



Minlaton District School

'By Deeds Not Words'

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from the principal's desk

This year, we've undertaken extensive consultations with various stakeholders in our school community, including parents, students, and staff. Our collective insights have helped us establish a roadmap for the school's future. The overarching goal is to focus on the holistic development of our students. Specifically, we plan to concentrate on the following key areas:

- Optimal Learning Conditions: Encouraging students to become active citizens who are resilient and emotionally aware.
- High-Impact Learning Strategies: Building upon our existing quality teaching to provide even better educational experiences.
- Literacy and Numeracy: Maintaining a steadfast focus on improving fundamental skills in these areas.

the importance of gratitude

I'm sure many of you, like me, were brought up to understand the importance of manners. While saying 'thank you' was almost an automatic response, I seldom took the time to deeply reflect on my gratitude. Thankfully, we now have a wealth of psychological research that underscores the profound impact of practicing gratitude.

In today's fast-paced world, where material possessions often take centre stage, teaching children the value of gratitude is crucial. Gratitude has the power to significantly transform children's attitudes, emotional well-being, and even their character.

Numerous studies corroborate the vital role gratitude plays in the psychological well-being of young people. Students who make gratitude a regular practice tend to experience lower levels of stress and depression, while enjoying higher levels of happiness and satisfaction. Moreover, cultivating an attitude of gratitude fosters resilience, empowering children to face life's challenges head-on.

Children educated in the principles of gratitude typically develop superior social skills. They are more empathetic, understanding, and willing to assist others. This focus on positive interpersonal relationships is not just beneficial in the short term but fosters meaningful, lasting connections.

Moreover, studies have indicated that gratitude is positively linked with better academic performance. The discipline and sense of responsibility cultivated by this practice can be invaluable assets in a student's academic journey.

the Resilience Project

In 2024, we will be partnering with the Resilience Project ([Learn More](#)) to implement a renewed focus on well-being. All students up to Year 10 will participate in weekly lessons designed to build their emotional literacy while learning about gratitude, empathy, and mindfulness.

For those interested, Hugh van Cuylenburg, the founder of the Resilience Project, has been featured on TV (here's a [YouTube video](#) explaining how he became known as the Resilience Guy.) and has also written a book (The Resilience Project) that comes highly recommended. It's an enlightening yet straightforward read.

Please note we have included our proposed Materials and Services Charges for 2024 on the last page of this newsletter. We are recommending to our Governing Council that we go with the minimum charges and that we don't poll to increase. All parents are invited to the next meeting to ask questions or comment on the recommendation. The M&S Charges will be tabled at the meeting on 24th October 7:30pm.

Thank you for your ongoing support.

Best regards,

Andrew



From the library

Rick Cook, Teacher Librarian

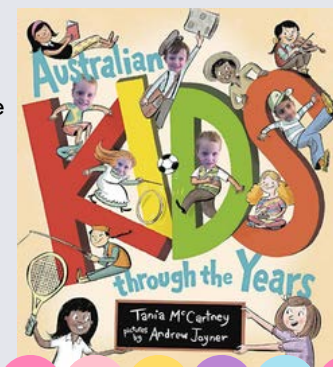
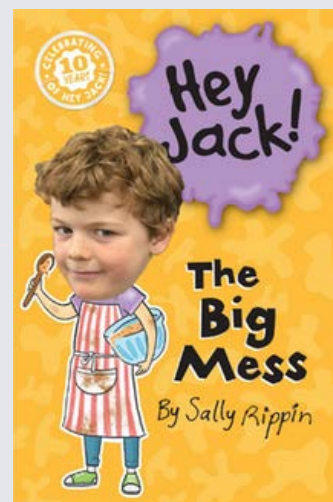
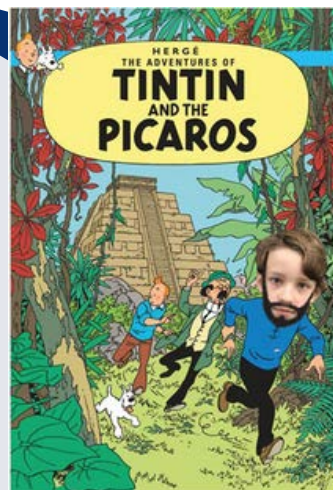
The Premier's Reading Challenge drew to a close at the end of Week 7 and I'm pleased to say we had 165 students complete the challenge – the highest number in my time in the Library. This came on the back of increased numbers in Middle School as well as 100% completion in the Primary School, putting us more than 20 students ahead of last year. Well done to all of the students who finished the challenge and thanks to the staff and parents who helped to get them there. We also had 4 students complete the one off 20 Book Challenge to celebrate the 20th year of the Challenge. Congratulations to Owen and Ellie Cook and Billy and Carolyn Spiers for reading the extra 8 books. Students are beginning to see their faces appear on book covers around the library, celebrating their achievement in the PRC. Certificates and medallions will arrive in Term 4 and will be awarded to students then.

