



# Booleroo Centre District School

*... Strive to Excel*

*Integrity · Responsibility · Resilience · Respect*

## Newsletter Term 2 Week 5

**Dates for the Diary**  
**THURSDAY**  
**1st JUNE 2023**

[Flinders Mobile Library](#)  
Friday 9th & 23rd June  
7th July

[NAIDOC activities](#)  
Friday 2nd June

[Uni SA Workshop](#)  
Friday 2nd June

[Year 10 Work Experience](#)  
Monday 5th June to Friday  
9th June

[Flinders Uni Visit](#)  
Monday 5th June

[Primary Assembly 2:45pm](#)  
Tuesday 6th June

[SSSA Cross Country Oakbank](#)  
Thursday 8th June

**King's Birthday**  
**Monday 12th June**

[University of Adelaide](#)  
Tuesday 14th June

[Ski Trip Student/Parent Meeting 7pm](#)  
Tuesday 14th June

[Governing Council Meeting](#)  
Monday 19th June

[R/1 Eat In](#)  
Tuesday 20th June

### Principal's News

#### Phone Policy

A notice did go out last week informing our school community about changes to our school phone policy. From today, the new policy will be applied across the whole school site. For our school the changes are minimal as it is reflective of the existing policy we have in place. The policy change aligns fully now with the State governments laws.

For our School site, the change affects our year 11 and 12 students. They are now required to hand in their phones, as have all students who come to school with a phone. As per school policy practice, all phones are stored safely in a case and students have their phones returned at the end of the day.

If you have any queries, please feel free to contact the school and chat with your child's teacher or any member of the school leadership team.

#### Benefits reading to and hearing your child read

Reading is one of the most important skills your child/ren will need to develop to become confident and successful learners. Reading is a life skill that they will require, irrelevant in what chosen field of work they do lead to in their adult life.

Evidence does suggest that early exposure to reading does have enormous benefits for all children. It is also important to note it is never too late to establish a routine at home per night/evening listening to, and reading to, your child.

Some of the benefits are;

- Babies and young children are sponges that soak in practically everything in their environments. It's true! Even during story time, their minds are at work, taking in all the language they hear and lessons the characters learn.
- Reading to your child — at any age — will boost their brain development, your bond, and so much more. All it takes is a few books, motivation, and a little time.
- Reading provides a wonderful opportunity for you and your child to connect. It's a nice way to spend time together and slow down during an otherwise hectic day.
- Hearing a story read aloud involves some level of comprehension on your child's part. Comprehension is dependent on paying attention — in other words, listening skills. Listening is a skill children must acquire before they can read themselves.
- Even the youngest children benefit from hearing their parent/caregivers read to them. Studies show that babies, who are read to and talked to score higher in language skills and cognitive development, like problem solving.
- Books and stories open up a whole new world to your child. Fiction stories, though, go beyond the real world and employ fantasy elements that get kids thinking outside the box.

Kids between the ages of 19 and 30 months also enjoy books that feature familiar characters. At this age, they tend to favour books with lots of action, pictures, and details versus lots of words on the page. Look for books that contain short stories, particularly those with cause-and-effect relationships or a problem that the characters must work to overcome. Repetition is important at this age, so try to find books that allow you to rhyme, sing, or otherwise repeat the text in some way.

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Kindy&Rural Care

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Government  
of South Australia  
Department for Education

- While you're at it, take some time to pause as you read books with repetition to see if your little one fills in the blank.
- For older children it's about your older child's reading fluency and comprehension. It may be helpful for them to follow along in the book as you read. Consider asking questions about the text to gauge their comprehension.

By planning and setting some time to hear your child read, or reading to them, the immediate outcomes are positive and long reaching for your child. It is also a great time to spend time with them. For many of us, we are time poor and setting a little time aside is a win/win for all family members.

### Growth Mind Set

*"Every challenging situation you or I may ever face has a silver lining attached to it, even if we can't see it right away."*

Struggles with learning or daily life challenges should be seen as a benefit in what we are facing. We may not be able to see what the silver lining is yet, however working through things, being patient and persistent can lead to success. When one feels challenged or stuck with something, our natural reaction at times can be to have a fixed mind set approach, being fearful, worried, doubt ourselves, or become upset and resile from the challenge.

