

central.



18

CENTRAL YORKE SCHOOL NEWSLETTER
OCTOBER 28 | 2021



Government of South Australia
Department for Education



PRINCIPAL'S REPORT

PRINCIPAL

Grant Keleher

HEAD OF POINT PEARCE

Kath Magarey

HEAD OF EARLY YEARS

Mel Richards

ASSISTANT PRINCIPALS

Scott Moore
Chelsea Schmidt

COORDINATORS

Shayla Vince
Anna Allen

WELLBEING LEADERS

Jaynelle LeFeurve
Will Baker

BUSINESS MANAGER

Fiona-Lee Buttfeld

STUDENT SERVICES

Deb Briggs
Kelly Whittaker
Andrea vander Westhuizen

CONTACT

Junction Road, Maitland SA 5573
P (08) 8832 2613
F (08) 8832 2336
E dl.0761.info@schools.sa.edu.au



World Teachers Day

At the end of this week, schools around South Australia will be celebrating "World Teacher's Day". I would just like to publicly recognise all the teachers of CYS and their continual effort to make this a great school to be at. The time our teachers invest in our students and the improvement of their pedagogies is second to none. On behalf of our school community, thank you for making Central Yorke a place where children feel safe to learn and achieve incredible results when compared to other schools. I think everyone would agree when I say that we provide so many activities and learning opportunities for the students of our school.

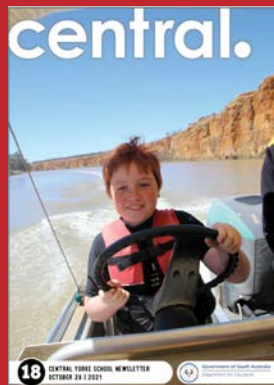
PUPIL FREE DAY FRIDAY 19TH NOVEMBER

Just a note to let the community know we will be having a Pupil Free Day on Friday 19th of November. On this day, staff will be engaged in reviewing achievement and perception data, team target reviews and starting planning and setting targets for 2022. They will also use this time to develop the teaching of literacy and numeracy as well as training and development in pedagogical content knowledge for the deficiencies in our NAPLAN, PAT and SACE data.



ON THE COVER

Year 5 student Daniel driving the Illawonga 'River Truck' past the Murray River's Big Bend on the recent 5/6 Class Camp to Swan Reach.



*"We acknowledge the
Narungga People as the
Traditional Owners of this land and
we pay our respects to their Elders
past, present and emerging."*

CONGRATULATIONS

Would you all please join me in congratulating the following staff into leadership roles for 2022.

- Kath Magarey – who has won the Head of Point Pearce Campus role for 2022. Kath will be replacing Dave Love who is transitioning into a new role.
- Luke Trenorden – who has won the Secondary Coordinator role backfilling Shayla Vince for 2022.

Both Kath and Luke will be great additions to the school leadership team and drive our school improvement even further.

TRANSITION DAYS

We have started our transition days for students transitioning from Kindy to our Reception class over the next few weeks. The beauty of being a B-12 school is that students from the ELC have already been transitioning informally through a variety of learning experiences within the wider Central Yorke School site. This has really helped to foster their sense of belonging and confidence.

The Early Learning Centre has also provided opportunities for our receptions to spend time in the kindy to build relationships between new peers. A huge thankyou goes to Mel, Chelsea, Anna and Courtney who make transition a fantastic learning experience for our students each year.



↑ Year 12 Class of 2020

GOODBYE TO THE YEAR 12'S

This week we say farewell to our Year 12 students. Many will be going onto complete exams in the next few weeks; some will be going on to employment and others taking that next step in their lives. I repeated this last year, but thought it is still pertinent to this year's cohort.

As a word of advice to the Year 12's who are finishing, life is series of events, both good and bad. No matter how deft your organisational skills, there will always be life influencing factors over which you may have no control. As you embark on this new stage of life, you will be able to rise to the occasion because of the values our school has taught you. On such occasions think of the values the teachers have instilled in you and you will make us proud. "Change indeed is painful, yet over needful", said Thomas Carlyle.

Central Yorke School is going to miss you. We hope that someday you will look upon your days here fondly and remember the staff who made a difference in your life.

We wish you all the best in your future endeavours.

Until next time

Grant Keleher





KATH MAGAREY
Head of
Point Pearce



A Term Full of Learning

Term 4 is shaping up to be a very busy one. In Week 7 and 8 the Preschool students will be having transition visits to the R-2 class, the Lutheran School and the Maitland Campus. Year 2 students will be participating in transition visits to Maitland Campus. Swimming lessons will be held in Week 7 and Week 9 will see our Graduation, End of Year Party and beach trip to Port Victoria.

ART PROJECT

The Child Health & Development (CHAD) Team are a multi-disciplinary team who work with children 0-7 years at risk of falling behind in their developmental milestones and also support children living with a disability. The CHAD Team are working on a project to provide a culturally appropriate service to the Aboriginal

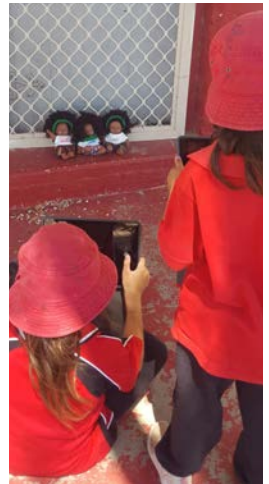
families who use their service. There are several elements to the project, one being to provide culturally welcoming spaces.

The CHAD team will be working with the R-2 students to create artwork which will be installed in the child health and development therapy areas. The hope is that this artwork will not only provide an aesthetic impact but also engage the children to promote conversation and support connection.

Working in collaboration with Sonya Rankine as part of their Narungga Language lessons, students will be participating in local excursions including Buthera's Rock to take photographs of what is meaningful to them on Narungga country. This

“

It is great for our students to see themselves reflected and the dolls are absolutely stunning.



will then form the artwork for the CHAD team. This project is very exciting as it encompasses art, digital technologies and Narungga culture and language.

DREAM TIME AROHA DONATION

Dreamtime Aroha are an Aboriginal owned and operated business who make little Jarjum babies. They are a not for profit who have a Pay it Forward program where people can donate funds. These funds are then used to send out these Jarjums to community day care centres, parents and families in need and Aboriginal Schools and Preschools.