It's that time of year when the end is not too far off for some of our older students.

Don't forget to remember where something is now than first day back next year! Recently Candy and I were able to attend the School Community Libraries Big Day Out conference in Adelaide where we met with other librarians from around the state and heard about some of the challenges and exciting opportunities our school communities are facing. Dr Margaret Merga's talk was particularly interesting. She spoke on Digital Health Literacy – the ability to discern what is reliable health information in a world where we are increasingly being exposed to all sorts of health messages via social media. Dr Merga particularly spoke about the influence of Tiktok on our young users. She stated that 72% of health messages on TikTok come from sources with no qualifications in the field that they are speaking on. This obviously raises the question of whether our students have the skills to determine what is reliable and highlights the need for parents to be aware of this issue and have conversations with their children about these issues.

Book Shop owner Paul MacDonald spoke on the rise of graphic novels in popularity in recent years. He discussed the issue that a lot of parents, and at times, teachers still see graphic novels as 'not real reading' when in fact the research indicates that a large portion of GN readers are actually very gifted readers. We as a library have put a considerable amount of resources into developing this aspect of our collection in recent years and it was pleasing to see that so many of the titles Paul recommended are already available on our shelves to our students.

Keep turning pages everyone, Mr Cook.



The number of days we have left with our fabulous Librarian, Candy Johnson, before she retires, after 20+ years of service at our community library. Candy's last day will coincide with the last day of school for 2023, Friday 15th December.

We have been digging through the photo archives in preparation - watch this space!



SCHOOL HOLIDAY HOURS

mon closed | tues 10-4 | wed 10-4 | thurs 10-6 | fri 10-4

closed 12.30-1.30 each day for lunch | closed sat sun + public hols

CLOSED WED 4TH FOR SYP SHOW

Primary Poetry

Ella Pritchard, Year 3/4 Teacher

The Year 3/4 class have been learning about a variety of different styles of poetry.

They have learnt that some poems follow a pattern or rhythm, some rhyme and some are free verse. After learning about each poem, we wrote our own. At the end of our unit of work we will publish our very own book of poems. Some of the poems we have learnt about include Haiku, Shape Poem, Acrostic Poem, Limerick, Cinquain and Simile Poem. Here are some of the student's work:

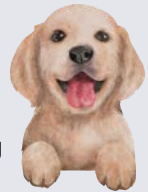
CINQUAIN POEMS:

Swan
Majestic, big
Swim, float, eat
Magical and beautiful animals
Birds

by Elsie

Dogs
Fun, playful
Running, growing, eating
They are so excited
Puppies

by Ryeley



LIMERICK POEMS:

There once was a kid named Bob,
He was driving and got in a bog.
He pushed as hard as he could,
Then he stopped and stood.
Then along came his dog.

by Jakob

There once was an otter named Tim,
Who loves a water swim.
He laid down,
On the ground.
He loves to be so slim.

by Dacie



Simile Poems:

As sneaky as a mouse
As jumpy as a kangaroo
Claws as sharp as a knife
Teeth as sharp as needles
I am a cat.

by Livia

My claws are as sharp as a tiger
My teeth are as sharp as a bear
My fur is as fluffy as a lion
I am as cute as a koala
I am a dog

by Tuleah

ACROSTIC POEM

Like tigers they hunt
I run from it and hide in the bushes
On the run to eat me
No escaping from these beasts
Silently tip-toeing away

by Lachlan



Forever we will be together
Reading books, each others books
Include everyone in everything
Encourage others
Never say you can't never do that to people
Doing everything together
Staying at friends houses for a sleepover

by Alena

Middle School News

Stephen Talbot, Middle School Coordinator

PERSONAL INTEREST SUBJECTS

The big switch has occurred with Middle School students starting their next Personal Interest (PI) subject for the semester. During these subjects, students will be developing their skills in Information and Communication Technology (ICT), critical and creative thinking, and communication. With the weather being fine, many are getting outdoors and getting involved.