By be willing to give things a go, be prepared to fail and try again is the key to getting unstuck, moving forwards and unlocking new and better opportunities for yourself.

Kind regards

Tas Ktenidis

### Kindy News

At Kindy, we have started to check in about our feelings during the day. We are using the 'Colour Monster' pop up book to help us, placing a coloured button in the container which best represents our emotion. A yellow button goes in the happiness container, a red button into the angry container, a green button in the calm container, a blue button into the sad container, a black button in the fear container and a pink button in the love container. We talk about how we can have many different feelings during the day and the reasons we might feel like we do.



Our 'Show and Share' theme for this fortnight is something from home with numerals. Children have also been counting and sorting buttons, playing a game of guessing the missing number in the number line. They are using the scales to try and get them to balance and to see a link between quantity and weight.

Together we have been learning about electricity, referring to science books and conducting experiments. This week we investigated static electricity, using a balloon to make our hair stand up!

**Quote:** *"Develop a passion for learning. If you do, you will never cease to grow."* Anthony J. D'Angelo



### The Kindy Team

#### Mobile phone implementation

We are implementing a mobile phone ban in line with the State Government ban. This will help us support safe and productive learning environments.

This means, from June 1st, students must keep their mobile phones and other personal devices (such as smartwatches) off and away at school. Mobile phones and personal devices will be collected at the start of the school day and returned at the end of the day.

There will be no change to the existing arrangements for students with extenuating circumstances, such as students who use their personal device to manage a medical condition.

The ban will help our students learn free from distraction and encourage more meaningful face-to-face time with peers.

A letter has been emailed to families. We appreciate your support as we implement these new rules.

Find out more: <http://phonesoff.sa.gov.au/>

## 2/3 Class News

This term the Year 2/3 class have created learning goals for Maths and English. We are trying to achieve our goals by the end of the term. We created a cactus display to help us stick to our goals.

In English we are learning about information reports. For Simultaneous Story Time we read the book *The Speedy Sloth*. The students then researched and created information reports about sloths. We are now reading *The Lorax* and have been very interested in the environmental messages in the book which has tied in with our technology unit around sustainability.

In Maths we have been learning about Australian coins. We are becoming confident in counting collections and working out change from transactions.

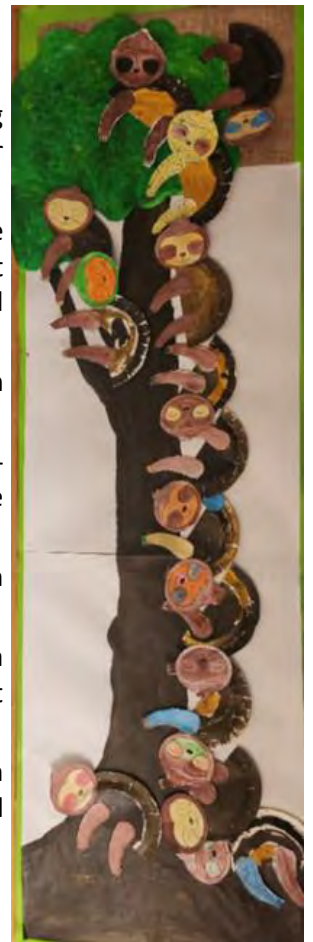
In HASS we have been learning about significant people from the past, we are currently learning about Tom Kruse the outback mailman. We are in the process of making posters to share the information we have gathered.

In Auslan we have been learning how to sign the alphabet. We enjoyed finger spelling our own names as well as members of our families.

In Dance we have been learning *The Mexican Hat* dance, the *Nutbush*, the *Birdy Dance* and a line dance. In Music we have been learning a variety of songs some of them we may sing at assembly.

In Health we are learning about poisons and how to protect ourselves. In PE we have been learning Fundamental Movement Skills- underarm/over arm throwing, catching, bouncing and kicking.

Abby Sunners, 2/3 Class Teacher



## Senior School News

Much information comes into the school around careers, VET, universities, TAFE, scholarships etc. All relevant information is passed onto students through Microsoft Teams either through their Home Group or PLP class. Please encourage your children to check out the information regularly so they can keep up with the many options and experiences available to them. Anyone with any questions can contact me at school anytime.