We were very fortunate to receive a gift of 10 little Jarjums which have been a big hit with our kids. It is great for our students to see themselves reflected and the dolls are absolutely stunning. The students have already taken them for a walk around the community showing them their new home. Please find Dreamtime Aroha on Instagram or at their website if you would like to donate to this fantastic organisation.

Website:
dreamtime-aroha.myshopify.com/
Instagram:
[@Dreamtime Aroha](https://www.instagram.com/DreamtimeAroha)

EXCURSIONS

Term 4 will see several excursions happening for the Point Pearce students.

- Local excursions on country as part of the CHAD project for the R-2 class.
- The Preschool and R-2 class will be travelling to Adelaide together on the 30th November. The Preschool will be enjoying a day at the Zoo. R-2 students who missed out on the Monarto Overnight Safari will also be joining them. The remainder of the class will be attending an Artist workshop as part of the Taranathi Art Exhibition at the South Australian Art Gallery. They will participate in a workshop based on the work of Fitzroy Crossing artist Tom Prince Sidden. Thanks to Sonya Rankine for winning a grant of \$1000 from the Art Gallery of SA to cover travel costs to enable our students to access this great experience.
- End of year celebration to Port Victoria beach for swimming, exploring the rock pools, beach play and finishing off with hot chips and ice blocks!





MADELINE WOODFORDE
Junior Primary
Teacher



Learning Galore!

What a crazy few weeks we have had of learning and fun at Point Pearce, and who can believe it's Week 3 already!

We started the term diving head first into patterns and the students have picked it up so well and have been able to enjoy loads of hands-on activities including patterns with our bodies and creating patterns in their books using different materials.

The students have also enjoyed lots of extra activities such as meeting a family of baby chickens and talking about the features we could see, learning how they would grow up, learning how to plant vegetables in the Ag block with their buddies and learning how to care for them. This was all in the first Week. Phew!

Week 2 saw the students learning about how different animals move in InitialLit and they created wriggly snakes to hang in the classroom. Maths saw us learning more about patterns with Numbers and Skip counting by learning through songs and interactive apps.

We've also been having fun with Mr Tuck in Drama, role-playing being snowmen and throwing pretend snowballs around.

With all this happening in the first two weeks I cannot wait to see what other fun things we get up to and all the fantastic learning to come.



PATTERNS GALORE

“ We've also been having fun with Mr Tuck in Drama, role-playing being snowmen and throwing pretend snowballs around.. ”



↑ Baby Chickens



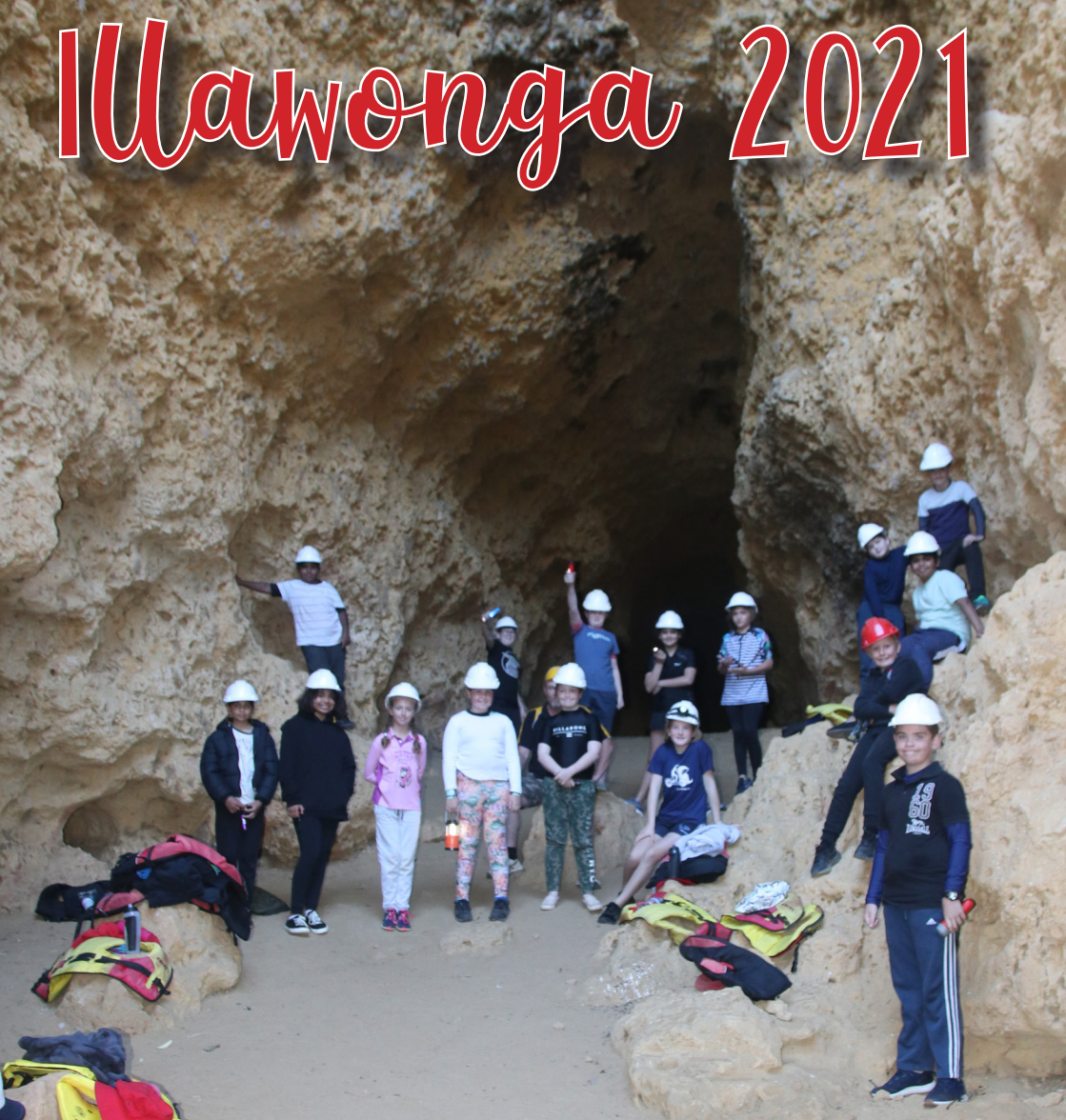
↑ Growing vegetables in the Ag Block



↑ Oh no! The snowmen are melting!



