



# Parkhurst State School

# NEWSLETTER

Issue 7 – 8 March 2024

## PRINCIPAL'S NEWS

Dear Parent/ Carers,

Thank you for another wonderful week. Our students have continued to show great dedication in the classroom. I have had the privilege of teaching 1E & 6R this week, as well as assisting PZ with some art. It's always a pleasure to return to the classroom in a teaching capacity and refine my skills. I was particularly impressed by the independence of the 6R students and the cooperation skills demonstrated by 1E and PZ. Being back in the classroom is a timely reminder of why our school is great.

Last week, a note was sent home inviting all parents/ caregivers to attend out Face-to-Face reporting sessions in weeks 9 & 10. This presents a valuable opportunity for you to sit down with your child's teacher and discuss their progress in 2024. I strongly encourage all parents/ caregivers to take advantage of this opportunity.

Next week, our teaching staff will be participating in Before Moderation planning days. These occur every term, with each classroom teacher spending a day collaborating with their year level colleagues and sector team leaders to write and review units for the upcoming term. As a school, we are currently rewriting all Science units to align with Version 9 Australian Curriculum in 2024. For your reference, the graph below outlines Parkhurst State School's implementation plan for the Version 9 Australian Curriculum.

	2022	2023				2024				2025				2026			
	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
School roadmap																	
English																	
HASS																	
HPE																	
Languages																	
Mathematics																	
Science																	
Technologies																	
The Arts																	

Dan Evans - Principal

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## DEPUTY PRINCIPAL NEWS

# NAPLAN for Year 3 & Year 5: 13 - 21 March 2024

A reminder to all students who are involved in NAPLAN:

- Have a good night sleep
- Eat a healthy breakfast
- Arrive at school on time
- Try your best and have a go at every question

Don't forget  
your  
headphones



Below is the timetable for this year's NAPLAN.

### NAPLAN TIMETABLE - MARCH 2024

Week 8	Monday 11 <sup>th</sup> March		Tuesday 12 <sup>th</sup> March		Wednesday 13 <sup>th</sup> March		Thursday 14 <sup>th</sup> March		Friday 15 <sup>th</sup> March	
	Computer Centre	STEAME Room	Computer Centre	STEAME Room	Computer Centre	STEAME Room	Computer Centre	STEAME Room	Computer Centre	STEAME Room
9.00am Start (10.00am Friday)					5B Writing	3P / 3J / 3F Writing (Paper Test) <i>Own Classrooms</i>	5C Reading	3J Reading	5M Reading	3J Conventions of Language
					42 mins	40 mins	45 mins	45 mins	50 mins	45 mins
12.00pm Start					5C Writing	5M Writing	5B Reading	3P Reading	3P Conventions of Language	3F Reading
					42 mins	42 mins	50 mins	50 mins	45 mins	45 mins

Week 9	Monday 18 <sup>th</sup> March		Tuesday 19 <sup>th</sup> March		Wednesday 20 <sup>th</sup> March		Thursday 21 <sup>st</sup> March		Friday 22 <sup>nd</sup> March	
	Computer Centre	STEAME Room	Computer Centre	STEAME Room	Computer Centre	STEAME Room	Computer Centre	STEAME Room	Computer Centre	STEAME Room
9.00am Start (10.00am Friday)	5B Conventions of Language	5M Conventions of Language	5B Numeracy	3F Numeracy	3P Numeracy	3J Numeracy	Catch Up Session			
	45 mins	45 mins	50 mins	45 mins	45 mins	45 mins				
12.00pm Start	5C Conventions of Language	3F Conventions of Language	5M Numeracy		5C Numeracy		Catch Up Session			
	45 mins	45 mins	50 mins		50 mins					

## Prep 2025 Intake

Prep 2025 enrolment intake are now open. As per the Enrolment Management Plan, only students whose principal place of residence is within the school's catchment area will be eligible for enrolment at the school. Students who are siblings of current\* students at the school are also deemed eligible for enrolment. We are, therefore, requesting that younger siblings of students that will be current in 2024 who are eligible for prep in 2025 complete the enrolment forms and lodge with the office.

