



Booleroo Centre District School

... Strive to Excel

Integrity · Responsibility · Resilience · Respect

Newsletter Term 4 Week 5

DATES FOR THE DIARY 16TH NOVEMBER 2023

[Instrumental Music excursion](#)

Monday 20th November

[Tennis competition in Clare](#)

Monday 20th November

[Primary Assembly 2:20pm](#)

Tuesday 21st November

[Kindy students transition visit](#)

Tuesday 21st November

Tuesday 28th November

[Sapsasa Tennis](#)

Wednesday 22nd to Friday

24th November

[R-Year 6 Cricket clinics](#)

Wednesday 22nd November

[Year 12 Dinner](#)

Friday 24th November

[Flinders Mobile Library](#)

Friday 24th November

Friday 8th December

[R/1 and 4/5/6 Christmas](#)

[Carols at the Hospital](#)

Wednesday 29th November

[Year 6/7 transition days](#)

Thursday 30th and Friday 1st

December

[Governing Council Meeting](#)

Monday 4th December

[Primary concert](#)

Wednesday 6th December

[Year 2/3 Excursion](#)

Thursday 7th December

Principal's News

Planning and review

Monday proved to be very beneficial as the staff had the opportunity to work together, reviewing this year's data and planning for the new school year. We were able to work on our School Strategic Plan (SIP) for 2024, which I will be sharing with the greater school community in our next school newsletter.

Every SIP sets a school's focus for that year. It is important to keep in mind that other aspects of learning also remain a priority for a school. For example, in our case, we will be targeting writing for 2024; however, maths and student well-being will also be priorities for us during 2024.

Student Well-Being survey

As part of the school review, staff had the opportunity to closely examine Student Well-being data. Overall, the student well-being data showed improvement in how students are feeling at school. One of the areas that stood out for us to further work on was student resilience in their learning.

Resilience refers to how well one can deal with and bounce back from difficulties in learning and general life challenges. It is a trait that comes naturally to some and can be taught to others. Resilience can be nurtured in our children through a partnership between home and school. Consistency in promoting resilience at home and at school will support our children in developing a resilient mindset, which, in turn, will aid them in facing future challenges

Building resilience can be done by focusing on;

- Finding purpose
- Believing in yourself
- Developing a social network
- Embracing change
- Being optimistic
- Nurturing yourself
- Developing problem-solving skills
- Establishing goals
- Taking action
- Committing to building skills over time

Finding a sense of purpose can help individuals derive meaning from the challenges they face and develop the motivation to learn. Examples of purpose include:

Building a support system of loved ones

- Giving a voice to a social movement
- Leading a healthy lifestyle
- Learning about different cultures
- Making art or music
- Serving your community

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Principal's News (cont)

When confronted with hardship or challenges, finding a sense of purpose becomes especially important for one's ability to recover and try again. Believing in your abilities is crucial for building confidence in coping with what your child/children are engaging in. Encourage them when they face challenges by using positive words such as:

"You can do this."

"I'm here to support you."

"You are great at what you do."

"What a good job."

"You can't do it yet, but you will soon."

These are just a few examples of words of encouragement you can use with your child to foster a positive and supportive environment.

Supporting your child in developing strong **social networks** is crucial. Be there for them, listen when they need support, provide positive feedback, and help them explore possible solutions to their challenges.

Encourage them to embrace, rather than be deterred by, **change**. Fostering flexibility in how children approach new situations will better equip them to respond to challenges in both their learning and life experiences. Positivity towards change will inspire children to seek new ways of tackling challenges, promoting a resilient and adaptive mindset.

Absolutely, encouraging your child to be **optimistic** is a valuable approach. Reinforce the idea that what may seem difficult for them now can be overcome with time, effort, and problem-solving. Instilling a sense of optimism helps them develop resilience and a positive mindset, enabling them to approach challenges with the belief that they can overcome difficulties and grow from the experience. This optimism can be a powerful motivator for personal development and learning.