Illawonga 2021



ILLAWONGA | YEAR 5 & YEAR 6 CLASS CAMP | MONDAY OCTOBER 18 - WEDNESDAY OCTOBER 20

The Year 5/6s, accompanied by Year 5/6 teacher Charlotte Nixon, Year 4/5 teacher Emma Westbrook and K-10 teacher Tim Tuck left school bright and early on Monday October 18 heading for the Illawonga camp site near Swan Reach on the Murray River.

The campsite was originally built to showcase gymnastic equipment and was used by the Australian Olympic team in the 1980s as a out-in-the-middle-of-nowhere training centre.

The trip from Maitland takes three hours so the rest stops along the way were welcomed by all.

MONDAY

We shared the camp with staff and students from Lameroo and after our first meal together (tacos for lunch!) we headed down to Swan Reach for our afternoon of aquatics.

Students loved the knee-boarding with Year 6 students demonstration increased confidence and skills over the previous year.

The afternoon was warm, so swimming with life-jackets on in the roped off area was popular. Floating cushions were used as targets for jumps, dives and bellyflops.

The paddleboats were also a hit. These four person craft were paddled by the bow-pair with students on the back trying to drench each other with buckets of water.

After the evening meal we headed into the gym for a round of gymnastic activities and an introduction to the foam pit. Students worked around a circuit of trampolines, hoops and bars, with many students achieving quite difficult poses and movements.

We finished the evening with marshmallows around the campfire, hot cocoa and cake.

Students were still excited after their busy day and took a little persuading to settle for the even bigger day to come.





TUESDAY

We finished breakfast and all the morning chores by 8.30 and headed down the steep hill that leads from the campsite to the jetty where the camp boats are kept.

We took the 'River Truck' across the Murray and explored some deep caves in the cliffs. We experienced total darkness and hunted for fossils in the furthest reaches of the cave. Students tried several challenges, wriggling along narrow extensions of the main cave system.

We trekked back up the now even steeper hill to get ready for lunch and the afternoon activities.

We went back down the hill and swapped with Lameroo to travel down the Murray to the Big Bend. We toured a hidden billabong and watched birdlife including kestrels, pelicans and kits. Students were allowed to drive the boat and some even had the opportunity to use the boat's horn on passing traffic.



On our return to the jetty we learned the basics of kayaking and paddled across the Murray and into a nearby lagoon. We played hide and seek, swam, and splashed the instructors.

We returned to the campsite for a short break then boarded the bus for the next round of activities and travelled by bus and ferry into Swan Reach.

We saw the flood markers on the local buildings then arrived at the Swan Reach museum. Groups searched the buildings and outhouses for answers to a series of scavenger questions, learning about Murray Lock system, the local Aboriginal people and how children were taught back in the 'old days'.



Back at camp we had our evening meal then re-boarded the bus to travel out to the 'Big Bend at Night' show, a marvellously entertaining farming show with shearing, sheep dogs, sheep racing and much more.

Students bid in a sheep auction, visited the petting zoo and learned how to crack a bullwhip. Miss Nixon was VERY good with the whip.

We drove back to the camp and everyone was asleep VERY quickly!

WEDNESDAY

We were up bright and early on our last day in camp, cleaning the dormitories, packing bags and organising for the bus.

After breakfast we split into groups with students learning archery out the back of the campsite and a second session in the gym, hiding in the foam-pit and playing gladiators.

But the big hit were the pedal-karts on the race track, with all groups achieving a high number of laps.

The bus arrived just after noon and we headed back to Maitland for a 3.30pm return.

THANK-YOU

Illawonga is an action-packed camp and made all the better by the wonderful camp leaders including Mark, Darren, Jackson and Joseph.

Our cooks were wonderful too, and so helpful and organised!

A big thank you to all the teachers for their energy, supervision and involvement.

Tim Tuck

PS The icecreams were a thankyou from the teachers to the students for their excellent behaviour, resilience and relationship building with the Lameroo students.





ANDREA RIGNEY
SAASTA Student



Overcoming Problems

For my creative piece I chose not to represent a *specific* problem but decided to show the struggles of overcoming this problem.

It was hard for me to pick a particular issue to represent because I believe that overcoming any battle is very important, whether it is anxiety, depression, drug abuse or alcoholism.

A 2020 report shows that Aboriginal people experience depression (52%) and anxiety (59%) at much higher levels than non-Aboriginal Australian's, their rates are 32% and 47%. Aboriginal and Torres Strait Islander people that drink are more likely to drink at levels that are really dangerous to their health than non-indigenous people.

Statistics also show that Indigenous Australian women are at risk of smoking during pregnancy. The National Perinatal Data Collection showed that, in 2018, Indigenous mothers smoking at any time during pregnancy decreased from 52% in 2009 to 44% in 2018 (AIHW 2020). After adjusting for differences in the age structure of the two populations, Indigenous mothers were almost four times as likely to smoke at some time during pregnancy, compared with non-Indigenous mothers.

CREATIVE REPRESENTATIONS

I chose a heartbeat to be the individual's pathway because even though they are struggling, they are still alive to work through their problem.

A On the left side of the piece there is an individual standing under rain, the rain represents feeling down and struggling.

B Under the heartbeat on the left side there are people in a meeting group, this represents others getting help and talking and working through their struggles. As you can see, the person standing on the heartbeat isn't with others trying to work through their problems.

C Moving to the right you see three people meeting and talking, this shows that the person is talking to people to make that step to getting help.

D As you start to move through the heartbeat you see that there are only two people that are meeting and talking, this represents that sometimes when you are at your lowest people do leave but it shouldn't stop you from trying to get better.



I believe that overcoming any battle is very important, whether it is anxiety, depression, drug abuse or alcoholism