A reminder of the age rules for prep 2024: If you have a child born from 1 July 2019 - 30 June 2020 s/he is eligible for prep enrolment in 2025 at Parkhurst State School. Please complete enrolment forms and return them to Parkhurst State School.

Students residing out of catchment are welcome to make application for enrolment and will be placed on a waiting list.

FOR ENROLMENT PACKAGES OR INFORMATION: Please contact the office or call the school on 49246555.

\*the current student must be enrolled at Parkhurst SS for the same year the sibling commences



# PIZZA AND POPPER MEAL DEAL

**TUESDAY 12 MARCH 2024**



*Order choices on Flexischools  
by 3.00pm on Sunday 10 March 2024*

*flexischools*



[www.parkhurstss.eq.edu.au](http://www.parkhurstss.eq.edu.au)



## Spelling in Years 4 - 6

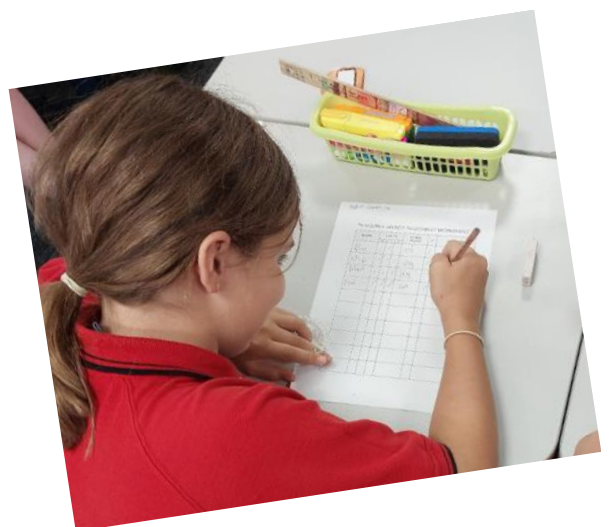
Parents of students in Years 4-6 will have noticed a change in the way spelling is being taught, practised and assessed this year.

Each week students are receiving explicit teaching on a spelling focus linked to a spelling pattern or rule (based on the work of Lyn Stone's 'Spelling for Life'). Five words are focused on within this pattern or rule. Throughout the week they then practise these words using a strategy called SPELL, research and discuss word meanings and origins and develop skills to use these words effectively.

	S	P	E	L	L
What students do	Write the word. Break chosen word in to syllables	Write the word. Identify the patterns/focus or pick the difficult part	Write the word. Identify the part of speech (noun, verb etc) Extend the word by adding prefixes and/or suffixes	Write the word. Use lines and numbers to identify the individual sounds in a word.	Write the word. Listen and say the word with correct pronunciation. Spell and say the word.

Five extra class specific words related to the English text type being taught, vocabulary from various subject areas or high use words are chosen by the teacher and practiced at home using the SPELL strategy.

All ten words are then assessed each week in a variety of formats such as dictation, adding missing letters, identifying the correctly spelt word from multiple options to practise various spelling techniques.



# Ripple Makers of the Week

Prep K	- <b>Marcel</b>	4H	- <b>Aldrich</b>
Prep W	- <b>Logan</b>	4MP	- <b>Levi Russell</b>
Prep Z	- <b>Mason Berry</b>	5B	- <b>Mackenzie O'Mara</b>
1E	- <b>Mila</b>	5C	- <b>Peita Grimshaw</b>
1K	- <b>Willow Polsen</b>	5/6M	- <b>Evelyn</b>
1/2R	- <b>Lilee Spark</b>	6R	- <b>Samuel Kalff</b>
2F	- <b>Sophie</b>	6W	- <b>Pippa Johannesen</b>
2P	- <b>Leah</b>	Specialists	- <b>PW</b>
3J	- <b>David Roots</b>		
3P	- <b>Archie</b>		
3/4F	- <b>Leo Sullivan</b>		

## LEARNER ACTION GROUP CHATTER

Last Friday, our school leaders were awarded with their badges. The school captains presented a wonderful speech, inspiring all of the year six students to be a role model for other students of Parkhurst State School, while at the same time, creating a year of wonderful memories for their last year at primary school.

