

Central



SHARON ILLINGWORTH PRINCIPAL

Term 1 Update



Striving to achieve our best and celebrating our success.

It has been a busy term with engaging teaching and learning, activities and events. If you have been following our Facebook page (facebook.com/CentralYorkeSchool) you would have seen updated information on a range of good news stories.

We are using the Central Yorke School Facebook page to share some of your children's learning experiences at school and we hope you have gained as much joy from the photos and information as we have!

Student Leadership

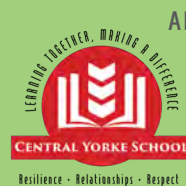
On Wednesday 6 April we held our annual Leaders Induction ceremony. Students from across the school were recognised for their dedication and commitment to their school community. It was evident throughout the ceremony the significance and commitment the school has made

in developing young leaders, and the pride that students associate with the positions held.

The Leaders Induction ceremony showcased our culture of excellence and celebrated student achievement. It was wonderful to once again be able to invite parents and community back into the school to share this event.

I would like to thank our special guests Joann Weckert Education Director, Janine





PRINCIPAL

Sharon Illingworth

POINT PEARCE CAMPUS

Kath Magarey (Head of Campus)

EARLY LEARNING CENTRE

Mel Richards (Head of Early Years)

PRIMARY CAMPUS

Chelsea Schmidt (Assistant Principal)

Anna Allen (Coordinator)

SECONDARY CAMPUS

Jason Clifford (Assistant Principal)

Luke Trenorden (Coordinator)

WELLBEING LEADERS

Jaynelle LeFeuvre

Will Baker

BUSINESS MANAGER

Fiona-Lee Buttfield

STUDENT SERVICES

Debra Briggs

Andrea vander Westhuizen

CONTACTS

Junction Road, Maitland SA 5573

P (08) 8832 2613

F (08) 8832 2336

E dl.0761.info@schools.sa.edu.au

ACKNOWLEDGEMENT OF LAND

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

Burrows Governing Council Chair and Karen Crawford Parents and Friends Chair. I would also like to specially thank Jaynelle Le Feuvre, Will Baker, Tim Tuck and Betina Davies for their outstanding efforts in organising such a professional event.

Farewell

I would like to farewell Phil Wiley and Rebecca Bray. Both Phil and Bec have been committed to supporting student learning and wellbeing across the school. We wish them well in their next adventures.



Welcome

I would like to welcome Chelsey Arthur who will be joining CYS in term 2. Chelsey will be working with Sarah Atkins teaching the year 3/ 4 class. Chelsey will be an excellent addition to our team.

Congratulations to Amanda Wheeler who has been appointed as the Differentiation Learning Coordinator. Amanda will be working across sub schools to support the learning and transition for all our students. .

Reports

Academic reports will be sent home this week. I encourage families to take the time to read the comments with your children. I further encourage students to take note of their successes and also the areas of growth and to set three learning goals for Term 2.

It is important we celebrate academic excellence as well as academic improvement. We encourage all students to try their best and to celebrate their individual progress.

We understand Covid has been disruptive to attendance, however we encourage students to continue to regularly attend school ensuring the continuity of learning and academic achievement. If you need support, please contact the school and we will provide assistance.

Easter wishes

Term 1 has been filled with excitement, opportunities and adventure and I am looking forward to seeing what term 2 has to offer.

On behalf of the staff, I would like to wish you and your family a safe and enjoyable Easter holiday and hope Easter Bunny leaves you a little surprise.



Principal





1. Macy the reading dog in the R/1 class.
2. Playing with zoos at Point Pearce.
3. Hanging out with Class Rep Sharon after the SRC Induction.
4. Working while the new glass door is put in.
5. Helping out with tea-parties in the ELC.
6. Congratulating Louie at the SRC Induction.
7. Handing out Merit Cards at the Primary Assembly.

JASON CLIFFORD SECONDARY ASSISTANT PRINCIPAL

Overcoming adveristy



Our school values in action.

Just like that- Term 1 ends. It has been a busy term which has seen once again our students, staff and community rally together to overcome the many obstacles which could interrupted the learning programs.

I would like to say thankyou to the staff and students for demonstrating our school values of Resilience, Respect and Relationships during this term and working together to make sure we still had a very successful start to the year.

Reports will be coming home this week for all students. I encourage you to take the time to reflect on these together at home and celebrate your successes and perhaps identify areas that you could improve on for next term.

Due to Covid restrictions, we will not be holding formal Parent/Teacher interviews this term, however as always, you are welcome to contact the school if you wish to discuss anything about your child's learning further.



Year 12

Our Year 12's have essentially just finished a third of their learning for the year. While it is important for you to take a breather, relax a little and do something for yourself over the term break, it is also essential that you maintain your studies and don't lose momentum for Term 2. I know it feels like a long way away now but the end of Term 3 will be here before you know it.

Leaders Induction

It was great to see all of our school student leaders inducted last week. The Prefects, SRC, Sports Captains, Music Captains and Bus Monitors, have already done lots of great work around the school and I am looking forward to working with this group of students to continue moving the school forward.

Special Events

Next term we also look forward to opening up many different events again for students which have been postponed or cancelled recently. For example, in Week 1 our Year 10 and 11 students will visit the Careers Expo at the Wayville Showgrounds where they will be able access information from over 120 organisations and employers to help them plan their future career paths and post school opportunities.

I would like to wish everyone a Happy and safe Easter Holidays.

Jason Clifford

ASSISTANT PRINCIPAL - SECONDARY

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1. Secondary campus photoshoot.
2. Special feed for the calves.
3. Selling craft items and cooking at the Maitland Markets.

