



Mark Oliphant College B-12

*"The future is now..."*

**MOC**

**NEWSLETTER**

**TERM 2, WEEK 8**

**21 JUNE 2019**



Pictured (from left): Children's Centre, Year 3 Sustainability, Year 6 Camp, Year 10 Drama

*"Most great learning happens in groups. Collaboration is the stuff of growth."*  
- Sir Ken Robinson

## PRINCIPAL'S REPORT

It certainly has been a very busy 5 weeks since our last newsletter with a variety of activities and learning experiences for both staff and students.

Of note was National Reconciliation Week on 27 May to 3 June. This year's theme is *Grounded in Truth – Walk Together with Courage*. You may have noticed the footprints being displayed around the school in recognition of this theme. Yet we must remember that the process of reconciliation is not defined by an event but is one of ongoing dialogue and understanding.

Reconciliation Australia provides a powerful statement on the importance of truth to the ongoing process of reconciliation:

*At the heart of reconciliation is the relationship between the broader Australian community and Aboriginal and Torres Strait Islander peoples. To foster positive race relations, our relationship must be grounded in a foundation of truth. Aboriginal and Torres Strait Islander peoples have long called for a comprehensive process of truth-telling about Australia's colonial history. Our nation's past is reflected in the present, and will continue to play out in future unless we heal historical wounds. Today, 80 per cent of Australians believe it is important to undertake formal truth telling processes, according to the 2018 Australian Reconciliation Barometer. Australians are ready to come to terms with our history as a crucial step towards a unified future, in which we understand, value and respect each other. Whether you're engaging in challenging conversations or unlearning and relearning what you know, this journey requires all of us to walk together with courage. This National Reconciliation Week, we invite Australians from all backgrounds to contribute to our national movement towards a unified future.*

As educators and as a community, we play a vital role in ensuring that young people understand the truth and the impact of Australia's colonial history and the ongoing impact of institutional racism. You can learn more at the Reconciliation Australia website. (<https://www.reconciliation.org.au>)

Early next term, Mark Oliphant College will celebrate NAIDOC Week, providing an important whole-of-community celebration of Indigenous culture and heritage. It is important to acknowledge, however, that every day we work and learn on Kurna land.

Our school serves students from diverse backgrounds from across the world. These include students of Aboriginal and Torres Strait Islander heritage from across Australia and amongst these are the elders of tomorrow, who will continue a millennia-long connection to this land.

One emerging concern that we have noticed is a number of students arriving late to school. It is extremely important that students come to school regularly and on time.

Being half an hour late to school each day from Year 7 onwards equals five days absence per term. This means missing over a half a year of schooling by the end of Year 12. Students who are late miss the getting organised part of the day and tend to spend the rest of the day trying to catch up. Furthermore, often there is unnecessary pressure placed on the teacher in order to try and catch the student up. This can take time away from the remainder of the class. Students arriving late to school must have a note from their parents/carers outlining the reason for the lateness. I ask that parents support the school by ensuring their son / daughter arrives at school on time and prepared for lessons. We will be monitoring and following up patterns of regular lateness to determine the reasons and to establish processes to support the students in order to maximise their learning.

Similarly, with attendance. A secondary student, for example, who misses school on average 1 day per fortnight, will begin their Year 12 studies having missed the equivalent of a half a year of schooling. This statistic would be worse if we take into account their primary years of schooling where it could quite conceivably be the equivalent of a year of their schooling.

This will be an ongoing focus for our school for the remainder of the year to ensure students are supported and are not significantly disadvantaged through patterns of absenteeism.

I would also like to highlight that early pickups too can significantly disrupt the learning of our students. Again if I could ask that parents and or carers take this impact on the children's learning into account that would be greatly appreciated.

As this is the last newsletter prior to the holidays I would like to wish you all a safe and restful break.