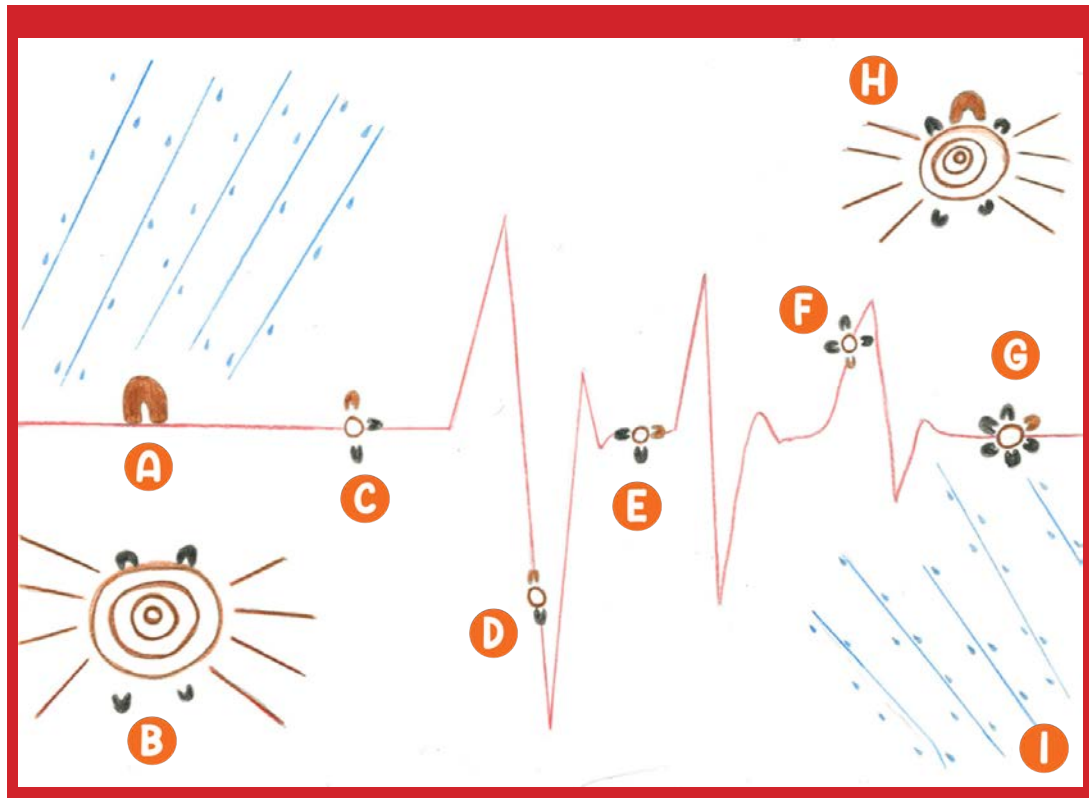
E Still moving through the heartbeat you see a new person joining you on your journey into a healthier life, this shows that as you work on yourself new people may come into your life and want to help and be on your journey to getting better.

F The same thing happens as you move through the heartbeat again, more people join you.

G By the end of the heartbeat you see a group of people standing in a meeting group, this shows that you now have a happy and healthy life and now you have a group of people surrounding you that support you and love you. You see that the rain has passed on the right bottom corner and now they are happy and healthy.

H On the top right corner, you see five people standing in a meeting group where one of them is bigger, this represents the group leader. This group leader is the individual who was standing all alone feeling down at the start of the heartbeat. They are now healthy and assisting others to go through the same journey they did, they are guiding them through their struggles.

I On the right bottom corner you see that the rain has passed and now they are happy and healthy.





**ZAKIYAH
WANGANEEN**
SAASTA Student



Aboriginal Health & Wellbeing

As part of my creative task, I explored Aboriginal Health and Wellbeing.

My art piece symbolises wellbeing and health issues we as Aboriginal people face and experience. I also researched the history of Australia in order to gain a deeper level of understanding of what action needs to take place to improve our local communities. My artwork represents healing from trauma in the past. The high rates of poor physical health, mental health problems, addiction, incarceration, domestic violence, self-harm and suicide in Indigenous communities are linked to experiences of trauma. In this case, trauma is passed down from the first generation of survivors and is identified as intergenerational trauma and can be passed on through parenting practices, behavioural problems, violence, harmful substance use and mental health issues. My art piece can reflect the physical, emotional and mental and strain of intergenerational trauma.

HEALTH ISSUES

Health issues vary from poor physical health, mental health problems, addiction, incarceration, domestic violence, self-harm, and suicide in Indigenous communities directly linked to traumatic experiences. Statistics show that 52% of people who suffer from depression are

Indigenous Australians. (59% of people suffer from anxiety). These statistics reveal something deeply wrong in our nation. Our indigenous rates of suicide are 2x higher, and youth incarceration is 26x higher, homelessness 14x higher, unemployment 5x higher, and life expectancy is ten years less. This identified some serious concerns within our communities.

INTERGENERATIONAL TRAUMA

Intergenerational trauma is a vital issue in Aboriginal Health and Wellbeing that caused strain over the many years of neglect and discrimination towards Aboriginal people.

A I felt it was best to use leaves to identify the past 60,000 years of our identity, many years of spiritual connection to the land and the sense of belonging. As Aboriginal people, we have laws and customs we still need to follow. Understanding and getting to know the land you live on is a big part of healing as a nation. If we protect our land and animals, they will do the same in return.

B The four people in each corner symbolise our ancestors and the love and protection they have for us. Family is an important part of our upbringing and often this is how we have learnt our traditions.



My art piece symbolises wellbeing and health issues we as Aboriginal people face and experience and healing from trauma in the present time.

It was a national goal to "breed out the Aboriginal" by taking away the children and making it a national policy from 1910-the 1970s; this era is called the Stolen Generations.

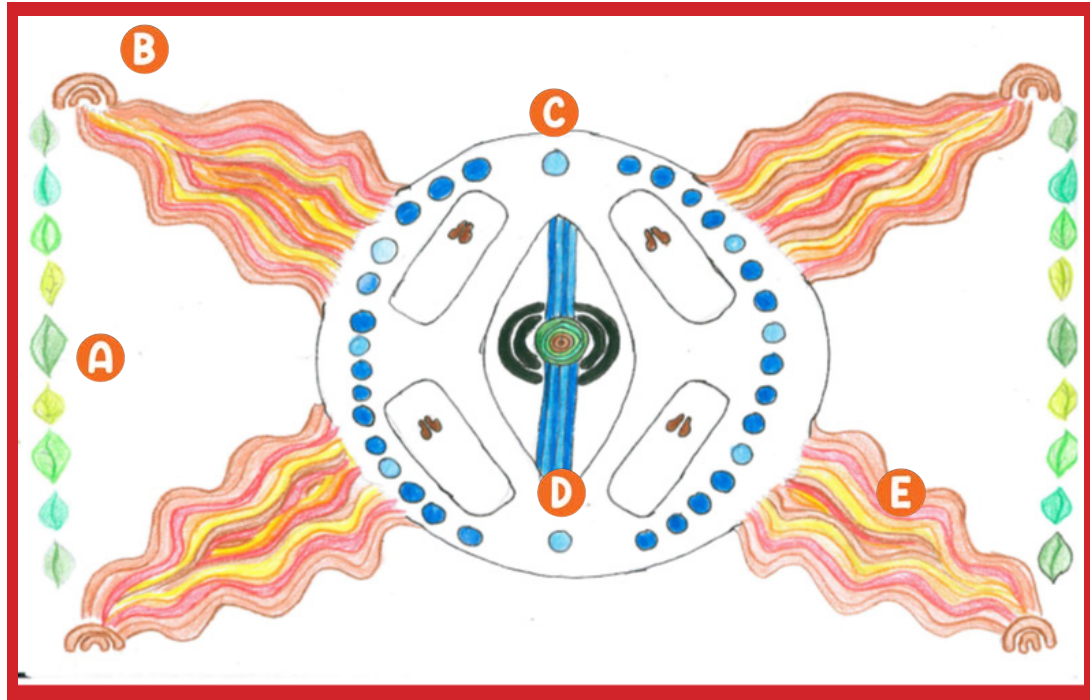
C The circles symbolise living in drug-free households for each of our children to grow in a happy and healthy family and saying no to drug use.