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Secondary April Photo Album



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Stutley & Townsend

Performing Arts: Chinese Shadow Puppets

Agricultural Studies: Wool Production Unit

Science: Separating Substances

Back to School: First Day Back

Vegetables

Why do we eat them?
They are a good source of vitamins and minerals.
They are a good source of fibre.
They are a good source of antioxidants.
They are a good source of phytochemicals.
They are a good source of antioxidants.
They are a good source of phytochemicals.

Don't panic its organic!

FRUIT

Why do we eat them?
They are a good source of vitamins and minerals.
They are a good source of fibre.
They are a good source of antioxidants.
They are a good source of phytochemicals.
They are a good source of antioxidants.
They are a good source of phytochemicals.

GIVE A HOOT, EAT MORE FRUIT!

The Advertiser we're for you...

MISSING

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1. Working with the sheep in Year 9 Ag.
2. 7/8 Showboard.
3. Zoey preparing pasta.
4. Senior Home Ec class preparing food for the Induction Ceremony.
5. Congratulations Kora - first prize at the Maitland Show!
6. Year 10 tractor lessons.
7. Year 7/8 students rehearsing their shadow puppet play.
8. Year 10 PE - table tennis unit.



SAASTA PAINTING

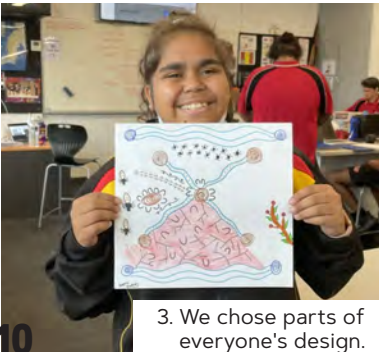
The Stage 2 SAASTA students completed a creative presentation that required them to create a team story and transfer that onto a painting. The completed painting will then be used on their guernseys for the Power Cup in Term 2. The canvas will be also displayed at the new Tarrkarri centre for First Nations culture in Adelaide.



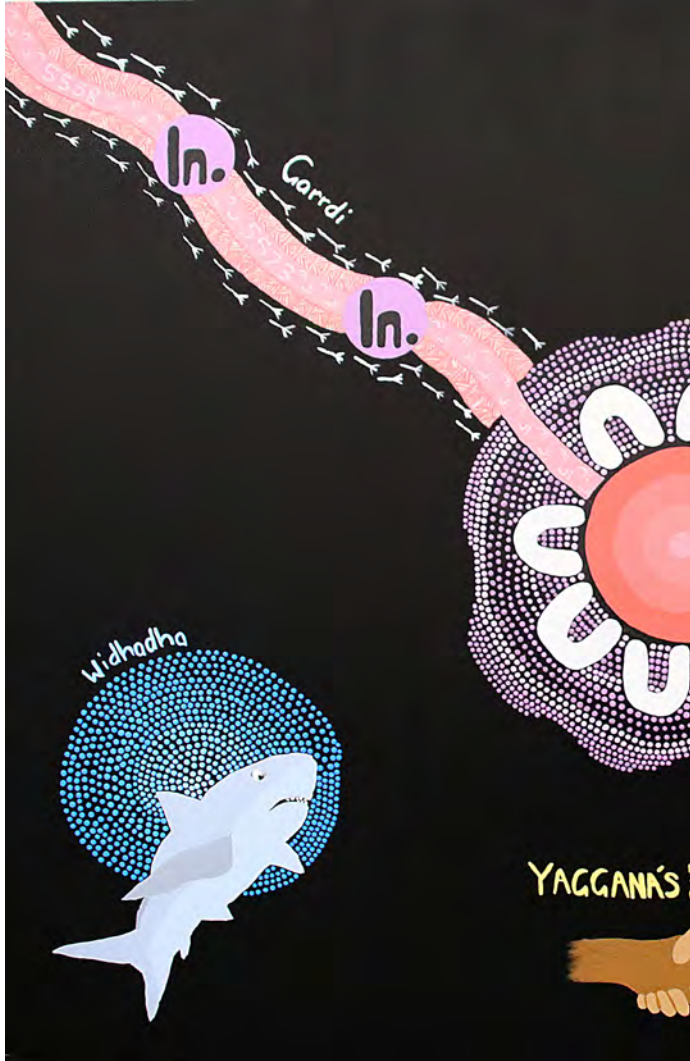
1. We researched and brainstormed the team story.