**Kym Grant, Principal**

## DIARY DATES

### TERM 2

#### Week 9:

Until 26/6 Operation Flinders Excursion  
27/6 Parent Wellbeing Forum  
28/6 Bush Kindy Foundation Excursion - Para Wirra Conservation Park (Madison OOB)

#### Week 10:

3/7 MY Assembly  
Careers Expo 2-5pm  
4/7 PY Assembly  
5/7 End of Term -  
**EARLY DISMISSAL 2PM**

6/7 - 21/7 School Holidays  
7/7 - 14/7 National NAIDOC Week



### TERM 3

#### Week 1:

22/7 First day of Term 3  
22/7 - 26/7 MOC NAIDOC Celebration Week



Government of South Australia  
Department of Education

Ph. (08) 8209 1600  
[www.moc.sa.edu.au](http://www.moc.sa.edu.au) | [info@moc.sa.edu.au](mailto:info@moc.sa.edu.au)  
99 Douglas Drive, Munno Para SA 5115



## CHILDREN'S CENTRE

What a blissful afternoon we had under the verandah last Thursday! Our Session 2 children enjoyed creating beautiful artworks on canvas with Aboriginal artist and Children's Centre volunteer Rhiannon and her daughter Tilaney during Reconciliation Week. Through this experience, our children learnt about Aboriginal culture and art when painting emu tracks, kangaroo tracks, campfires, bush berries and water holes as well as different painting techniques and colour mixing. It was a wonderful experience enjoyed by all and we look forward to continuing to collaborate with Rhiannon through regular arts experiences. The artworks will be proudly displayed in the Children's Centre foyer soon alongside our Reconciliation Action Plan so be sure to check them out!



## FROM THE HEAD OF EARLY YEARS

As we near the end of term again I reflect upon the rich learning that is occurring throughout the Early Years. This term has seen a dedicated focus on Sustainability across the Children's Centre to the Primary Years. As we head towards Term 3, students are deep into their class sustainability inquiry. The excitement, curiosity and engagement that has been building throughout the term can be seen in both the children and educators. Challenging their knowledge and driving them to look at things within our school and community with a broader lens.

Sustainability is a cross curricular priority and Education for sustainability develops the knowledge, skills, values and world views necessary for children to act in ways that contribute to more sustainable patterns of living. Children reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence. (ACARA)

I am looking forward to the opportunity for our children to share in their learning at our Exhibition of Learning later in Term 3.

**Candice Horton, Head of Early Years**



## EARLY YEARS NEWS

We are almost at the end of Term 2 and it has been full of many wonderful events. We started the term with swimming, with Early Years Students attending lessons at the Aqua Dome. In Week 4 the school experienced a wonderful reading of *Alpacas with Maracas* during National Simultaneous Storytime.



**Assembly** - On Friday in Week 9 we will have our last assembly for the term. At assembly we will be presenting awards for Nights of Reading, Attendance, Yard Star and one winner will receive a Super Yard Star. Look out for our Facebook post in Week 9.

**Attendance** - Our average attendance across the Early Years is 96%. Considering this is the term where sickness increases this is a wonderful achievement. At the assembly, students will be awarded a certificate with an attendance rate of 100%, 99% or 98%. This term we introduced an Improved Attendance award where students have shown an increase in their attendance compared to last term.

**Uniform** - It is important now with the colder weather to ensure students have their school jumpers and warm grey or black pants. If students need to borrow a school jumper, we have plenty available. There are also times where staff will lend out clothing to students. If your child has come home with a change of clothes, we ask that the items be washed and returned.



NAIDOC WEEK DISPLAY

Cultural Workshops

# VOICE TREATY TRUTH

NASSA Welcome to Country Video

Staff Morning Tea

Mark Oliphant College Celebrating  
22nd-26th July

**NAIDOC Week 2019**

Let's work together for a shared future.  
naidoc.org.au

#NAIDOC2019 #VoiceTreatyTruth



## EARLY YEARS - YEAR 2 NEWS

**Literacy** - In writing, the Year 2s have been learning about sentence structure and how to form a coherent piece of writing. They are working on building their stamina to write pieces of an increased length by incorporating the required features of the relevant genre and adding more detail. In reading, students have been practicing using a variety of reading strategies to decode more successfully and build a deeper comprehension of the text. Many students have been excited to move their marker on the Nights of Reading chart and we encourage reading to continue at home so that children continue to progress.

