



# Minlaton District School

*'By Deeds Not Words'*

Ph: (08)8853 2346 Fax: (08) 8853 2531 <http://www.minlatonsd.sa.edu.au/>

## From the principal's desk

Nha Marni

This week we reflect on the topic of reconciliation. Reconciliation Week is a time to acknowledge and celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. It is also a time to reflect on how we can build stronger and more respectful relationships between the wider Australian community and First Nations peoples. This year's theme is 'Be a Voice for Generations'. The theme encourages all Australians to be a voice for reconciliation in tangible ways in our everyday lives – where we live, work and socialise. As a school, we are committed to supporting reconciliation and to learn from the Nharangga First Nation people who are the traditional owners and custodians of the land on which we live and learn. We continue walking together on the journey of healing, justice and truth-telling.



ANDREW  
DICKINSON

At our Governing Council meeting last week, I gave my report on learning and our progress with our site improvement plan. When I mentioned that we are still working on enhancing the reciprocal teaching processes across the school it was apparent that it wasn't clear to everyone what reciprocal teaching is. Here's a straightforward explanation: Reciprocal teaching is a highly effective method to enhance reading comprehension, as it encourages students to actively engage with the material and each other, rather than passively receiving information. For your child to achieve their best, it's important for you, as a parent, to understand and support the reciprocal teaching process. Here's a guide to reciprocal teaching:

### 1. Understand the Four Strategies:

Reciprocal teaching encompasses four key strategies:

- Predicting: Students make informed predictions about what will transpire next in the text. This strategy helps to engage them with the material and utilise their existing knowledge.
- Clarifying: Students address any parts of the text they found puzzling. This ensures that they fully understand the material before progressing.
- Questioning: Students pose questions about the text to their peers. This encourages critical thinking and deeper comprehension.
- Summarising: Students summarise what they've just read. This enables them to consolidate their understanding and communicate it to others.

### 2. Support the Learning at Home:

**Encourage Practice:** You can employ reciprocal teaching strategies when reading with your child. Ask them to predict, clarify, question, and summarise as they read. This not only reinforces the strategies but also provides additional practice outside of the school environment.

**Discuss Together:** Whether it's a book, a news article, or even a TV show, discuss it with your child using reciprocal teaching strategies. This will incorporate the strategies into their daily life. Possible questions include:

- "Based on the title what do you think will happen in the next chapter/episode?" (predicting)
- "How do you think the main character will solve this problem?" (predicting)
- "If you could ask 'pick a character' a question, what would it be?" (questioning)
- "Can you summarise what happened in this chapter/episode?" (summarising)
- "What were the most important events that took place?" (questioning/summarising)
- "Do you agree with the decision that the character made? Why or why not?" (questioning)
- "What might you have done differently if you were in the character's situation?" (questioning)

Reciprocal teaching is a powerful tool that can enhance your child's reading ability. By understanding the process and supporting it at home, you help maximise its impact.



Nharangga Banggara: Guuranda. The Nharangga people call their beautiful Country, Guuranda  
We acknowledge the First Nations people as the Custodians of this Country throughout Australia and their connection to land and community.  
We pay our respects to their Cultures and to Elders both past, present and emerging.

# From the principal's desk cont.

The second part of this principal report also arose from a discussion at Governing Council last week, regarding opening our doors to volunteers. Talking about community engagement in a broader sense, as a school, we are keen to foster stronger relationships that support student learning and development.

Volunteering in classrooms offers great benefits to students. Students gain from additional educational support and supervision, which can enrich their learning experience. For parents, it provides insights into your child's school life. Classroom volunteers might assist with reading sessions, classroom preparation, school trips, canteen or extracurricular activities. Watch out for the volunteering link on our Facebook page soon.