2. We created our own designs based on the team story.



3. We chose parts of everyone's design.



OUR DESIGN

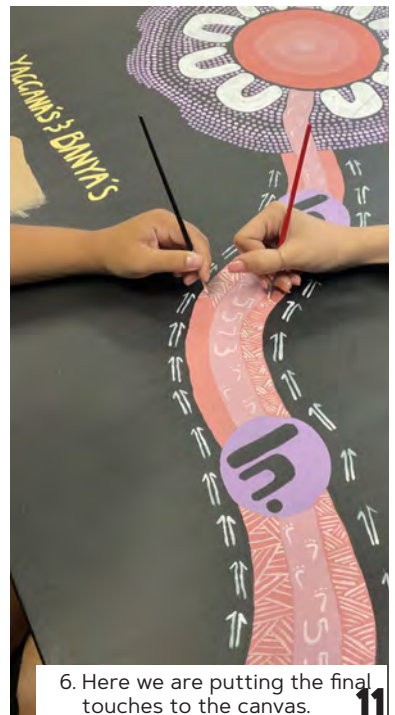
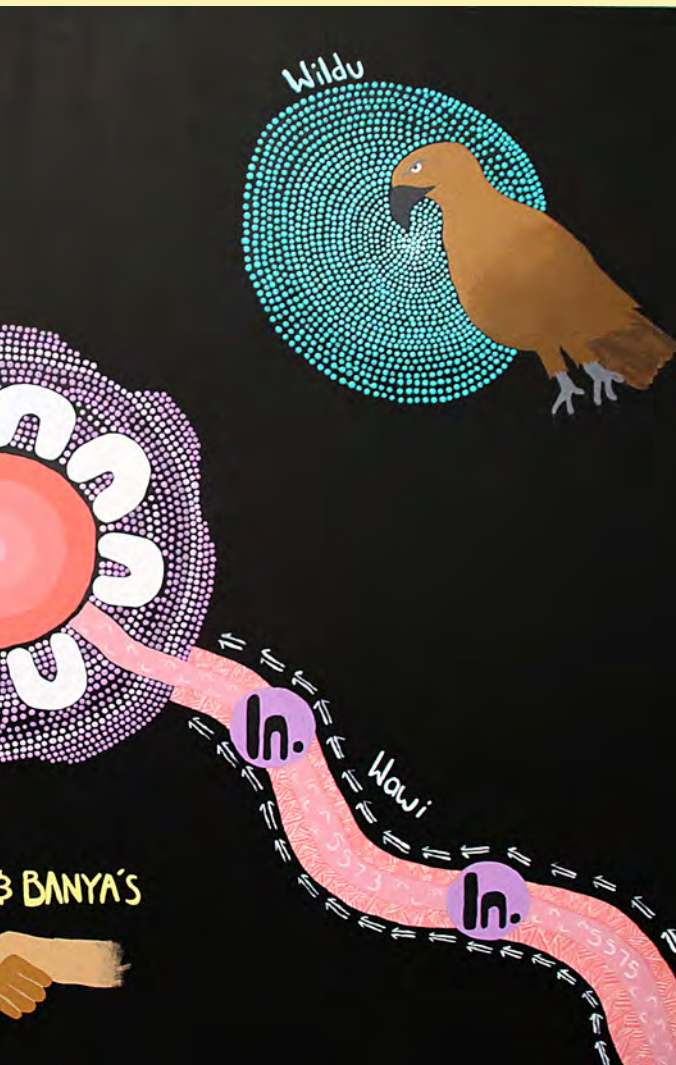
The design tells the story of us coming from different communities from far and wide and meeting together in the middle of Narungga country to share and create new memories. The journey to the meeting place shows the communities we come from through the use of postcodes that we travel from each week. The prints along the journey are representatives of the Narungga Totems, both the Kangaroo (Wawi) and the Emu (Garrdi). We have incorporated the other two totems, the Shark (Widhadha) and Eagle (Wildu) on the corners. Down the bottom of the painting there are two hands shaking, displaying we are all coming together and forming a family to have for life. The words in the Narungga language are Yaggana's and Banyas (Sisters and Brothers).



4. We drew the design on large paper to check size and spacing.



5. Each group member contributed to the process.



6. Here we are putting the final touches to the canvas.

Dame Roma Mitchell Scholarship

The Dame Roma Mitchell Scholarship, for Year 10 Aboriginal students have been awarded each year since 1993. The scholarships are intended to help support Aboriginal students to complete SACE. over the 2 years spanning their Senior Secondary schooling.

The application criteria reflects the:

- student's capacity to complete SACE: level of achievement; consistency; attendance; skill improvement
 - school / community support: role models/leadership; representation on committees; commitment to the community; community supportiveness
 - career aspirations: goal setting; evidence of use of initiative; presentation/communication skills evident in writing and
 - significance of the scholarship: evidence of usefulness and need
- It is recommended that students also include in their applications,



documentation of reports, awards, and evidence of participation in state, community and school events.

The successful applicants from CYS for 2022 are Billy Eveleigh and Angus Dunkley, We would like to congratulate them on their success and wish them well as they pursue their future schooling.

Stage 2 Tech Studies

Year 12 student Willoughby Klopp designed and constructed this beautiful 'Woodgrain Waterfall Top' hallway stand with push open and soft close drawers.



Year 7/8 Electives | Maitland Markets Stall



This term the Enterprise Skills elective class have been developing their small businesses and producing items to sell at the Maitland Markets.

We had to decide on a product we wanted to make, create a business plan and design a logo. We also had to work out how much it cost to make our items and decide on a selling price that would make us a small profit.

After weeks of planning and production, we were ready to take our items to the Markets.



On Thursday April 7th, we packed up our products and headed down to the Maitland Markets. When we got there, we set up all our products. Mrs Harper told us we had unfortunately just missed the morning tea rush, but we didn't have to wait long until we had our first customer.

Shortly after Ben Allen was the first to have all his brownies sold out. Pearl and Elouise's slices were also popular and were sold out in a short time too. After waiting a little longer, everyone had made their first sale.

We appreciate the support shown to us by the community members who helped us make \$117 of sales on the day. We would also like to give a big thank you to Mrs Davies for organizing this experience for us.

BY SOPHIE DAVIES AND MRS DAVIES.



Agricultural Studies

Year 10 | Tractor Driving

Ben Eglinton shared his wealth of knowledge on machinery and farm safety on the first of three visits to our Year 10 Agricultural Studies students.

The first session focused on identifying the parts of the tractor both inside and outside of the cab, being aware (and how to keep an eye on) the tractor's serviceable parts and the process of starting and stopping the tractor.

A huge thank you to Ben for his generous donation of time and expertise to us.

Jaynelle Le Fèvre

SENIOR AG. TEACHER



Year 7/8 | Wool Unit

After a very busy term of 'Wool' study, the Year 7/8 class have finished the unit with more hands on activities.