Nurturing your child can indeed be achieved by engaging in positive and enjoyable activities together. Activities such as sports, walking, gardening, and other hobbies that bring them joy can contribute significantly to their well-being. These shared experiences not only strengthen your bond but also provide opportunities for open communication and understanding.

Creating a positive and supportive environment through shared activities can be instrumental in fostering a healthy relationship between you and your child. It allows them to express themselves, build confidence, and provides a platform for you to offer guidance and encouragement. Ultimately, these positive interactions contribute to their overall emotional and mental well-being.

Developing **problem-solving** skills is a crucial aspect of a child's overall development, and it plays a significant role in how they cope with stress and challenges. Here are some ways you can support your child in enhancing their problem-solving skills:

Encourage Critical Thinking: Help your child think critically about situations. Encourage them to analyse problems, consider different perspectives, and think about potential solutions.

Teach Decision-Making: Guide your child in making decisions. Discuss the possible outcomes of different choices and help them understand the consequences of their decisions.

Provide Challenges: Give your child age-appropriate challenges that require them to think and come up with solutions. This can be in the form of puzzles, games, or real-life situations.

Be a Problem-Solving Role Model: Demonstrate effective problem-solving by talking through your own challenges. Show them how to break down a problem into smaller parts and systematically address each one.

Promote Creativity: Encourage creative thinking. Sometimes, problems require thinking outside the box, and fostering creativity can lead to innovative solutions.

Acknowledge Effort Praise your child for their efforts in problem-solving, even if the solution doesn't work out perfectly. Emphasize the importance of the process and their willingness to tackle challenges. By nurturing their problem-solving skills, you're empowering your child to approach difficulties with confidence and resilience, leading to more productive and less stressful coping mechanisms. By supporting your child to establish **goals**, make sure they are realistic and allows your child to work towards the final hurdle. Help them brainstorm for possible solutions and then break them down to manageable steps. Encouraging your child to **take action** is a crucial aspect of building resilience and problem-solving skills. Waiting for a problem to resolve itself may not be effective, and taking proactive steps can lead to a more positive outcome. Here are some additional tips:

Empower with a Sense of Agency: Help your child understand that they have the power to influence and improve their situation. Encourage them to take responsibility for their actions and decisions.

Principal's News (cont)

Emphasize Progress: Acknowledge and praise the progress your child makes, no matter how small. Focusing on the positive aspects of their efforts reinforces a sense of achievement and motivates them to continue working towards their goals.

Patience and Perseverance: Remind your child that building resilience and overcoming challenges takes time. Encourage them to be patient and emphasize the importance of perseverance in the face of difficulties.

Provide Guidance: Offer guidance and support when needed, but also allow them the space to make decisions and learn from their experiences. This helps in developing independence and problem-solving skills.

Celebrate Effort: Emphasize the value of effort over immediate success. Celebrate the hard work and determination your child puts into overcoming challenges, reinforcing the idea that resilience is a continuous journey.

Model Resilience: Share your own experiences of facing and overcoming challenges. Modelling resilience can be a powerful way to show your child that setbacks are a natural part of life, and the ability to bounce back is a valuable skill.

Remember that building resilience is an ongoing process, and the journey itself is as important as the destination. By fostering a positive and proactive mindset, you are equipping your child with the tools they need to navigate life's challenges.

Reminder for 2024

As we approach 2024, a quick reminder: if you are planning to leave next year, please inform us as soon as possible. Additionally, if you are aware of families moving into our town or district and seeking a school, kindly encourage them to visit us. Your timely communication is greatly appreciated.

Thank you

Tas Ktenidis, Principal

Kindy News

We are thrilled to share some egg-citing news with you all – five, soon to be six, adorable chickens have hatched at our Kindy and Rural Care. We had our fingers crossed hoping the eggs would hatch in the incubators and after a few weeks of anticipation we witnessed the journey of life from egg to fluffy little chicks. This has become a truly hands-on experience that sparks curiosity and fosters understanding of the natural world around us. The learning continues with how we care for the chicks, the anatomy and life cycle of chickens and their different breeds. We look forward to sharing more updates on our chicks with you.