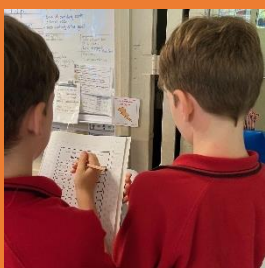
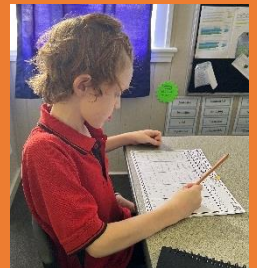
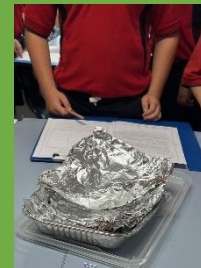
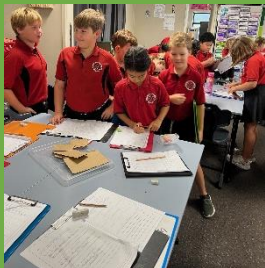
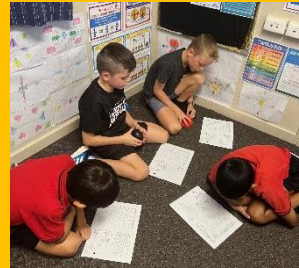
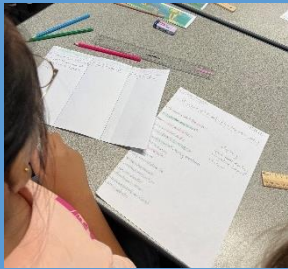
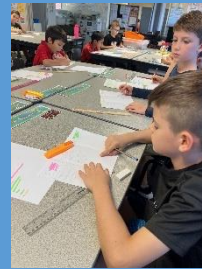


<b>Attendance</b>	
<b>2024 Goal: 95%</b>	
School	90%
Prep K	90%
Prep W	85%
Prep Z	93%
1E	83%
1K	96%
1/2R	87%
2F	89%
2P	92%
3J	87%
3P	89%
3/4F	94%
4H	94%
4MP	92%
5B	92%
5C	92%
5/6M	94%
6R	95%
6W	82%



## OUT AND ABOUT IN LEARNING

This week, we are visiting 4MP, where students have been very busy during Term 1. In English, they have been planning and writing a persuasive essay to the Local council proposing ideas for how an empty block of land could be used to benefit the whole community. They have also been working very hard with their activities in Mathematics, Science and Reading.