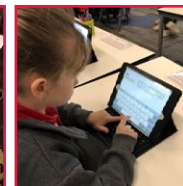
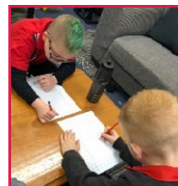
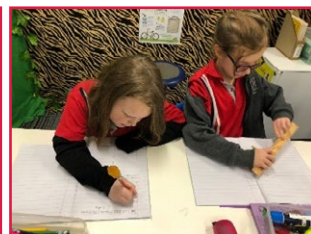
**Maths** - This semester we have covered a range of Maths topics including measurement, calendars, shape, number patterns, problem solving, money, fractions and we have just started our unit on time. Students have enjoyed a range of hands on activities to help them develop their knowledge and skills. Many of these topics have real world applications and can be practiced at home; for example reading the time on the clock together, using measurement while cooking and equally sharing items between members of the family, just to name a few.

**Wellbeing** - In responding to students' needs we have been focusing on developing resilience and the mindset of worrying about yourself rather than the actions of others. We have been discussing strategies students can use when they encounter minor problems so that they can confidently work through them and continue on with their day without the learning of themselves and others being interrupted.

**Science/Health & PE** - This term in Science, the Year 2 students have been learning about different types of forces. They have participated in various investigations to learn more about pushes and pulls, buoyancy, friction and gravity. In Physical Education students have been working on developing their Fundamental Movement skills such as skipping, jumping, kicking and bouncing. In health classes we have been learning about how to keep safe and what to do during emergency situations.

**Arts/Technology/History/Geography** - In the Design and Technologies strand of Technologies, students have been learning about the design process. This includes reviewing the design brief, planning what they will make, explaining how it meets their design brief, troubleshooting any possible problems, listing their materials and finally, making their final product. After this they engaged in sharing with their peers and reviewing their own and each other's products.

FANTASTIC!



## FROM THE HEAD OF PRIMARY YEARS

Over the past few weeks teachers have been busy writing student reports which you will receive at the end of term.

As a parent/carer/guardian you will receive two written reports each year. These reports will help you understand how your child is progressing and how schools support your child's development. Teachers plan, teach, assess and report students' learning using the Australian Curriculum. The Australian Curriculum sets high standards for what all young Australians should be taught and what they should know and be able to do as they progress through school. Each learning area has achievement standards. These standards describe in plain language what students should typically know, understand and be able to do, by the end of each year level. You are encouraged to read through the standards for each subject area and year level, and when students are expected to achieve them, on the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au). The website also includes helpful examples of student work at different levels of achievement.

Written reports are just one way that schools communicate with you about how your child is progressing at school. All schools in South Australia provide parents and carers with two written reports each year that:

- report on all subjects studied by their child
- are based on a five-point achievement scale
- use plain language
- identify areas of strength and areas that need more development.

Years 1-10 student reports are based on an A-E achievement scale, supported by a description of what this means in relation to their progress against the achievement standard. Reports for Reception students use descriptive wording about students' progress over the year referenced to the Reception level achievement standard.

If you receive your child's report and wish to have a further discussion, please make contact with your child's Home Group Teacher or a member of the Primary Years Leadership Team.

**Ella Ailmore, Head of Primary Years**



## MACQLIT

Primary Years has been working hard to implement the MacqLit Program this term. MacqLit is a reading intervention program that focuses on phonemic awareness, phonics, fluency, vocabulary and comprehension. Lessons kicked off in Week 6 and it has been a great success. With ten groups in total, many students are getting the help that they need.

SSOs as well as the students are enjoying running the sessions each morning. As a SSO myself, I can say that the sessions are fun and a great way to start the day. Students are enjoying working in small groups with their peers. The small group work definitely makes the program more interesting and effective.

Primary Years are looking forward to continuing with this program and seeing students' reading abilities develop.

**Laura Porter**



## READING IN CLASSROOM 9.6

Guided reading is a small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. After assessing their strengths and needs, students are grouped for efficient reading instruction. While individuals always vary, the students in the group are alike enough that they can be effectively taught in a group. Texts are selected from a collection arranged along a gradient of difficulty. I select a text that students will be able to process successfully with instruction.

The research base for guided reading is presented in these eight components:

- Read-aloud • Phonics • Spelling • Language instruction • Comprehension
- Guided Reading • Independent Reading • Conferring



## PY PEDAL PRIX

### MOC "Isotope" Hits The Road Racing, Powered by PY

Last year, you may have seen this car driving round the Village Green after school, as a Children's University activity. This year we've levelled up, and our PY students had their first chance to race the Pedal Prix car against other primary school teams for the first time last Sunday in the Australian Human Powered Vehicle Super Series.