The children who started Kindergarten at the beginning of the year are well into the transitioning process from Kindy to school. This is an important milestone in their lives as they embark on a new adventure and we understand the importance of supporting our children during this period of transition, ensuring they have a smooth and positive experience.

Our theme for 'show and share' is some thing from nature. So far children have shared flowers, wheat, feathers, native nuts, a crocodile and fox skin.

We were lucky to have Jess Koch talk to the children about the technology she uses in her career to support farmers. On the laptop the children could see headers in a paddock and the information Jess can receive about the harvest and machinery. 'GPS' was a familiar term with our children and children had a chance to share what technology their families use. Jess's session provided a unique opportunity for our children to better understand and appreciate the importance of our local farming community. Thanks Jess.

Quote: "For a small child there is no division between playing and learning; between the thing he or she does 'just for fun' and things that are educational.' The child learns while living and any part of living that is enjoyable is also play."



The Kindy Team



2/3 Class Spotlight

English

For our class novel this term we have been reading Fantastic Mr Fox. Students have completed various The Writing Revolution activities to share their comprehension of the text. Students have been exploring poetry, reading and writing their own haiku, acrostic, kennings and alliteration poems. As a class we have decided that poetry is one of our favourite text types.



Maths

Students have been learning about location and transformation. They learnt about the features of maps and even created their own treasure map to share their knowledge and understanding. We are now learning how to gather data and use the data to create and analyse graphs. Students have enjoyed asking the class their own questions, gathering data and creating their graphs.

Science

We have been focussing on learning about what a fair test is. Students have completed science experiments that model fair testing. Students have been practising making a hypothesis prior to doing their experiments, recording their observations and discussing their results.

HASS

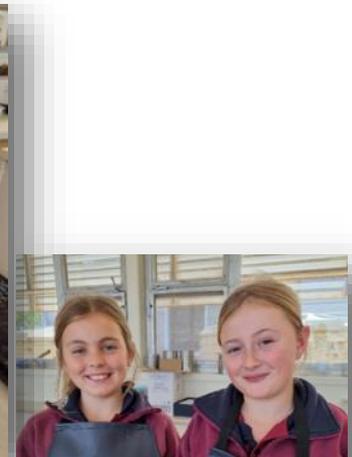
Students have been learning about climatic zones around the world. We have been looking at Australia's closest neighbours discussing the climate, customs, history, landmarks, currency, population, food and clothing. We have compared each country to Australia and located each country on the map. Students have enjoyed learning a few words from the different languages spoken.



4/5/6 Class Spotlight

In health we have been leaning about multi-cultural Australia, and how food in Australia has been influenced as a result of events and migration. We have enjoyed cooking and eating a number of dishes from other cultures. Nearly everyone was willing to at least try the foods we cooked, and some were pleasantly surprised that they were actually tasty.

- Vietnamese cold rolls
- Spanish paella (modified)
- Italian Pizza
- French Crepes





4/5/6 – Maths

In Maths this year with Mrs Keller, we have been developing our knowledge of Chance and Data. To finish of our learning on the topic, the 4/5/6s have created arcade games, that rely on chance. We looked at the probability of earning enough points to win “prizes”, based on their own scoring and prize system. They will record and assess the score statistics, after we have our carnival on Friday.

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Governing Council News

Please find attached your 2024 Materials and Services Charges 'Notice' which has been verified by the Department.

All parents, caregivers and independent students are invited to attend the next governing council meeting on 4th December at 7pm where the charge is to be discussed prior to final approval being sought.

In lieu of attendance at the meeting, parents, caregivers or independent students can express their views in writing to the Chairperson of the Governing Council prior to the meeting.

