

DIARY  
NOTES:

TERM 1:

**Adelaide Cup**  
11/03/2019

**Pupil Free Day**  
**NO SCHOOL**

15/03/2019

**Governing  
Council Meeting**  
18/3/2019

**Sports Day**  
04/04/2019

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Government  
of South Australia  
Department for Education



## Principal's Report

Dear Parents and Caregivers,

We have had some exciting learning activities happening across our site Preschool to Year 7 over the past 3 weeks.

I remind all families that Friday the 15th of March is our day when the school is closed and all teachers will be at Morphettville Race course doing specialised work around reading and writing.

With our excellent start to the year I congratulate and welcome our new staff members to the school team:

- Robyn Whan
- Simon McLean
- Adam Spratt
- Glenn Hart

### School Safety

At Assembly this week I talked about safety around our site

### Crossings

At the school crossing always stop and wait to make sure cars have seen the flags and will wait for you to cross. Several vehicles have been reported to SAPOL for not stopping.

At the train crossing express trains race through without stopping or sounding horns. You must be diligent in STOPPING and LOOKING. We are addressing the lack of sirens with the Transport Minister.

### Bikes in the yard

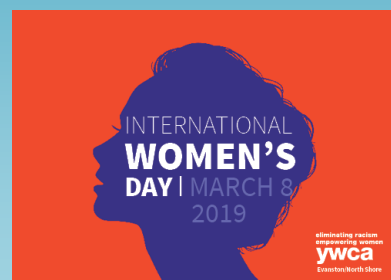
To avoid an accident in the school yard, footpath or road we are asking parents and students to get off bikes/scooters as soon as you reach the school grounds and walk all bikes/scooters inside the yard ALL the time.

This has been endorsed by Bike ED instructors working currently in the school.

Students were informed of the new Invacuation and Evacuation sirens now in operation with our new system. I remind all families that this coming Friday is a Pupil Free Day for staff training.

Have a great next 3 weeks.

Peter Dunstan  
Principal



## Curriculum News—Corey Taylor

### Activating Student Voice and accelerating improvement through SLC 2019

#### Can students be teachers too?

- Have you ever taught someone else? How did you do it?
- Did it help their learning? Was it different to the way you had learnt it?
- What have you learnt lately that you think would be valuable to teach to others?

#### Teach-on teams

How do we structure initiatives where all students see relevance in their learning, connecting and applying it beyond the specific learning context with real audiences? In Teach-on teams, students build 21C skills as learning observers, designers

and teachers. They identify opportunities to teach on to others, and use feedback to inform their own progress as learners, teachers and leaders.

#### Why have Teach-on teams?

Students can be involved in interpreting the curriculum so that they apply their learning in real world situations Teachers actively share power with students, recognising it as a fundamental condition for learning.

**In 2019. KPS SLC will drive the idea of Teach on Teams and explore its ideas.. Its benefits, and its challenges.**

## PRESCHOOL — Mrs Cutri / Mr James

Educators have been working with the children on negotiating the preschool rules. Each child has suggested a rule to be documented, which can then go home in their 'Sharing Book'. We have discovered that all of these individual rules can fit under the umbrella of three main rules:

- Keep yourself safe
- Keep others safe
- Keep the preschool safe

In addition to working our brains hard, we have also been exercising our bodies with our new rubber slam balls and battle ropes. We've

been using these to build our gross motor skills both together and with our friends.



## RED 1 — Year 1/2 — Cat Acha

We have been working Rainbow facts. Students enjoyed making a working resource to help us learn our rainbow facts. This will help us improve our automatic recall of number pairs to 10 and 20.



## RED 2 — Year R/1 — Jess Pietsch



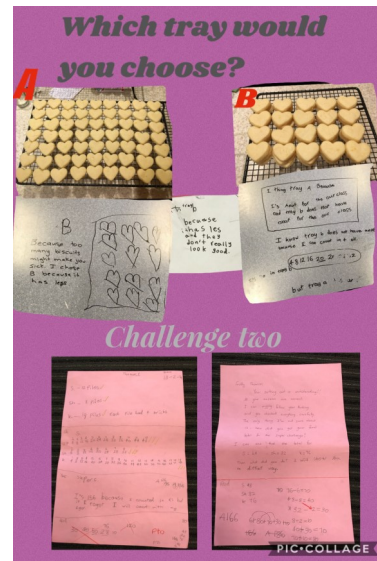
Did you know that seahorses don't have stomachs? Did you know that it is the male seahorse who has the offspring? Did you know that the mother and father seahorse stay together for their whole lives? Red 2 have had a fabulous time learning all about seahorses for the past two weeks. These fun facts have led us to exploring other areas of the curriculum including; understanding different family structures, developing visual art skills by creating our own seahorses and solving tricky seahorse addition problems. We are now starting to learn all about hermit crabs and are really excited to have real live hermit crabs in our class for the next two weeks.