Twelve PY students from Years 5 and 6 joined the MY and SY teams at Victoria Park for their first 6-hour race, keeping the car continuously moving around the 1.4km track for 80 laps (over 100km). On the bus to the race, Mr Ames was pessimistically predicting that our PY team wouldn't even finish the race, so Mr Page offered donuts if the team finished. Needless to say, our PY champions proved Mr Ames wrong and finished ahead of eight other primary school teams, and the bus back to school had to stop at Krispy Kreme for donuts that were enjoyed by the team at school on Monday.

The PY team will continue to train as a Children's University activity on Thursdays after school with Mr Page, as we are racing again at Victoria Park next term on July 28th (another 6-hour race), and then preparing for "the big one" at Murray Bridge on the weekend of September 21/22.

See <http://www.ahpvss.com/> for more information on this sustainable form of racing. We're also looking for a few more riders/helpers/supporters, so come along and watch/try on a Thursday to see if you would like to join the "Isotope" team!



## PY WELLBEING

Dear Parents and Caregivers,

It's hard to believe that we are almost halfway through the 2019 school year!

Just a few key points from me this week:

- **Attendance:** It's great to see improvements in our students attending more consistently and on time. As always, if your child has to be away - please inform your child's teacher of the reason.
- **Uniform:** at this time of year we understand the difficulties of getting clothes dry or children misplacing jumpers etc. Please communicate with your child's teacher if there are any issues. I have a supply of new uniform items for loan or we can make any other necessary arrangements to assist you such as supplying unclaimed and unnamed jumpers from lost property.
- **Recess snacks / Lunches:** Children certainly seem to be eating more in winter! If your child has forgotten food and you cannot leave it at the front office, we can supply a sandwich/muesli bar and sometimes fruit. However, we don't have sufficient food to supply replacement food if your child doesn't like whatever they bring from home! Children can also come to Building 9 at the beginning of the day if they have not had breakfast. This helps provide them with the energy for a day of learning.
- **Parent/Caregiver Contact Details:** It is extremely important that we are able to contact you. Please ensure your phone contact details (plus emergency numbers) and address are updated if there have been any changes. A form for this is available from the front office.

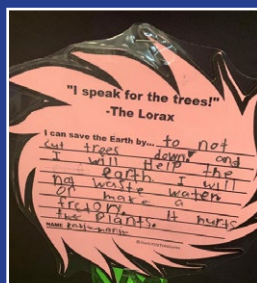
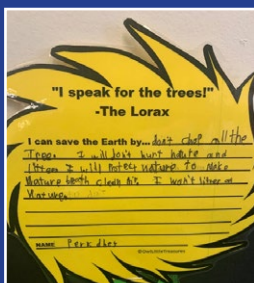
Please don't hesitate to get in touch with me if you have anything you would like to discuss with me about your child's wellbeing. A prior appointment is always preferable as I am often working directly with children and teachers.

**Barry Solomon, Leader Learning and Wellbeing**



## SUSTAINABILITY

In Year 3, we are looking at how to reduce plastics in the oceans and waterways. We are also focusing on the effects on plastics on our sea life. For World Environment Day we went for a walk to our local waterway to pick up rubbish and understand that all our rubbish somehow ends up in the ocean which then harms our sea life. The students have now made pledges to commit to an action to help save the Earth.



## LOCHIEL PARK EXCURSION

Lochiel Park was a great educational experience for the Year 4 students to investigate and explore sustainable lifestyles. Lochiel Park is a model green village and home to over 150 residents enjoying sustainable living using the best sustainable technologies available.

Here are a few highlights of our day:





## YEAR 6 CAMP

### **My Time At Arbury Park Camp By Jack Brown (Year 6 student)**

Camp was amazing! Bush survival was the best! We learnt how to work together as a group. Sleeping in the dorms with your friends was the best. The food was awesome! I had a great time at camp.

### **My Time At Camp - By Theodore Adam (Year 6 student)**

If you plan on coming you'll enjoy it and want to stay. There were proper caterers that made delicious foods. There were six meals in order from breakfast, morning tea, lunch, afternoon tea, dinner, and supper.