As a school, we focus on much more than purely academic learning; we play a key role in facilitating social development. By working with community, we can together help our students understand the importance of contributing to society and have agency in the community. It therefore becomes a symbiotic process – community enhances student learning and in turn the students become active citizens in the community. It sounds like a utopian dream, however, by incorporating a few ideas we begin that journey:

- Civic Engagement: through service-learning projects.
- Student Voice in the Community: Involvement of students in discussions about current events, or engagement with local issues.
- Role Models: Members of the community can serve as role models for students, showcasing various career paths, life skills, and ways of contributing to society.
- Mental Well-being: Building on what is already happening with role models in our local sporting clubs.
- Celebration of diversity: By demonstrating support for diversity in our society, as behaviours modelled to our students often translate into their conduct too.

We will incorporate our call for help with these initiatives through the volunteer link on Facebook. As a government school, our community is integral to who we are, and we stand on a long history of two-way support.

To kickstart our renewed engagement with community I ask that parents, caregivers, students, employers, and interested community members complete a short online survey linked [here](#). We will also have a link to this survey on Facebook.

As we have changed the frequency of newsletters, we have tried to make sure that the newsletter has different content to our social media posts. Each sub-school will either do a spotlight on a particular learning area or care group class and rotate on each publication. We would love to hear your feedback on how this is going, and at the end of the year with a more formal feedback process to inform how we operate in 2024.





Appreciate you!

# From the library

RICK COOK  
Teacher Librarian



Library volunteer & student Mackenzie White

Next term we will be celebrating Children's Book Week in Week 5 – it's still a long way away but I'm giving you the heads up now because it sometimes takes time to get your costume together. As always we will be running a series of book related challenges and games during breaks and we will again have a dress up day. The only theme for our dress up days is that it should be book related. Come as a favourite character or thing from a book you love. Put your thinking caps on now and don't say I didn't warn you!

The library staff want to extend our massive thanks to Mackenzie White and shine a light on the terrific volunteer work she has been doing in the library. This year Mackenzie has regularly spent time during her breaks shelving our children's books. This was entirely Mackenzie's idea and we are very grateful for the assistance and impressed with her knowledge of the library collection and how it is organised. Thanks Mackenzie!

The Premier's Reading Challenge finishes at the end of Week 7 Term 3 and while that is still a long way off, it helps to be reminded now and then to keep at it. If students haven't got a form they can see the library staff for one or print one themselves from here: <https://premiersreadingchallenge.sa.edu.au/>

Keep turning pages! Mr Cook.

**Library Opening Times**

MONDAY	8.30am - 4.30pm
TUESDAY	8.30am - 4.30pm
WEDNESDAY	8.30am - 3.30pm
THURSDAY	8.30am - 6.00pm
FRIDAY	8.30am - 4.30pm
CLOSED	Wknds & Pub Hols

ph: 08 8853 2339



**Bounce n Rhyme** for children 0-5  
May 31, June 14 & 28 @ 11am

**Book Club** June 5 @ 11am **CANCELLED**  
to discuss format & time of new group

**Author Event** June 29 @ 7pm  
Jennifer Mackenzie Dunbar

books, magazines, printing services,  
public computers, trains, lego & MORE!



Logan May with his Lego creation



Logan's very impressive police station & boat



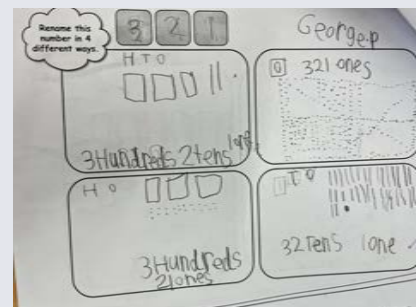


## Learning about Place Value

This semester during our maths lessons with Mrs Cox we focused on Place Value. Our first section of learning was all about efficient counting and how many is 1000. We practised counting and organising objects to count in an efficient and accurate way. We started counting by 1's but this was time consuming and we lost count. We soon learnt that we needed to group our objects in 10 to be efficient and accurate!