# TERM ONE - CURRICULUM OVERVIEW

## TERM ONE CURRICULUM OVERVIEW

	Prep Year	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
English	<b>Retelling stories:</b> Students will sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events and writing familiar words.	<b>Responding to Imaginative Texts</b> Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, routine situations, investigations, and routines and transitions. Students will sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events and writing familiar words.	<b>Persuasive</b> Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use the language to create their own persuasive texts.	<b>Persuasive</b> Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive language features are used to influence an audience. They use the language to create their own persuasive texts.	<b>Persuasive Texts</b> Students listen to, read and view a variety of persuasive texts. They understand how language and text features can be combined for persuasive effect. Students will create and present a persuasive essay on improving the local environment.	<b>Persuasive Texts</b> Students listen to, read and view a variety of persuasive texts. They understand how language and text features can be combined for persuasive effect. Students will create and present a persuasive essay on improving the local environment.	<b>Interpreting Literary Texts</b> Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a documentary that establishes time and place for the reader and explores personal experiences.
Mathematics	<b>Number and Algebra</b> <ul style="list-style-type: none"><li>Counting and Place Value<ul style="list-style-type: none"><li>Counting, number names, numerals, number names and quantities</li></ul></li></ul> <b>Measurement and Geometry</b> <ul style="list-style-type: none"><li>Location and Transformation<ul style="list-style-type: none"><li>Using the language of location</li></ul></li></ul>	<b>Measurement and Geometry</b> <ul style="list-style-type: none"><li>Using the language of direction</li></ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"><li>Making inferences from collected data</li></ul> <b>Number and Algebra</b> <ul style="list-style-type: none"><li>Understanding numbers to 100</li></ul>	<b>Measurement and Geometry</b> <ul style="list-style-type: none"><li>Transformations and Interpreting maps</li></ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"><li>Collecting and representing data</li></ul> <b>Number and Algebra</b> <ul style="list-style-type: none"><li>Understanding numbers to 1000<ul style="list-style-type: none"><li>Partitioning numbers to 1000</li></ul></li></ul>	<b>Measurement and Geometry</b> <ul style="list-style-type: none"><li>Identifying symmetry</li></ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"><li>Collect, display and interpret data</li></ul> <b>Number and Algebra</b> <ul style="list-style-type: none"><li>Understanding numbers to 10000<ul style="list-style-type: none"><li>Partitioning numbers to 10000</li></ul></li></ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"><li>Recognize, represent and order numbers to at least tens of thousands</li></ul> <b>Location and Transformation</b> <ul style="list-style-type: none"><li>Locate familiar fractions on a number line</li></ul> <b>Measurement and Geometry</b> <ul style="list-style-type: none"><li>Describe symmetrical shapes and patterns<ul style="list-style-type: none"><li>Use simple scales, legends and directions</li></ul></li></ul> <b>Data Representation and Interpretation</b> <ul style="list-style-type: none"><li>Describe collection and representation, and evaluate their effectiveness</li></ul> <b>Contextual data displays from given or collected data.</b>	<b>Number and place value</b> <ul style="list-style-type: none"><li>develop understanding of decimal and unit fractions, use estimation and rounding techniques</li></ul> <b>Location and transformation</b> <ul style="list-style-type: none"><li>exploring transformation developing Mapping</li></ul> <b>Data</b> <ul style="list-style-type: none"><li>posing Questions to collect data</li></ul> <b>Concepts</b> <ul style="list-style-type: none"><li>constructing and interpreting data displays</li></ul>	<b>Number and place value</b> <ul style="list-style-type: none"><li>developing and using knowledge of fractions, decimal and integers</li></ul> <b>Location and transformation</b> <ul style="list-style-type: none"><li>locating ordered pairs</li></ul> <b>Data representation and Interpretation</b> <ul style="list-style-type: none"><li>describing transformations</li></ul> <b>Interpreting and comparing data displays</b>
Science	<b>Series of Inquiry Investigations</b> Students will participate in a series of inquiry experiments posing questions, making predictions and observations safely based on their experiences. They will share questions, predictions, observations and facts about their experiences with others.	<b>The Changing Environment</b> Students will make observations to identify how daily and seasonal changes affect everyday life. They will look at how people, animals and plants change depending on the time of day and/or the seasons. Students will identify examples of weather predictions. They will predict and compare their observations of recording of daily weather patterns for a month to ask questions with guidance and investigate what shelter and protection from changing weather might look like	<b>Look Up and Around</b> Students explore the sizes, shapes, positions and movements of the Sun, Earth and Moon. They investigate how shadows change throughout the day and link these changes to the sun's apparent movement across the sky. Students role-play the movement of the Earth in relation to the Sun and Moon. Through investigations, they explain Night and Day in terms of the Earth's spinning on its axis.	<b>Beneath our Feet</b> Students will learn some of the fundamentals of geology, as they observe the properties of soil, rocks and minerals and learn why they are important to an area using data.	<b>Keep it Cool</b> Students investigate the observable properties of materials and use this knowledge to plan and design a water bottle cool. This includes understanding the properties of the materials used and evaluating the design process and their product.	<b>What's the Matter?</b> Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.	<b>Change Detectives</b> Students investigate materials and how changes are reversible or irreversible. They discuss whether new products are created when materials are changed (eg. Frozen water becomes ice, heated sugar becomes caramel but frozen margarine is still margarine). They explain why changes are reversible or irreversible.
Humanities & Social Science	<b>My Family History</b> Students investigate the concept of a family. They learn to identify different members of a family and how they are connected. They identify the people in their immediate family and investigate the country of origin of their family. They develop an understanding that stories of the past have been passed down through oral history, photographs, books and digital data. Students investigate the different structures of families today, families in the past and families from different places. They investigate the different structures of families today, families in the past and families from different places. Students investigate how they, their family and friends commemorate past events that are important to them.	<b>My Changing Family</b> Students investigate how the past, present and future are signified by terms indicating and describing time. Students will sequence days, months and seasons and will be introduced to an Aboriginal seasonal calendar. Students will identify days of personal significance and areas that are significant to other cultures and communities. They will investigate and create timelines displaying their own personal histories. Students will investigate the differences in family structures and roles today and how these have changed or remained the same over time. They will investigate changes and continuities in family life and identify similarities and differences between their family and others. Students investigate how the present is different from or similar to the past.	<b>HISTORY: THE PAST IN THE PRESENT</b> <b>Learning about the Past</b> Students discover how they can use Aboriginal and Torres Strait Islander peoples who belong to a local area. Students investigate their local community, how it has changed over the years and who contributed to its development. They examine the different services they receive, and how they affect the lives of people. Students explore cultural diversity in their community, in particular, how belonging to different groups can shape personal identity (ethnicity and identity).	<b>Country and Place</b> In this unit, students learn about the importance of Country/Place to Aboriginal and Torres Strait Islander peoples who belong to a local area. Students investigate their local community, how it has changed over the years and who contributed to its development. They examine the different services they receive, and how they affect the lives of people. Students explore cultural diversity in their community, in particular, how belonging to different groups can shape personal identity (ethnicity and identity).	<b>Ruler and Laws</b> Students develop their understanding of <b>law and citizen and citizenship</b> . Understanding is developed through a study of the role of their local government and how members of the community use and contribute to its services. They examine the different services they receive, and how they affect the lives of people. Students explore cultural diversity in their community, in particular, how belonging to different groups can shape personal identity (ethnicity and identity).	<b>Places and the Environment</b> Students will explain how people, including the Nations Australians and people from other countries, influence the characteristics of places and the management of spaces. They will investigate the management of Australian environments, including managing severe weather events such as bushfires, floods, drought or cyclones and their consequences.	<b>History</b> Students will study and explain key people, events, institutions and processes that led to the development of the Australian nation. They will identify, discuss and explain key institutions, roles and responsibilities of Australia's government