Nicolle Carey, GC Chairperson



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Booleroo Centre District School - 0771		
Notice of Materials and Services Charges for 2024		
Notice of Charges for Reception - Year 6		
HEADING	ITEMS AND SERVICES	COST (\$)
Printed and electronic materials related to the educational program and which are provided for the student	Workbooks	\$38.00
	Text Book Hire / E-Book Access	\$0.00
	Photocopied Material	\$34.00
	SUBTOTAL (ZPREM)	\$72.00
Stationery items that are provided for the student	Stationery Items	\$45.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
	SUBTOTAL (ZSTAT)	\$45.00
Materials and Services that are provided by the school for the student to consume or use the materials or take ownership of a finished article produced by the student with the materials	Access to Student Information Technology	\$80.00
	Access to Machinery	\$0.00
	Access to Equipment	\$13.00
	Curriculum/Subject Supplies and Services	\$83.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
SUBTOTAL (ZACMS)	\$176.00	
Materials for inclusion in the school library and to enable use by the student	Library resources including access to borrowing library resources	\$25.00
	SUBTOTAL (ZACLI)	\$25.00
Total Materials and Services Charge (excluding Subject Charges)		\$318.00

These subject charges are in addition to the Materials and Services Charge above for those students undertaking the following subjects.

Subject Description	Cost (\$)
	\$0.00
	\$0.00
	\$0.00
	\$0.00
	\$0.00

Booleroo Centre District School - 0771		
Notice of Materials and Services Charges for 2024		
Notice of Charges for Years 7 - 12		
HEADING	ITEMS AND SERVICES	COST (\$)
Printed and electronic materials related to the educational program and which are provided for the student	Workbooks	\$41.00
	Text Book Hire / E-Book Access	\$0.00
	Photocopied Material	\$32.00
	SUBTOTAL (ZPREM)	\$73.00
Stationery items that are provided for the student	Stationery Items	\$23.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
	SUBTOTAL (ZSTAT)	\$23.00
Materials and Services that are provided by the school for the student to consume or use the materials or take ownership of a finished article produced by the student with the materials	Access to Student Information Technology	\$80.00
	Access to Machinery	\$0.00
	Access to Equipment	\$13.00
	Curriculum/Subject Supplies and Services	\$176.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
SUBTOTAL (ZACMS)	\$269.00	
Materials for inclusion in the school library and to enable use by the student	Library resources including access to borrowing library resources	\$25.00
	SUBTOTAL (ZACLI)	\$25.00
Total Materials and Services Charge (excluding Subject Charges)		\$390.00

These subject charges are in addition to the Materials and Services Charge above for those students undertaking the following subjects.

Subject Description	Cost (\$)
	\$0.00
	\$0.00
	\$0.00
	\$0.00
	\$0.00

School News

Harvesting of the school crop has finished for 2023.

We would like to express our huge gratitude to the following individuals and organisations for their contribution this year.

- JP Carey sprayed the crop twice and spread urea
- Orrock Farming sowed and sprayed the crop
- Flinders Machinery reapt and carted the grain
- Pioneer Seed donated most of the seed
- Andrew Walter and Jordan Arthur donated some of the seed
- Tim Arthur sprayed the crop
- JP Carey and Todd Orrock donated some of the chemicals

School News

Mr D's Stage 1 Biology class

We would like to sincerely thank the Booleroo Pharmacy for their contribution to enable our students to trial against the E.coli. bacteria. The students worked exceptionally well using aseptic techniques and the results were very clear to see. Photos are:

" Pippa trying for some tears to test for anti-bacterial properties. But not all onions are worth crying over"

