

PARKTONE NEWSLETTER

Edition 7 – Term 4 2025

Vision

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine.

Mission

Identify the talent, develop the confidence and create the leader.



We acknowledge the traditional custodians of the land on which we are gathered here today and we pay our respects to the Elders past, present and emerging for they hold the memories, the culture and dreams of the Aboriginal and Torres Strait Islander people.

From the Principal Genevieve Casonato

The final term of the school year is always a busy and exciting one as we ensure all student learning is completed and assessed in alignment with the Victorian Curriculum. Alongside classroom learning, we continue to enrich students' experiences through a variety of engaging events and opportunities, including:

- Division Athletics Carnival
- Year 5 Parliament Role Play Incursion
- Division Basketball and Tennis Finals
- Parkdale Secondary meet with our Year 6 teachers
- Prep–2 Sports Day
- Storytime Sessions
- Japanese Day
- Year 4 "Mayhem and Maps" Incursion
- Prep–2 Concert
- 2026 Prep Transition Program
- Year 3 Polly Woodside Excursion
- District Lacrosse Gala Day
- Year 3 Sleepover

These activities not only complement classroom learning but also help students develop important skills such as teamwork, curiosity, and confidence. We are incredibly proud of the enthusiasm and engagement our students continue to show as we approach the end of another productive school year.

2026 School Leaders

In the coming weeks, I look forward to hearing leadership speeches from our current Year 5 students as they put themselves forward for 2026 School and House Captain roles. Each student will deliver a short speech to their peers in Years 4–6 and to staff, who will then cast their votes.

We commend every student who takes part in this process – it takes courage, confidence, and a true sense of community spirit to stand up and lead. I'm excited to listen and vote on Monday, 10 November.

Our 2026 leaders will be announced on Tuesday, 11 November, and the wider school community will be informed the following day.

Good luck to all students participating – we are so proud of you for stepping up and giving it your best!

Important Dates

November

- 4th – Melbourne Cup Day
- 7th – Year 3 Sleepover
- 28th – Curriculum Day

December

- 2nd & 3rd – Year 6 Lifesaving
- 5th – Parktone Talent Quest
- 8th & 9th – Year 5 Lifesaving
- 10th – Year 4 Lifesaving
- 11th – Year 3 Lifesaving
- 11th – Carols on the Green
- 17th – Up Day
- 19th – Last Day of Term 4 (1.30pm finish)

Some events subject to change. Please check the Compass calendar for other event dates

School Support

Parktone would like to thank all parents who made financial contributions towards the school this year. If you have not made a contribution towards your child's learning in 2025, we still encourage you to do so via the Compass Portal and following the link *Course Confirmation/School Payments* or alternatively at the school office.

At Parktone, we purchase student learning materials on behalf of families to make things easier and to keep costs as low as possible. By sourcing these items for all students, we can ensure consistency and value for everyone.

Like all government schools, we rely on family contributions to help fund essential curriculum resources that enrich every child's learning experience. Each contribution directly supports our classrooms – from materials and equipment to hands-on learning opportunities that make education engaging and meaningful.

Thank you for your ongoing support and commitment to our school community.



Don't forget to follow us on Instagram!

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From the Principal continued....

What a Performance!

Our Prep-2 students truly shone on stage as they sang and danced in front of their families performing in the 'Pirates of Parktone'. Throughout Term 3, students rehearsed weekly in preparation for the big night, which took place on Thursday, 30 October.

This wonderful event was made possible through the dedication and teamwork of many staff. The Specialist team, Education Support Ruth Evans and many more worked tirelessly to prepare props and costumes, while class teachers and Education Support staff supported students on the day, helping them become familiar with the theatre and fine-tune their performances.

A special thank you goes to our Prep-2 Performing Arts teacher, Lisa McVilly, whose expertise, creativity, and countless hours of behind-the-scenes work ensured the concert was a resounding success.

Most importantly, our Prep-2 students were incredibly proud of their achievements. It was a joyful celebration of talent, confidence, and teamwork.

Japanese Day

What an incredible celebration of culture and creativity! We were so excited to welcome Japanese Day back to our school calendar this year. Sensei Alakus prepared an action-packed afternoon on Thursday, 23 October, giving students the chance to dive into the wonders of Japanese culture.