	Prep Year	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
The Arts	<b>DRAMA -</b> Stories from the Past In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimuli.  <b>MUSIC</b> Unit 1: Let's sing and play together Students explore rhymes and songs as stimulus for music making and responding.	<b>VISUAL</b> <b>New Stories</b> Students create new stories in artwork by collaging characters, objects and landscapes from different artworks.	<b>MEDIA</b> <b>Safe and Sound</b> Students create representations of characters and settings to deliver community safety methods using media forms.	<b>VISUAL</b> <b>Tiny worlds</b> Students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.	<b>DRAMA</b> Students work collaboratively in small groups to perform a devised drama including characters, setting and dialogue around online safety.	<b>VISUAL</b> Students will use visual conventions and practices to express a personal view in their artwork. They will use air dry clay to make a sculpture. Students will focus on representation of animals as companion, me, lapdog, totem and predator.	<b>DRAMA/MEDIA ARTS</b> Students will explore how documentary techniques are used to portray stories, ideas and points of view of people in the community. They will explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimuli of Our Place and Are you tougher than you are starfish?
	<b>I can do it</b> Students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.	<b>Who are the people in my class</b> Students will describe changes that occur as he/she grows older. The student will recognise how strengths and achievements contribute to identities.	<b>My Classroom is Healthy, Safe and Fun</b> Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.	<b>Good friends</b> Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.	<b>Netiquette and online protocols</b> Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and identify communities and identify resources to support their safety.	<b>Healthy habits</b> Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.	<b>Let's all be active</b> Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributors to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.
Health	<b>Let's Get Moving</b> <b>Gross motor skill</b> Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges	<b>Playing with balls</b> Students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices.	<b>Gym: Move, Jump, Land</b> Students demonstrate fundamental movement skills of rolling, balancing and jumping. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	<b>Pump III</b> Students create and perform movement sequences using fundamental movement skills and the elements of movement.	<b>Ciss Cross</b> Students will practise and refine fundamental movement skills to perform long-ropes, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.	<b>Play2Rhythm</b> Students will develop specialised football skills including dribbling, turning and juggling. They create and perform a sequence of these skills.	<b>People in Motion</b> Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.
Physical Education	<b>Let's Be Designers</b> Students will investigate and explore different materials. They will use equipment safely and follow simple instructions to create designed solution for a school selected context	<b>Let's Make a Kite</b> Students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions.	<b>Let's Make a Kite (Design)</b> Students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions.	<b>Re purpose it! (Design)</b> In this unit, students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose a clothing item with other recycled materials to create a useful item.	<b>What digital systems do you use?</b> Students will describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.	<b>Data Changing Our World</b> Students will represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.	<b>Data Changing Our World</b> Students will represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.
Technologies							
Languages (Japanese)						<b>What's in a Name?</b> Students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner. They discuss names, nicknames and surnames, create texts about self-identity, learn about exceptions to phonetic rules when speaking and participate in experiences to notice, compare and reflect on language and culture.	<b>What do my interests say about me?</b> Students will explore the concepts of group identity and belonging through their own individual interests. They will discuss leisure activities and interests, gather, classify and compare information about the interests of Japanese children and identify borrowed words used to discuss interests.