D Coolamon is a carved wooden tray that came from trees that have been used by many Aboriginal tribes, especially by Aboriginal women. I decided to use the Coolamon as a way of guidance to lead the future generation of our children.

E The curves in the wave are an important piece of my work as they embody our historical injustices and events. For Aboriginal and Torres Strait Islander people, the history of forced removals, unfair policies, loss of land and culture have all contributed to intergenerational trauma. Intergenerational trauma severely reduces the population of Aboriginal and Torres Strait Islander peoples leading to widespread disadvantage.

Forced removal of children from their kin, country and culture moved to institutions where they were harmed physically, emotionally and sexually abused, which led to the destruction of Indigenous communities. Terra Nullis, a legal term which the British used that claimed Australia belonged to no one. This denied the existence of Indigenous Australians as human beings, which led to Invasion without a treaty, and then on to their homelands families and way of life. The loss of culture, families, and traditions is still felt today. I thought that the waves could also represent the survival of our culture that is still alive and thriving.

To summarise, I decided to create this art piece because it symbolises that Australia has a very important history, that should be shared within education and life. I like to think that our history and culture was in hibernation, and we as a nation are ready because our culture has awakened to make Australia and our mob better. My art piece symbolises wellbeing and health issues we as Aboriginal people face and experience and healing from trauma in the present time.



P R I M A R Y Art Exhibition

The Central Yorke School Primary Art Exhibition was officially opened on Wednesday October 20 in the exhibition space of the School Community Library.

The exhibition, curated by Primary Art teacher Sarah Atkins, featured a variety of 2D and 3D works including paintings, sculptures, prints, collages and assemblages.

Each class drew inspiration from a different famous artist, with the R/1 class discovering the works of Monet, the 1/2 class focusing on Pablo Picasso, the 2/3 class studying the life and works of Vincent Van Gogh, the Year 4/5 class looking at contemporary artist Andy Warhol and the Year 5/6 class looking at Michelangelo.

The exhibit has drawn many favourable comments from the community, students and staff with people praising the composition, vibrancy, and energy contained within the works.

Visitors were also encouraged to add to the display themselves by completing a lesson warm up with prizes for the best Monet, Picasso, Van Gogh, Warhol or Michelangelo artworks.

A big thank you to the library staff for allowing our junior artists to showcase their work in a public space. Congratulations to all the students who displayed work and a huge 'well-done' to Sarah for inspiring our students as artists and investing the time in the organisation, display and promotion of this fantastic event.

Tim Tuck

PRIMARY ART EXHIBITION (5/6)

Michelangelo

The 5/6 class took a step back in time to look at one of the greatest artists who ever lived, Michelangelo Buonarroti (1475 - 1564).

The class spent the term painting upside down, completing studies of both hands and face, re-creating the famous 'Creation of Adam' pose and finished with their very own clay sculptures using wire armatures.