The school was buzzing with energy as everyone joined in a variety of hands-on, teacher-led activities such as:

- Beautiful blossom painting
- Origami and paper crane making
- Crafting miniature bonsai trees
- Expressive Manga drawing
- Designing colourful fans

Laughter, colour, and creativity filled every classroom! By the end of the day, students were thrilled to share their experiences – and proudly show off their amazing creations – with their families.

A huge thank you to Sensei Alakus and all staff who made this day such a memorable and meaningful celebration of learning and culture.

Prep- Year 2 Sports Day Fun

Our youngest students enjoyed a morning bursting with fun, energy, and teamwork as they showcased their athletic skills and sportsmanship during P-2 Sports Day. Students rotated through a range of exciting activities within their house groups, including high jump, hurdles, and the always-popular egg and spoon race. There was even a parent and teacher sack race, which had everyone laughing and cheering from the sidelines!

A heartfelt thank you to our amazing Year 5 students, who helped ensure the day ran smoothly and supported our younger learners throughout the event. Also to Mrs Brooke Hutson and Mrs Amy Miller who coordinated this event.

It was a joyful, action-packed morning that truly captured the Parktone spirit of fun, participation, and community.

2026 Prep Transition

Our 2026 Prep students will meet the specialist teaching team on Tuesday 19 November, and take part in their final transition session on Monday 9 December, where they will meet their 2026 classroom teacher.

To support parents as they prepare for the exciting Prep year ahead, we invite families to attend the Prep Information Night on Monday 17 November. We look forward to welcoming our newest learners – exciting times lie ahead for our 2026 Preps and their families!

Heartfelt Congratulations

The day of the concert rehearsal was extra special for Mrs McVilly, who was eagerly awaiting the exciting news that Miss Kelly had become a mum. Midway through the day, she was delighted to share with students and staff that she had officially become a grandma!

After the rehearsal, Mrs McVilly quickly left to meet her new granddaughter, Nora Jane, who was born at 12:12 p.m. on Wednesday, 30 October – before returning that evening for the Pirates of Parktone performance.

What an unforgettable and joy-filled day for Mrs McVilly and the whole Parktone community!



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From the Principal continued....

2026 School Structure

Term 4 is the time of year when staff confirm whether they will be returning to Parktone in 2026, taking leave, or exploring other teaching opportunities. Sadly, we will be farewelling several valued team members: Helen Kupfer and Kaye Ralph, who are returning to their base schools; Annie McGeachin and Sabrina Steele, who are heading abroad to teach; and Lisa McVilly and Dianne Meek, who are taking a well-deserved break next year. We warmly welcome Celeste Tripp, who will be joining our teaching team in 2026.

Next year, Parktone will operate 17 generalist classrooms and 5 specialist classrooms, alongside our Tutoring and Disability and Inclusion learning programs. Specialist classes will run Tuesday to Friday, offering Physical Education, Visual Arts, Performing Arts, Japanese, and STEAM. Students will participate in a semester each of Japanese and Performing Arts.

To better support delivery of the Victorian Curriculum, we will transition to 60-minute learning blocks in 2026. The school start and finish times will remain unchanged, though break times will be adjusted as follows:

- 8:50 – 9:00 | Ready to Learn
- 9:00 – 11:00 | Learning Time
- 11:00 – 11:30 | Break One
- 11:30 – 1:30 | Learning Time
- 1:30 – 1:40 | Eating Time
- 1:40 – 2:30 | Break Two
- 2:30 – 3:30 | Learning Time

In the classroom, the focus remains on learning, and students will continue to enjoy opportunities to socialise and play with other friends during break times.

Teacher year-level placements for 2026 will be finalised in early December. During Week 10, teachers will begin working within their 2026 year-level teams to analyse current student data and collaboratively plan curriculum units, ensuring a smooth and purposeful start to learning in 2026.

On our upcoming Curriculum Day (Friday 28 November), teachers will focus on finalising 2025 End-of-Year Reports, which will be distributed to parents on Monday 15 December.