Tyra Kean & Thomas Phillips



Connor Cook & George Bennett



Darcy Walsh, Noah MacGowan and Tyler Wiese



Jaidden Hanley-Woods and Xander Leong

Above & above left: Students in a Game of Ultimate Frisbee as part of the Lawn Sports PI

Left: Students exploring different file types in their Webpage Design PI, with peers adjusting the source code of the MDS student home page. Clearly for educational reasons!

Above: Is it Superman? Is it a plane? No, it's a bird, because it's the Birds in School PI. Here, students are looking intently at a rare bird that may or may not be there. Some more learning is to be done with Mr Cameron on bird identification. Yorke Peninsula doesn't have flamingos!

MATHEMATICS

'I was never good at maths when I was at school' is as common statements caregivers make when discussing their student's efforts in the subject. The truth is that everyone can 'do' mathematics but, for some, it's more challenging, especially when foundational skills are not firmly grasped. Families should be very familiar with the weekly expectations of Squizya (Maths Mates) tasks to be completed as part of their student's home learning schedule. If not, their mathematics teacher would be more than happy to explain it to them.



Khwahish Dang
& Casey Stubberfield



Drey Williams & James Cook



Willow Belchambers
& Mia Warrior

Middle School News Cont.

Stephen Talbot, Middle School Coordinator

MIDDLE SCHOOL CAMP

Thank you to the 55% of students and families who have returned all of their camp forms. Although our rooms are much bigger this year than last (sleeping 6-10 students per room) I still encourage students to return their 'room sharing' form by the end of term to aid planning.

LEARNING CONVERSATIONS

Our Learning Conversations took place in Week 9 across two nights. Students did a fantastic job in preparing presentations and speaking authentically about their evidence of learning. It was great to see students empowered by the process, which I would encourage families who have not engaged in the experience before, to become involved in next year. It genuinely builds up students' self-worth.

YEAR 9 POETRY *Sarah Rothe, English Teacher*

the majestic eagle

Majestic, radiant, vibrant,
Gliding effortlessly through the sky,
Like a glowing sunrise on a summer's day,
The golden eagle reigns supreme,
Surveying its kingdom from above,
A regal ruler of the open skies,
High above rugged mountain peaks,
In the early hours of dawn.

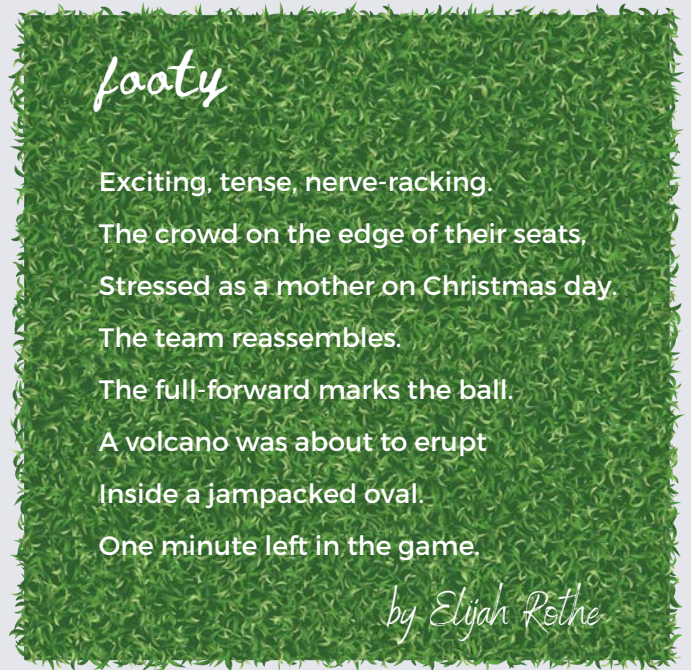
by Noah Nash



footy

Exciting, tense, nerve-racking.
The crowd on the edge of their seats,
Stressed as a mother on Christmas day.
The team reassembles.
The full-forward marks the ball.
A volcano was about to erupt
Inside a jam-packed oval.
One minute left in the game.

by Elijah Rothe



Road Safety - it's everyone's business.