This then led into our main learning around Place Value. We learnt that our number system is a base ten system and all numbers are represented with the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. We did some activities around '10 of these is the same as 10 of those'. We created this with different materials and represented this on our place value house with digits. We consolidated our place value language with '10 ones is equal to 1 ten and 10 tens equal to 100'. We learnt that the position of a digit in a number determines its value. We completed a digit investigation which pointed out how the value of the digit 5 changed depending on its position in the number. We also spent some time reading and representing numbers in different ways included with digits, MAB blocks, place value parts and words.

Once we had a solid understanding of place value, we then worked on renaming. Renaming is rearranging a number into a different form without changing its value. This requires a deep understanding of '10 of these is equal to 1 one of those'. We practiced this skill with our renaming place mats and rearranged two and three digit numbers. For our assessment, we demonstrated our knowledge by solving some place value riddles. Our next sequence of learning is estimation and place value fluency.

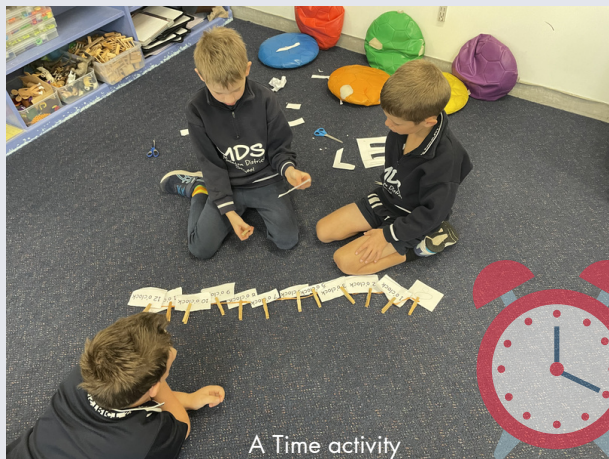


## ...and time

In maths with Mrs. C, the students have been learning about Time. To begin this unit, students learnt about fractions: halves, quarters and eighths. We spent most of term 1 engaging in activities about fractions of shapes and fractions of collections.

This led into learning about quarter, half, three quarter and full turns and we related these to clockwise and anticlockwise directions. We played games in the gym and in the classroom and even created a short dance to practice these types of turns.

Then students learnt about the two number timelines on the clock – the hour timeline from 1-12 and the minute timeline counting up in increments of 5 to 60. Last week students created their own clocks including the hours and minutes to demonstrate their understanding of clocks. The next steps in their learning over the coming weeks will be to read time to the o'clock, half past and quarter hours on an analog clock.





# Middle School News

STEPHEN TALBOT

Middle School Coordinator

The Year 6 CJ Care Group has been enthusiastically honing their ultimate frisbee skills. Their endeavours highlight the importance of teamwork, requiring clear communication, accurate predictions, and body coordination. Witnessing peer-to-peer praise during efficient runs of play and supportive encouragement when plans don't come to fruition has been particularly gratifying. Expanding beyond sports, these students are also broadening their knowledge on critical global issues like the Greenhouse Effect, an increasingly relevant topic given our current climate situation. Their educational pursuits have led them to delve into the role of the atmosphere and sun in driving many of our natural systems, utilising interactive resources like posters and brain break Quizizz.