↓ Jamie Agius

↓ Jono Mann



↑ Rovina Newchurch

↑ Isabelle Roenfeldt



↑ Picasso Exhibit



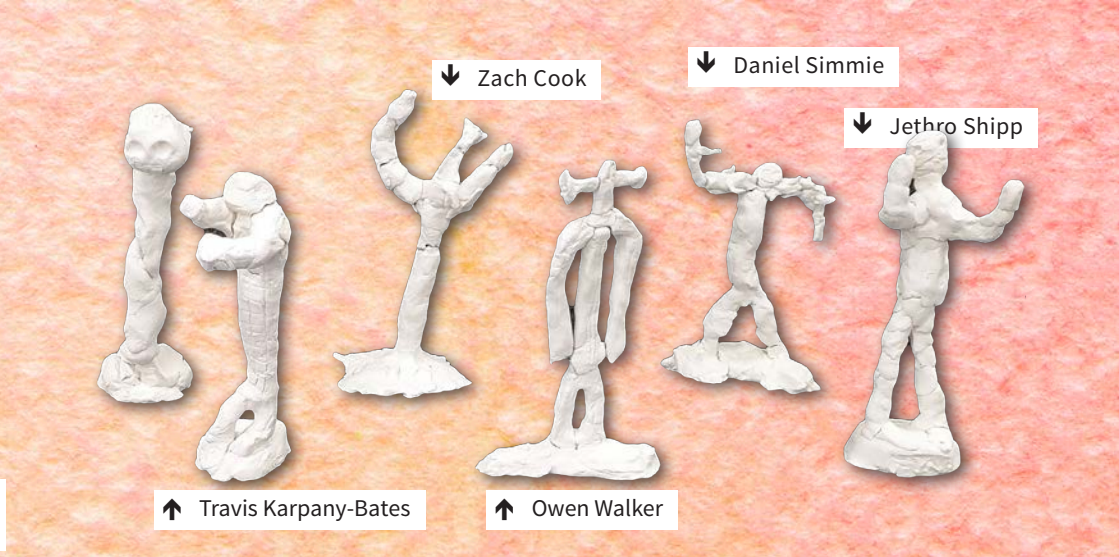
↑ Monet Exhibit



↑ Van Gogh Exhibit



↑ Interactive activity



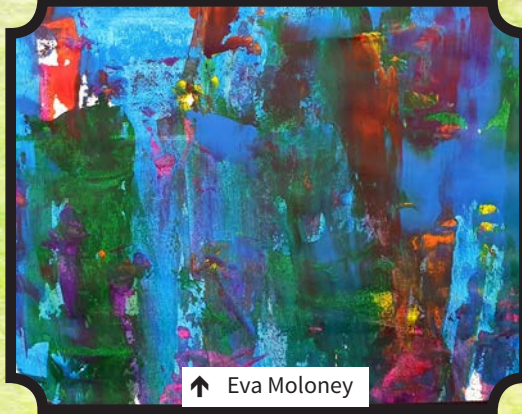
↓ Zach Cook

↓ Daniel Simmie

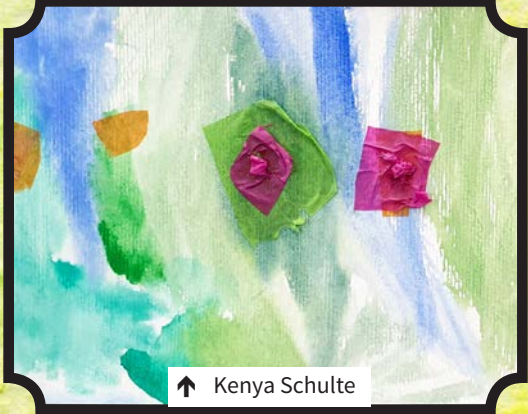
↓ Jethro Shipp

↑ Travis Karpany-Bates

↑ Owen Walker



↑ Eva Moloney



↑ Kenya Schulte

PRIMARY ART EXHIBITION (R/1)

Monet

The R/1 class discovered the artist Oscar-Claude Monet (1840 - 1926). In class, they learnt about his life and how he began drawing caricatures for money before moving into painting. He loved to paint outdoors and was fascinated by water and how the light reflected upon it.



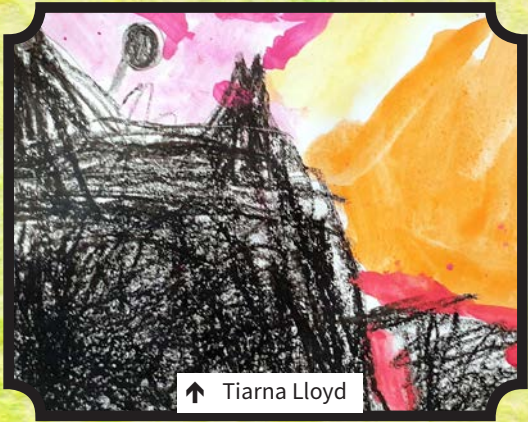
↑ Hamish Bray



↑ George Wheare



↑ Liam Andrews



↑ Tiarna Lloyd



↑ Alex Wilson



↑ Aysha Caddy

His painting style was later named 'Impressionism' after one of his works - while not everyone liked it at the time, it became an incredibly important artistic movement. The class looked at these famous Monet pieces and re-created them in their own style. The students

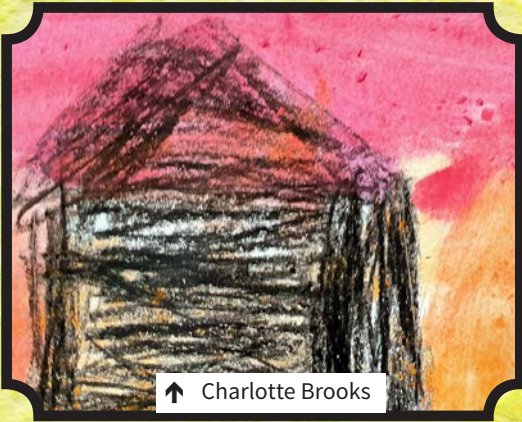
learnt how to work with watercolours, dab on paint and draw self-caricatures. Then they chose their favourite piece, named it and learnt how to frame it for display.



↑ Max Bagshaw



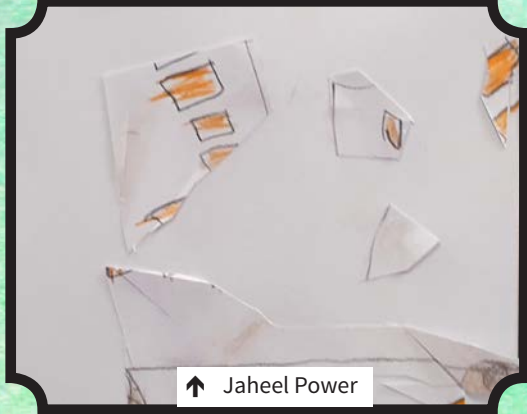
↑ Sean Davey



↑ Charlotte Brooks



↑ Amitiel Pope



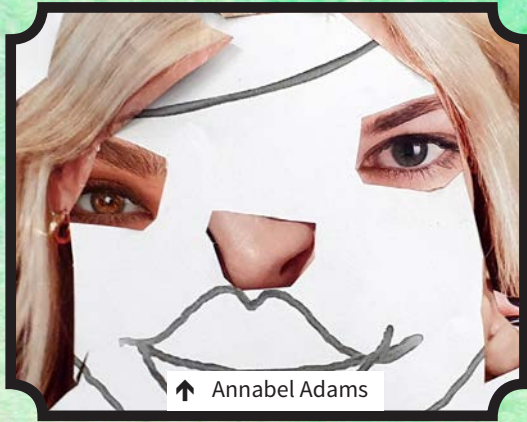
↑ Jaheel Power



The 1/2s focused on the Spanish artist Pablo Picasso (1881 - 1973) and were amazed at his unusually long name - Pablo Diego Jose Francisco de Paula Juan Nepomuceno Maria de los Remedios Cipriano de la Santisima Trinidad Ruiz Picasso!

PRIMARY ART EXHIBITION (1/2)

Picasso



↑ Annabel Adams



↑ Christian Tape



↑ Theodore Liebelt



↑ Chelsea Clarke



↑ Ruby Andrews



↑ Lily-Rose Martin

Picasso always loved to draw and his Art teacher father saw his talent and began to teach him from the age of 7, hoping he would one day become a great artist. In class, the students looked at many of Picasso's famous pieces as they were creating their own. They used mixed

media to create self-portraits, learnt about the colour wheel, drew upon sad memories for the Blue Period, happy memories for the Rose Period' and finished with some cubism fun.