In SA, 25km/h speed limits apply to drivers within school zones anytime children are present. The school zone includes the crossing & the carpark. Please slow down.



Whenever pedestrians cross the road in a school zone they should stop, look listen and think. Walk only on the footpath and cross only at the crossing.



It is a bike rider's responsibility to be careful when riding near and past pedestrians, especially young children and people with prams. Please be aware of your surroundings and leave the bike rack area cautiously.



Drivers, bike riders and motorcyclists travelling in either direction must not exceed 25km/h when passing a school bus that has stopped for the purpose of setting down or pickin up children

Walking, riding and scooting to school is an excellent way to keep healthy!

Senior School News

Glen White, Senior School Coordinator



YEAR 10 PERSONAL LEADERSHIP PROGRAM

Some people may have noticed that our Year 10 timetable has been a little different this term, and that our Year 10's have all been just a little different, perhaps slightly changed versions of themselves; this is why. From the end of last term until the end of this term our Year 10 cohort have been heading off site every Friday to undertake a special program, which Di Nankivell and I have been lucky enough to be involved with. The students have been completing the Youth Opportunities Personal Leadership Program (Youth Opps), being delivered with the guidance and support of Youth Opportunities trainer Tanysha Bolger. It is a comprehensive program designed to empower young people with the skills, capabilities, and confidence necessary for personal and academic success. It fosters personal growth and leadership skills and provides participants with an array of opportunities to learn and apply critical life skills. The program is grounded in research proven theories from the fields of social learning, cognitive behavioural therapy, goal planning and positive psychology.

The program focuses on four main areas – self-awareness, emotional intelligence, resilience and coping skills and goal setting and decision making through the use of a range of easy to use and habit-forming tools which the students learn during the program and then begin to apply in their everyday lives.

It has been an absolute treat to see the willingness which the students have tackled the activities and incredibly inspiring to see the changes and personal progress each student has made over the last 10 weeks, but perhaps the best people to talk up the benefits of the program are the students themselves:

"The program has taught me about the 4 big decisions. Deciding to grow, deciding to be happy, deciding to send stars, and deciding to goal plan. This is something that I want to reflect on in the future. I want to be able to consciously sit down and write my goals for the week/day ahead. I want to be able to always send stars to myself and others. I want to continue to take opportunities when they rise. Finally, I want to decide to be happy. Even if it may be a bad day I want to be able to get around that by doing the things I love."

Eleanor Brown

"I have no doubt this course has positively impacted my future paths and my perspective and motivations towards my future. This confidence and motivation I've gained, along with the ability to positively work with others will drastically improve my chances of succeeding in my future career. I've become more outgoing and friendly, this in turn will improve my chances and continue to improve my chances as I build that confidence and that character."

Henry Lawton-Lamb

"I am proud to be able to notice and change the way I speak to myself and other. This program has not only allowed me grow during the lessons but allow me to bring the things I have learnt into other parts of myself as well as sharing them with people around me."

Tayah Dunstone

"Everyone knows we have 4 standard days of school before we get to have one day to just purely focus on ourselves. This has boosted everyone's mood at school, kids use the concepts from Youth Opportunities at school to put everyone in a positive mood, and we all have something to look forward to. I wanted to change my confidence originally, and I felt alone with that opinion. Once the course started & students talked, I noticed everyone had the same mindset. Knowing other people felt the same gave me a major confidence boost & allowed me to realise if I spoke up, other kids would too."

Jackson Chappell

With a couple of us either fully trained or in the process of being trained to deliver the program, we will be absolutely delighted to continue delivering this to our Year 10 students in the future. It is also fantastic to see and hear so much of the language used during the program appearing in classes and conversations right across the Year 10 landscape! I'd like to extend a huge thanks to the Minlaton & District Community & Sports Club for the use of their amazing facility during the course.

This Friday afternoon (29th September) is the course graduation, so stay tuned to the MDS Facebook page for some photos.

YEAR 12 IMPORTANT DATES

Last day to submit any school assessed work is 3rd November (Friday Week 3, Term 4). Most subjects will be finished school assessed work by then anyway, but any work still to be completed must be submitted by that time – please note that this **MUST** be in consultation with the teacher.