Many had a go at knitting- with various degrees of success. We are not quite ready to make a jumper yet, but it is amazing how much you can learn from watching 'How to' videos on YouTube and then having a practice and helping each other!

We also assessed our sheep for wool quality - particularly colour, crimp and surface appearance. Our opinions varied on which was the best, but we all developed some new skills!



Improving & achieving results



Continuing to build excellence in Term 2.

As we look towards Term 2 it is now time to consolidate the learning and stretch our minds so we can achieve the goals that have been set out for us. So during the holiday period I want students to think about the following:

- What am I going to practice on to improve?
- What am I going to do when I don't know how to do something?

Studies show that students will naturally improve just by consistently attending school however we are aiming to achieve excellence for all children. At Central Yorke School we are creating a culture where improvement to achieve excellence is an expectation.

There is nothing that says we can't all achieve excellence. For each person this might look different but the key is to make the decision to commit to your own improvement and enact the change you want to see in yourself; for yourself.

Staffing changes in Term 2.

Congratulations to Anna Allen who has won the Primary Coordinator position for the rest of the year. She will be a great asset to our Primary leadership team. Mrs Allen will step out of her role co-teaching the 3/4 class and we welcome Miss Arthur who will be replacing her!

Miss Arthur is very excited to become a member of our Central Yorke School



teaching team and can't wait to meet her new class next term – she has heard many wonderful things! If you'd like to get to know Miss Arthur please enjoy reading her teacher profile!

ANZAC DAY – April 25

Anzac Day goes beyond the anniversary of the landing on Gallipoli in 1915. It is the day on which we remember all Australians who served and died in war and on operational service.

The spirit of Anzac, with its qualities of courage, mateship, and sacrifice, continues to have meaning and relevance for our sense of national identity. It is the time of year that we can be grateful and celebrate what our forefathers sacrificed so we could have the privileges we have today.

It is often suggested that the Dawn Service observed on Anzac Day had its origins in a military routine still followed by the Australian Army. The half-light of dawn was one of the times favoured for launching an attack. Soldiers in defensive positions were woken in the dark before dawn, so by the time first light crept across the battlefield they were awake, alert, and manning their weapons; this is still known as the "stand-to".

I encourage all Central Yorke families to attend a dawn service and pay their respects. The number of soldiers who served from Maitland, Pt Pearce and Port Victoria was one of the largest in the YP and a direct reflection of our community values which we still hold in high regard today.

Chelsea Schmitt

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ASSISTANT PRINCIPAL - PRIMARY



Ten QUESTIONS FOR MISS ARTHUR

1. *Favourite subject:* **Maths**
2. *Favourite food:* **Chocolate**
3. *Favourite book and why:* **We're going on a bear hunt – This is such a special book in our family that we always read when we were younger.**
4. *When I was at school I was:* **A leader, who enjoyed going to school and got on with my peers and teachers.**
5. *When I'm not at school you will find me:* **Walking my dog, Billie, down the beach.**
6. *Most memorable teaching moment:* **Having my year 9 students get over the fears when swimming with the Sea Lions on year 9 camp in Port Lincoln 2021.**
7. *When I was young I wanted to be:* **A teacher**
8. *Favourite sports team:* **Adelaide Crows**
9. *Favourite quote:* **Hard work beats talent when talent doesn't work hard.**
10. *What I'm most excited about doing when I get to Central Yorke School:* **Meeting the students and staff and helping students reach their full potential.**

Thank you!

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Primary April Photo Album



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1. Special 'Step Up To Clean Up' certificates.
2. 5/6 Showboard.
3. Jake ready for SRC duties.
4. Festival Choir Assessment.
5. Year 3 Drama - People Puppets.
6. Year 3/4 PE - ball skills in the Recreation Centre.
7. Year 5/6 Ag - vegetable garden preparation.
8. Year 3/4 Drama - checking out our 'Snobby Boys & Girls' costumes.



BILLY THE POSSUM



TRACEY PESCATORE

Mrs Hasting read the book 'Billy the Possum, by Tracey Pescatore, to the R-2 students. The children were entranced by the story of the hurt South Australian possum and his adventures to find a safe home where he could get better.

The students drew pictures in response to the book and Mrs Hasting contacted the author to see if we could include her book cover with our pictures. This is what we she said.

Hi Patricia, I would be honoured to have pictures of my book in your newsletter, and I am really glad the children liked it.

Thank you, Tracey

Billy the Possum by Tracey Pescatore



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Billy the Possum by Tracey Pescatore



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In Colour
Billy the Possum by Tracey Pescatore



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Billy the Possum by Tracey Pescatore



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Billy the Possum by Tracey Pescatore



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Billy the Possum by Tracey Pescatore



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5/6 Ag | Apples

The year 5/6 Ag class have been working with a focus on 'Apples'. They teamed up with the Year 9 class to make apple crumble pies.

They also spent time on their fine motor and knife skills by using apples to learn different cutting styles needed in the kitchen.

Students enjoyed their sessions in the kitchen as well as in the garden where they have prepared garden beds, helped with weeding and planted vegetable seedlings ready for next term.



R/1 STEM | Toast Cafe

We've investigated how toast is made and made our own using different toasters, including the giant toast machine in the school canteen. We've learned how to record people's preferences for toast and spreads and made our own toast holders so that we don't burn our fingers.



2 STEM | Pop-up Book Mechanisms

The Year 2 STEM Class really enjoyed the Strega Nona pop up book so we had a go at making our own. We researched different pop up mechanisms and made our own cards with moving parts. We learned that you have to make careful folds and test parts before you glue them into place.



