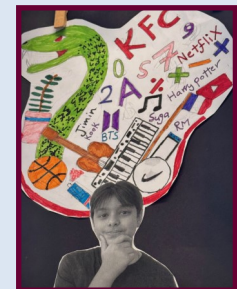




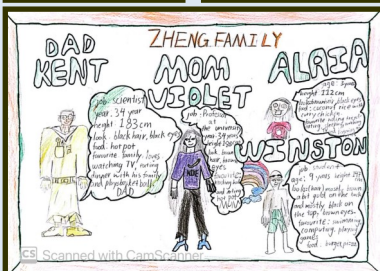
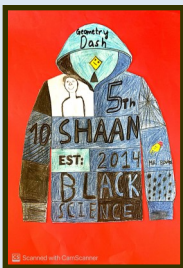
M5 – Our Stories

This term, M5 students have been exploring the topic "Our Stories." Through engaging recount and descriptive writing activities, students have shared information about their homes, families, and personal experiences. They have built their language skills while learning about different cultures, journeys, and the similarities and differences between their countries. It has been a wonderful opportunity for students to celebrate their identities, express their likes and dislikes, and recognise the great qualities they each bring to our diverse classroom community.



M6A – MY FAMILY AND I

This term, M6A students explored "My family and I" through creative activities. They described themselves on hoodie templates, created family portraits with reflections and shared personal experiences in Topic talks. Learning was enriched through cultural celebrations—students wove Chinese lanterns for Lunar New Year and discovered Nowruz traditions. Writing focused on Recounts and Descriptions, using sensory details to bring their ideas to life. For Harmony Day, they expressed their thoughts through digital reflections and artistic posters.



PRINCIPAL'S MESSAGE

Dear Parents,

As the term is coming to a close, it is time to reflect on some of the learning and events over the term including a range of lunchtime activities available for the students. These include:

- **Music Club** where the students learn to play instruments in the school band with Mr Johnson
- **Wheels Wednesday** –students ride bikes or scooters around the court and nature play with Mr Thom
- **STEM Club** –students explore science, technology, engineering and maths through fun activities with Mrs Gill
- **Sporting activities** such as soccer with Mr Thom, our PE teacher
- **Craft activities** with Anna, our Pastoral Care Worker
- Reading, puzzles or craft in the **Resource Centre**

Music continues to be available to students this year with the students in Reception to year 4 participating in Music once a week as a specialist subject and those in years 5/6 being able to commit to the Choir or instrumental music—guitar or percussion. The **choir** perform as part of the Festival of Music in September and the instrumental music students will share their achievements during a musical recital in term 4.



Our students in years 5/6 took part in the **Beacon STEM education** program this term. The program gives students hands-on experiences using emerging technologies to solve real-world problems around sustainability. Technologies include:

- handheld virtual reality (HHVR)
- coding
- artificial intelligence (AI) and 3D modelling.



After school **STEM tutoring** was offered to families with students enthusiastically participating in the program run by STEM Australia tutors.

Students participate in specialist **PE** lessons each week. Other opportunities for students to participate in sporting events and PE include after-school sport, lunchtime activities and SAPSASA events for those in years 4-6. A number of students recently participated in the SAPSASA Lacrosse games. All students will have the opportunity to participate in Sports Day on Thursday 10th April.

Students continue to diligently participate in the regular classroom programs, developing skills in English, mathematics, science, technology, the arts, languages and HASS.

Please click on the link for some fun ideas for **maths** at home from the NRich site [Primary Parents](#)

Reminder:

If you have a child ready to start school mid-year this year or in 2026, now is the time to complete the [Registration of Interest](#) paperwork which can be found on our website (enrolments are not automatic).