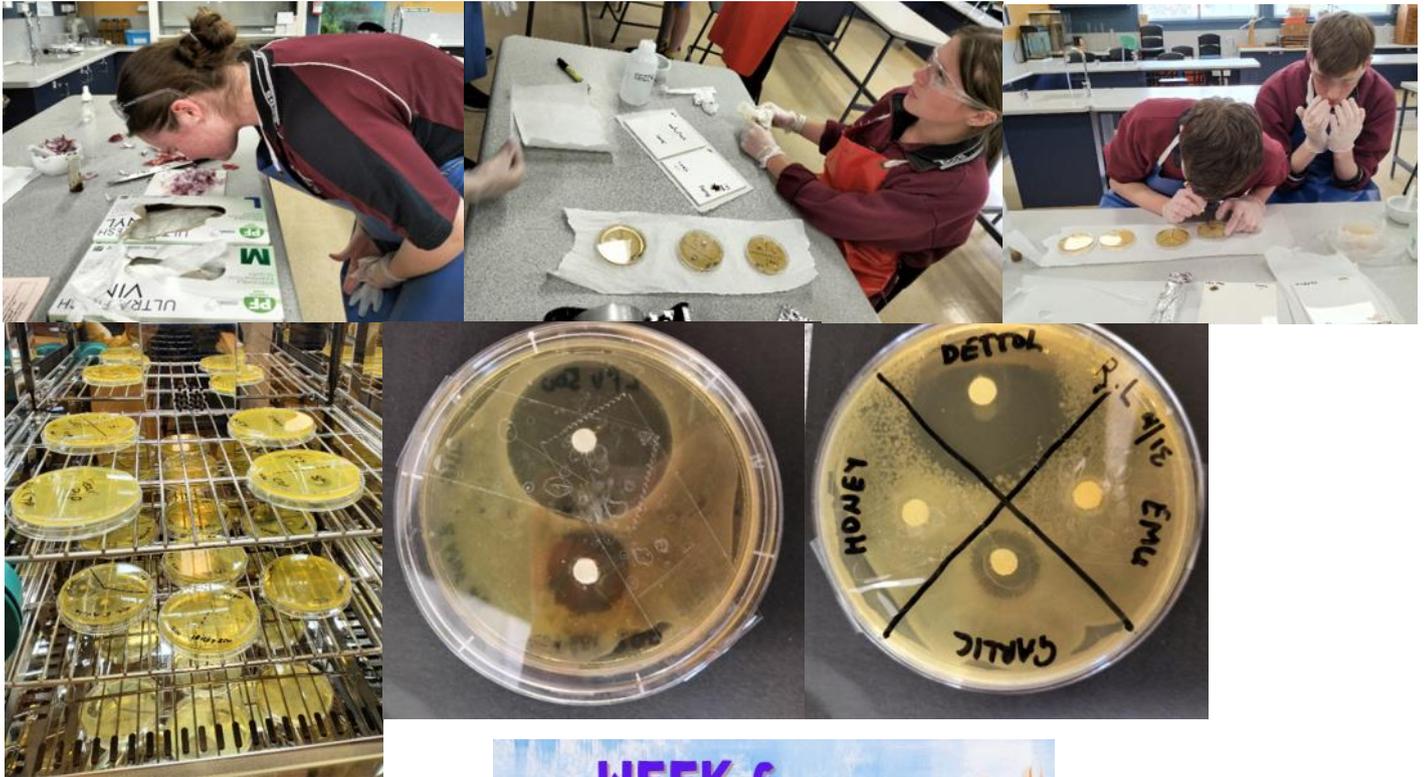
" Carly and Tess readying their plates for inoculation"

" The incubator loaded up with bacterial plates for a 24hr period, which will allow students to observe the outcomes from their choice of anti-bacterial substances"

" Ryan and Liam preparing their plates before adding the E.coli bacteria"

"Plate 1 (disc at the top) contains Phenoxymethyl penicillin with a very clear ring of 'protection', or zone of inhibition. The disc below containing Metronidazole has a smaller zone of inhibition".

" Ryan and Liam's plate showing interesting zones on inhibition around their test substances of Garlic, Manuka honey, Dettol and Eremophila bush".



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WEEK 6
ASSEMBLY

Tuesday 21st November,
Week 6 at 2.20pm

Primary Green space

Premiers Reading
Challenge and
Premiers Be Active
Challenge
certificates/medallions
to be presented

Primary Presentation Evening

Wednesday 6th December, Week 8

6.30PM - SCHOOL GYM

Primary Awards followed by
Whole Primary and Kindy Play

BCDS

Presentation Night



*You're invited to the
2023 BCDS Presentation Night*

20
23

MONDAY 11 DEC

7:00PM START

BCDS SCHOOL GYM