On another note, thank you to all the parents who have volunteered in the kitchen and or stayed with their children to read in the morning. It's been so pleasing to see each and every child enjoy a story each morning before their big school day



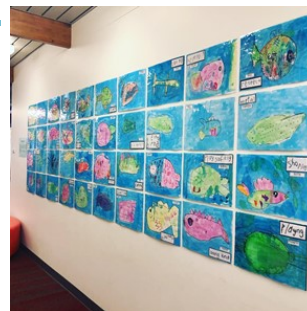
## RED 3 — Year 2 — Sharonlee Kritzki

In Red 3 we have been involved in different problem solving activities. We are learning to justify our answers, use lots of different strategies and respond to feedback. In the first challenge we had to choose a tray of biscuits. Tray A had 7 rows of 9 biscuits. Tray B had 4 rows of 5 biscuits but each biscuit was in a stack of three. Challenge two, we had to calculate how many bricks Sharonlee’s family moved one weekend. These challenges have kept us thinking hard!



## RED 4 — Reception — Jaimee Charter

In Red 4 we are absolutely in the swing of school and loving it. We have been working hard to maintain friendships and to build new ones. We have been learning about being kind and how to show respect. We have been loving making new friends in different classes. We have been working and playing with Miss Irenee’s junior primary special class encouraging new friendships and teaching her children how we can play safely. We have also been building relationships with Miss Jess’ class. To help us we developed our own Rainbow Fish picture focussing on words to help build positive friendships. Check out our new display in the Red Gum entry way.



## RED 5 — Reception — Renee Asclipenos

In Maths last week Red 5 students enjoyed working collaboratively to undertake some Sorting and Classifying activities. Students were able to sort various objects by specific traits – such as size, colour, shape or texture. Children were encouraged to explain to the class why they grouped the items as they did and then attempted to do some recording also. To follow on from Sorting we are now beginning to develop our Patterning skills - another great way to learn how to organise items and develop our mathematical abilities!



## RED 6 — Year 1 — Alison Duggan

This term each week, Red 6 are cooking up a storm in the kitchen. We are cooking with the fruit and vegetables grown in the garden. We are learning many skills related to a kitchen. The correct way to set a table when eating. We are learning about the various kitchen tools and their purposes and the safe way to use them.



## GREEN 1 — Year 3/4 — Meg McLeod

In Green 1 we have BANNED THE BORING! When writing, we are working on starting our stories with 'Sizzling Starts' – we have practiced beginning our writing with **action, dialogue, intrigue, humour** or a **moment of change**. Our stories are already much more exciting and engaging to the reader. In our Guided Reading sessions we have been looking at different comprehension strategies like **self-monitoring, predicting** and **questioning**. Kids News is a fabulous website for those wanting some different reading options – each article even has a quiz at the end. In our math's we have been looking at **place value** and using different methods for addition (number lines, hundreds charts, chunking, vertical addition etc.). We are now beginning to explore **fractions** and working on our understanding of multiplication and division (below is a picture of our Array City – where we were able to represent our multiplication sentences). Our excursion this week is also a really exciting opportunity for us to consolidate our HASS learning and experience some community events.

## GREEN 2 — Year 3/4 (2) — Steph Johnson

This Friday, Miss Steph and Miss Meg's class will be attending a Fringe show called '3 Speed Crunch Rebooted' as a part of our learning in H.A.S.S, around the Fringe, Womad, Adelaide Festival and Superloop. It is linked to the following year 3/4 outcomes;

- Pose questions to investigate people, events, places and issues
- Days and weeks celebrated or commemorated in Australia
- Why people participate within communities and how students can actively participate and contribute

We will also be attending a FREE behind the scenes peak in the Garden of Unearthly Delights. We can't wait!