↑ Milly Voyce



↑ Natayah Elliot



↑ Imogen Errington



↑ Libby Bagshaw



↑ Olivia Adams

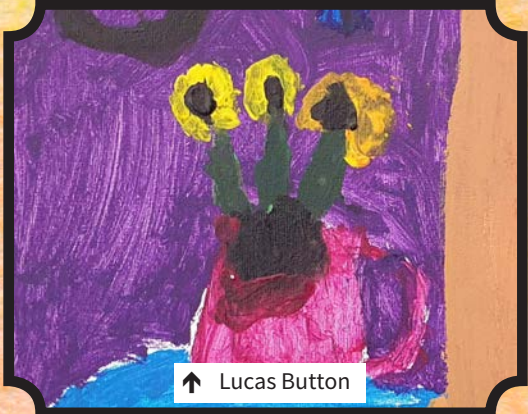
PRIMARY ART EXHIBITION (2/3)

Vincent Van Gogh

The 2/3 class studied the life and works of Vincent van Gogh (1853 - 1890, focusing on the way he used his brush strokes to make the illusion of movement. Van Gogh tried a lot of different jobs before choosing to become an artist, but found his passion was creating art,



↑ Telika Smith



↑ Lucas Button



↑ Cameron Tape





↑ Spencer Liebelt



↑ Harry Moore

so he went to several different art schools to learn everything he could about drawing and painting. His earlier works were very dark until he discovered the strong lines and bright colours of some Japanese art. Van Gogh loved to apply his paint quite thick and was always running out.

The class learnt how to use watercolours, pastels and experiment with paint thickeners in their re-creations of some of Van Gogh's most famous masterpieces.



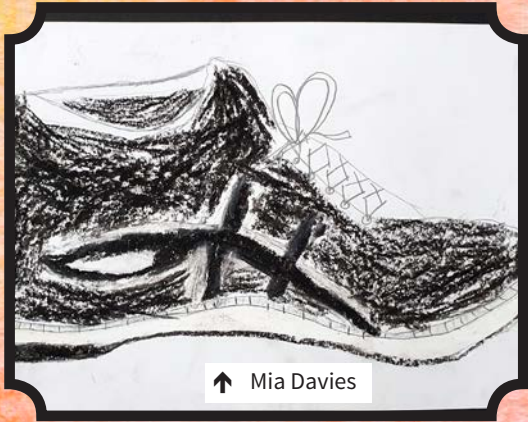
↑ Alani Newchurch



↑ Paige Kerr



↑ Erik Samson



↑ Mia Davies



↑ Vonnie Skirianos-Arnesen

PRIMARY ART EXHIBITION (4/5)

Andy Warhol

The 4/5 class looked at how Andy Warhol (1928 - 1987) brought Art back to the people. He was one of the founding artists to create the Pop Art movement that was very big in the 1960s. Warhol believed that art should be affordable and more importantly, people needed to know what they



↑ Nakayshah Elliot



↑ Samuel Andrews



↑ Alice Butler



↑ Katrina Bennett



↑ Harrison Wilson



↑ Michael Stevens

were looking at. He went onto create artworks that were easily recognizable and visually stimulating. In class, the group researched the meaning of Pop Culture. Then they used Warhol's iconic pieces as inspiration to create their own series of artworks. They were able to use simple printing techniques

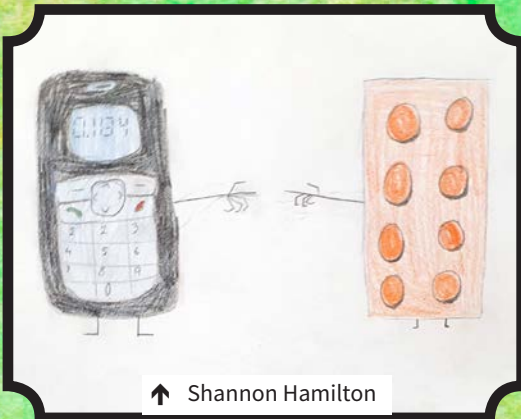
and complementary colours to ensure their work stood out. Once finished, each student chose a piece, named it and learnt how to mount it for display.



↑ Kalirose Simmie



↑ Tarren Power



↑ Shannon Hamilton



↑ Julian Crawford



GEORGE BUTLER
Year 7 Student



Pizza Cell Creations

The class first learnt the cell names and functions of the plant and animal cell. We then got into pairs and chose whether to make an animal or plant cell pizza.

Once the pairs decided what type of cell pizza they were making, the pairs made a list of appropriate ingredients for either a savoury or sweet pizza to match each of the organelles in that cell.

Once the pairs had all of the ingredients matched with the organelles they were able to make the pizza during the triple lesson on Friday.

Everyone enjoyed this assignment and thought that their pizzas were delicious.



Everyone enjoyed this assignment and thought that their pizzas were delicious.



Badminton SA Visit

Professional badminton player Callum Dunk visited CYS on Tuesday October 26 and took secondary students through skill, strategy and match-play exercises.

Callum worked with Year 9/10 students before recess, continued with the SAASTA students until lunch and finished the day with a class of Year 11's.

Groups started with a review of basic skills then focused on specific skill-sets such as serving or volleys.

Students learned techniques to minimise opponents strengths along with foot and hand placement and doubles strategies.

Thank you to Badminton SA for the opportunity to work with Callum and learn more about this great game. Thank you to Callum for your professional approach and your educational, informative and fun approach to learning new skills.

Tim Tuck | Teacher



Presentation Night Award Donations

Dear Parents

Presentation Night will be held on Tuesday 7th December, starting at 7.00pm. Any changed arrangements due to COVID restrictions will be announced shortly.

If you wish to contribute to the Awards Scheme for 2021, please complete the form at the end of this letter and forward it with your donation to the school by Wednesday 1st December. It has been suggested that donations of \$50 would be adequate for a suitable award. This scheme has been successful in the past because of the support we have received from parents and the wider community.

Yours sincerely

Grant Keleher



PRINCIPAL

PRESENTATION NIGHT AWARD DONATION RESPONSE SLIP

Dear Mr Keleher ,

My/Our donation of \$50 is attached herewith. We would like to have the donor(s) name listed as:

_____ (Eg John & Jill Smith)

_____ Printed Name

_____ Signature



VACSWIM is Hiring Instructors!

The VACSWIM Program is South Australia's only government subsidised and endorsed summer holiday water safety program. Each year it engages over 12,000 primary school aged children at more than 100 locations across the state. VACSWIM's aim is to reduce the incidence of drowning and water related accidents amongst the younger generations.

Surf Life Saving SA are seeking reliable and positive individuals to fill Instructor in Charge, Instructor and Assistant Instructor positions at pool, beach and lake locations across SA.