**SACE Information Evening** – SAVE THE DATE: an invite to Year 10 and 11 parents.

As part of the 2024 subject counselling process, we have planned a SACE Information Evening for parents and students on Monday 3<sup>rd</sup> of July. Information relating specifically to the SACE requirements at Year 11 and Year 12 will be provided at this presentation. This is a very important part of the subject counselling process, and I encourage parents to RSVP when the official invite comes home in a couple of weeks.

**Tertiary Options** – term 3 is a busy term with regard to information about post-school options. We have already had visits from UniSA and UNIHUB and will have The University of Adelaide and Flinders University in the coming weeks. Sessions are generally opt-in, but others have a strong career guidance/personality type focus and are suited for those who have not yet determined their pathway. Dates and information on Open Days will also be released soon for those who are interested.

**Eden School Prize** – The Eden School Prize is an essay competition open to year 10 students in South Australian government schools. It's funded by the 1956 John Joseph Eden bequest and embraces the notion of making the world a better and happier place. In 2023, students need to submit an essay of between 600 and 800 words that answers the question:

**How can artificial intelligence make the world a better and happier place?**

**There will be 3 prizes awarded to the value of:**

- 1st prize: \$1250
- 2nd prize: \$750
- 3rd prize: \$500

**See Mrs Bury for any additional information.**

Gayle Bury

Senior School Coordinator

[gayle.burydodman794@schools.sa.edu.au](mailto:gayle.burydodman794@schools.sa.edu.au)

### YEAR 10 CAREERS TRIP

The Year 10 students stayed at the Warradale Urban Camp for two nights where they shared duties in cooking hamburgers, spaghetti bolognese and making chicken and ham salad sandwiches for all the camping crew.



Scarlett, Bayley and Amy cooking dinner



Billy and Kiara making sandwiches for lunch

First visit was to University of Adelaide, Roseworthy Campus. Roseworthy campus is home to South Australia's only veterinary school and veterinary teaching hospital. The University's School of Animal and Veterinary Sciences offer degrees in veterinary medicine, veterinary technology, animal science and animal behaviour for those who wish to pursue careers as vets, veterinary nurses, zoologists, researchers, veterinary technicians, dental hygienists, and veterinary behaviouralists.



Next visit was Michell Wool which is Australia's largest exporter of Australian Wool fibre and has been associated with the international wool textile industry for more than 150 years. Students visited the Salisbury manufacturing and processing facilities where they make carbonised wool to weave yarn, knit yarn, felt and bedding products – such as pillows, futons, and comforters.

## School News

Michell's Wool also makes scoured wool for woollens, worsted and non-woven products, plus wool grease for lanolin, lubricants, and corrosion protection to name a few. The Wool industry employs Wool Processing Operators, Wool Processing Managers, Textile Mechanics, Textile Designers, Fashion Designers, Clothing Production Workers, Pattern Makers, Specification workers, cutters, Material Handlers, Trimmers, Pressers, Product Examiners, Quality Controllers, CEOs, Directors, Marketing managers, and salespeople.



The final visit for day one was the MOD exhibition in Adelaide CBD. This futuristic museum of discovery inspired students with ideas regarding science, art, and innovation. The students learned how research shapes our understanding of the world around us.

Day two of the camp consisted of students attending Flinders University and participating in a Creative writing workshop. Students attended a lecture in one of Flinders Uni's lecture theatres about the many courses offered, such as Law, Justice, Criminology, Business, Psychology, Arts, Humanities, Coding, Social Sciences, Science, Medicine, and Teaching.



Sturt College was next where all the Allied Health courses are offered, such as Nursing, Speech Pathology, Occupational Therapy, Optometry, Nutrition, Paramedicine, Physiotherapy, Medical Radiation Science, Pharmacy, and Mental Health. The students participated in some nursing activities.



Next stop was Tonsley TAFE. Students were able to see first-hand, TAFE students participating in Roofing, Carpentry and Joinery work, Glass and Glazing, Plumbing, Air conditioning and Refrigeration work, Electrical trade work and Furniture making.