Class compositions for 2026 are also being developed during this time. These will be finalised by the end of the first week of December. Teachers dedicate many hours to thoughtfully placing students in classes, considering learning needs, social dynamics, and wellbeing. Once classes are determined, I will allocate teachers to each group.

In 2026, we will continue to maintain average class sizes of 20 students in Prep to Year 3, and 26 students in Years 4–6. While class size can influence learning, research consistently highlights that the quality of teaching remains the most important factor in student success.

Students will meet their 2026 classroom teacher on Wednesday 17 December. During this session, they will engage in “getting to know you” activities and sample some of the learning experiences that await them in the new school year.

We recognise the importance of friendship in supporting a positive transition to a new class. To assist with 2026 class placements, parents will be asked to complete a Friendship Preference Form with their child. This form was recently sent home with your child and we ask that it is returned to their current classroom teacher no later than Friday 14th November. Due to the timeline we must follow, no late submissions will be accepted. This is a change from previous years, where students completed this process in class. Please take the opportunity to have a thoughtful discussion with your child about which peers they learn well with. Every student will be placed with at least one of their nominated friends.



FRIENDSHIP PREFERENCE FORM

Dear Parents,

We are asking you to sit down with your child to identify three friends that they work well with in a class. Your conversation should focus on who would be a positive ‘work buddy’ and someone who would bring out the best in them as a learner. Please include surnames.

We will ensure that at least one of the friends from the list will be in your child’s class.

We place an importance on all students forming and building positive relationships and when entering a new grade, it is a great way to achieve this.

If you can please have this form signed and completed and returned to your child’s teacher by **Friday 14th November**.

|

My Name Current Class

.....

Friend Name Friend Name Friend Name

.....

Parent Signature	
Student Signature	

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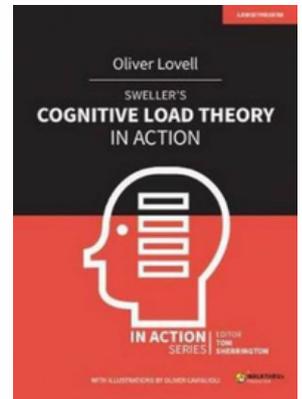
Teaching and Learning

Mel Bach – Assistant Principal

Supporting Student Learning: Understanding Cognitive Load and How We Teach

At Parktone Primary School, we are always working to strengthen the way our students learn and think. Two important ideas that guide our teaching are the Science of Learning and, in particular, Cognitive Load Theory, which underpins the Department of Education's Victorian Teaching and Learning Model 2.0 (VTLM).

This year, our staff have been engaging in a Book Club, where we've been exploring this theory together. Just like our students, we begin each session by recalling what we've previously learned. Each session is broken into small, manageable steps to help us, as learners, retain new information more effectively.



Cognitive Load Theory

Cognitive Load Theory is based on how the human brain processes and stores information. Our working memory can only hold a small amount of new information at one time, so if a task is too complex or has too many steps, it can quickly become overwhelming. When this happens, students may find it harder to concentrate or remember what they've learned.

Our teachers have been using aspects of this theory for quite some time—often without even realising it. This includes:

- Breaking tasks into smaller, more manageable steps
- Modelling examples before asking students to try independently
- Using visuals and worked examples to support understanding
- Providing opportunities for practice and feedback

By carefully managing cognitive load, teachers help students focus on the most important ideas—making it easier for them to remember and apply new learning over time.

C is for Categorisation
Categorisation of extraneous and intrinsic load

In order to *increase learning* the fundamental recommendation of CLT is to **reduce extraneous load** and **optimise intrinsic load**.

How This Connects to the Victorian Teaching and Learning Model 2.0

The VTLM 2.0 provides a shared framework for effective teaching across Victorian schools. It focuses on four key elements:

- Vision for Learning – shared expectations and goals for every learner
- Practice Principles – evidence-based teaching approaches that support effective learning
- Pedagogical Model – how teachers plan, teach, assess, and reflect
- High Impact Teaching Strategies (HITS) – practical strategies such as explicit teaching, questioning, and feedback

Cognitive Load Theory aligns closely with these elements. For example, when teachers use explicit teaching and worked examples, they are actively managing cognitive load so students can master new skills before moving on to more complex tasks.