The last official day of school for Year 12 Students this year is Friday 3rd November. Before school that morning there will be a student and staff BBQ breakfast to celebrate the end of 13 years of schooling and the transition into the next phase of their lives. This will begin at approximately 8 am. Upon completion of the breakfast the Year 12s will move to their Care Group. In the first lesson of the day there will be a short assembly for the school to acknowledge the day for the Year 12s, upon completion of this assembly, students will return to their Care Group to meet with myself to finalise their clearance and exit procedures, participate in a range of final school activities and be dismissed before lunch time. Students are to note that there is **NO** “Muck Up Day” (Year 12s have already been spoken to about this) and police will be notified if required. Student clearances and predicted destination data collection must have been completed prior to this date. Year 12 exams run between Monday 6th November and Friday 10th November.

Year 12 students are required to attend Presentation night.

Information around end of year arrangements will be sent home via a letter/email at the start of Term 4

YEAR 10 & 11 IMPORTANT DATES

- 22nd November - Last day to finalise and submit Work Experience forms
- 28th November - Final day to submit Year 10 & 11 work.
- 29th November & 30th November - Senior School Transition (details TBC)
- 4th – 15th December - Work Experience (details below)

It is timely to remind Year 10 & 11 students and parents that the successful completion of subjects currently being studied provides a solid foundation for future learning. Therefore, should a student not satisfactorily complete their course requirements in any senior subject, they will be ineligible for work experience and must attend school where they will be provided with the opportunity to successfully complete these subjects in order to move up to the next year level. Should a student be unsuccessful when provided this opportunity, then their promotion to the next year level will be closely reviewed. Parents of students at risk of being required at school in Week 8 and 9 of Term 4 will be contacted in mid-Term 4.

YEAR 10 & 11 WORK EXPERIENCE

For Year 10 and 11 students, the next round of work experience will be in the last two weeks of the year: 4th December to 8th December and 11th December to 15th December. All Year 10 and 11 students must complete at least one week of work placement during this period, however all are welcome to complete two weeks. Year 9 students who are over the age of 15 may also wish to undertake work experience in the second week.

The final date that students are able to submit completed paperwork to undertake a placement is 9am Wednesday 22nd November. No placements will be approved if paperwork is not returned by this time. Students who fail to arrange work experience will be required at school during that time.



Minlaton District School - 0781		
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	\$0.00
	Text Book Hire / E-Book Access	\$0.00
	Photocopied Material	\$65.00
	SUBTOTAL (ZPREM)	\$65.00
Stationery items that are provided for the student	Stationery Items	\$50.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
	SUBTOTAL (ZSTAT)	\$50.00
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	\$47.00
	Access to Machinery	\$0.00
	Access to Equipment	\$33.00
	Curriculum/Subject Supplies and Services	\$63.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
	SUBTOTAL (ZACMS)	\$143.00
Materials for inclusion in the school library and to enable use by the student	Library resources including access to borrowing library resources	\$29.00
	SUBTOTAL (ZACLI)	\$29.00
Total Materials and Services Charge (excluding Subject Charges)		\$287.00

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



Minlaton District School - 0781		
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	\$72.00
	Text Book Hire / E-Book Access	\$54.00
	Photocopied Material	\$0.00
	SUBTOTAL (ZPREM)	\$126.00
Stationery items that are provided for the student	Stationery Items	\$30.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
	SUBTOTAL (ZSTAT)	\$30.00
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	\$79.00
	Access to Machinery	\$0.00
	Access to Equipment	\$60.00
	Curriculum/Subject Supplies and Services	\$54.00
	Other [please Specify]	\$0.00
	Other [please Specify]	\$0.00
	SUBTOTAL (ZACMS)	\$193.00
Materials for inclusion in the school library and to enable use by the student	Library resources including access to borrowing library resources	\$30.00
	SUBTOTAL (ZACLI)	\$30.00
Total Materials and Services Charge (excluding Subject Charges)		\$379.00

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

Term 4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT	SUN
Week 1	16 First day of Term 4	17	18	19	20	21	22
Week 2	23	24	25	26	27	28	29
Week 3	30	31	1	2	3	4	5
Week 4	6	7	8	9	10	11	12
Week 5	13	14 Cricket State Carnival	15 Tennis State Carnival	16	17	18	19
Week 6	20	21	22	23	24	25	26
Week 7	27	28	29	30	1	2	3
Week 8	4	5	6	7	8	9	10
Week 9	11	12	13	14	15 Last day of Term 4	16	17