

News 2 Term 4
30 November 2023

North Parmelia Now

Together we will be DARING and ROBUST learners.

Principal Address

We are almost at the end of a very busy term and year! Over the past four weeks, students and staff have been involved in a number of exciting events that have provided rich learning opportunities. Many of our students represented the school at the Interschool carnival back in week 4. They displayed the school values and made us very proud. Our very talented choir had an incredible opportunity to perform at the Perth Concert Hall. They had a sold-out audience, and it was a fantastic opportunity to perform on stage. Many parents had an opportunity to attend a parent information session about the new Strategic Plan 2024 – 2026. The next session will be held on Thursday 7th December from 4 – 5pm, this will be like the first if parents who were unable to attend are interested to have a say and hear about our new school direction.

Term 4 Upcoming Events

Friday 1st December – Crescendo End of Year Concert

Friday 8th December – Christmas Assembly and Family Fun Day as well as the P&C Christmas stall

Wednesday 13th December – Year 6 Graduation Assembly and excursion

Thursday 14th December – Students last day

As you can see, there are many events to look forward to over the next few weeks. Please keep an eye on the school calendar online for any possible changes.

Standing Against Violence

Our school community is a vibrant and diverse representation of society, where children learn and grow. We rely on the local community, parents and families to partner with us in their children's learning journey and encourage open communication. 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 our school, support safety by ensuring communication and conduct at school and school activities is respectful. We all have the right to feel safe and be safe at school.

The Department of Education has recently released Connect and Respect, a suite of resources to assist school communities in setting shared and respectful expectations to enable us to continue to work together in the best interests of our children. This includes when and how to contact the school, what you can expect from us and the behaviours that interfere with teaching and learning. These resources and guidelines will assist us to continue to build upon our culture of connection and engagement, and we will implement them to support our staff to deliver quality education at our school. Each newsletter will share a different focus from this document.




Connect and Respect: Communication

Expectations that promote learning, wellbeing and safety in all public schools in Western Australia.

We would like to acknowledge the traditional custodians of this land and waters of Australia and the Torres Strait. We respect all Aboriginal and Torres Strait people - their customs and their beliefs. We also pay our respects to elders past and present with particular acknowledgement to the Whadjuk people of the Noongar nation, the traditional owners of the land that our school is built upon.



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Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
<p>Culture</p> 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a respectful school culture • promote and model good behaviour • work together with staff to resolve issues or concerns • respect the right of staff to disconnect from work outside of school hours • share responsibility in creating safe and secure learning environments 	<ul style="list-style-type: none"> • respecting the diversity of our schools and the right to an education for every child • always communicating respectfully about our schools and our staff • not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members • raising concerns early with a staff member, the principal or the Department of Education directly • understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised • understanding that obstacles, barriers and disappointments are part of the growth journey • supporting children and young people to work through difficulties and build resilience
<p>Communication</p> 	<ul style="list-style-type: none"> • be mutually respectful • act as positive role models • actively help to solve concerns • use the school's communication channels and processes to address concerns 	<ul style="list-style-type: none"> • 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
<p>Collaboration</p> 	<ul style="list-style-type: none"> • work with the school to provide a safe and productive learning environment • ensure your child attends school ready to learn • know and support the school's Student Good Standing Policy • schedule meetings at an agreed time, for an agreed purpose 	<ul style="list-style-type: none"> • maintaining professional relationships that are open, honest and respectful • taking responsibility for your child arriving and leaving school safely on time every day • supporting your child to understand and follow the Student Good Standing requirements • scheduling an appointment to meet with the teacher or principal

Honours & Awards

Congratulations to the following students who received Awards at our assembly on Tuesday, 14 November 2023.

PP1	Eli C.	Walter-James B.	Bryce Q.
PP2	Awheo D.		Marcello M.
Room 2	Zavier W.	Lili W.	Sophia M.
Room 4	Anastasia P.		
Room 6	Jeremy W.	Jaxson F.	Carmello M. Rylan S. Eevah-May V.
Room 8	Amelia B.	Adam M.	Heidi E. Anahera-Justice T.
Room 14	Kelli R.	Jax M.	Miriam S.
Room 15	Stephanie B.	Lucah M.	Ethan E.
LOTE	Anastasia P.	Lilith S.	Tyler K. Madden B.



Artist of the Month—October
Emily I.



Well done to Aaradhya P. - Room 8, Jovan J—Room 1 and Julien D.—Room 15 who received Gold Certificates, that brings the total to 7 for the year. There was also 21 Silver and 23 Bronze certificates awarded.
Congratulations to all the award recipients.

Aussie of the Month

The Aussie of the Month award recognises personal endeavour, achievement and contribution to the community.

The award reflects some of the values we share as Australians, a sense of fair play, generosity of spirit, commitment to community participation and a real concern for the environment.

At each classroom assembly, the students of the class vote for a student who they feel lead by example and are a role model for the school. The student is presented with an Aussie Bear, badge and certificate.

Congratulations to **Tineshay-Marie D.—Pre Primary 1 & Taliya G.—Pre Primary 2** for being the Aussie of the Month recipient's for their respective classes.





We have been fortunate enough to have an ongoing partnership with Tronox over the last 3 years. This year, students from Rooms 13, 14 and 15 were provided the experience of a STEAM workshop at the Perth Zoo. The cost of the bus transport was also subsidised.