## GREEN 3— Year 6/7 (2)— Paige Vogelsang

In Green 3 we are lucky enough to team up with the Preschool for our buddy class! We learn so much by going back to preschool – like how to use our imagination for play and how to help teach and guide children who are only 3 and 4 years of age!

We’ve been meeting with our buddies for the past 3 weeks and it’s been a blast! We can’t wait to see how much they grow over the year



## GREEN 4— Year 6/7 — Jon Stewart

Rube Goldberg Machine 3 Day Challenge

The students of Green 4 invited parents to their Presentations of Learning... an investigation into the mechanics of simple machines, through the construction of a Rube Goldberg Machine.

From Tuesday to Thursday this week, teams of 3 pitted their wits and knowledge against levers, wedges, inclined planes, screws, wheels and axles and pulleys.

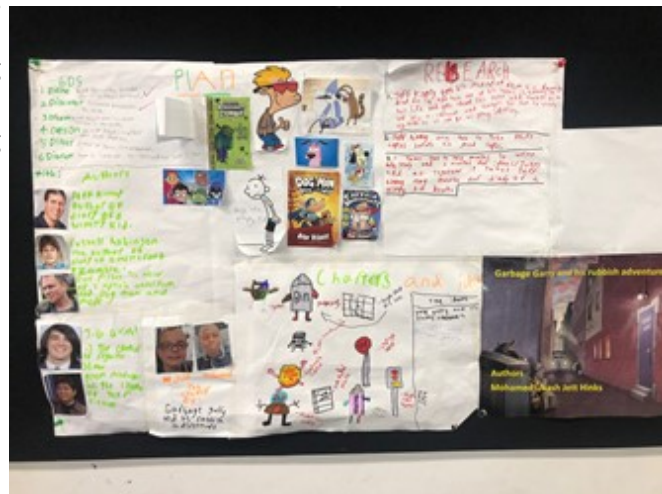
Tuesday was a day of planning, set up and tinkering, Wednesday and Thursday, the working stages of the Rube Goldberg Machines. On Friday after assembly, teams will self assess their work on a rubric, and observe their peers presentations for discussion and feed-

*RUBE GOLDBERG*

Presentations of Learning

## BLUE 2 —Year 6/7 (3) — Teigan Hall

Over the past 3 weeks students have been using solution fluency in their literacy and H.A.S.S. Solution fluency is a way to solve problems by using the 6Ds. The six ‘Ds’ are define, discover, dream, design, deliver and debrief. In literacy short stories, tall tales involves students learning about building characters and writing an engaging short story. In H.A.S.S water cycle comic involves students researching about the water cycle so they can create a comic to teach young students about the impact we are having on our water supply and how we can fix it.



## BLUE 3 — Year 5 (2) — Jenne Ellis-Kells

Wow there's a big fat troll in a disgusting lake. In the lake there's ducks.

I just found out I was in Troll Island I tried to run out but the trolls had shields so I couldn't run out of the Troll Island. There was 1000s of trolls but just one human and that was me.

Next day I woke up. The trolls were coming. I tried to hide but they found me and they got me and put me in the Trolls castle. 20 minutes later they put me in the oven and I was getting cooked.

I just remembered I had 3d magic Hypno

ring in my pocket. I Hypno'ed the trolls to take me back to human land and one of them did.

The trolls found out that I had escaped Trolls Island so they came to Human island and tried to attack all the humans but the humans managed to scare them away.

Then I dug a big hole and put the trolls all in there and I never saw the trolls again. The end.

By Damien Saggese Blue 3

## BLUE 4 — Year 3 — Robyn Whan

Blue 4 have had a busy fortnight farewelling Ms Felton and welcoming Ms Robyn. We have co-operated to practise several plays including Rumpelstiltskin, The Witches by Roald Dahl and The very Cranky Bear by Nick Bland. Just a few props can bring print to life! We're having our turn at learning skills in the kitchen with family invited to come along to support us. We have been doing assessments so our learning can be tracked and support can be provided where needed. We hope to see you at assembly!

## BLUE 5 — Year 5 — Michael Kennett

Congratulations to Aaliyah Clark who has been elected (using the preferential system) Prime Minister of Blue 5! Newly appointed opposition leader, Tristan Bennett, went very close to securing the top job and will be working hard to ensure our new government meets the needs of the people in Blue 5. Our Ministers have also been elected and both parties are hard at work creating and debating new policy within our school, classroom and community. What changes would you like to see? During Guided Reading, we have been learning about the McDonalds franchise and young entrepreneurs who have developed their own successful businesses. This will lead us into an exciting new learning opportunity called the Kidpreneur Challenge, 2019. We

will be starting our own micro-business and will need to create, make, pitch and sell our own products or services. We already have so many creative ideas that we can't wait to develop. Next week, we will be venturing out onto the road during Bike Ed, we have already mastered our signalling and traffic checks and can't wait to practice them on the streets!