Regards, *Lynette Simons*



**THE UNIFORM SHOP WILL BE CLOSED DURING THE SCHOOL HOLIDAYS
AND REOPEN ON TUESDAY 29/4/25 FROM 8.30—9.30 AM.**



Respect



Empathy



Excellence



Community



Government of South Australia
Department for Education

Term 1 2025 Calendar

	MON	TUE	WED	THU	FRI
	27/01/25	28/01/25	29/01/25	30/01/25	31/01/25
WK 1	PUBLIC HOLIDAY - AUSTRALIA DAY	Term 1 Commences			
WK 2	3/02/25	4/02/25	5/02/25	6/02/25	7/02/25
WK 3	10/02/25 Governing Council AGM 6pm	11/02/25 Acquaintance/Meet the Teacher Night	12/02/25	13/02/25	14/02/25 St Valentines Day
WK 4	17/02/25	18/02/25	19/02/25	20/02/25	21/02/25
WK 5	24/02/25	25/02/25	26/02/25	27/02/25	28/02/25 PUPIL FREE DAY OSHC available
WK 6	3/03/25	4/03/25 Pancake Day	5/03/25 Ash Wednesday	6/03/25	7/03/25
WK 7	10/03/25 PUBLIC HOLIDAY - ADELAIDE CUP OSHC Closed	11/03/25	12/03/25	13/03/25	14/03/25
WK 8	17/03/25 Governing Council 6pm	18/03/25	19/03/25	20/03/25	21/03/25
WK 9	24/03/25 NAPLAN	25/03/25	26/03/25	27/03/25	28/03/25
WK 10	31/03/25	1/04/25	2/04/25	3/04/25	4/04/25
WK 11	7/04/25	8/04/25	9/04/25	10/04/25 Sports Day	11/04/25 End of Term 1 Early Dismissal 2.00 pm



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Playgroup

Science is a great way to explore ideas, make discoveries and have some fun along the way. Many experiments have that 'Wow!' factor for early learners, and there are lots of reasons to encourage science activities at home.

Home-based science activities are also a chance to spend quality time with a parent and have a giggle as science transforms into sensory play. To engage your young Einstein, here are 7 simple science activities to try at home, courtesy of [First Discoverers](#).

Create cornflower slime

Slime is wildly popular with children, and cornflour makes a version that's both easy and educational. When you mix cornflour and water into a slime consistency, you create a non-Newtonian fluid (something that can be solid and liquid). As a result, you and your child can punch or jab the slime to feel a solid, roll it into a ball, then feel it drip through your fingers as a liquid.

Experiment with flotation

For a lesson in Buoyancy 101, fill a larger container with water and help your under five collect different items from around house. As your child drops things (like DUPLO bricks, wooden spoons and toy cars) into the water, ask them if they think the item will sink or float.

Make milk dance

To show your child what a chemical reaction looks like, simply pour full-cream milk into a saucer. Add a few drops of food colouring to the milk and dab the drops with a cotton tip dipped in washing-up liquid. The colouring will dart about in the milk, and for added effect, use a variety of colours, dabbed in different spots.

Grow something from seed

[Watercress egg heads](#) are an easy way to show your child how a plant grows, and they're cute to boot. Just fill some empty eggshells with cotton wool and watercress seeds. Add eyes to the shell with a marker pen and wait for your little friends to sprout 'hair'.

Build a marble run

For a whiz-bang way to develop your child's spatial and engineering skills, collect some cardboard tubes, plastic bottles and egg cartons and build a marble run.

This project encourages teamwork, patience and creativity, and shows children how gradient affects speed. Experiment with different angles and construction and ask your child to predict how (and how fast) they think the marble will travel.

Make a magnet maze

To introduce the magic of magnets, ask your pre-schooler to draw a maze (or simple wiggly line) on a paper plate. Use a magnet under the plate to guide the magnet on top, and explain in [simple terms](#), how magnets work.

Learn about the weather

The weather is a go-to topic for grown-ups and it's also a great learning experiences for under fives. To teach your child about wind direction, you can make a [wind chime](#) or [wind sock](#), and a plastic bottle with texta markings is a simple way to measure rainfall with a [DIY rain gauge](#). All of these experiments are easy to set up and not too hard to clean up, which makes them as fun for parents as for children.

Your budding biologist, first-time physicist and young chemist will be keen to partner with you in the 'lab', so take the time to answer their questions, pose your own hypotheses, and explore different ways of approaching each activity.



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FINANCE NEWS

Dear Parents/Caregivers,

This is a friendly reminder that the due date for the 2025 school fee payment is

Friday 11/04/2025.



