkins		Rec Ms Wu	3/4B Prizzi
Fri				Stage 1/2 PE Ms Jenkins	3/4A Prizzi

Students are encouraged to bring their swimming wear to school to participate in the weekly swimming lessons. This is in preparation for our swimming carnival on Friday Week 11. More information on the swimming event will be sent out closer to the date.

Diary Dates: Term 1

March 9th Public Holiday
March 10th Student Free Day
March 11th Student Free Day
March 12th - March 23rd NAPLAN testing
Harmony Week 16th -22nd March
March 16th - March 20th Liz Baker Artist in Residence
Week 11 Friday Swimming until 2.30
April 10th End of Term 1

Term 2 starts Monday 27th April

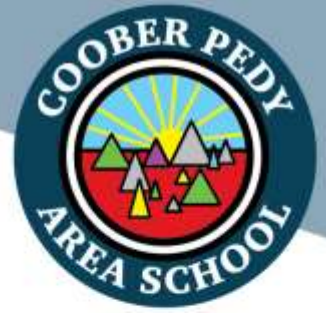
Ms Qi



In Secondary Chinese, students explored the traditions of Chinese New Year through some hands-on activities. They created *HongBao* (red envelopes), wrote good wishes to place inside, and decorated the covers with the character “福” (*Fu*), meaning good fortune, before exchanging them with classmates. Students also composed their own Spring Festival couplets to express hopes for a happy and prosperous year ahead.



In 8/9 science, students learned how to prepare a wet mount slide and used microscopes to observe onion skin cells.



Preschool HIGHLIGHTS (WEEK1-WEEK5, Term1, 2026)

Our preschool program is guided by the principles, practices, and outcomes of the Early Years Learning Framework (EYLF) 2.0 –

Belonging, Being and Becoming. Aligned with this national framework, we recognise play as a foundational approach to learning. Through purposeful, engaging play experiences, children explore ideas, develop language, form relationships, and build an understanding of how the world works.

At the beginning of the preschool year, we focused on **collecting and documenting children's voices** as they settled into the environment, built connections with educators, peers, and became familiar with daily routines. Through conversations, drawings, mark makings, and play, children shared their interests, understandings, and their connection with the world around them.



Celebrations That Build Identity and Relationships

Birthday celebrations offered a lovely chance for children to show care, develop oral language, and contribute to the group time. They shared what they thought their friend liked, suggested celebration ideas, and created drawings and mark making with little messages and blessings for the birthday child. One family told us their child carries the birthday card around at home, which highlights how these moments build a strong sense of belonging and identity.



- Outcome 1: Children have a strong sense of identity
- Outcome 2: Children are connected with and contribute to their world

Meaningful Outdoor Learning Through Play

The outdoor environment plays an essential role in children's learning and development. Our preschool children have been busy engaging in sensory exploration by mixing mud and water to create "mud cakes," decorating them with natural materials such as leaves, gumnuts, and small twigs. They extended this imaginative play into the mud kitchen and camping area, experimenting, collaborating, and building on each other's ideas. We also observed children transferring their learning from one context to another, showing growing confidence in applying their ideas in new and creative ways.

These experiences support:

- early maths and scientific thinking
- literacy development
- problem-solving
- collaboration
- agency and independence
- risk-taking
- appreciation of the natural world
- and more!
- Outcome 3: Children have a strong sense of wellbeing



- 3.2 Physical wellbeing
- Outcome 4: Children are confident & involved learners
- 4.3 Curiosity, enthusiasm, problem-solving
- Practices
- Learning environments
- Play-based learning.

Exploring Cultural Diversity – Chinese New Year

As part of our learning program this term, we introduced children to Chinese New Year and some of its traditions.

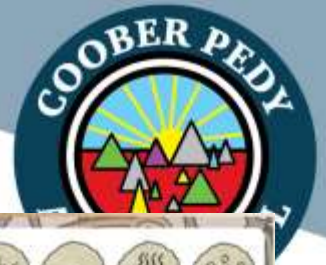
Children took part in a variety of engaging experiences, including:

- Chinese restaurant dramatic play
- Calligraphy, writing the character “马 (mǎ) – horse”
- Red packet (红包 hóngbāo) making
- Lantern creation
- Fine motor challenges, including learning to use chopsticks.
- A collaborative Dancing Dragon art and movement project, where children incorporated musical instruments such as cymbals and rhythm sticks.

These hands-on experiences brought the celebration to life. One child made a mini dancing dragon from recycled materials and proudly did a show and tell during group time, inspiring another child to create their own. Moments like this highlight children’s creativity, agency, and how they learn from one another.



- Outcome 2: Children are connected with and contribute to their world
 - 2.2 Respect for diversity
- Practices:
 - Cultural responsiveness
- Principles: Respect for diversity



Acknowledgement of Country

We start our morning group time with an Acknowledgement of Country to help children connect with place, understand respect, and build a sense of belonging. Thanks to Pearl (school's Aboriginal Education Worker) supported us by reviewing the wording and guiding educators with correct pronunciation, ensuring our practice is respectful and authentic.