## BLUE 6 — Year 4 — Simon McLean

In Blue 6 we have held class elections for this years SLC. Congratulations to Ethan and Selma who were voted in by their classmates as representatives. They set an excellent example and we are sure they will represent us well.

In Bike Education everyone from experienced to first time riders have been learning about road safety while riding. Some of our class only rode a bike for the first time in week 3 but are now riding like the pros! We are ready to hit the local streets starting next Tuesday.

Our daily spelling activities and practice have been paying off with great results. We always try to find new and creative ways to practice and learn each week.



## BARN 1 — PR Special Class— Laura Bennets

In maths this term, Barn 1 students have been developing their knowledge of number. Some students are developing their understanding of the connection between numerals, number names and quantities from 1 to 20. Others are consolidating their skills regarding the relationship between units and tens and hundreds and how skip counting can make counting large collections easier.



## BARN 2 — JP Special Class— Irene Ioannou

Barn 2 have settled right into Term 1! We have had a busy term with cooking, gardening and an excursion to the movies with the Ladies of Variety on top of all our new learning with the Read, Write Inc program. In our latest kitchen lesson with Kate we made fresh pasta. It was such a hit, not a strand of pasta was left in our bowls!



## BARN 3— IELC 1-4 —Emma Kelly

Who can believe it is already week 6? Time flies when you are having fun. In barn 3 we are now learning about 3D shape. We have learnt so much about the properties and names of 3D shapes. We have been going on shape hunts and making crazy alien 3D shapes. We are all doing so well with our read write inc. We have all learnt new sounds and are using them in our writing and reading. We continue to love our cooking classes. In our genre topic we have been learning many things about ourselves, so that we can write a description. It has been a lovely half of the term and we are looking forward to all the learning to come.



## BARN 4— Year R-1 — Lisa White

Children in Barn 4 have been enjoying their Kitchen and Garden lessons this term. Our Garden lessons have included picking tomatoes, helping Mr Tony scatter bark chips around the big playground and hunting for lawn beetle grubs. These pests destroy the lawn and eat the roots of the vegetables growing in the garden



## BARN 5 — Year 4-7 — Ulla

We're happy to have helpers who assist with our learning in Barn 5. Thanks for your help Ms Dora, Ms Sharon and Mr Tony.





## KITCHEN— Kate Harbison

Week 5 we learnt about bread making, and that yeast is little animals, which breathe to rise up our wholemeal bread rolls. We also identified different spice seeds, while making Dukkah to dip our bread into.

This week we are learning how to make Risotto, using brown rice, and any kind of vegetables we have from the garden. The sweet corn and basil are yummy in risotto, and the children love it.

We still have lots of beautiful figs, so today we will have them on Pancakes with Yoghurt Cream.

Thanks so much to all our lovely volunteers! You work very hard for us, and it is not always easy, but there would be no kitchen without you!

Cheers, Kate

## GARDEN— Tony Bryant

Hi all,

The garden has been going/growing great with plenty of tomatoes, corn, peaches and figs going to the kitchen. Children have been picking out South African Lawn beetle grubs from garden beds and have fun doing so. One tomato patch is finished, pumpkins, bitter and long melons are coming in. Mr Simons class did a fantastic job cleaning up after shrub pruning and some of Ms Stephs girls learnt how to rejuvenate our worm farm. Other children did the ABC of fruit with some great knowledge coming forth .

**Keep it Green**

## STEM— Adam Spratt

In the STEM lab our junior primary and middle primary classes have been going on an amazing learning journey. Our reception classes have been hard at work to develop their vocabularies whilst spotting differences and similarities between how things look and feel. Blue 4 and Green 1 & 2 were all smiles with their homemade ice-cream experiment that helped build their understanding of how matter can change state from solid to liquid and from liquid to solid based on temperature or mechanical processes.



### Flinders University – Social Work Students

We are Master of Social Work students from Flinders University. We come from China. We are undertaking our first social work placement of 500 hours from Monday to Thursday each week during term 1 and term 2 of this year.



