

Newsletter

No 3 13th March 2026

From the Principal's Desk

It is incredible to think that we are now over half way through Term 1 already and only have another four weeks left in the term. Over the past few weeks, we have been very busy with a lot of great things happening around the school.

Earlier this week, two of our students were featured in The Advertiser. Students wrote an amazing letter to the Prime Minister in support of advocating for a space flight for Australian astronaut Katherine Bennell-Pegg. The writing of this letter is another example of our students connecting their learning to real world problems and advocating for others. As a follow up to this

Australian Open Golf tournament as a part of PNTV to interview some of the international golfers, caddies, celebrities and organisers of the tournament to find out what it takes to play in and run a world class sporting event. The students did an amazing job at representing our school and received an enormous amount of praise from representatives from Golf Australia.



During our Pupil Free day last week our staff spent the day undertaking some professional learning in the areas of Literacy, Digital Technologies and the use of Generative AI in the classroom for Primary years students. Much of the day was spent participating in hands on activities that teachers will be able to incorporate into their lessons with their classes.

Russell Barwell
Principal



article, our Deputy Principal, Judy Beal Spoke on ABC radio about the work of our students and the impact that STEM, Student Parliament and Student Agency have on learning here at PNPS.

This week, we also had three of students visit the Women's

Term 1, 2026		27 th January – 10 th April
March:	16 th	Governing council Meet
	24 th	A3/A4 Museum Excursion
	25 th	Aquatics Year 6
April	2 nd	Sports Day – Early dismissal
	3 rd	Good Friday
	6 th	Easter Monday
	10 th	Last day of Term 1



IT'S OK TO...

- NOT KNOW EVERYTHING
- MAKE MISTAKES
- BE YOURSELF
- ASK FOR HELP
- HAVE BAD DAYS
- START OVER
- SAY NO
- NOT BE OK

News from A3

Our class has had an exciting and vibrant term exploring cultures from around the world. We've immersed ourselves in learning about international foods, unique traditions, languages, and colourful festivals.

Using fresh produce from our outdoor garden, students have worked collaboratively to cook delicious Italian pizza and pesto pasta, sharpening their kitchen skills along the way.

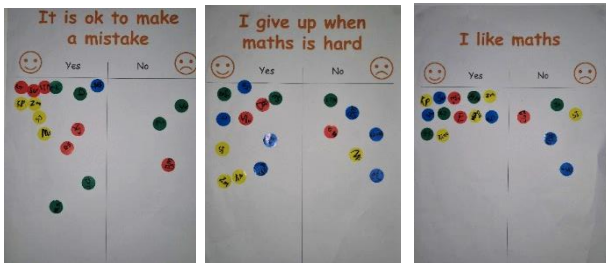
We're also preparing new garden beds and pots, getting ready to plant fresh herbs and flowers. Our class has been carefully tracking the growth of tadpoles collected from the frog pond as eggs, observing their fascinating journey of change and enjoying hands on science learning.



T18 Being Mathematicians and Noticing Skills

To start the year in T18, we have been looking at what it means to be a mathematician. We answered some questions about mathematics, recording our results using dots on a chart. We talked about the results and are working to improve our mathematical growth mindset to help us be more successful learners.

We have also been using our noticing skills to sort objects. Here are some pictures of us with our sorted collections!



BUDDIES

Making a difference with our Room 7 Buddies!

Clean Up Australia Day was on the 1st March (they also support School's Clean Up Day on the 27th February). They have been working on the problem of waste in Australia, for over 35 years!

T15 are excited to work with our buddies to learn what it means to be an Engaged Citizen, (one of the SECRET Powers), by learning about our environmental footprint. Together with our buddies, we will research, think about, and learn ways we can make positive changes (big or small) in our school, and more broadly, our world.

We began this unit of work by introducing what 'Clean up Australia Day' is about, then had a discussion on how we can look after our school, and our world. Buddies followed it up by working together to make a paper plate world using dot painting.

We are up for the challenge to learn how, together, we can make a difference!



Smash Cricket

Congratulations to our SMASH cricketers who took part in a successful carnival at Victoria Park on Wednesday February 25th.

There was some fantastic batting, bowling and fielding by our Year 5/6 Boys Teams.

A big thanks to the parents who came out to support and help out on the day.



Team Captains

Congratulations to the year 6 students who have been selected as team captains for 2026.