Thank you to all the families who have already paid their school fees. If you have not yet made your payment, please do so by the due date.

If you did not receive your statement via email, please notify us immediately.

An instalment payment option is available. The form can be found on the Audiri App:

- ⇒ Click on "Resources."
- ⇒ Click on "Forms."
- ⇒ Fill out the "Agreement to Pay by Instalments."
- ⇒ Submit the form.

If you do not have the Audiri App, please visit the ETPS website. Click on "Parent Information," then "Audiri App," and follow the instructions to set it up on your phone.

If you have applied for the **School Card** and have been notified by Centrelink of its approval, please do not pay. If you are waiting for approval, you can pay the total outstanding on your statement, and if your school card is approved in the future, you can claim your money back (we will refund you).

If you wish to apply for the School Card, please click on the following link:
[SA.GOV.AU - School Card scheme](https://sa.gov.au/school-card-scheme)



An instalment payment option is available. The form can be found on the **Audiri App**:

- ◆ Click on "Resources."
- ◆ Click on "Forms."
- ◆ Fill out the "Agreement to Pay by Instalments."
- ◆ Submit the form.

The **Audiri App** is our main method of communication to families. If you do not have the App, please visit the ETPS website. Click on "Parent Information," then "Audiri App," and follow the instructions to set it up on your phone.

For any queries related to accounts, please contact us via email at: dl.0971.finance@schools.sa.edu.au

Kind regards,

Kavita Mer, Business Manager

What's up in Wellbeing

from the Nest



Where did the term go?

As we come to the end of the first term I look back at all the things we have achieved so far. We began the year welcoming our new Reception Students whilst teachers and students participated in 3 weeks of Wellbeing activities to set up their classroom. Students revisited our school values and began earning value stickers for their passports. Classes chose their SRC members and our Year 6 students applied for the role of Student Executives. Our SRC and SRC Executives began meeting in the subgroups and started setting some goals for the year ahead. The senior students were trained in road safety and some began road crossing duties after school. As a whole school we began a weaving project to celebrate Harmony Day. Play group began and we have had a lot of fun watching our new little ones develop some new friendships while learning through play. The local church generously donated Easter eggs and hot cross buns to begin some Easter celebrations and a Silly Scientist entertained us while sharing some amazing experiments. All of these exciting and fun events have made Term 1 a wonderful way to begin a year of great learning. It is safe to say we have all been working hard and have earned a little break. I wish everyone a safe a fun two week break and a Happy Easter to all our ETPS families. I look forward to another busy and productive term ahead.

Mrs Piro





A special Thankyou



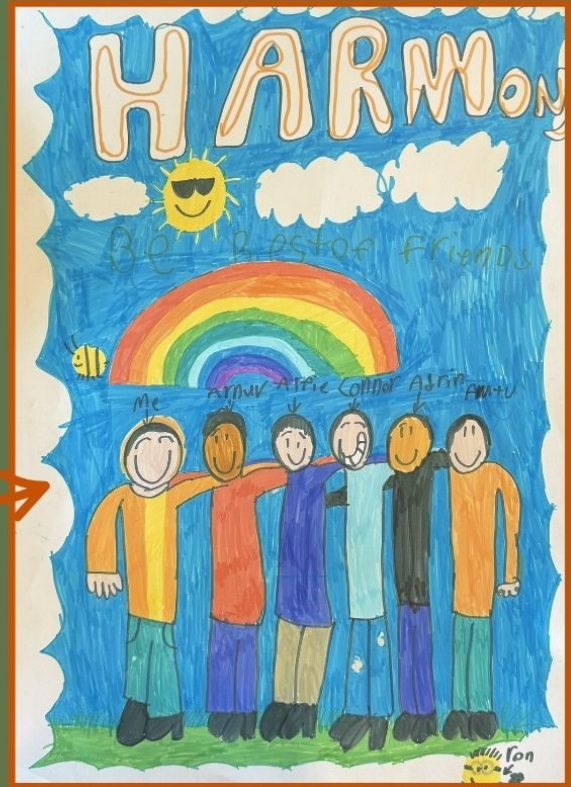
Thank you to the Richard and the volunteers from the Lutheran Church at Glynde. On Friday the 4th of April, some members of the church came to our school to give our students and staff an Easter treat. The church kindly provided every student with a hot cross bun and Easter egg to celebrate Easter. All the students thoroughly enjoyed their special recess treat and it was a lovely way to end the week.



