



JUNIOR SCHOOL NEWS

Term 1 Week 6
March 2026

“A book is like a garden, carried in the pocket.”
*Proverb,
Unknown Origin*

School Monitor Crossing Training

We are proud of the students who have participated in school crossing monitor training, learning how to support the safe movement of students and families before and after school. Offering their time in this way reflects a wonderful commitment to service and helps keep our community safe. We thank our monitors for their responsibility, leadership, and willingness to contribute positively to the wellbeing of others.

School Dental Van Visit

Recently, the **School Dental Van** visited our school, providing students with convenient access to dental check-ups and preventative care. These visits are an important way to support students' health by checking teeth and gums, identifying any concerns early, and promoting good oral hygiene habits. Having this service available at school helps remove barriers for families and ensures more students can access essential dental care. It also reinforces the importance of looking after our teeth as part of maintaining overall wellbeing. We appreciate the opportunity for our students to benefit from this valuable service and thank families who returned consent forms to allow their children to participate. 😊

School Uniform

Wearing the correct school uniform each day helps build a sense of pride, belonging, and respect for our school community. We ask families to support students in wearing appropriate uniform, including correct footwear and hats, so that everyone is ready to participate safely and confidently in all aspects of school life.

Diary Use and Reading

Student diaries are an important tool for communication between school and home. We encourage students to read each night and record their reading in their diary, with parents signing the diary weekly to acknowledge and support this routine. Regular use of the diary helps students develop organisation skills and keeps families informed about learning and upcoming events.

Being Ready for the School Day

Students are encouraged to arrive at school by 8:30am so they have time to attend Breakfast Club, unpack their belongings, and prepare for the day before learning begins promptly at 8:45am.

From this week, the **Junior and Primary playgrounds (NOT COLA & OVAL)** will be open for morning play between 8:30am and 8:45am. To maintain duty of care and ensure student safety, two teachers will be on duty supervising these areas. As a result, the classrooms of the teachers on duty will be closed during this time. This supervision will operate on a rostered system across the school, ensuring students are safely supervised while enjoying some morning play before the start of the learning day. We appreciate your support in helping students arrive on time and ready for a positive start to the day. 😊

Ngaityalya,
(Kaurna, thank you)

Julie

DIARY DATES

WEEK 7

Monday 10th March
PUBLIC HOLIDAY

Wednesday 12th March
NAPLAN Writing

Thursday 13th March
NAPLAN Reading

Friday 14th March
NAPLAN Language Conventions

WEEK 8

Monday 17th March
NAPLAN Numeracy

Friday 20th March
HARMONY DAY
TERM ONE DISCO

WEEK 9

Monday 23rd – 27th March
Parent-Teacher Interviews

Thursday 26th March
Assembly



MEET THE STAFF



Gurpreet Singh

Hi,

My name is Gurpreet Singh and I started my career in teaching in 2011. I am a Special Education teacher and joined GDC in 2019.

I love working with children with special needs and feel very privileged to contribute in their learning journey. Watching them taking tiny steps and growing in skills and confidence makes me proud and gives me immense satisfaction.

My wife and I have a teenage daughter and we love binge watching on Netflix. Watching cricket and travelling with my family are my other favourite pastimes.

JUNIOR SCHOOL LEADERSHIP

Julie Stockdale

Head of Junior School R-6
Julie.stockdale908@schools.sa.edu.au

Michaela Selway

Junior School Inclusion & Pedagogy Leader & AIT

Skye Miller

Junior School Wellbeing & Engagement Leader

INSTRUMENTAL MUSIC LESSONS IN THE JUNIOR SCHOOL

We are so pleased to share that a group of our students is now participating in weekly woodwind lessons at school every Tuesday with **Mark Heinjus, Instrumental Music Teacher.**



Students have the opportunity to learn a woodwind instrument of their choice while developing skills in reading music, playing, and performing. Lessons are held in small groups for 30 minutes and also provide opportunities for students to work together in a band-style setting. The students are thoroughly enjoying the experience and are showing great enthusiasm for learning something new. The program is provided through the Department of Education, with instruments initially supplied during lessons.

Learning a musical instrument offers many benefits and plays an important role in supporting creativity, confidence, and brain development. 🎵

Causation	Strong Correlation	Correlation
Skills/areas music learning has been found to directly and automatically improve	Skills/areas where music learning has been found to be strongly associated with the improvement	Skills/areas where music learning has been found to be consistently associated with the improvement
Aural perception Language skills Phonological skills	Literacy Reading Aural (verbal) memory Spatial skills Self-regulation Psychological wellbeing Health	Comprehension Intelligence & Executive Function Personality Reengaging learners Social cohesion & inclusion Prosocial behaviour & teamwork Empathy



We're excited to continue growing the music opportunities in our Junior School. Thanks to the strong interest from students, we've been able to add an extra music lesson to help build even more enthusiasm for next year. This will be a **recorder class**, aimed mainly at our Year 4 students. Students are participating in a regular lesson where they are learning the basics of reading music, rhythm and playing together. Recorder is a great starting point for young musicians, helping them build confidence and develop their skills. Our hope is that students who start with recorder this year will be able to move on to other instruments next year, **helping our school music program continue to grow and giving more students the chance to discover a love of music.** 🎵

South Australia Police Road Safety Centre

THINK!
ROAD SAFETY



SCHOOL CROSSING MONITOR TRAINING SOCIAL MEDIA and NEWSLETTER POST

The SA Police Road Safety Centre is a leader in road safety education and contributes to a reduction in the frequency and severity of road trauma in South Australia.

Recently our Primary classes took part in School Crossing Monitor Training. This training is delivered to students aged 10 years or older, teachers and school volunteers who want to operate a school crossing or pedestrian-activated traffic lights.