Another way that this partnership supports STEAM learning at NPPS is funding for more LEGO Education SPIKE Essential kits to allow our students to work in smaller groups, providing them with more opportunities to extend their STEAM learning during Technology lessons. LEGO SPIKE Essential is not just LEGO, these amazing kits build on the premise of Lego by adding things like motors, lights, and even a camera which can be programmed by writing some code in the Spike app. During sessions, students work together to solve real world problems in creative ways. It ignites students' passion for STEAM learning through playful problem solving and storytelling, preparing them to be resilient, independent thinkers. It builds a strong foundation for easy progression into more advanced learning opportunities with Lego SPIKE Prime which the students start using in years 5 and 6.

The year threes from Room 6 have been looking at the Great Adventures unit. This unit introduces students to computational thinking. They're beginning to understand what a sequence is, how to follow instructions to create a sequence, and describe the sequence to their peers. They're learning how to break problems down into smaller parts, identify cause and effect, and understand simple loops. Finally, they've explored the process of testing and debugging programs to ensure that their programs work as intended.

The photos show the students solving the problem Leo is going on an Artic adventure to see polar bears. How can he use his snowmobile to get there? Once the students could make the snowmobile move, they were challenged to create obstacles to navigate the snowmobile around, extending their learning.



On Wednesday 20 September 9 year 5 and 6 students and Mrs Gilewski went to the It Takes A SPARK excursion at Peter Carnley.

We had 3 sessions, and they were, Create a Game with a Merge Cube, Sprike coding and Battle Bots.

Creating a Game with the Merge Cube was where we had to explore other games that other students had made. Then we had to build either a character trait for a favourite book character or movie character, a house that someone would live in, or a parkour course. I did a house that someone would live in, and it was very fancy and big.

We had recess after that first session then headed over to our second session. We learnt about robots that are sent to the moon from earth. We had sprike bots that had to identify what gas was on the moon and if it was a good source of gas on the moon. We had lunch after that then after lunch we went to our final session.

Our final session was the most fun for me. We were battling other groups in a small square on the floor. Unfortunately, we didn't win but we still had the most fun.

To conclude, we had a great time at Peter Carnley and my favourite was the last lesson. We would like to thank the City of Kwinana for the grant that enabled us to go to this excursion.

By Yashasvi

It Takes a Spark STEM Conference.

At the time I was at It Takes a Spark STEM Conference, I learnt about brain cancer and a way to stop it. We also learnt about what some peoples' jobs are and it was really fun. I would love to go back.

We went to 3 activities. One was when we went to this place where we could explore whatever we want. Then we went to learn about AI's and last of all we also learnt more about micro bits. The food was good and so was the day. I would rate the day 5 stars.

☺By Isabella☺

At the beginning we listened to a lady that is a brain cancer scientist. Then we were paired up with a friend to go to 3 rotations.

At the first one I learnt about the sun and how it is sending waves to us effecting our gravity pull. After that we had recess, and it was muffins and fruit. I was with Anton for my second rotation which was building a bridge out of Lego that can hold a lot of weight. Our bridge held 5kg and the most was 20 kg. We also went through all the different type of engineers there are. Some are building engineers, rocket engineers, science engineers etc.

For lunch we had ham and cheese sandwiches and rolls. During lunch time we all got to go to this building where there was lots of things to do. They were giving out hats, pens and highlighters. There was this VR thing where we were on the top of a building and jumped off. There was another VR experience where we could fly and there were pipes in the room. There was also a competition. You had to answer a question and if you get it right you get to throw a bean bag into a box and if it goes in you get a lolly. I got the lolly twice. There was also a drone that I got to fly, and I had to put it through a hoop.

By Julien

COMMUNITY HEALTH FOR CHILDREN

Undescended testes

Screening for undescended testes is recommended for boys at school entry (~4-5 years of age). Around 2-4% of boys have an undescended testes at birth. But sometimes the testes (also known as testicle) is in the scrotum at birth but is pulled up into the groin or abdomen at around 4-10 years of age. This happens because the cord that attaches the testicle to the abdomen doesn't grow at the same rate as the child.

Undescended testes don't fully sit within the scrotum. The condition isn't painful but can increase the risk of several other health issues such as decreased fertility and testicular cancer. For those boys who develop an undescended testicle later in childhood, the 'ascending' testicle often needs surgery between 5 years and 10 years.

Please read through the information about undescended testicles provided by [Raising Children Network](#) and encourage your child to check themselves as described there.

Colour Blindness

Children who are colour blind can see as clearly as other people but can't tell the difference between some colours or see colours differently from other people. Very few people who are colour blind are 'blind' to all colours – most often they see red and green as very similar.

It's good to know if a child is colour blind because they may have difficulty at school with activities that use colours, such as drawing and sorting blocks, and with computers. Please read through information on [colour blindness](#) provided by Raising Children Network.

If you have any concerns, colour vision testing can be performed by some General Practitioners (GP), eye specialists or optometrist.

Scoliosis

Scoliosis is an abnormal sideways curvature of the spine. It can be detected by a simple examination of the back.

The normal spine has three curves – one in the neck, one in the upper back and one in the lower back. These curves can be seen from the side, but when you look from behind the spine should appear straight. If the spine has a sideways curve, this is scoliosis.

Please read through the [scoliosis](#) information provided by Raising Children Network and check your child for scoliosis as described.

For further information on any of the above topics or if you have any concerns, please contact your General Practitioner or Community Health Nurse, Gabby Bauskis on **94192266**.

Gabrielle Bauskis

CAHS Community Health

Clinical Nurse | Kwinana region

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