## **P&C NEWS**

Watch this page each week as the P&C keep you up to date on upcoming events, fundraisers and projects, and regular information on the uniform and tuckshop that are run by the P&C and volunteers.

### **The Disco – Famous Celebrities**



Last the Friday 1<sup>st</sup> March the Term 1 Disco was held. The school, student council and P&C came together to host the event.

The Disco was a huge success with over 280 tickets sold. There were prizes for the best dressed and games throughout the night. We hope everyone enjoyed themselves.

A special thanks to DJ Mrs McPherson and all the teachers and parents who volunteered their time. Thanks to all the children and parents who came along and participated in the fun.

See you all again at the Disco next term!

Thanks to the mums who volunteered in the Tuckshop on the night, including the mums who dodged the photo...Janine!

### **Volunteers**

You may recognise this face in photos from many of our events the P&C host.

This is Rachael, one of our regular volunteers, and a favourite!! ☺ Rachael volunteers in the tuckshop each week and at all our events throughout the year, discos, breakfast mornings, Mother's Day stalls, colour runs. On top of it she has 4 children; 2 children have moved on to high school and 2 are still at Parkhurst State School. Rachael's mum, Mary, also volunteers and covers our school library books. A multigenerational family of volunteers!

So, a big, big thank you to Rachael this week for all the time, work and effort you put into the school. We truly appreciate you!



### **Voluntary Contributions**

The P&C runs a voluntary contribution scheme as another way of fundraising to help cover the costs associated with running the P&C, and all the school programs and projects the P&C help contribute to. This scheme is totally optional, as is all other fundraising events.