3 STEM | Hinges and Doors

The Year 3 STEM Class are investigating how doors, hinges and locks work. They have made a building with a doorway and added their own creative touches, including furniture, verandahs, signs, bollards and people. They made greeting cards with hinged doors and moving parts and investigated hinges around the school.



3/4 STEM | Sight-Impaired Games

The 3/4 STEM Class learned about Braille and how it helps sight-impaired people to read. We then brainstormed ideas for games that sight-impaired people could play and made our own rolling ball maze games and tested them with blindfolds to see how difficult they would be to play.



5/6 STEM | Electric Buggies

The 5/6 STEM Class are building their own electric buggies. We constructed the chassis using timber strips, corflute strengthening and waxed paper straw axle mounts. We've made bodies for the vehicles and we'll add LED lights or motors later.



MEL RICHARDS HEAD OF EARLY LEARNING

Oral Language



Oral language is an important part of our children's development and the ELC promotes this in different ways.

Oral language has been a focus for our children in their development over the course of the term to foster independence, develop their sense of belonging, and develop relationships with others.

A strong focus on using language to request, inform, and instruct has supported this. This means encouraging children to use their words when asking for help, sharing their learning, engaging in play with their friends and resolving conflict in their play. An increase in children's use of oral language has in turn supported growth in children's social and emotional development.

Educators engaged in play with children and being intentional around modelling and building onto children's oral language use is key to increasing children's oral language skills. More specifically the development of conversation skills, increasing children's vocabulary, noticing and naming what we see and hear, asking and responding to

questions, problem solving and I wonder statements stretch children in their thinking and enriches their play. Educators engaged in shared play has also strengthened our relationships with children and our ability to plan for



individual children in their learning and development.

The importance of music, singing, chants and nursery rhymes are also crucial in developing children's oral language and has been the focus of our group collaboration time. There is a great deal of spontaneous singing throughout the day as children transfer their newly learnt songs into their play.

Other learning experiences which foster oral language development in the ELC include:

- Dramatic play spaces.
- Inquiry spaces.
- Story table.
- Shared reading
- Relaxation – active listening/listening to learn.
- Small world play.
- Library visits.
- Performing Arts with Mr Tuck.

Through fostering oral language by offering these play based experiences, we are also setting the foundation for reading in primary school. "As children engage in these early interactions, they unconsciously come to understand various aspects of language that will ultimately support their reading development." (DfE, The Big Six components of reading)

As a team we are proud of the growth in all our children around their use of language and enjoy our many conversations throughout the day to support children in learning new things.

Melissa Richards

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HEAD OF EARLY YEARS.



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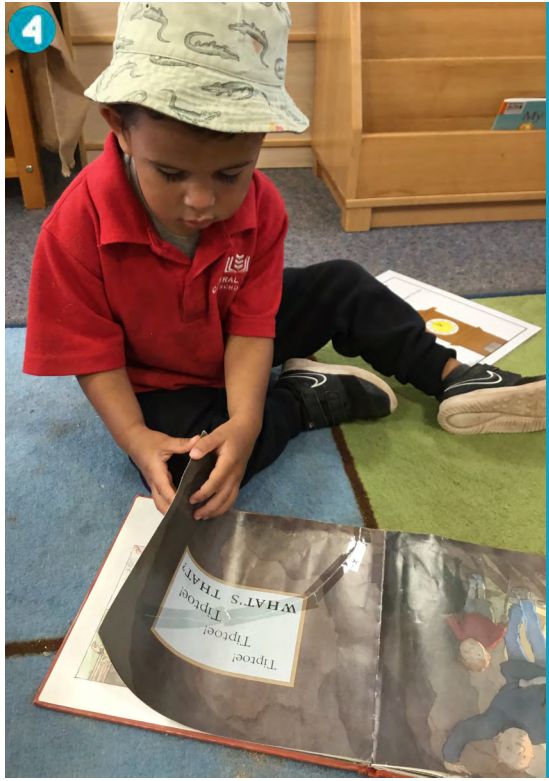
ELC

April

Photo Album



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1. We're going on a bug hunt!
2. Changing outfits and some cuddles .
3. Learning 'The Binky Song' with Mr Tuck.
4. Reading 'Going On a Bear Hunt'.
5. Testing out race car tracks.
6. Splashing in mud.
7. Climbing high using 'spare parts'.
8. Storytime with a rapt audience.
9. Sleeping Easter Bunnies in Drama lessons.

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KATH MAGAREY HEAD OF POINT PEARCE

Our Outdoor Play Program



How we're developing strong, capable and resilient children

As part of the Buthera's agreement Point Pearce Campus embraces the Reggio Emilia education philosophy that children, the environment and the teacher each play a part in learning and that children express learning in hundreds of different ways. We also believe that multi age play brings with it important benefits.



This has inspired a dedicated focus on Outdoor Play Experiences involving all our children from 12 months to 8 years old. The Reggio Emilia approach is an innovative and inspiring approach to early childhood education which

values the child as strong, capable and resilient (able to withstand or recover quickly from difficult conditions), rich with wonder and knowledge.

Reggio Emilia philosophy states that "all knowledge emerges in the process of self and social construction" and, therefore, the emphasis is placed on "each child in relation to other children, teachers, parents, his or her own history, and the societal and cultural surroundings"

The pedagogical focus is on play, inquiry, creativity, and discovery.

Our Outdoor Learning experiences:

- Provide stimulation of discovery through dialogue.
- Encourage students to wonder and think.
- Develop students' own questions and questioning skills.

Reggio Emilia

'Reggio Emilia' is not a person but a place – a small city in northern Italy that devotes as much as 12 per cent of its annual budget to exemplary early childhood education. The learning-centred, project-based approach to preschool education was started by the schools of Reggio Emilia after World War II and is well known around the world.