THE EDUCATION STATE | **VICTORIA** Department of Education

Victorian Teaching and Learning Model 2.0

Elements of learning			
Attention, focus and regulation Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.	Knowledge and memory Refers to students processing new information in their working memory, where they connect it with existing knowledge in long-term memory, building mental models that integrate and organise knowledge.	Retention and recall Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.	Mastery and application Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.

Elements of teaching	
Planning Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multi-tiered system of supports.	
Enabling learning Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.	
Explicit teaching Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modeling practice, and using formative assessment and feedback to monitor progress towards mastery.	
Supported application Refers to the practices that maximise the consolidation and application of learning, including revisiting and reviewing knowledge, varying and spacing practice, organising knowledge and extending and challenging students as they move to mastery of new factual, conceptual and procedural knowledge.	

* Knowledge includes factual, conceptual and procedural knowledge. See AERO (2021), <https://www.aero.edu.au/resources/how-students-learn-best-2.0>

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Mathematics at Parktone

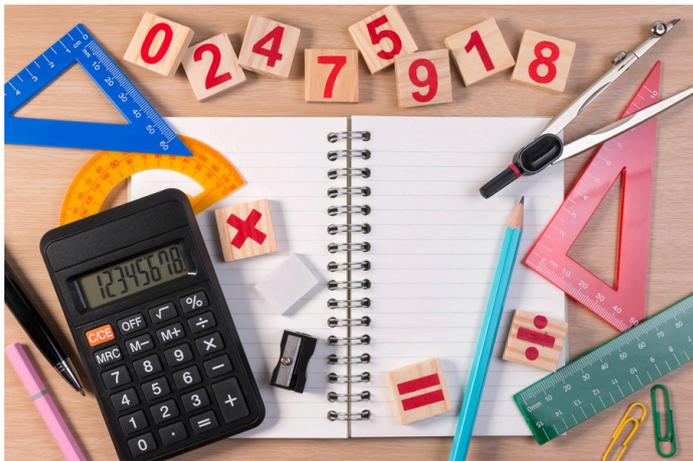
Brett Sargeant Learning Specialist for Numeracy

Each Maths lesson at Parktone begins with a Daily Review – a short, focused session designed to revisit and strengthen previously taught concepts. This helps students retrieve important knowledge, make connections between ideas, and build long-term understanding. Regular review ensures that what students learn in one unit continues to support their future learning.

Across the school, students have recently completed engaging Maths units focused on:

- Prep – Measuring and comparing mass
- Year 1 – Collecting and representing data
- Year 2 – Telling the time to five minutes and to the minute
- Year 3 – Conducting chance experiments and describing likelihood
- Year 4 – Exploring shape, including tessellations and symmetry
- Year 5 – Measuring and constructing angles
- Year 6 – Working with positive and negative integers

By combining daily review with rich, hands-on units, students are continually strengthening both their understanding and confidence in Mathematics.



Learning Snapshots – A Window into the Classroom

Amy Sharman – Learning Specialist

Learning Snapshots are a wonderful opportunity for families to see the learning journey of their child across the curriculum. They provide a window into the classroom, offering a glimpse of your child's work and progress throughout the term. Each snapshot includes a sample of student work along with a teacher comment highlighting achievements.

Your child's Term 4 Writing Snapshot will now be available to view on Compass. Our students are excited to share their work with you and celebrate the growth and effort they have shown this term.

If you haven't had the chance to check out your child's Learning Snapshots this year, jump on now and take a look – it's a great way to see just how much they've achieved!

Japanese Learning Snapshot Term 3 Foundation



This term in Japanese, Foundation students explored the theme of transport while continuing to build their language skills through play-based and interactive learning. They were introduced to common transport vocabulary in Japanese, engaging in activities such as matching words to vehicle images and creating craft models to reinforce their understanding.

Students also practised basic classroom phrases and manners, including greetings and expressions like *sumimasen* (excuse me), *arigatou gozaimasu* (thank you), and *nonde mo ii desu ka?* (May I have a drink?). These polite expressions helped students develop confidence in using Japanese in everyday classroom situations.