The students visited SAGE Automation at Technology Park. SAGE provides smart home automation systems, including intelligent gates, garage doors, awnings, shutters, alarms, and lighting that can all be managed remotely via smartphones and tablets. The company also specialises in technology to manage high security access to industrial, commercial, government and military sites, such as anti-terrorism boom.

Lastly was the Space Discovery Centre where the students learned there were so many more careers involved in space than being an astronaut, such as space law, medicine, design, manufacturing, robotics, and data analysis. It is projected that 20,000 new Australian jobs will be available by 2030 which is why the Space Discovery Centre supports STEM and space-related initiatives and organisations around Australia.

On the last day students visited the University of Adelaide Waite Campus – where Agricultural research, oenology, viticulture and wine marketing are taught. Students toured commercial vineyards, a wine science laboratory, and the college's agricultural research centre to learn about the work studied and carried out.

Finally, students toured the Tindo Solar Factory at Mawson Lakes and sat in on a lecture on solar panels.

It was a very busy three days and no doubt everyone slept well upon their return.

**Rosie Simpson, Well Being Coordinator**



### WELLBEING – Mental Health

Mrs Bennett, Ms Fitzgerald, Mrs Clarke, Mr Nichols, and Ms Simpson have conducted the DfE Wellbeing Survey with their respective classes. We will use the data from these to inform us of ways in which we can further develop wellbeing at our school.

Maintaining good mental health is just as important as maintaining physical health. Our mental health can fluctuate throughout our lives. We all have our strengths and weaknesses and tapping into student's strengths and adopting a growth mindset in relation to weaknesses can help. We can all do a lot to help students enjoy good mental health. At school we share this responsibility and strive to support and develop strategies to help students.

Some indicators of healthy development for students are:

- Feeling good about themselves
- Enjoyment of being with family and/or friends
- Enjoyment in play activities
- Willingness to try new things (sometimes with guidance and encouragement)
- Ability to work through changes and cope with tricky situations.

Life can be challenging and recognising that challenges can be overwhelming is the first step to understanding how students may be feeling. We can help by talking, listening, accepting, and discussing feelings, showing kindness and acceptance, and building trust, and modelling optimism and confidence. It is important to try to keep communication open.

However, despite our best care and support, students can still become overwhelmed. If you have concerns for your child, please don't hesitate to discuss this with professionals. Your GP is often the first contact. Class teachers and leaders are willing to listen and provide support. The Wellbeing Coordinator can make referrals to Head Space, CAMHS, and Uniting Communities for mental health support.

Help can also be sought through contacting the following: -

- Kids Helpline: 1800 22 1800
- Headspace: 1800 650 890
- Beyond Blue: 1300 22 4636
- Regional Access: 1300 132 186

Online Counselling: [www.kidshelp.com.au](http://www.kidshelp.com.au)      [www.headspace.org.au](http://www.headspace.org.au)

Our aim is to support our students to build friendships, confidence, resilience, and strategies to develop strong and enduring mental health for life. We are always here to help.

**Rosie Simpson, Wellbeing Coordinator**

### WELLBEING – Window of Tolerance

We all have a window of tolerance – a zone we are in when we can deal with the demands and stress of everyday life without too much difficulty. Some call it our comfort zone. In this zone we can self-soothe and self-regulate our emotional state.

Windows of tolerance can vary depending on what is happening in one's life. If one has experienced trauma, anxiety, or other mental illnesses, it can be more difficult to stay in our optimal zone.

When one moves out of one's window of tolerance dysregulation sets in, and feelings of agitation or anxiety occur. Past this point one's body responds defensively to try and keep safe. Fight, flight, freeze, or flop responses occur and if one has experienced trauma, these responses can occur long after the event has passed.

Sometimes, a quiet space or being with a person with whom one feels safe and connected can assist a dysregulated person to co-regulate.