- Mopokes:** Naysa, Hanna & Zidan
Parrots: Darcy, Alistair & Teddy
Cockatoos: Ari, Issy & Eliya
Curlew: Brooklyn, Anabel & Ben



SAPSASA Swimming

We had a small but enthusiastic group attend the North Adelaide District SAPSASA Swimming Carnival at Norwood Pool on Tuesday March 3. Congratulations to all members of the team in attendance some of whom found the distance and strokes quite a challenge – we were impressed with the encouragement and passion shown by the rest of the team. Una, Oti and Liam all competed in the open 100m and it was great to see Darcy join Una in the final butterfly event. Team included Hanna, Liam, Darcy, Una, Kenzie, Oti, Aleana, Daphne and Nethmi. Some of the competitors are already planning their successful return in 2027. Congratulations to Una for her three placings. Thanks to Kristian for time-keeping and to all parents / grandparents / carers who were able to be there to support the team. “Be the Butterfly!”



Auskick

Students from year R-2 recently took part in some Auskick sessions run by SANFL and the Kilburn Football Club.



The Biophilia Project

Through The Biophilia Project, our students have been busy harvesting fresh produce from the school kitchen garden and using it to create delicious meals. Recently, students prepared zucchini fritters, pizza toasts, super green spaghetti and homemade pizzas using zucchini, mint, basil, oregano and other ingredients grown in our garden beds and greenhouse.



These hands-on experiences allow students to learn science in a meaningful way as they explore how plants grow, where food comes from, and how healthy soil and sustainable systems support food production.

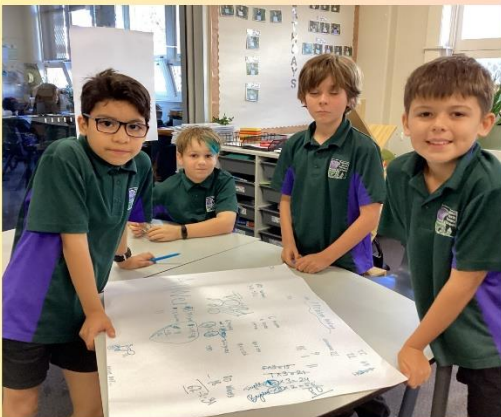
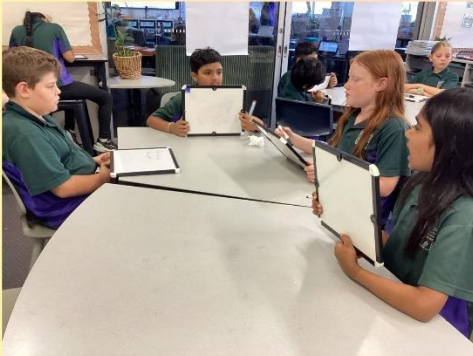


Cooking with our harvest also helps students develop practical life skills such as measuring, preparing ingredients and working collaboratively. It has been wonderful to see students proudly harvesting, cooking and sharing their garden-grown food while deepening their understanding of sustainability and the natural systems that support life.



Mathematics in Room 6

This term, we have been actively building our capacity to reason and problem solve by working collaboratively. Each morning, we engage in arrival tasks designed to spark our curiosity and challenge our critical thinking skills from the very start of the day. Together, we have been sharing strategies and following a structured problem solving process: understanding the problem, planning our approach, solving it, and reflecting on our solutions. Working in randomly selected groups gives us the chance to learn from each other's diverse perspectives and approaches.



A strong focus this term has been on designing our own problems and supporting each other as true partners in learning. Instead of giving away answers, we have been practising the skill of offering a clue when someone is stuck. This helps our classmates reason through challenges while building their confidence. Using vertical non-permanent surfaces, & whiteboards, we display our thinking, try out different strategies, and reflect on our successes and next steps as a team.

We are proud of how we encourage one another to try multiple possibilities, justify our choices, and communicate our ideas. The photos included capture the energy, engagement, and collaboration in our classroom as we grow together into confident and creative problem solvers.





T17 NEWS



This term, students in T17 have been working on a special HASS task titled "My Life in a Shoe Box."

Each student decorated a shoebox and filled it with meaningful items that represent who they are. They will then prepare and present a short talk to the class, sharing about their identity, interests, strengths and goals.

This learning experience supported our HASS focus on identity and belonging, while also building confidence in speaking and listening skills.

We are so proud of the amazing shoeboxes we have created! As well as the thoughtful reflections and courage students showed when sharing about themselves!