Throughout the term, students continued to develop their listening and speaking skills by focusing on pronunciation and intonation patterns. They expanded their vocabulary from simple sounds to frequently used words and phrases, laying the foundation for future Japanese learning in a fun and engaging environment.

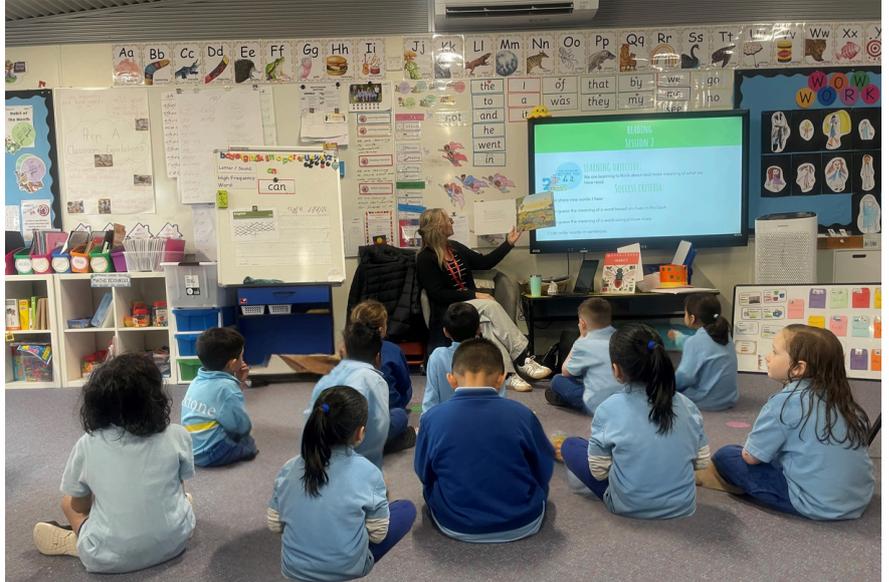


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What This Means for Students

By combining the Victorian Teaching and Learning Model with Cognitive Load Theory, our teachers are helping students to:

- Develop deeper understanding rather than surface learning
- Feel more confident when tackling new challenges
- Retain knowledge for longer
- Build the skills to become independent, lifelong learners



What Families Can Do

At home, you can support your child's learning by:

- Encouraging them to focus on one task at a time
- Asking them to explain what they've learned in their own words
- Helping them break homework into smaller, manageable parts
- Praising effort and persistence
- Ensuring they get plenty of sleep so their brain has time to process new learning



"Coming together is a beginning. Keeping together is progress. Working together is success."

– Henry Ford

LittleYellowStarTeaches.com

TOGETHER, WE CAN CONTINUE TO SUPPORT EVERY STUDENT TO REACH THEIR FULL POTENTIAL.

How We Support Every Learner at Parktone Primary School

A Tiered Approach to Student Learning and Wellbeing

At Parktone Primary School, we know that every student is unique. Each child comes to school with their own strengths, challenges, and needs. To ensure every learner receives the right help at the right time, we use a research-based framework called the Multi-Tiered System of Supports (MTSS).

MTSS is a proactive approach that allows us to deliver academic, social, emotional, and behavioural support based on individual student needs. The system is organised into three tiers of support, each building upon the other.



Tier 1 – Universal Support for All Students

A unique and vital part of Footy Day at Parktone PS is the opportunity it provides for students to connect with their teachers outside the usual classroom setting. Sharing the excitement of the day, cheering for teams together, and engaging in friendly competition helps strengthen the bonds between students and staff. These positive relationships foster trust and a sense of safety, which are crucial for students' wellbeing and academic success.

Tier 2 – Targeted Support for Some Students

Some students may require additional assistance to meet learning or behavioural expectations. Tier 2 offers small-group and targeted interventions designed to support specific areas of need.

What it looks like:

- Targeted literacy or numeracy support
- Behaviour support plans or mentoring sessions

We currently have four staff members working directly with students in Tier 2, providing support through small-group and one-on-one sessions. These focused interventions help students catch up, build confidence, and experience success in their learning.

Tier 3 – Intensive Support for a Few Students

For students who need highly individualised support, Tier 3 provides intensive, personalised assistance. This level of support is designed for students who have not responded to earlier interventions and require a tailored plan to succeed.