APPLICATIONS

Instructor in Charge applications are due 9:00am Wednesday 27th November. Instructor and Assistant Instructor applications are due 9:00am Wednesday 10th November.

For more information, please visit vacswimsa.com.au/employment

Brief enquiries may be made to the Community Programs Team on 8354 6996.

learning together

respect TREAT OTHERS HOW YOU WANT TO BE TREATED

resilience YOU DON'T GET BETTER AT THINGS YOU GIVE UP ON

relationships MAKE RELATIONSHIPS AT THE HEART OF ALL YOU DO

making a difference

Free Breast Screening

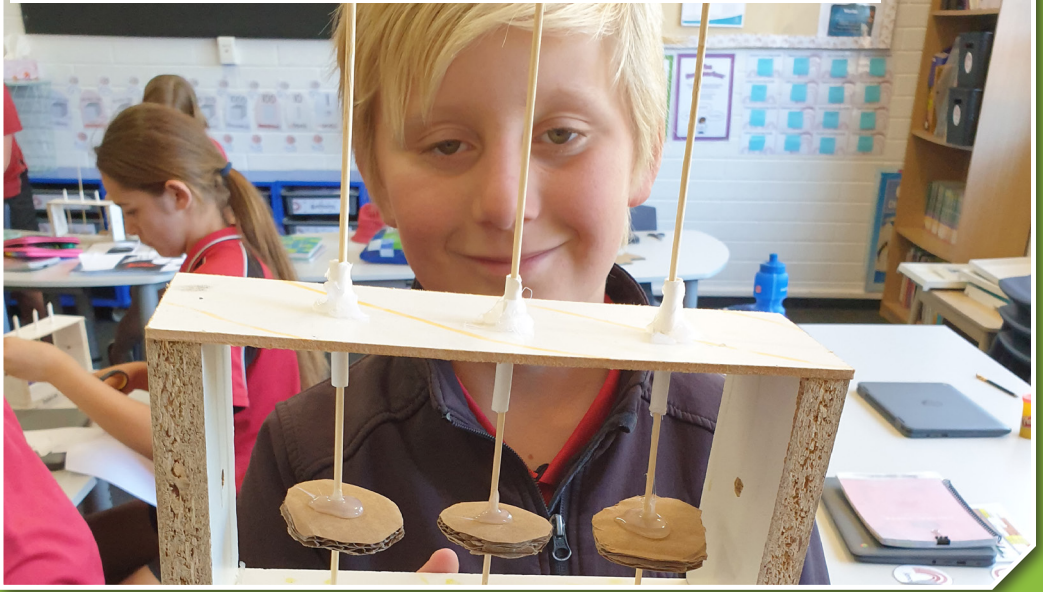
Did you know that women aged 50 to 74 can have FREE breast cancer screening?

BreastScreen SA's Mobile Screening Unit will be located at the back of the Maitland Hospital, next to the West Wing, Robert Street from mid-November to early December 2021.

Appointments are free and can take as little as 10 minutes.

Call BreastScreen SA on **132050** to book or visit www.breastscreen.sa.gov.au to find out more.

↓ The Year 5/6 class are constructing 'Automata' mechanisms that move when a handle is turned.



↓ The Year 2/3 class miming three-legged snowmen races



↓ Merit Card recipients at the Week 2 Primary Assembly



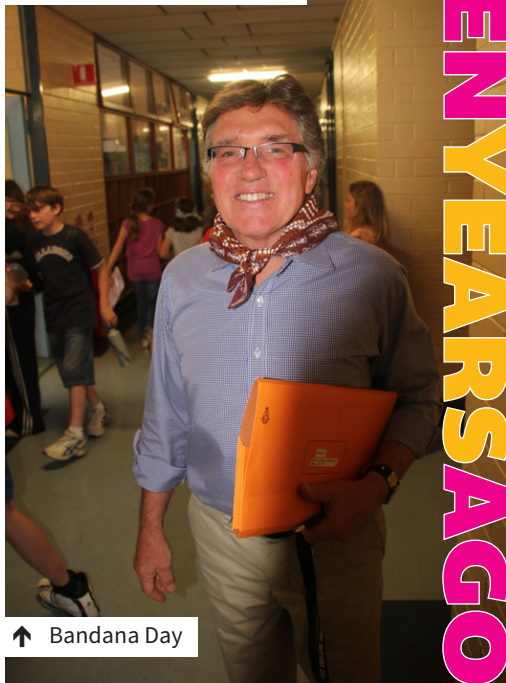
SNI PP ETS

↓ The Year 1/2 Class are making snowmen marionettes in Design & Tech



The Back Page

October 28, 2011



↑ Bandana Day

TEN YEARS AGO

Calendar

OCTOBER

WEEK 3

25-29 Primary Art Exhibition

27-29 Woodhouse Camp

28 6/7 Girls KO Tennis

29 Scholastic Book Fair

29 Year 12 Assembly & Breakfast

NOVEMBER

WEEK 4

1-5 Scholastic Book Fair

1-4 6/7 SAPSASA Cricket Carnival

2 Newchurch Horticulture Excursion

3 Music Showcase

4 Kindy / School Transition

WEEK 5

8 Home Ec Cake Decorating with Bec Jones

8-11 6/7 SAPSASA Tennis Carnival

8-10 Scholastic Book Fair

10 Pt Pearce visit to the ELC

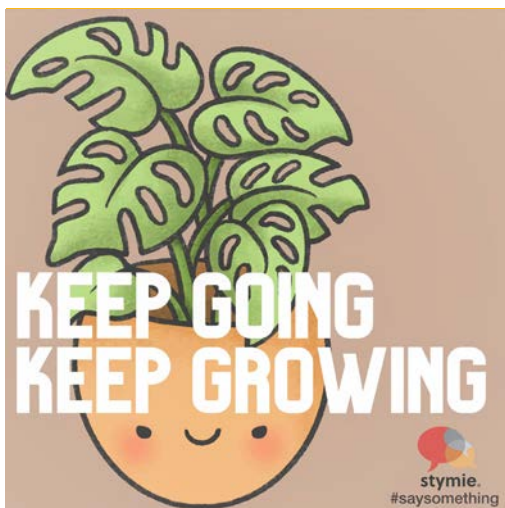
11 Remembrance Day

13 Christmas Pageant

WEEK 6

16-18 SAATA Shield

19 Pupil Free Day



	Eagles	Sharks
Week	1,310	1,190
Term	2,234	2,036
Year	18,359	19,033