It is my pleasure to introduce myself through the newsletter. My name is Buyun Gao (Frank). I am a social work student from Flinders University in my first year. I come from Inner Mongolia province which is located in northern part of China. I have been living in Australia for almost a year. I am very happy to be doing my first placement at Kilkenny Primary School. It is also my pleasure to have this opportunity to contribute and help improve the wellbeing of our students and work with teachers to help students develop their academic performance.



I am Miaoyang Cai, you can call me Sherry. I am also a social work student from Flinders University. I come from Shenzhen which is South of China, and it is close to Hong Kong. It is my pleasure to have my first placement at Kilkenny Primary School. When I was in China I was a music teacher and worked with young children, I am interested in children and their wellbeing. I am grateful for opportunity and I hope I can build good relationships with children, parents, staff and the community of Kilkenny and I am also excited about my learning experiences.

During our time at Kilkenny Primary School, we will work with children and practise our learning in the school community. As social work students, our role is to work with children, young people and all members in school context in order to support the development of students' wellbeing. We are here to apply the knowledge learnt last semester, to provide services and develop children and young people's social skills so they are more able to form positive relationships. We will ensure that we provide a positive and safe school environment where young people especially more vulnerable children can experience learning success and a sense of belonging.

### Friends of Kilkenny Scrub

We are looking up starting a bush care group of volunteers to help preserve the school's scrub. Eg: setting a management plan that enables play areas as well as conservation areas in the scrub to make sure this valuable resource is preserved for many future generations of kids.

We are looking for other interested volunteers to join and meet up. (We are particularly interested in anyone that has any NRM/bush care experience etc)

We are hoping to set up a meeting to have everyone share their ideas etc. Please contact Louise if you are interested via [email: louise.flaherty@internode.on.net](mailto:louise.flaherty@internode.on.net)



### Thoughts from Hayley- Navigating the online world

Who would leave their front and back doors to their house wide open for all to come in? Or who would drop their child in the middle of New York and leave them there alone to go wherever and do whatever they liked?

I doubt any of us would, and yet I feel like sometimes we respond like this when it comes to the online world, since with the click of a button we easily have access to a whole world online. Don't get me wrong, there are great things on the internet and many features that make life easier (like where would I be without Google maps!?!)

Yet the truth is that although New York has some beautiful sights and things to see, it also has some dark places where I would not like our kids to be alone. So it is with the online world. Of course, if you knew your child for some reason had to be navigate a major city all alone, you would try and give them as many skills and strategies as you could to help them stay alive and safe. I think we should do exactly that with our children and the online world. It is great to have your front door open if you know family and friends are just about to come, but you would not just leave it open to the general public. With the internet or computer games, there are some people that we would rather our children don't interact with, and so we need to give them skills to know what to do if they do have interactions with people they don't know online.

The questions surrounding one of the most recent internet concerns of 'momo' have made me think about how we can help keep our kids safe as they enjoy the online world. The landscape of the online world is constantly changing and so the exact nature of the challenges and dangers of today will likely be slightly different next month, and yet the underlying challenges will remain the same.

Three of my encouragements would be:

- Keep conversations open with your children. Be interested in their world, and what and who they are connecting with online. You want to be someone they will come and speak to if they feel worried or concerned about what they have seen or heard.
- Our kids have no struggles with how to use technology, but sometimes we have given them the car keys without any 'driving lessons'. Continue to work with your kids to explicitly develop skills needed to navigate the wealth of information and vast connection to the online world, such as of how to discern who is safe to communicate with online, what is safe to post online, what to do if you see something that makes you worried, etc.

Keep informed yourself about some of the challenges that our children are facing. One of the leading cyber safety experts in Australia is Susan McClean. I would encourage you to follow her online as she posts daily on the up-to-date realities and challenges of the cyber world.

I am also happy to chat further about any of this content anytime.

Hayley (Pastoral Care Worker- to care for & support the wellbeing of students, families & staff at KPS, [Hayley.Walker983@schools.sa.edu.au](mailto:Hayley.Walker983@schools.sa.edu.au))

**With our excellent start to the year I congratulate and welcome our new staff members to the school team**



**Robyn:** Hi there, I am really happy to be appointed to Blue 4 Year 3 to replace Judith Felton for the rest of the year. The students are very welcoming and are settling into having a different teacher. I have met some of the parents and will be having an acquaintance night next Tuesday to hopefully meet the rest of the families.