Year 6 honing their frisbee skills

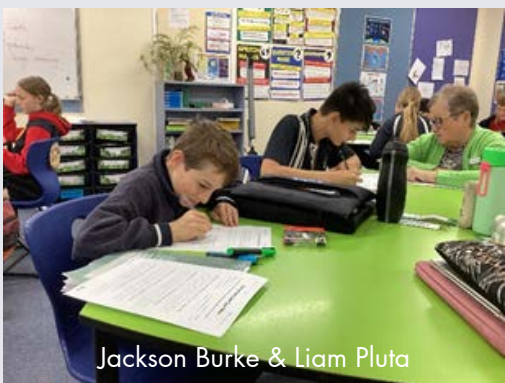


Middle School students on the courts



Max Hamilton in the zone

Similarly proactive, the Year 6/7 GC Care Group students have been navigating their way through the year's relationship and sexual health topics. In order to foster a respectful and educational environment, they've established group norms that mandate the use of correct anatomical terms. On the sports front, netball has been the recent focus, with skilled students generously sharing tips to make the games more fun and free-flowing. In the classroom, they have bravely delved into the complexities of fractions. The understanding that everyone can excel in mathematics, given patience, wait time and effective strategies, has seen most students confidently tackle the addition and subtraction of complex fractions. Students continue with targeted comprehension activities on a weekly basis, and to further extend their text analysis skills, they've explored the merits and issues of using phones in school.



Jackson Burke & Liam Pluta



Mrs Campion & the Year 7/8 class

The Year 7/8 KC & CF Care Group has been engaging in thoughtful reflections on stereotypes and character portrayals in stories. Using short films series like Lockie Leonard and The Unlisted as case studies, they have evaluated not only the representation of various age and cultural groups, but also where there is a lack of representation of societal groups. The diversity of their educational experience is showcased in their culinary activities. Planning and making bento boxes, has allowed them to create and enjoy an assortment of small plate dishes like sushi, noodles, and brownies. In addition, they've explored the science of fermentation as an exemplification of chemical change, learning how adjusting temperature, sugar, or yeast levels can alter carbon dioxide production producing enough froth to fill balloons!

Finally, the Year 9 DF Care Group has measured three times and hopefully cut once, meticulously crafting spice racks, a task that has proven chiseling smooth, tight joints to be a challenging feat. Their creativity has shone through in the personalisation of their racks, with many displaying intricate patterns and flair using a burn pen. On the literary front, they've delved into the acclaimed 'The Road to Winter', critically assessing characters using 'story cubes'. This necessitated backing their observations with evidence and quotes from the book. This group has also embraced Excel as a powerful tool for mathematics, developing skills that will certainly be beneficial in the years to come.

These accounts provide just a glimpse into the wide range of activities our Middle School students have engaged in recently. As they select their Personal Interest subjects for the upcoming semester, we anticipate even more diverse learning opportunities.

Should you have any questions, concerns, or issues at any point during the year, please don't hesitate to reach out to your student's Care Group teacher or myself at [stephen.talbot110@schools.sa.edu.au](mailto:stephen.talbot110@schools.sa.edu.au).



# Senior School News

GLEN WHITE  
Senior School Coordinator

## Stage 2 Research Project

All of our Stage 2 students undertake Research Project as part of their studies; in fact it is a compulsory component of the SACE. There are some changes in the subject happening shortly, however it really is worthwhile celebrating the incredible work our young people have been completing in this area so far this year.

To quote the SACE Board, "The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems." (Research Project B Subject Outline, p.1)

What does that mean in more student friendly terms? It is a subject where the student can pick an area of significant personal interest and deeply investigate and explore it. As a result of this in depth exploration, students will develop real world skills in the areas of critical analysis, identifying bias, developing logical solutions to problems and using evidence to support their opinions. Above all else they will realise that for all problems a solution is out there somewhere and feel confident in using their skills to find it.

As students get to identify an area of personal interest, it means that as the teacher I have to take a significant step back from more traditional teaching methods (given that I don't know a lot about many of their topics), and very much a guide and mentor instead. The quality of learning that students demonstrate in the subject is always impressive. This year we have students exploring areas as varied as how does listening to different types of music/sound influence study habits, the psychological impacts of long term knee injuries in elite athletes, to the cost effectiveness of making a new tray for a farm ute, the best strategies to use to design the interior of a modern home and the ability to effectively set up a small business. As I said, some fantastic and diverse topics.

Perhaps most significant of all is the level of personal satisfaction and growth that students experience during RP. However, if using grades as a marker of success in a subject, then we do very well. In every year since the subject's inception in 2011 our cohort have performed above the state average in terms of grade achieved, and far above the state average in high level (A and B+ grades) achievement.