[Wikipedia]

Educators at Point Pearce Aboriginal Campus encourage independent play, parallel play, associate play and cooperative play. Children need these various types of play in order to support and facilitate meaningful learning opportunities as they develop language, motor, social, emotional, and cognitive abilities. Outdoor experiences can **provide an opportunity to explore, discover and appreciate the natural world, as well as be active, strengthen fine and gross motor movement skills, test physical limits and get messy**. We believe time spent in the outdoors should be an important part of the daily program for all children, including babies.

Stimulating multisensory outdoor environments **promote not only physical, cognitive and social development in children, but also the appreciation of both similarities and differences among them**. These experiences positively prepare them for the world beyond the playground.



Play is driven by the children's interests, questions, and the world that they live in. The materials available for play add to the children's play in meaningful ways. This child centred, open ended approach provides opportunity for children to create their own play and explorations and helps to develop independence and creative thinking.

Mixed-age Outdoor Play

Continuity of learning between the Parent Child Centre and the R-2 classroom is an important aspect of our program. We believe that providing a mixed age, outdoor, play based program is the best way to support this.

Mixed-age outdoor play allows children of different age ranges and abilities to play and learn together. Our goal is to build confidence in younger children as well as enhance their language and behavioural skills alongside maximising intellectual potential.

Meanwhile, older children benefit from multi-age grouping because it allows them to 'mentor' younger children, which builds on their sense of responsibility, and empathy skills. Younger children in mixed-age groups are also capable of



contributing to complex activities and mix well with other children as they get to understand each other better.

Mixed age play offers opportunities for learning and development not present in play among those close in age, permitting younger children to learn more from older playmates than they could from playing with only their peers. In mixed age play, the more sophisticated behaviour of older children offers role models for younger children, who also typically receive more emotional support from older kids than from those near their own age. Mixed age play also permits older children to learn by teaching and to practice nurturance and leadership; and they are often inspired by the imagination and creativity of their younger playmates.

In a mixed-age environment, children get to discover unique qualities through fun learning activities. Children are also likely to become more cooperative. During outdoor experiences they learn to care for themselves as well as their peers while they learn together.

The mixed-age learning model thus opens up new doors of perspective and helps children see each other as individuals rather than contenders.

Mixed age play grows confidence in children. Children feel a greater sense of security since they are always surrounded by someone higher or lower than them in experience. It allows them to operate in their zone of proximal development. Having someone to motivate them gives children the confidence they need to move forward.

Kate Magarey

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HEAD OF POINT PEARCE



TYPES OF PLAY

Physical Play

Movement play, primarily found in physical play, helps to strengthen the body and develop gross motor skills. Physical play also allows for learning opportunities in adaptability, flexibility, and resistance. Physical play allows for children to reach important developmental milestones as they age including hand-eye coordination, muscle development, climbing, body position, coordination, balance, and fine and gross motor skills.

Dramatic Play

Through dramatic play children are able to make sense of their surroundings while developing communication skills, sharing, creativity, and emotional development. While “playing pretend” may seem like an insignificant form of play, it is an essential part of a child’s daily curriculum. Dramatic play provides children with the opportunity to work through emotions, develop and learn important social skills, and develop expressive language. The effects are seen in the classroom as research shows there’s a correlation between dramatic play and better literacy and reading skills.

Sensory Play

From infants and toddlers to school-agers, children develop important sensory abilities including sight, smell, touch, hearing, and taste as they play. Sensory play provides children with a tactile, auditory, kinaesthetic, and visual learning opportunities as they explore qualities and attributes of liquids and solids.

Nature Play

Nature play gives children the opportunity to explore and understand nature. From watching worms in the soil to balancing

on a log, nature play is child-initiated and child-directed. Our outdoor play activities and environment stimulate children’s innate desire to learn, explore and take risks.

Symbolic Play

This type of play can include vocal activities (singing, jokes, or rhymes), graphic arts (drawing, colouring, or working with clay), counting, or making music. Symbolic play helps children learn to express themselves and explore and process their experiences, ideas, and emotions.



Constructive Play

Constructive play teaches kids about manipulation, building, and fitting things together. Examples include building with blocks, Legos, or magnetic tiles, making a road for toy cars, or constructing a cubby house. Cognitive skills are used to figure out how to make something work best, whether it is a block tower that won't stand up or a sandcastle that keeps collapsing. This play also teaches the power of trying again, building stamina and resilience.

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Point Pearce April Photo Album



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1. Improving our sight-word recognition skills.
2. Card games with Miss Kath.
3. Getting ready for the photo shoot.
4. Making healthy eating bugs,
5. Cutting up fruit for a bug.
6. Place value maths lessons outside.
7. Nana Lorraine's very cute little puppies.
8. Our amazing bug creations.
9. Having our photo taken with AFL football legends Shane & Troy Bond!





2022 CYS SCHOOL LEADERS INDUCTION CEREMONY



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he 2022 CYS School Leaders' Induction Ceremony was held on Wednesday, April 6 in the school Performing Arts Centre. The ceremony's theme was 'bottle brush', with the beautiful native flower in evidence on the invitations, posters, presentation slides and around the stage.

WELCOME

Jaynelle Le Feuvre, the Student Voice Coordinator, opened the ceremony with the traditional 'Welcome to Country' read by Kytanna Buckskin and Latoya Humes. The school's Festival Choir, conducted by IMS teacher Debbie Schwartz led the singing of Advance Australia Fair and the School Hymn.