- Outcome 2: Connection to community, culture, and Country
- Outcome 5: Communication and shared understanding



Songs and Language Learning

Music continues to support early literacy and phonological awareness.

Songs we 've enjoyed singing so far:

- *Bee Bee Bumble Bee, can you sing your name to me?*
- *Days of the Week*
- *5 Little Monkeys Jumping on the Bed*
- *Hop Little Bunny Hop Hop Hop*
- *Old McDonald Had a Farm*
- *The Wheels on the Bus*

These songs and movement routines support children to develop their rhythmic awareness, active listening, name recognition, and increasing confidence in verbal communication, aligning with the EYLF focus on communication (Outcome 5) and wellbeing (Outcome 3).



More Children's voice:

N: "I like to stay outside, I like outside toys, all of them, just because!"

T lined up all the animals, "Ms. Vicki, these animals are lining up to go to the preschool, so you can teach them good stuff."

D: "I'm wearing my Sri Lankan earrings"

E: "I am making dragonfly. It has two wings, it has six legs, because I counted."

K: "My dad has long legs."

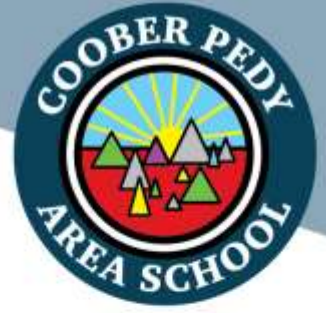
T: "I wrote my name. This is my face."

E, D, & A: "I brush my teeth in the morning and at night. I want to be a dentist."

D, E, Z, K, A: "Where is the green sheep?"

Gathering children's voices helps us shape meaningful and responsive learning experiences, and it enriches their learning. When children feel heard, it helps them build confidence, stay engaged, express their creativity, and strengthen their sense of connection and belonging. Children's ideas are woven into our planning cycle as we observe, interpret, plan, implement, and reflect, allowing us to continually evolve our program in ways that honour their interests.

- EYLF Links: Responsiveness to Children; Ongoing Learning & Reflective Practice



Wellbeing Update

It has been a joy to see lovely moments of connection and positivity through wellbeing and SRC initiatives. The Wellbeing room continues to be popular during the times it is open. Clubs have also commenced for the year featuring chess club, staff and student basketball and art club.



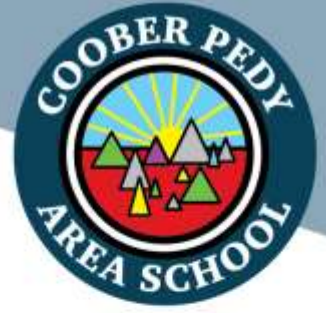
Wellbeing Focus – Sleep Routines

Adequate sleep is essential for overall wellbeing.

It is recommended that children and adolescents should not use screen-based devices at least **one hour** before bed to assist with sleep.



Be well everyone!
Miss Faith Brohier
Student Wellbeing Coordinator



R/1

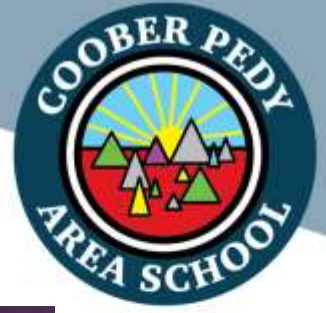
Miss Patricia

It has been a wonderful and busy start to the term in R/1! The students are settling into routines, building positive learning habits, and developing confidence in sharing their ideas. I am very proud of the way they are growing both academically and socially.

In Literacy, we are following the DfE Phonics program, strengthening our letter-sound knowledge and blending skills. The students love using mini whiteboards to practise their writing and build confidence in forming letters and words.

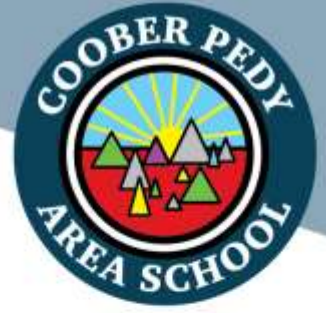


Through our Talk for Writing program, we have been learning the story *The Three Little Pigs*. As a whole class, we created a story map and explored the sequence of the story, including the beginning, middle and end. This has helped students develop their understanding of story structure and retelling skills.



In Mathematics, we have been focusing on building strong number sense. We are having fun counting and ordering numbers, as well as representing numbers in different ways. We use a variety of hands-on materials such as playdough, Unifix cubes and beads to deepen our understanding and make learning engaging.





Staff Events

Celebrating Chinese New Year 19th February

Chinese New Year Staff Celebration

Staff participated in a special celebration after school on Thursday 19th February to celebrate Chinese New Year. It was a time of enjoying a variety of beautiful food and teas, relaxed conversation, a raffle with prizes and exposure to the Chinese calendar and mahjong.

A special thankyou to everyone who prepared the event for our staff!

Special Events Committee