This training was provided by a member of the South Australia Police Road Safety Centre and educated students on how to safely stop vehicles approaching a school crossing to facilitate the safe crossing of pedestrians. All participants will receive a certificate issued on behalf of the Commissioner of Police, authorising them to be school crossing monitors.

We ask all parents/guardians to take the time to talk to their children about road safety. It is important that all parents/guardians are good road safety role models and we encourage you to discuss with your child what they learnt from the road safety session.

For more information on school crossing monitor training or on road safety please visit www.police.sa.gov.au/road-safety/resources



2026 Term One					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7 NAFLAN WEEK	9/3 ADELAIDE CUP	10/3	11/3 NAFLAN Writing	12/3 NAFLAN Reading	13/3 NAFLAN Lang Conventions
Week 8 NAFLAN WEEK	16/3 NAFLAN Numeracy	17/3	18/3	19/3	20/3 Harmony Day JS Disco
Parent Teacher Interview Week Week 9 JS Newsletter	23/3 World Meteorological Day Governing Council 6pm	24/3	25/3	26/3 Assembly	27/3
Week 10	30/3	31/3	1/4	2/4	3/4 GOOD FRIDAY
Week 11	6/4 EASTER MONDAY	7/4	8/4	9/4	10/4 LAST DAY OF TERM 2.15 DISMISSAL

WEEK 9

School Interviews

**notes going home Wednesday
Week 7
DON'T FORGET TO BOOK A TIME

OUR TERM ONE DISCO IS NEARLY HERE

Junior School Fundraising Event

Disco

FRIDAY 20 MARCH 2026

\$5 TICKET INCLUDES A DRINK AND A PACKET OF CHIPS
COST FREE

GAMES • PRIZES • LUCKY DIPS • TREATS

GLOWING ACCESSORIES & SNACKS FOR SALE

Reception - Year 3
5pm - 6pm

Year 3 - 6
6:15pm - 7:30pm

*** Students in Year 3 can choose 1 session to attend ***

Junior School Disco - 20 March 2026

Student's Name: _____ Class: _____

Will be attending: Reception - Year 3 Session / Year 3 - 6 Session

Please return completed slip along with money to class teacher or College Central Finance by Thursday 19 March 2026

Tickets can be purchased with cash from our Junior School Front Office or by card at College Central Finance.

Lots of fun treats for sale.

Our DISCOS are always a great event to celebrate a super term.

MAKERS EMPIRE



This term **Miss Ros's class and Miss Mon's Year 2/3s,** will be introducing Makers Empire.

Makers Empire is an award-winning, curriculum-aligned 3D design app and program that students can use to create anything they can imagine and design 3D solutions to real-world problems that can be then printed/prototyped with a 3D printer.

Recent UniSA research shows that Makers Empire improves students' spatial reasoning (the key indicator for future success in STEM), reduces STEM anxiety and helps close the STEM gender gap in children. Plus, a 12-month Macquarie University research study showed that primary school students who used Makers Empire improved their creative, critical thinking, design thinking and digital skills. Students were highly engaged with the 3D technology and solving genuine design challenges – it helped boost their confidence and resilience when dealing with setbacks.

Unlike free 3D design software/apps, Makers Empire:

- Has been designed specifically for K-8 students;
- Is easier to use, especially for younger students;
- Is extremely fun and engaging; and
- Is accredited by Education Alliance Finland for pedagogical quality.

We'll be sending a note home with your child(ren) to explain how they can continue learning at home with Makers Empire. The app is free to download and use at home and students can use the same account that they do at school.

For more information and to download Makers Empire onto your family/child's device visit their [Makers Empire website](#).





WHAT'S GOING ON IN 42.1?



We have had a fantastic start to the year in Miss Issie's class! We have been loving engaging in our 2-week program where we have set sky-high goals, said lovely things about each other and made frame-worthy pictures to make ourselves feel at home.



Some of our highlights from the first two weeks have been making new friends, getting our groove on during movement breaks, and for a lot of us, experiencing being in the Ochre Building for the first time!



We are so excited to grow our brains this year and we are even more excited to share what we learn!



NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools **must** schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

Fine motor activities:

We love getting engaged and engrossed in activities that build our fine motor skills. We begin our day with these activities helping us to have a calm and relaxed start of our day.



Literacy block:

Our literacy block starts with the morning circle and includes phonics daily review, stencil colouring, writing, reading, tracing and sight words learning. We enjoy participating in our literacy block.



Weekly swimming lesson and gross motor breaks:

We love participating in our swimming lesson, as it is so fun to be in water, especially on a hot day. Swimming helps us in gaining superior muscle tone, improved joint mobility, enhances our gross motor skills and builds core muscle strength. We also like our gross-motor break in the playground.



WHAT IS SCHOOL CARD?



School Card provides financial help to cover the cost of school fees.

WHO CAN APPLY?

To qualify for School Card, your family's income must be below a specific limit. This limit depends on how many children are in your care.

You must **also** meet at least one of the following:

- have a child or children aged four years or over who attend a school full time
- be an independent full-time student studying year 10, 11 or 12
- be an adult re-entry student undertaking subjects to complete SACE (years 11 and 12).

You can find more information and apply for School Card here:

www.sa.gov.au/education/schoolcard

HOW WILL I KNOW IF I AM APPROVED?

After you apply, you will receive a letter in the mail advising if your application has been approved. Please note, School Card is not a student identification card.

WHO CAN HELP ME APPLY?

If you would like more information or need help applying for School Card, please visit your child's school office and show this flyer.

Hi! I would like help to apply for School Card.



sa.gov.au/education/schoolcard



Government of South Australia
Department for Education