Harmony Day

Each year on the 21st of March we celebrate Harmony Day. On Friday of week 8 our school community gathered together to hold our annual Harmony Day parade. It was so wonderful to see so many of our students in their cultural dress or in the colour orange. Thank you to all the families who were able to join us to share in the celebrations. Our school community is made up of many different cultures and we take pride on the connections our students have made with children from all over the world. Students have had an opportunity to contribute pieces of material to a communal weaving project, symbolising the cultural threads that unite into one vibrant tapestry. This hands-on project teaches students the value of collaboration and celebrates diversity by showing that every individual plays a role to create a harmonious community. Weaving plays a vital role in many cultures, serving as a means of expressing identity, preserving traditions, and providing essential goods, with examples ranging from First Nations basket weaving to the production of traditional clothing and textiles in various regions. Keep your eyes on the front office, as once they are completed we will display them for all to see.





WEAVING, PARADING & ART



Assembly Awards



Community

Darcie	H23	Creating a treasure map and engaging her classmates on a treasure hunt.
Tyrelle	C21	Being a valuable member in his new class.



Respect

Rawan	C20	Being a valued and respectful class member
Samear	M6	Being respectful
Shaan	M6a	Making a consistent effort to complete his work on time
Alex	M5	Always treating others with kindness and respecting differences in people
Seyhi	M8	Being friendly and kind to others.
Saif	M3	Always taking care of classroom resources.
Evni	M10	Always following our class expectations and using her manners.



Empathy

Eilidah	H23	Caring for her classmates when they are sad.
Teo	H22	Building relationships and community with others.
Muhammad	M3	Always showing care and concern for others.
Sarah	C21	Always being a supportive classmate.



Respect



Empathy



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Excellence

Paywaz	C20	Always putting in his best effort across the board.
Ellie	M7	Regularly using phonic knowledge to sound out words and write sentences independently.
Norah	M7	Improving your comprehension skills and answering questions confidently.
Ivan	M6	Always giving her best.
Tchika	M6a	Making great progress in making sentences.
Ethan	M5	Consistently striving to do his very best work.
Adrina	M9	Always trying her best to sound out words in writing.
Neha	M8	Great work in writing.
Kyra	M4	Writing for her persuasive text.
Dion	M4	Always striving for his best at learning new letters in phonic lessons.
Hana	M10	Always putting in her best effort in her work.
Elizaveta	C21	Producing detailed learning evidence.