T17 has been loving our recent Buddies sessions with T16! Together, we have been working collaboratively to create a special book. Each pair has been busy planning, illustrating and writing their pages, sharing ideas and supporting one another along the way.

It has been wonderful to see the confidence, teamwork and creativity on display as our younger students learn from their older buddies. We can't wait to share the finished books we create!





IMPACT MARTIAL ARTS
KARATE - JITSU

PROSPECT DOJO
TUESDAY NIGHTS
TRAINING 6.30-7.30
COME AND TRY
FIRST LESSON FREE!

PROSPECT NORTH PRIMARY SCHOOL
ENTER OFF ARTHUR STREET PROSPECT

0411 287 812

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2027 Year 7 Applications close on Monday 27th April 2026

URRBRAE AGRICULTURAL HIGH SCHOOL IS A SPECIAL ENTRY SCHOOL
All students must apply via application to attend Urrbrae
2027 Online only applications now open



Apply via our website



Each year the number of applications exceeds the number of available places at Urrbrae and therefore a selection process is used to identify the students who best match the criteria for enrolment.

 **URRBRAE AGRICULTURAL HIGH SCHOOL**

World Autism Awareness Day: April 2nd

Wednesday, April 2nd (Week 10) is World Autism Awareness Day. This global event has been celebrated since 2007 to raise awareness, acceptance, and appreciation of autistic people.

At Prospect North Primary School, we are dedicated to creating an inclusive environment where every student feels valued and supported. We will be using World Autism Awareness Day as an opportunity to come together and celebrate the unique contributions of autistic people.

During Week 10 and 11, there will be whole school neurodiversity and inclusion classroom activities. Your



child can participate in a Sparkle Inclusion Day by wearing sparkles or bright colours on Friday 10th April. Keep an eye open for our PNTV segment and hunt for your child's artwork at our Neurodiversity Display.

The poster below shares some considerations that have been made by the autistic and autism communities around some respectful ways we can promote autism awareness, acceptance and appreciation. By promoting understanding and acceptance, we can create a more inclusive and supportive environment for everyone.



SPARKLE
Inclusion Day!

Join us to celebrate what makes us all sparkle and increase awareness of neurodiversity!

Wear sparkles or your favourite bright colours

FRIDAY APRIL 10TH

Diversity is our strength!

FREE EVENT



Promoting Autism Awareness



AUTISM INCLUSION TEACHER INITIATIVE

World Autism Day is April 2nd

Since 2007, the United Nations has observed this day to affirm the rights and freedoms of autistic people. Today we have moved beyond raising awareness to promoting acceptance and appreciation of autistic people and their contributions to society.

Below are some considerations around respectful ways to raise awareness and promote acceptance and appreciation. To be inclusive when referring to an autistic learner, you can understand and respect their identity by recognising their unique strengths and abilities. Celebrate and affirm your learner however they choose to identify. We have presented the preference of the majority of the autistic community, however we encourage you to use respectful curiosity to learn and affirm each individual preference.



We use the infinity symbol to represent autism.

The infinity symbol also represents neurodiversity and the infinite ways of being. It can symbolise the infinite potential and possibilities. The continual loop represents the continual need for support, understanding and acceptance.

We avoid using puzzle pieces as they can suggest that autism is puzzling, or needs to be solved, or that autistic people need to fit in.



We use rainbow or gold to represent autism.

Rainbow represents the spectrum, diversity and that all colours are included. Gold represents value and worth. The chemical symbol for gold is Au.

We avoid using blue, as it represents the stereotype that it's more common in boys. The 'light it up blue' campaign is associated with an American organisation that wanted to fix or cure autism. Many people in the autistic and autism communities avoid associating with this.



Try using identity-first language and avoid diagnostic terms.

'Autistic student' is an example of identity-first language, versus 'student with autism'. Autism is a valuable and important part of someone's identity, which is why many people prefer to use identity-first rather than person-first language.

Try using terms such as 'autistic' and 'autism'. ASD is a diagnostic term. Unless you are specifically talking about a diagnosis, autism is not seen as a disorder. Similarly, we recognise that everyone's ability varies between every area of living. This is a dynamic view of functioning, versus describing someone as a high or low functioning autistic.



We are inclusive.

Attending education, having needs and engaging in interests is something that everybody has and does. Having a disability might make those things different, but not special. Inclusive education is a fundamental human right of all learners (UNCRPD, 2016).