What it looks like:

- One-on-one instruction or behaviour support
- Individualised Education Plans (IEPs)
- Involvement from specialists (e.g., psychologists, therapists, case workers)
- Wrap-around services coordinated with families and external agencies
- Termly Student Support Group (SSG) meetings

Our Education Support (ES) staff play a vital role in Tier 3 by working alongside teachers to provide direct classroom support. Their contributions help ensure that students with complex needs are fully included and actively engaged in their learning.

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Wellbeing

Kaye Ralph – Assitant Principal

Assessments and External Referrals

It's important for families to be aware that the Department of Education no longer provides diagnostic assessments (e.g., for learning difficulties, cognitive functioning, or behavioural concerns) through the school system in most cases.

Families are therefore encouraged to seek assessments through external providers such as psychologists, speech pathologists, or paediatricians.

Once an assessment has been completed or a diagnosis provided, please contact your child's classroom teacher. They will arrange a meeting with our Wellbeing and Disability Inclusion Coordinator to review the report, discuss recommendations, and implement appropriate support plans or interventions.

This process ensures that teachers have the information and guidance needed to make effective adjustments that best support your child's learning journey.

A Whole-School Commitment

Our tiered approach helps us remain proactive rather than reactive. We identify student needs early, provide timely support, and work collaboratively to ensure every learner can thrive.

If you have any questions about the types of support available, or if you are concerned about your child's learning or wellbeing, please don't hesitate to reach out. Working in partnership with families is an essential part of helping our students reach their full potential at Parktone Primary School.

Together at Parktone, we're building a safe, inclusive, and responsive learning environment for all.

Student Support Group Meetings – Term 4

Thank you again to the parents and teaching staff who have attended Student Support Group (SSG) Meetings over the year. It has been a pleasure meeting with you all and discussing the progress and achievements of our students.

SSG meetings will continue to be held throughout the remainder of Term 4, ensuring that students' have the opportunity to have their learning goals reviewed before the end of the school year.

At a Student Support Group meeting, we discuss your child's education and identify ways we can best support them to achieve their goals. This term, we are reviewing student progress toward the goals set earlier in the semester and reflecting on their growth across 2025. These meetings also allow us to begin planning for your child's learning needs and goals for 2026.

Student Support Groups bring together those who have the knowledge and responsibility for a student's learning—parents, teachers, and support staff—so we can collaborate to develop meaningful educational goals and effective strategies to achieve them. This process involves understanding each student's interests, strengths, and areas for growth, and setting clear priorities for learning that can be monitored and celebrated.

We appreciate the ongoing support and partnership of our families in making these meetings a success. Working together, we can ensure that every student is given the best opportunity to reach their full potential.



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Performing Arts

Parktone Pirates Swashbuckling Performance!

Our wonderful Prep to Year 2 families were recently treated to a colourful and musical adventure on the high seas. The students performed wonderfully and entertained the audience with singing and dancing having practised for many months.



These were just some of the comments I heard during rehearsal day. It made me smile knowing our tech run lasted only four hours – when professional productions can take up to two days! Then I'd remind myself... our talented cast were only 5 to 8 years old!

The show was pure fun for both students and staff once we hit the stage. Behind the scenes was joyful chaos – the “shhh’s,” the “get into lines,” and “let Nicole through, she’s on next!” Ms Alakus called classes to the wings, while Ms Meek’s arm waved from behind the curtains, directing exits. There was silent laughter as boats were tied onto five-year-olds, a hilarious puppet show starring teachers, Preps, and Year 6s, and even a “rowboat” featuring Mr Feary and Mr Scott. Teachers beamed with pride as their classes performed; Mrs Kupfer squawked on stage as the parrot; and Ms McVilly, Mrs Meek, and our lighting whiz Cody called cues – sometimes perfectly, sometimes not! The juniors’ joy during The Wellerman finale said it all. It was a fantastic sight to watch!