Values Raffle Winners

Weeks 8,9 & 10

Jason M6a

Adrina M9

Alfie R13

Seb M3

Aarika R14

Naman M3

Mariana M3

Valentina R15

Ru R12

Liana M5

Asees C21

Avina M9

Emma M6a

Darcie M4

Ravleen H2

Divleen M4

Catherine M8

Armani H23

Ria R12

Archie M3

Chris M8

Martina C21

Alice M6

Saif M3

Aishpreet C21

Amir M5

Ethan M10

Ernest M5



Respect



Empathy



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Community

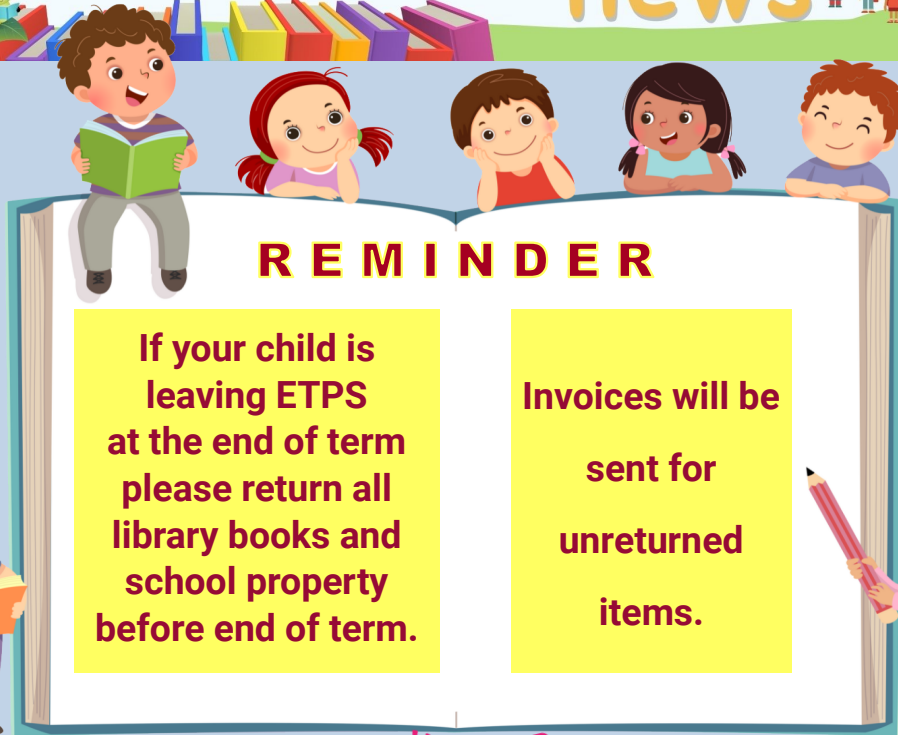


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LIBRARY

news



REMINDER

If your child is leaving ETPS at the end of term please return all library books and school property before end of term.

Invoices will be sent for unreturned items.



You're invited to our SCHOLASTIC Book Fair



Date 05/05/2025 - 09/05/2025 Time 2:30pm - 3:30pm
Place East Torrens Primary School Resource Center

Find these books and more at the Fair!

EVERY DOLLAR EQUALS RESOURCES FOR OUR SCHOOL



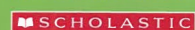
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Respect



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Intensive English Language Program (IELP) News

Dear Families,

We are excited to announce that a number of our students will be transitioning into mainstream education in term 2. We have no doubt that they will continue to thrive and achieve great success in their learning journey.

Congratulations to the following students for their achievements in learning English.

Wishing all students and families a restful break, and a Happy Easter to those celebrating. We look forward to seeing you in term 2.

Kind regards,

Yiota Chronis
IELP Senior Leader



Reception (M10)
Virginia Wong

Ethan S

Year 4 (M6)
Shah Chowdhury

Asad A

Year 1 (M9)
Erin Pedler

Hansol C

Nina Z

Juthika K

Year 4/5 (M6A)
Ravinder Kaur

Gayu R

Winston Z

Year 1/2 (M8)
Chamila Chandresena
Kathy Papas

Hashir J

Catherine S

Ubbay A

Year 5/6 (M5)
Rachel Colquhoun
Sarah Foureur

Ethan R

Zoya S

Leo X

Hanul C

Karthi R

Dewmith W

Year 3 (M7)
Patricia Fernandez

Emily R

Alrayyan A

**AUTISM
INCLUSION
TEACHER**



April is Autism Month

(World Autism Awareness Day: April 2nd)

Autism Month is about raising awareness, acceptance and inclusion of autism. More than 205,000 Australians are autistic and 1 in 4 Australians have an autistic family member.

Wednesday, April 2nd (Week 10) is World Autism Awareness Day. This global event has been running since 2007. It's a time to celebrate the achievements of autistic people and raise appreciation of neurodiversity within our community. Together we can move beyond awareness of autistic traits, and strive for real acceptance of different ways of being.

At East Torrens Primary School, we are dedicated to creating an inclusive environment where every student feels valued and supported. Our Autism Inclusion Teacher (AIT), Zebedy Hallett, promotes inclusion and diversity by sharing best practices and resources through the AIT initiative.

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.



Respect



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Promoting Autism Awareness



AUTISM INCLUSION TEACHER INITIATIVE

World Autism Awareness 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 (UNCRC, 2016).