For those parents who may work and are busy with children, volunteering their time may not be an option. If this is the case but you still want to help, you can make voluntary contributions each term \$25 (or yearly \$100). Payments can be made online via Flexischools (under the 'Payments' Tab) or by cash or EFTPOS at the tuckshop. As a thank you to all volunteers and voluntary contributors each term we put your names in a raffle for a chance to win a prize that has been kindly donated from one of our local business.



# Tuckshop Menu



Available First Break Wednesdays, Thursday and Fridays

## Sandwiches, Wraps & Rolls

Vegemite, Jam or Honey	\$2.00
Cheese	\$2.50
Cheese and Vegemite	\$2.50
Ham or Chicken	\$3.00
Ham or Chicken with Cheese	\$3.50
Ham, Cheese and Tomato	\$4.00
Egg	\$3.50
Egg with Lettuce	\$3.70
Ham, Chicken or Egg/Salad Sandwich	\$4.50
Ham, Chicken or Egg/Salad Wrap	\$5.50
Salad Roll	\$5.00
Ham, Chicken or Egg/Salad Roll	\$6.00
<b>GF</b> Chicken Tender Wrap	\$6.50
<b>Extras</b>	
Gluten Free Bread	\$1.00
Toasting	\$0.50
Cheese	\$0.50
Tomato or BBQ Sauce (squeeze pk)	\$0.30

## Hot Foods

Lasagna	\$6.00
Spaghetti Bolognese (homemade)	\$5.00
Mac & Cheese (homemade)	\$5.00
Butter Chicken (homemade)	\$4.50
Meatball Sub	\$5.00
Cheeseburger with sauce	\$5.00
Chicken Burger (with lettuce & mayo)	\$5.00
Hot Dog with sauce	\$4.00
Plain Pie	\$4.50
Sausage Roll	\$3.50
Pizzas - Cheese	\$4.00
- Ham and Cheese	\$4.50
- Pineapple and Cheese	\$4.50
Chicken Chippees (6)	\$3.80
Chicken Nuggets (4)	\$3.00
<b>GF</b> Pie	\$6.50
<b>GF</b> Chicken Tenders (2)	\$4.50
<b>GF</b> Sausage Roll	\$4.00

## First Break Frozen Treat

Pineapple Ring	\$0.50
Queiches	\$0.50
Lemonade Icy Twist	\$1.50
Calippo	\$1.50
Vanilla Dixie Tub	\$1.50
Cyclone	\$2.00

## Panther Snacks and Packs

Choc Muffin (homemade)	\$2.00
Blueberry Muffin (homemade)	\$2.00
Banana Bread (homemade)	\$2.00
<b>GF</b> Banana Bread	\$2.20
Gingerbread Student	\$2.20
<b>GF</b> Gingerbread Student	\$2.70
Yoghurt	\$2.00
Custard Cup	\$2.00
Jelly/Custard Cup (homemade)	\$2.50
Cheese and Crackers	\$2.50
Boiled Egg	\$1.00
Corn on the Cob	\$1.00
Popcorn	\$1.00
Jelly Mini Cups (2)	\$0.60
Piece of Fruit	\$1.00
Watermelon Slices	\$2.20
Fresh Fruit Cup	\$2.50

## Drinks

Water	\$1.50
Juices	\$2.00
- Tropical, Apple or Orange	
Flavoured Milk	\$2.60
- Chocolate or Strawberry	

**Price increases are unavoidable due to the increase cost from our suppliers and may occur without notice.**

## Teacher's Only Menu (Staff only)

Beef/Salad Burger	\$5.50
Chicken/Salad Burger	\$5.50
Cheese and Bacon Sausage Roll	\$4.50
Ham, Chicken or Egg/Salad Tub	\$5.00
Garden Salad Tub	\$3.00
Fruit Salad Tub	\$4.00

## Class Celebrations

### 7 days notice required.

Order via Flexischools or email [pandc@parkhurstss.eq.edu.au](mailto:pandc@parkhurstss.eq.edu.au)

Quech Icy Pole Bucket	\$15.00
Jelly cups, Snakes Alive	\$20.00
Jelly Cups, Choc Frogs in Pond	\$25.00

## Are You Available to Assist?

Volunteers are always sought. If you are available to assist or have any questions, please call our Tuckshop Convenor, Sharon on 07 4924 6572

## Allergies and Intolerances

Please advise the tuckshop of any allergies or intolerances your child[ren] may have. We will do our best to provide suitable substitutions for them.