I have taught in city schools and country S.A., even Indulkana on the A.P.Y. lands. I had a stint at Shine SA working with the Focus Schools team on Respectful Relationships and Sexual Health. I look forward to making a positive contribution to Kilkenny Primary

School. I live locally so may bump into you at the shops or at the Largs ( jog/walk briskly) Park Run!"



**Simon:** "I am so pleased to have taken up a classroom position this year in Blue 6 after regularly relieving here at KPS during 2018. The staff and community have made me feel very welcome this year. Prior to my teaching career, I was employed as an OSHC Coordinator, Community Service and Educational Scholarship Coordinator and also worked in program development.

It's been a great start to the year and I am excited by the opportunity to work with my class and the entire school community. Thanks Simon McLean"



**Adam:** "My teaching journey has seen me work for the education department as a swimming and aquatics instructor in Adelaide for many years whilst studying environmental science and then my education degree. I have taught in Whyalla, Roxby Downs and at Wynn Vale PS where I have taught in middle/ upper primary classrooms and R-7 science and STEM roles. I am passionate about encouraging students to question the world around them and become critical and creative thinkers. I am looking forward to working alongside the teachers in classrooms, the students of Kilkenny Primary School and the community to build upon and enhance the scientific knowledge and thinking throughout experiments and projects throughout the school. Thank you to the community for being so welcoming and I am excited to be able to call Kilkenny

Primary School home for many years to come."

**Glenn Hart: Student Wellbeing Leader**



I would like to say: "Hello" to all parents and carers. I also want to let you know that I value the knowledge that you have of your child. Your understanding, support and involvement with your child/children's education is appreciated. Please feel welcome to talk to me personally by approaching me at school or by arranging a time to meet with me via the front office staff, or you can leave a message for me to call you, so that we can talk on the phone at your convenience.

The Student Wellbeing Leader's role has been extended to a full-time position this year. This will enable me to teach in all classes once a week for a term over the school year. I will also be coordinating several other activities across the school in terms two, three and four such as: student action teams and lunchtime clubs. I will also be running small group wellbeing programmes such as: Seasons for Growth, understanding frustration and anger, coping better with anxious feelings and solving people problems.

I am excited about supporting staff with approaches and programmes in social and emotional learning (SEL) such as: Tribes Learning Communities, Kimochis, the Shine SA Relationships and Sexual Health programme (Years 5-7) and the Keeping Safe Child Protection Curriculum (R-7).

If you are interested in participating in a short parent education programme or you would like parenting support, please see the information presented below:

**Centacare – Parenting Education FREE (all held in CBD)**

See: <http://www.centacare.org.au/courses/> for additional dates and more information or **Phone: 8210 8200**

Circle of Security – 6-week program beginning on 12<sup>th</sup> March

Post-separation Parenting Course – beginning on 25<sup>th</sup> March

Inside Their Heads - 8<sup>th</sup> March

How to Talk so Your Kids Will Listen - 4<sup>th</sup> April

Living in a Blended Family - 5<sup>th</sup> April

Developing Resilience - 9<sup>th</sup> May

**Children and Parenting Support - Relationships Australia - Phone: 8340 2022**

No cost

Blair Athol, Broadview, Enfield

Support groups, attachment and child development, practical parenting strategies, family case work

**Family Support Program - Uniting Care Wesley - Phone: 8245 7100**

Blair Athol, Broadview, Enfield

Intensive case management, family interventions and support, practical home assistance

**Raising Children Network:** [www.raisingchildren.net.au](http://www.raisingchildren.net.au)

The Australian parenting website: comprehensive, practical, expert child health and parenting information and activities covering children aged 0-15 years.

**Parenting SA resources** - <https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa/parent-easy-guides>

**Parenting Helpline:** [www.parenting.sa.gov.au/helpline](http://www.parenting.sa.gov.au/helpline) - Phone: 1300 364 100

Kind regards

Mr Glenn Hart

Dear Parents and Guardians,

**Kilkenny Primary School invites all students from Reception to Year 7 to take part in the 2019 Premier's Reading Challenge!**

The challenge aims to boost students' literacy skills by encouraging students to read a wide variety of books for pleasure, learning, to develop imagination and cultivate a passion for literature.

Our challenge commences at the start of the 2019 school year and finishes the 6th of September.