The activities were fun. My favourite activity was bush survival - your plane crashes and you survive with other students, start a campfire and make dampers, shelter or get the food. Next was a bridge - you build a bridge across the "river" using teamwork (one rope tied on the other end rope). We eventually got across before the other team. Giant Spider Web - you have to get through the web without touching it. I did a barrel roll through the side to get people through the web. We all crossed the web. There was orienteering, bushwalking, water life and bush survival.



## MIDDLE YEARS

### **Term 2 - Where Did You Go?**

Term 2 has flown by with an extremely busy time in the Middle Years. The Middle Years leadership consisting of Stella Reid – 7/8 Year Level Manager, Elle Penekelis - 9 Year Level Manager, Nigel Herbert – Wellbeing Leader and myself Jacky Smith – Head of Middle Years have had the opportunity to work with your students in a huge variety of different ways. You may wonder what our roles entail. We work with your students to provide support in areas such as education, social, emotional and behavioural needs. We do this with individuals, small groups or whole classes. We also work collaboratively with families, the school community and external agencies to support your student in becoming a well-rounded young person. We always aim to work proactively as a team to respond to students needs within the principals of prevention and early intervention.



We have a range of different skills that we put into practice that enables us to assist students, parents and teachers with issues that can affect your student's educational progress. This can range from learning difficulties, behaviour management, social skills, family relationships, grief and loss, personal development, protective behaviours, transition, conflict resolution and restorative meetings. We achieve this through a number of ways including; social and emotional assessment and recommendations for support, counselling (individual and group), referral's to and liaison with community agencies and other professionals, in-servicing and consultation with school staff, parent education and discussion groups, curriculum development, mediation and negotiation and confidential discussions.

### **Middle Years Blitz.....**

**Uniform** – As the weather gets colder and the sunshine disappears so does it seem our school uniform. School uniform is an important part of being at school, it is an equalizer amongst students, and it keeps our students safe and creates a sense of pride in our identity as a school community. Please encourage your students to wear the correct school uniform which consists of a school jumper, a school polo shirt and black or charcoal grey pants (no leggings, ripped or blue denim jeans). Our Uniform Shop has a range of school uniform options available. For families that are in financial difficulties you are invited to complete a uniform funding application form for financial assistance through the Governing Council. This application form can be provided to you at your request.

**Mobile Phones** – Are not permitted in class, mobile phones are a distraction to the students learning and can often lead to inappropriate mobile phone use. Whilst students need mobile phones for safety reasons, walking to and from school for example, they are not required for your students' success in class. Students will be asked to put their mobile phones away in class and non-compliance with this will result in the school's behaviour management process being followed by teachers and leadership. Please work with us to encourage your students to do the right thing. There is an option for your students' mobile phone to be locked in the school safe during school hours, please advise us if you would like your student to access this option.

We thoroughly enjoy working with your students and giving them the support that they need to have a strong sense of self and identity so they can flourish within our school community. If there is anything you would like us to support your student with, please feel free to make an appointment with us and come in for a chat. We have an open door policy in the Middle Years and are looking forward to working with you and your student next term.

**BE SAFE + BE RESPECTFUL + BE RESPONSIBLE = BE SUCCESSFUL**

## NASSA DEBATING COMPETITION – ROUND 2

On Tuesday of Week 5, the second round of the NASSA Debating Competition at Twelve25, Salisbury took place. This time, the debate topic was 'That Millennials have it harder than Baby Boomers'. The MOC team were superb in bouncing back from their previous loss against Paralowie to show Craigmores how it's all done and take home the win. An extra special congratulations to Thomas O'Donnell who came away with the Best Speaker award. We're right on track to secure ourselves a spot in the finals at the end of the year!





## THE ARTS

The Arts faculty has been very busy throughout Term 2; since the last newsletter we have had many more opportunities for our students to learn and develop their skills as well as share their talents with our school community.

Congratulations and thank you to Ms Julia Cricelli and her Year 10 Drama Students on their very successful production in Week 6. It was so wonderful to see our students perform in an authentic setting to an audience as an ensemble and as soloists.