I'm very passionate myself about the subject, regularly telling anyone who will listen that it is the most rewarding subject I teach and certainly my favourite. Our students enjoy it as well, albeit sometimes not seeing all the benefits until they have finished it! To quote one of the current crop of students, "In my research project I have been researching seeing if music helps students work better or not. The reason I chose this topic is because I have always enjoyed listening to music while working as it helps me a lot while working to focus and be more productive. What I have found so far is that music does help some people but not as many as I first thought. Being able to research my own topic of interest, on a time frame I've created has really shown me the important parts of planning out what to do with your own time and how to manage it (Darren Brown)." If you have any questions about the subject, please feel free to get in contact.

As always if you have any questions about Senior School related matters, don't hesitate to call me here at school or send me an email to: [glen.white872@schools.sa.edu.au](mailto:glen.white872@schools.sa.edu.au)



What I have found so far is that music does help some people but not as many as I first thought.

-Darren Brown  
Year 12



## Year 7/8 Yorke Peninsula Basketball Carnival @ Minlaton



Boys: Finished in 5th position  
Girls: Finished in 2nd position  
Selected to represent YP at the statewide  
competition: Hamish Coombe, Maggie Walsh &  
Anais Glazbrook

# Sport Overview

Mr Coombe & Mr Fitzgerald

## SAPSASA Football State Carnival @ West Beach



Boys MDS representatives: Riley  
Hughes, Darcy Walsh, Henley  
Dutschke & Logan Ormsby



Girls MDS representatives:  
Marlie Jeffrey, Jorja Bennett,  
Tilli Macgowan, Jayla Weir &  
Shanaid Sansbury

## SYP SAPSASA District Cross Country @ Yorketown



Casey Stubberfield: 1st in 12yo boys 3km event - 13 mins 19 secs  
Marlie Jeffrey: 5th in 11yo girls 3km event - 16 mins 26 secs  
Jorja Bennett: 1st in 12yo girls 3km event - 13 mins 53 secs  
Henley Dutschke: 5th in 11yo boys 3km event - 14 mins 22 secs

Above students to progress to the State Cross Country  
Championships @ Oakbank later in the term

Boys: 2 wins, finishing in 8th position (Div 2)  
Girls: 6 wins, finishing in 5th position (Div 1)



## Year 7-9 Football Carnival @ Maitland



Girls Selected: Maggie  
Walsh, Charlotte  
Burke, Rose Pisani,  
Gabbi Wiese & Alice  
Polkinghorne

Boys Selected: To be  
advised



Our teams were well prepared with some Sporting Schools  
funded coaching clinics held prior to the carnival with Will  
Schultz, the SANFL game development coordinator for Northern  
& Yorke Peninsula. From the carnival, students are selected to  
represent Yorke Peninsula in the Statewide Shools Football  
Competition later in the year

## SYP SAPSASA District Netball Carnival @ Minlaton



Back: Tilli Macgowan, Marlie  
Jeffrey, Carolyn Spiers & Georgie  
Brown  
Front: Jorja Bennett, Shanaid  
Sansbury & Jayla Weir

This carnival is an innovation in its  
second year, aimed primarily at  
using match play to select a squad  
for the SYP SAPSASA netball team  
which will compete in the State  
Carnival later this term. For this  
reason, there wasn't a winner  
declared on the day.

Selections still to be announced.



# Term 2 Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT	SUN
Week 5	29 Reconciliation Week	30	31	1 School Photos	2	3	4
Week 6	5	6	7 Primary Assembly 2.10pm	8 R-5 Bus Safety Talk	9 Student Free Day	10	11
Week 7	12 King's Birthday Public Holiday	13	14	15	16	17	18
Week 8	19	20	21	22	23	24	25
Week 9	26	27	28 Year 12 English Excursion	29	30	1	2
Week 10	3	4	5	6	7	8	9



it's a sign!

we have new signs at the entrance to the school to help direct visitors

★ thank you Bray Signs & Safety ★