## Ordering

- Flexischools is the preferred ordering and payment method
- Flexischools orders close at 8:30am on the day of ordering





## COMMUNITY NEWS

### PLAY SOFTBALL IN 2024



#### SEASON STARTS MARCH 9TH

Bluebirds - [bluebirdssoftball@outlook.com](mailto:bluebirdssoftball@outlook.com)  
Frenchville Scorpions - [softball@fsports.com.au](mailto:softball@fsports.com.au)  
Outlaws - [outlawsoftballclubinc@gmail.com](mailto:outlawsoftballclubinc@gmail.com)  
Taipans - [taipans.softball@gmail.com](mailto:taipans.softball@gmail.com)

#### REGISTRATION COSTS FOR THE 2024 SEASON

Tee-Ball (u10's) — starting at \$40  
10-12 years — under \$100  
13-17 years — starting at \$160  
Seniors (18+) — starting at \$250

#### TRAINING NIGHTS

Bluebirds & Taipans—Tuesday  
Outlaws—Wednesday  
Frenchville—Thursday

## WANT TO PLAY BASKETBALL?



ENQUIRE NOW  
0419 646 384



## Self-care & Wellbeing Program for Young Carers It's All About Me, Friends Program - Term 2, 2024



### Do you know a young person looking after a family member or friend living in the Rockhampton and Capricorn Region?

It's All About Me is a FREE program that supports young carers to build social and emotional skills to help turn challenging experiences into an opportunity for growth.

The Friends Program provides young carers with the opportunity to develop new skills, connect with other young carers, focus on their own self-care needs and have some fun.

This program is delivered over 10 Mondays during Term 2, 2024.

**WHEN:** Sessions will be delivered on Mondays, from 3.30 pm to 5.30 pm.  
First session: Monday 15 April 2024  
Last Session: Monday 17 June 2024

**WHERE:** Our Space Rockhampton,  
Stockland Rockhampton, Yaamba Road, Park Avenue QLD 4701

#### MORE INFORMATION

Places are limited - register now!

To submit your expression of interest please register via Eventbrite at: <https://carersqld.info/QONNAur>

For more information, please call 1300 747 636 or email: [iaam@carersqld.com.au](mailto:iaam@carersqld.com.au)

#### Program overview

Drawing from the Friends Resilience program, which uses evidence based strategies to prevent anxiety and depression, while promoting resilience in families, schools and communities.

The program can help children:

- Improve their confidence and social skills
- Enhance their emotional health and well-being
- Improve their self-esteem and reach their full potential
- Identify their personal strengths and supportive networks

#### Prepare them for tomorrow

It's All About Me is a program delivered by Carers Queensland with funding support from The Smith Family.

This program is run by our accredited and experienced facilitators who come certified to work with children.

Delivered in weekly 120 minute sessions during the school term (over 10 weeks).

#### Key topics covered

- Understanding feelings
- Body cues and relaxation
- Paying careful attention
- Changing unhelpful thoughts into helpful thoughts
- Coping step plans
- Learning from our role models
- Using problem solving plans
- Using the Friends skills to help ourselves and others



For more information on the FRIENDS Resilience program visit: [friendsresilience.org.au](https://friendsresilience.org.au)

Capricorn Communities for Children Facilitating Partner is funded by the Australian Government and facilitated by The Smith Family



Learn today, change tomorrow

Connect with us at  
[carersqld.com.au](https://carersqld.com.au)



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