Another wonderful example of students sharing their talents was our Year 11 Photography class excursion to Resthaven Craigmore. With the help of Mr Stuart Hazeldine, our students set up an intimate exhibition of their best photographic work and engaged with residents to chat about their photography skills, techniques and tasks. It was truly heart-warming to see the cross-generational interactions which delivered very positive outcomes for our students and the aged care residents. I thank Stuart for all the extra work that goes in to organizing not only the exhibition but also the excursion.

In addition to all of these fabulous things happening in our Middle and Senior Years classes, our Primary Years students have been getting more involved in Music! Eight lucky Year 5/6 students have begun instrumental music lessons on woodwind and brass instruments and they now make up our very own 'Beginner Band'. We look forward to seeing this program grow and develop over time!

It's not only our Arts students learning and gaining new skills, the Arts staff have also recently undertaken lots of Professional Development to continually reflect on and improve our teaching practice. All Secondary Arts staff participated in a special "Literacy and the Arts" half day workshop with guest speaker Dr Rosie Kerin and many other colleagues from NASSSA Schools. Later in the week we followed this up with some work on 'Collaborative Moderation' which saw us looking at making consistent and comparable judgements in finding evidence of student achievement.

Our Primary Years NIT teachers also spent a Professional Development day working with Ms Amelia Monaghan to learn about the Charanga Music Resource which we look forward to using with our Primary students in the coming terms. Amelia demonstrated how the online resource works with some of our classes here at MOC which was also an amazing opportunity for our students to have a special Music lesson with a guest teacher!

**Tahlia Neale, Arts Coordinator**



Julie Yalung gifted her work "The Promised Son" to this lucky resident



Mr Stuart Hazeldine & Year 11 Photography



Liam Bennett talking to residents



Riely Borg & Doan Vo (Flutes)



Jacob Champion (Clarinet) & Jakson Benbow (trumpet)



Staff Professional Development



Year 4 students learning recorder



Year 6 students learning about Djembe drumming



## YEAR 10 NEWS

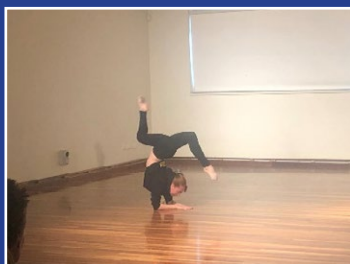
On Wednesday and Thursday of Week 7, Year 10 students sat mock interviews as part of the 2019 PLP program. The purpose of the interviews were to simulate a real life situation - a job interview. Students participated in the application process of selecting a job advertisement they were interested in, writing a resume and a cover letter and sitting the interview. The interviews were facilitated by members of Flinders University and The Smith Family. Feedback from the students suggested that the interviews were worthwhile, enjoyable and assisted students in boosting their confidence. The professionalism and enthusiasm displayed by the students highly impressed the interviewers and most indicated that they would hire students based on their preparation.

Starting this week, Year 10 students sat their first exams for Maths, English, HASS and Science. Evidence suggests that both studying for and sitting exams deepens learning. The process of thinking and retrieving information strengthens memory pathways for future uses. We wish the Year 10s the best in their exams.



## YEAR 10 DANCE/DRAMA

On the 4th of June, Ms Cricelli's Year 10 Drama and Dance students performed their production of 'Crazy' which saw both actors and dancers combining their skills to create a finished creative product that we are very proud of. The night also included solo performances from Cecilia Oxlade, Danielle Richardson and Alisha Meyer. We were particularly excited to share what we have been working on with our families and friends and it was a wonderful chance for the students to perform in an authentic setting.



## WORK EXPERIENCE - BIG CHILDREN'S FESTIVAL

Our very own Ethan Burnell, and other young budding DJs from other schools in the north worked with the team from Northern Sound System, hosting 10-minute interactive dance parties like no other, for students across South Australia.

The dance parties, located in a transformed shipping container, provided young people with an experience of sound, colour, light and art. Artist, Joseph O'Farrell, worked with young people from the northern suburbs by providing these wannabe DJs with skills in music production and facilitation to lead the dance parties. While providing young people with new skills, the positive and re-affirming experience was aimed to prove the power of music to lift the spirits, motivate the mind and bring people together.

We are very proud of you Ethan! Well done!

AWESOME!