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Respect



Empathy



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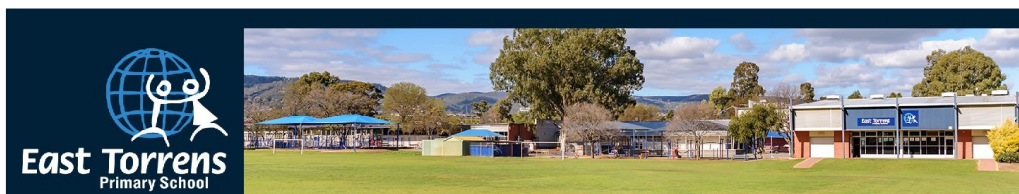
Community



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2025

If your child is due to start school in Term 3 of 2025, please complete the online Registration of Interest immediately




Is your child due to start Reception in Term 1 or Term 3 of 2025?

Please visit our website www.ettorrensps.sa.edu.au to complete our registration of interest form.

<https://www.ettorrensps.sa.edu.au/enrolments/registration-of-interest/>

For information regarding our Principal's School Tours please visit <https://www.ettorrensps.sa.edu.au/enrolments/school-tours/>

There two intakes per year		
 <p>Registration of Interest forms to be received by the school.</p> <p>Email sent regarding placement at ETPS</p> <p>Acceptance of Enrolment offer due</p> <p>Attend scheduled enrolment meeting</p> <p>Attend 3 scheduled Transition Visits</p>	<p>Children who are born between 1st November and 30th April, will commence in Term 1 of the following year and complete 4 terms of reception.</p>	<p>Children who are born between 1st May and 31st October, will commence in Term 3 and complete 6 terms of reception.</p>
	TERM 1	TERM 3
	<p>Due: Term 2, Week 10 - 5/7/2024</p> <p>Please submit your Registration of Interest as soon as possible in order to be placed on our waiting list. The enrolment officer will acknowledge your submission via email.</p>	
	<p>From: Term 3, Week 1 21/7/2024</p>	<p>From: Term 1, Week 10 31/3/2025</p>
	<p>Due: Term 3, Week 2 1/8/2024</p>	<p>Due: Term 1, Week 11 11/4/2025</p>
	<p>Term 3, Weeks 9 & 10 15/9/2024 to 24/9/2024</p>	<p>Term 2, Weeks 2 & 3 5/5/2025 to 14/5/2025</p>
	<p>Term 4 Wednesday 20/11/2024 Wednesday 27/11/2024 Wednesday 4/12/2024</p>	<p>Term 2 Wednesday 11/6/2025 Wednesday 18/6/2025 Wednesday 25/6/2025</p>



Respect



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2026

If your child is due to start school in 2026, please complete the online Registration of Interest form to be added to our waiting list.



Is your child due to start Reception in Term 1 or Term 3 of 2026?

Please visit our website www.ettorrensps.sa.edu.au to complete our registration of interest form.

<https://www.ettorrensps.sa.edu.au/enrolments/registration-of-interest/>

For information regarding our Principal's School Tours please visit

<https://www.ettorrensps.sa.edu.au/enrolments/school-tours/>

There two intakes per year



Children who are born **between 1st November and 30th April**, will commence in **Term 1** of the following year and complete 4 terms of reception.

Children who are born **between 1st May and 31st October**, will commence in **Term 3** and complete 6 terms of reception.

TERM 1

TERM 3

Due: Term 2, Week 10 - 4/7/2025

Please submit your [Registration of Interest](#) as soon as possible in order to be placed on our waiting list. The enrolment officer will acknowledge your submission via email.

Registration of Interest forms to be received by the school.

Email sent regarding placement at ETPS

From: Term 3, Week 1
21/7/2025

From: Term 1, Week 10
30/3/2026

Acceptance of Enrolment offer due

Due: Term 3, Week 2
1/8/2025

Due: Term 1, Week 11
10/4/2026

Attend scheduled enrolment meeting

Term 3, Weeks 9 & 10
15/9/2025 to 25/9/2025

Term 2, Weeks 2 & 3
4/5/2026 to 14/5/2026

Attend 3 scheduled Transition Visits

Term 4
Wednesday 19/11/2025
Wednesday 26/11/2025
Wednesday 3/12/2025

Term 2
Wednesday 10/6/2026
Wednesday 17/6/2026
Wednesday 24/6/2026



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