A musical isn’t a small miracle... it’s a big one! Our incredible Specialist Staff came together as a truly united team, bringing creativity and teamwork to every detail. From making props and finding costumes, to crafting paper sailing hats (thanks Ruth), roller-painting t-shirts (thank you to the Year 1 Sip and Paint crew), and designing the “so-much-fun” slide projections (thanks Helen) – everyone played their part. A huge thanks to Nick for building the Parktone Pirate Ship, to Tom cutting out a pirate ship’s wheel, Al for making stick fishing rods, and Megan for coordinating and helping distribute over 140 costumes.

Thank you to all of the “behind-the-scenes” staff who made it all possible! Briony – for creating such a fantastic program and poster; Teena, Amy M, Amy S, Laura, Kym, Jill, Brooke M, Brooke H, Tiff, and Brie – for rehearsing with the children every day and keeping the energy high; Jo – for the calm and steady Year 6 supervision; Cath – for her wonderful admin support; Nadine – our ever-reliable provider of all things financial (let’s be honest, we couldn’t do it without you!); and finally, Gen – our supportive principal who gifted us some extra class time to let creativity flourish.

How could we forget our two Year 6 School Captains who were our narrators. They were such a great team on stage, delighting us with their personality and shocking ‘Dad’ pirate jokes. The group of Year 6 helpers who showed such leadership and maturity in helping our younger students stay focused and calm on and off stage.

Finally, the performances were absolutely marvellous! The Preps delighted us with their dances, the Year 1s impressed with their spades and fish-and-chip-packet moves, and the Grade 2s showed off their growing coordination with ropes, bongos, mops, fishing rods, and beach gear. A special mention goes to our talented lead performers – Eliza, Jett, and Grace – who worked tirelessly on their songs. There’s some incredible talent emerging as we look ahead to the Year 3–6 musical in 2026. This show was truly all about you! Events like this remind us what makes Parktone so special – a wonderful blend of dedicated engaged teachers, enthusiastic students, and supportive families.

Well done, Parktone!
Lisa McVilly – Junior Performing Arts

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Performing Arts



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Champions in Action

Kingston Division Athletics Finals

We're so proud of our 13 Parktone competitors who represented our school at the Kingston Division Athletics Finals following their outstanding performances at the Mordialloc District Carnival.

Our athletes gave it their all across a range of events:

- Royce (Gr 5) – 9/10 Boys Shot Put, 9/10 Boys Triple Jump
- Madeline (Gr 6) – 12/13 Girls Hurdles
- Lulu (Gr 5) – 11 Girls Triple Jump
- Cohen (Gr 5) – 11 Boys Hurdles
- Flynn (Gr 5) – 11 Boys 800m
- Isaac M (Gr 5) – 11 Boys Shot Put
- Hudson (Gr 4) – 9/10 Boys Discus, 9/10 Boys Long Jump
- Stav (Gr 5) – 11 Boys High Jump
- Will (Gr 5) – 9/10 Boys 1500m, 9/10 Boys 100m
- Sophie (Gr 6) – 11 Girls 1500m
- Leni (Gr 6) – 12/13 Girls 1500m, 12/13 Girls 800m
- Tyra (Gr 5) – 9/10 Girls 100m, 9/10 Girls Hurdles
- Piper (Gr 6) – 12/13 Girls 200m

A special mention to Lulu (Gr 5), who placed 3rd in the Triple Jump, and Sophie (Gr 6), who finished 9th in the 1500m at the Southern Metro Regional Athletics Finals – an amazing achievement at such a high level of competition!



Team Sports Update

Our Boys Basketball Team had a strong showing, finishing 2nd in their pool at the Kingston Division Finals.

A huge congratulations to our Boys Tennis Team, who were crowned Kingston Division Champions and will now move on to the Southern Metro Regional Finals later this term. We wish them the best of luck as they continue their winning run!

Lacrosse Legends

What an exciting day of competition for our Parktone lacrosse teams! All four teams – two boys' and two girls' – performed brilliantly, with every team making it through to the semi-finals. In a true Parktone showdown, our own teams had to face each other for a spot in the grand finals!

Both the A Boys and A Girls teams came out on top, advancing to the grand final matches. After some fantastic games and great teamwork, both teams finished as runners-up, earning a place at the State Championships!

We're so proud of every player for their sportsmanship, effort, and enthusiasm. Congratulations to all our lacrosse stars on an outstanding achievement!