# Mark Oliphant College Subject & Career Expo

# 2019

## WHAT ARE YOUR FUTURE GOALS? WHAT CAREER PATH DO YOU WANT TO TAKE?

### WHO WILL BE THERE?

SPEAK WITH UNIVERSITIES, DEFENCE, SAPOL, TEACHERS,  
VARIOUS TRAINERS & EMPLOYERS TO HELP YOU JUMP START  
YOUR CAREER, CHOOSE YOUR SUBJECTS & FAMILIARISE  
YOURSELF WITH VARIOUS PROFESSIONS AND CAREERS

**DATE: Wednesday 3rd July**  
**LOCATION: MOC, Building 2**  
**TIME: 2.00PM - 5.00PM**

Made with PosterMyWall.com

### ROLL UP! ROLL UP!

It's nearly time for the **2019 Gawler Show** and we would love to hear from you!

Families can help children can take part in the following competitions:

- Junior Handicrafts
- Wool
- Poultry
- Produce
- Cookery & Preserves
- Handicrafts
- Paintings
- Extra Virgin Olive Oil
- Cattle
- Goats
- Pigeons
- Floriculture
- Needlework, Knitting & Dressmaking
- Photography
- Budgerigars, Canaries & Caged Birds
- Horses

Entry is easy! Decide what you would like to enter and complete the entry form by visiting [www.gawlershow.org.au](http://www.gawlershow.org.au) (Competition closure dates are available online).

We're looking forward to seeing you on the show weekend

**Saturday 24th & Sunday 25th August 2019.**



## Parking Safety

### In the City of Playford

#### No Stopping

You must not stop in a 'No Stopping' zone at any time unless it is restricted at certain times, e.g. schools may restrict parking during specified times Monday to Friday between 8-9am and 3-4pm only. Times would be added to the sign to indicate the times when stopping is not permitted. This also applies to: **Mail Zones, Bus Zones and Taxi Zones** where marked.



**You must not stop on a road with a continuous yellow edge line.**

#### No Parking - school zones

You may drop off and pick up in this zone, it is used around schools for dropping off/picking up children, you cannot leave the vehicle and there is a **2 minute** limit.



**Parking restrictions at schools are for the safety of your children.**

Local Councils impose a variety of parking restrictions at and near schools to achieve a safer environment for your children. These restrictions are also to optimise traffic safety and movement.

#### Disabled Parking

You must not stop in a parking area for people with disabilities unless:

- Your vehicle displays a current Disabled Parking Permit
- You comply with the conditions of the Permit

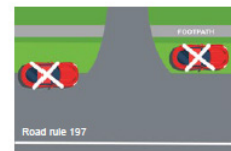


#### Parallel Parking

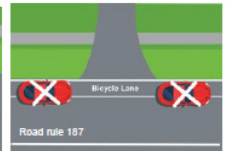
A parked vehicle must face in the direction in which vehicles lawfully drive on that road/road-related area.

#### Stopping on a Path, Dividing Strip, Nature Strip, Painted Island or Traffic Island

You must not stop on a footpath, bicycle path, shared path or dividing strip, or a nature strip adjacent to a length of road in a built up area unless there is a permissive parking sign for that place.



Kerbs and Nature Strip

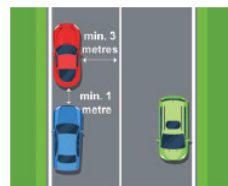


Bicycle Lane

#### Double Parking

You must not stop where any part of your vehicle is between the centre of the road and a car parked at the side of the road.

Road rule 208



Solid White Centre Line



Narrow Street



Narrow Street

#### Entrance ways

A vehicle must not park over council verge area (footpath or crossover). This rule applies to the general public as well as the owner of the property.



Driveway

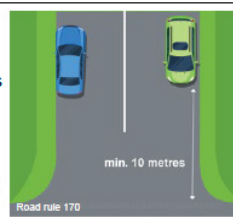


Entrance Way

#### Intersections

A vehicle mustn't stop or park within 10 metres of an intersection.

If the intersection has traffic signals, vehicles must not park within 20 metres.



Intersection

#### Fire Hydrants

You must not park within one metre of a fire hydrant, fire hydrant indicator or fire plug indicator.

For more information visit the Driver's handbook at [mylicence.sa.gov.au](http://mylicence.sa.gov.au)

Fines apply for failure to comply with these restrictions [playford.sa.gov.au/parking](http://playford.sa.gov.au/parking)