**Rosie Simpson, Wellbeing Coordinator**

### Year 9/10 Design Tech



Year 9/10 design & Technology completed their Assessment Task 1 – Design & Construct a Timber Stool earlier this term. The task required students to evaluate existing timber stool designs identifying functionality, purpose, aesthetics, strengths and weaknesses. From this, students developed their own ideas to create a design brief and sketch drawings for construction of their individual designs. In the workshop, further consideration was given to sustainability, using recycled timbers to give their designs individuality and interest. Students were also challenged to construct their designs using timber joints and glue (no nails or screws), building on the skills learnt early in term 1 practicing various timber joints, precision and accuracy. Each stool design included three different joints in the construction process. All students should be proud of their achievements; including the significant improvements made from their initial practice joints; to design, develop and construct their unique pieces. As a teacher I am proud of their individual development which is now being challenged again in Assessment Task 2. Students have now chosen individual projects to show their skills in the workshop, but challenged with the introduction of Computer Aided Design (Sketchup) used to develop their design for construction. The use of CAD in design development exposes students to what is expected as they move into year 11/12 SACE.

Thankyou again for donations of recycled timbers, the students really enjoy selecting and including these beautiful materials into their projects. However, we are getting low on recycled timbers in the workshop, so if anyone is able to make any donations to enhance students learning in Design & Technology it would be greatly appreciated. If you are able to help please contact me on [steve.couch648@schools.sa.edu.au](mailto:steve.couch648@schools.sa.edu.au)

## School News

### Sapsasa Updates for Term 2

#### Week 1 – Friday 5<sup>th</sup> May

Henry Piggott and Stella Roocke represented BCDS at the North Eastern Swimming Carnival in Adelaide earlier this term. Henry swam freestyle, backstroke, butterfly and a relay and Stella swam freestyle, butterfly and breaststroke. She placed 3<sup>rd</sup> in her overall age group for breaststroke! Thank you to Emily Piggott for coordinating the day and parents for transporting and supporting their child on the day. Amazing effort, Henry and Stella!

*“The thing I liked about SAPSASA swimming is that all of my races were so close, two coming down to milliseconds and it is so much fun”.* **Henry**

#### Week 4 – Monday 22<sup>nd</sup> to Wednesday 24<sup>th</sup> May

Patrick Zwar, Ty Roberts and Oscar Arthur represented BCDS at North Eastern Football in Adelaide. The team played 9 matches across the 3 days, winning 8 out of 9 games! They finished 2<sup>nd</sup> overall with Patrick being named as Most Valuable player for the NE team and Ty runner up. A fantastic effort, boys! Thanks to Shane Arbon for coaching and parents for transporting students down and back and, being their support network on the sidelines.

*“The thing I liked about SAPSASA footy was that you had team mates to support you and it was just really fun”.* **Patrick**

*“I liked hanging out with the team between and after games. I liked it because I love playing my favourite sport, footy. The experience was great”.* **Oscar**

*“I liked SAPSASA footy because it was a good experience. I made lots of new friends. I got to be captain and kicked 9 goals over the three days”.* **Ty**



## SCHOOL MAGAZINE

We are hoping to have the magazine ready to go home in week 9, term 4.

Reports and photos from events after week 5 will be added to the 2024 magazine.

To ensure we cover costs we would like orders to be in by the end of term 2 – 5<sup>th</sup> July 2023 – order numbers will determine the number of pages we can publish.

Booleroo Centre District School  
2023 MAGAZINE ORDERS FORM  
\$40 per Magazine (GST incl)

PLEASE RETURN ORDERS & PAYMENT **BEFORE** WEDNESDAY 5<sup>th</sup> July 2023

Student Name: \_\_\_\_\_

No. of Magazine required: \_\_\_\_\_

Payment enclosed/ paid by QKR (please circle) \$ \_\_\_\_\_



## School News

### Year 10 Geography Camp

On Thursday and Friday of Week 3, the Year 10 Geography class travelled to Adelaide to conduct fieldwork at numerous beaches. Thanks to Gayle Bury who drove the bus and helped out on the camp.

The first day we went to Brighton, Glenelg, and West Beach. Students were required to complete annotated sketches, take photos, take notes on what hard and soft technologies were present, and outline any management strategies.

Students had learned about hard and soft technologies, and management strategies prior to the camp. This trip provided them with the opportunity to use their skills and apply their knowledge in a real-life context.