**How it works**

Rec-7 students need to read twelve books, - (at least eight of the twelve books will be chosen from the Premier's Reading Challenge book lists at an appropriate literacy level for each student. A maximum of four books can be the student's own choice and should be of a similar standard to books on the list).

-Students will record their books read on their 2019 record sheet with support from teachers and parents.

-A list of suggested books are available on the Premier's reading challenge web site- ([www.prc.sa.edu.au](http://www.prc.sa.edu.au)) to help students choose reading materials.

-Some of the Premier's Reading Challenge books can be found in our library and are colour coded with a sticker for age appropriate reading,

-When the PRC student record sheet is completed by the student it will then need to be signed by a Parent/Guardian and returned to the class teacher.

-Awards for participation and presentation of certificates or medals will be sent to Kilkenny Primary School in November .

You can play a big part in your children's learning by encouraging them to be part of this positive initiative.

We look forward to seeing as many of our students as possible to embrace the

2019 Premier's Reading Challenge and appreciate your support.

Enjoy the Challenge!

Regards Simone Jesson

PRC Coordinator.

"The more that you **read**, the more things you will know. The more that you **learn**, the more places you'll go." ~Dr. Seuss



study in the  
USA  
www.StudyUSA.com

## **REMINDERS:**

### **OSHC**

parents please sign your child/ren in/out electronically. If you do not know your pin number, please see Linda. If you do not sign in/out electronically you will be charged for the whole session

### **Materials and Service Charge.**

Please make payment of your school fees online via OKR or at the front office as soon as possible.  
Thank you

### **School Card**

If you are eligible for school card please complete your application online at [www.sa.gov.au](http://www.sa.gov.au)

## **IMPORTANT ROSETTA STREET UPDATE**

1/3/19 to 31/3/19

### **Scheduled Works:**

Asphalt completion: Margaret Avenue to Herbert Road.

**Disruptions/restrictions:** restricted access to Rosetta Street between Margaret Avenue and Herbert Road to allow completion of all path and road works

1/4/19 to 30/4/19

### **Scheduled Works:**

Completion of works from the underpass to Herbert Road intersection.

### **Disruptions/restrictions:**

Full closure of the underpass and Herbert/Rosetta intersection to allow construction of new Herbert Road Roundabout and asphalt surface (24hr/day closure)

8/3/19 to 31/3/19

### **Scheduled Works:**

Underpass mural painting, line marking, tree trimming and fence maintenance

### **Disruptions/restrictions:**

Full closure of the underpass 9am to 3pm weekdays; 9am to 5pm weekends.

## AWARDS



|                  |   |
|------------------|---|
| <b>Preschool</b> | <i>Elise K, Sophie F, Isla B, Cameron L</i> |
| <b>Red 1</b>     | <i>Eddie B, Abi B</i>                       |
| <b>Red 2</b>     | <i>Nam N, Max C</i>                         |
| <b>Red 3</b>     | <i>Lilli I, Holly F</i>                     |
| <b>Red 4</b>     | <i>Elliot J, Willow G</i>                   |
| <b>Red 5</b>     | <i>Scarlett V, Luan K</i>                   |
| <b>Red 6</b>     | <i>Qian L, Joshua S</i>                     |
| <b>Green 1</b>   | <i>Samara N, Jasper B</i>                   |
| <b>Green 2</b>   | <i>Fazan M, Hareda U</i>                    |
| <b>Green 3</b>   | <i>Francis F, Isaiah O</i>                  |
| <b>Green 4</b>   | <i>Ozer U, Niah S</i>                       |
| <b>Blue 2</b>    | <i>Eartha C, Adam H</i>                     |
| <b>Blue 3</b>    | <i>Ashanya J, Thor B</i>                    |
| <b>Blue 4</b>    | <i>Amir A, Holland M</i>                    |
| <b>Blue 5</b>    | <i>Chelsea-Ella S, Finlay R</i>             |
| <b>Blue 6</b>    | <i>Ethan B, Peta U</i>                      |
| <b>Barn 1</b>    | <i>Sankeeth K</i>                           |
| <b>Barn 2</b>    | <i>Kurbaan D, William A</i>                 |
| <b>Barn 3</b>    | <i>Fika S, Ahmad H</i>                      |
| <b>Barn 4</b>    | <i>Shifana, Issa E H</i>                    |
| <b>Barn 5</b>    | <i>Nhien T, Mahmood H</i>                   |



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