PRINCIPAL'S ADDRESS

CYS Principal Sharon Illingworth spoke to the students and visitors on the theme of leadership, emphasising that leadership is often seen in small acts of kindness and that age is no barrier to being a leader.



PREFECT INDUCTION

The Primary and Senior Prefects came to the stage and received their badges from Joann Weckert, Education Director. They then read the Prefect's Endeavour together.



PREFECTS

- | | |
|--------------------------------|------------------------|
| Harrison Geater-Johnson | <i>Head Prefect</i> |
| Annabel Whittaker | <i>Head Prefect</i> |
| Caitlyn Tape | <i>Primary Prefect</i> |
| Daniel Simmie | <i>Primary Prefect</i> |
| Tammie Rawlings | <i>Senior Prefect</i> |
| Sophie Heinrich | <i>Senior Prefect</i> |
| Billy Eveleigh | <i>Senior Prefect</i> |

Annabel responded with her first Head Prefect address to the school.



SRC INDUCTION

Jason Clifford, the Secondary Assistant Principal, read out the names of the 7-10 SRC members .



SECONDARY SCHOOL SRC

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|--------------------------|------------------|
| Rhys Heinrich | <i>Year 7/8A</i> |
| Isabelle Irving | <i>Year 7/8B</i> |
| Sophie Davies | <i>Year 9</i> |
| Nicholas Heinrich | <i>Year 10</i> |

Chelsea Schmidt, Primary Assistant Principal, read out the names of the R-5 SRC members who recieved their certificates from Principal Sharon Illingworth..



PRIMARY SCHOOL SRC

- | | |
|-------------------------|---------------------|
| Sharon Wilson | <i>Point Pearce</i> |
| Jake Adams | <i>R/1W</i> |
| Eva Moloney | <i>2W</i> |
| Hannah Eveleigh | <i>3K</i> |
| Louie Roennfeldt | <i>3/4AA</i> |
| Lily Davies | <i>5M</i> |



↑ SAASTA Team

SAASTA PRESENTATIONS

Raelene Stutley, Coordinator of SAASTA Connect, read out the names of the students and schools involved in the SAASTA program and students received their SAASTA certificates from Joann Weckert, Education Director.

Ethan Dortmund	MDS
Jake Bennett	MDS
Jayden Varcoe	MAS
Telera Wilson	CYS
Indiana Vass	MDS
Isaiah Rigney	CYS
Jamelia Webb	MAS
Jareth Newchurch	CYS
Kuliah Power	CYS
Kalvyn Karpany	CYS
Caylim Karpany-Drover	CYS
Tamiya Hickman	MDS
Brandon Burgess	CYS
Kytanna Buckskin	CYS

SAASTA LEADERS

Latoya Humes	CYS
Kane Elliott	CYS
Machelle Webb	MAS
Billy Eveleigh	CYS

SAASTA TEAM MEMBERS

Akiesha Young	MAS
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HOUSE CAPTAINS

Will Baker, Student Voice Coordinator, read out the names of House Captains and Vice Captains who received their badges from Janine Burrows, Chairperson of the Governing Council.

EAGLES SENIOR HOUSE CAPTAINS

Georgia Hasting	<i>Captain</i>
Harrison Geater-Johnson	<i>Captain</i>
Brandon Burgess	<i>Vice Captain</i>
Sophie Baker	<i>Vice Captain</i>

SHARKS SENIOR HOUSE CAPTAINS

Kane Elliott	<i>Captain</i>
Tayla Coles	<i>Captain</i>
Flynn Briggs	<i>Vice Captain</i>
Tammie Rawlings	<i>Vice Captain</i>

SHARKS PRIMARY HOUSE CAPTAINS

Caitlyn Tape	<i>Captain</i>
Zach Cook	<i>Captain</i>

EAGLES PRIMARY HOUSE CAPTAINS

Isabelle Roennfeldt	<i>Captain</i>
Julian Crawford	<i>Captain</i>



↑ House Captains

CONCERT BAND & CHOIR CAPTAINS

Deb Schwartz, Choir and IMS Coordinator read out the names of the CYS Music Captains

MUSIC CAPTAINS

- Kira Davies** *YP Band Captain*
- Sophie Davies** *Senior Vocal Ensemble Captain*
- Shannon Hamilton** *Festival Choir Captain*
- Alice Butler** *Festival Choir Captain*

BUS MONITORS

Kath Magarey, Head of Point Pearce, read out the names of the CYS Bus Monitors who received badges from Karen Crawford, Chair of Parents and Friends.

BUS MONITORS

- Ben Allen** *Arthurton*
- Bella Chapman** *Arthurton*
- Georgina Chapman** *Arthurton*
- Georgia Hasting** *Balgowan*
- Pearl Crawford** *Balgowan*
- Annabel Geater-Johnson** *Balgowan*
- Telera Wilson** *Point Pearce*
- Jareth Newchurch** *Point Pearce*
- Isaiah Rigney** *Point Pearce*
- Tyra Wakefield** *Port Victoria*
- Aidan Shipp** *Port Victoria*
- Barnaby Wheare** *Sandilands*
- Willoughby Klopp** *Sandilands*
- Mattea Whitelaw** *Urania*
- Nicholas Heinrich** *Urania*
- Sophie Heinrich** *Urania*
- Brandon Burgess** *Winulta/Port Clinton*
- Matilda Palin** *Winulta/Port Clinton*



↑ Bus Monitors

CYFA PRESENTATIONS

Luke Trenorden, Football Coach, read out the names of the Football Academy members.