They were able to clearly identify breakwaters, groynes, riprap walls, sea walls, and other technologies used to protect and preserve Adelaide's coast. On the final day, students explored Tennyson Beach and were able to contrast between the four locations they visited.

Since returning, students were required to complete their fieldwork booklet and have been working on their fieldwork report. In class, there has been good retention of knowledge and several students have commented on how the camp made a difference to their learning and how the technologies and strategies helped embed their learning.

We stayed at Semaphore and went to the local Surf Lifesaving Club for tea. The manager was impressed with our student's good behavior and they look forward to having BCDS student back again.

It was a successful camp and I am looking forward to seeing the students' completed work this week.

**Alby Nicholls, Teacher**



### Year 11 Chemistry Class

Mr D's year 11 Chemistry class making a chemical battery.

"A real threat for TESLA is occurring in Mr D's Yr11 chemistry class".



### Art News

#### Art Exhibition

Our 5/6 students currently have art work displayed at the Peterborough Art Centre. There is an exhibition from 1<sup>st</sup> to 6<sup>th</sup> June, with the theme being 'Floral Art'. The Opening Night is 1<sup>st</sup> June from 6pm, with free Sausage sizzle, nibbles and drinks available. A raffle will be drawn with multiple prizes.

#### Tea towels

If anyone has any old tea towels at home that they are no longer using, there are students who could definitely use them in the Art room. Thank you in advance for any donations.

**Tori Capurso, Art Teacher**

## Year 7 – 12 HPE Report

### Recent Events:

In Week 1 of this term, we had over 10 students go to Wilmington to compete in the MNSEC Cross Country convened by Amanda Bowman and hosted by the Wilmington Golf Club. It was a successful day with numerous students winning their event. Congratulations to Charlie Lines, Lily Omahen, Eddie Piggott, Henry Zwar, and Patrick Zwar who all qualified for the SSSA Cross Country. They will all be competing next week at Oakbank as a part of the MNSEC Team, we wish them all the best in the event.

In Week 2 we had two boys teams and a girls team compete in the AFL 9s carnival hosted by JCS. The carnival is targeted at Year 7/8 students, but we had several Year 6s come along to help fill our team and they played well, thank you! Ella Thredgold always does an amazing job getting the fields and oval ready, and Amanda Bowman and Will Schultz did a great job organising the event. We complete an AFL 9s unit in preparation and the carnival is a fantastic opportunity for the students to test their skills and implement tactics whilst having some fun doing it.

In Week 3 Riley McCallum, Caleb Prosser, and Joel Voigt were selected as a part of the Year 9/10 Boys MNSEC Football Team. They travelled to Blyth on Monday 15<sup>th</sup> of May to compete against Clare High School and a composite team of Burra/Eudunda/Riverton. Thanks to Jake Slade from JCS who coached the team. They won against the composite team, but were outclassed by Clare High School which progressed to the next round. Thanks to the parents who transported the students to the event, the students represented the school well.

This week Statewide Netball was held in Port Pirie and once again was convened by Amanda Bowman. Thanks to Chloe Clarke, Kate Fitzgerald, Russell Glayde, and Margo Sismey who all attended and helped with facilitating the event. We had a team representing us in the Year 7/8, Year 9/10, and Open age groups. A report on how the teams fared will be provided in the next newsletter.

### Upcoming Statewide Sports:

The Year 7/8 Boys and Year 7/8/9 Girls Statewide Football is not scheduled to be played until next term. Other upcoming Statewide Sports include Open Boys and Open Girls Badminton and Volleyball. Year 7/8 Boys and Girls Tennis will be held in Term 4. Tryouts will be held in the lead-up to each of these events. Statewide Sports are highly competitive.

### Upcoming MNSEC Sports:

Year 7/8 5-a-side soccer is the next participation carnival and will be hosted at BCDS on Thursday 10<sup>th</sup> August next Term. Year 9/10 Fast Five Netball will be held at GHS on Thursday 31<sup>st</sup> August next Term. All MNSEC Sports are taught as a unit prior to our students attending. The focus of these carnivals is participation and increasing physical activity.

**Alby Nicholls, HPE Coordinator**