TEAM MEMBERS

Gorgina Chapman	CYS
Hayley Durdin	MAS
Lily Dyett	CYS
Kane Elliott	CYS
Xenos Petch	CYS
Gabriella Fawkes	MAS
Adam Franke	YAS
Harrison Geater-Johnson	CYS
Sonny Hart	YAS
Brae Hughes	MAS
Isabelle Savage	YAS
Telera Wilson	CYS
Nevayah Mohring	CYS
Kalvyn Karpany	CYS
Christian Reade	MDS



CLOSING

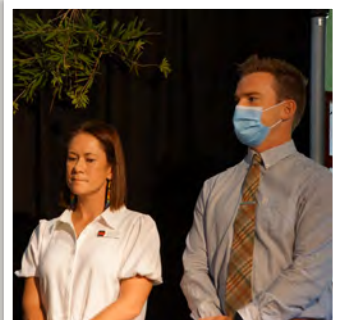
After Head Prefect Annabel Whittaker's closing words morning tea was served by the Mrs Davies and the Food and Hospitality students. Thanks go to our invited guests, to the family members who supported our inductees and the staff and students who attended. Thanks also go to the Wellbeing Team leaders Jaynelle Le Feuvre and Will Baker for their organisation of the big day.



↑ SRC



↑ Music Captains



School Holiday Aboriginal Health COVID-19 Vaccinations

The Yorke and Northern Local Health Network Aboriginal Health Team will be offering COVID-19 vaccinations during school holidays for children aged 5-11 and people 12 years and over.

Bookings preferred, walk-ins welcome.

To make an appointment for any of the following clinics, please contact the Aboriginal Health Team at Point Pearce on 88367274 or Moonta on 88252690.

All clinics will be open from 10am – 3pm.

- Tuesday, 19 April 2022 – Point Pearce Aboriginal Health Clinic
- Wednesday, 20 April 2022 – Moonta Aboriginal Health Clinic
- Thursday, 21 April 2022 – Maitland Aboriginal Health Clinic

- Tuesday, 26 April 2022 – Point Pearce Aboriginal Health Clinic
- Wednesday, 27 April 2022 – Moonta Aboriginal Health Clinic
- Thursday, 28 April 2022 – Maitland Aboriginal Health Clinic

Roll up to protect your child, your family and keep our mob safe.



COVID-19
VACCINATION

SAPSASA Boys Football

Sapsasa Boys Football trials are scheduled for early next term. You will need to have completed your online registration by this Thursday (14th April)

SYP Carnival: Friday 6th May
NYP Carnival: Monday 9th May Online

Registration Links:

SYP:

bit.ly/southernyorkepeninsula2022

NYP:

bit.ly/northernyorkepeninsula2022

LUKE TRENORDEN

Whitecard Training

**ACCUSTOM DRIVING SCHOOL
& TRAINING CENTRE**

Whitecard Training - 1 Day Course
CPCWHS1001

Prepare to work safely
in the construction industry

RTO: RTTS 40218

April 13

April 26

May 27

VISIT OUR WEBSITE FOR FURTHER
COURSE INFORMATION:

www.accustomdrivingandtraining.com.au

Blended Youth Mental Health | First Aid Course

This Youth Mental Health First Aid Course is designed for adults who work with young people. This includes education workers, youth workers, social workers and sportscoaches. It also includes parents. The course will teach you how to provide initial help to an adolescent who is developing a mental health problem, experiencing a worsening of an existing mental health problem, or is experiencing a mental health crisis. Adolescence is the peak age of onset for mental health problems. By completing this course, you will gain the confidence and knowledge to provide the best support possible.

COURSE DELIVERY

This course is provided in the blended training format, which consists of two parts.

Part 1 – self-paced eLearning (approximately 3.5-4 hours)

Part 2 – face-to-face workshop at the Education Development Centre – (8 hours)

Please note, part 1 must be completed before undertaking part 2.

LOCATION: 4 Milner Street, Hindmarsh SA 5007

COURSE DATES: Friday the 29th of April 8:30am - 4:30pm

ENQUIRIES: admin@edsa.sa.edu.au

R-6 Art Corner



↑ The Year 2s have continued making art relating to self by experimenting with different techniques for drawing self-portraits.



Year 2 Art

The students also impressed Miss McEvoy with their fine motor skills, concentration, use of patterns and painting within the lines on these Paul Klee-inspired Easter Eggs.



February House Points



7,431

8,143



ME WE

kindness and safety
is everyone's responsibility

Challenge NEWS

Congratulations!

Congratulations to all of the students in the Point Pearce Campus R-2 class for completing the 2022 Premier's Reading Challenge!

Pat Hasting | CYP Community Librarian

Macy Says...

Point Pearce
students are
grrr-eat!



April Birthdays

3 years old

Joseph (KINDY)
Sianna (KINDY)

4 years old

Jaelyn (KINDY)
Max (KINDY)
Paige (KINDY)

6 years old

Aysha (Rec/1W)
Luka (PP JP)

7 years old

Kenya (2W)
Sean (2W)

8 years old

Imogen (3/4AA)

9 years old

Louie (3/4AA)

10 years old

Harry (3/4AA)
Vonnie (5/6M)

11 years old

Jamila (5/6M)

12 years old

Jerome (7/8T)

13 years old

Aaron (7/8S)
Izac (7/8T)
Jade (7/8S)

14 years old

Joaquin (7/8S)
Joey (7/8S)
Matilda (7/8T)
Shanayah (7/8T)

18 years old

Georgia (12C)
Tammie (12C)



picture this



Lambing season has begun in earnest on the school farm with four lambs born just in time for the holidays.

The first pair were born to sheep 'B'(left) and have been named 'Billy and Bam Bam' by the Year 7/8B class. Pictured above are 'Ricky and Morty', named by the Year 7/8A class.