



Diary Dates

August

- 11th Year 8 Immunisations
- 23rd-27th Book Week
- 24th Governing Council Meeting

September

- 10th Student Free Day

It seems a little late to be welcoming you all back to Term 3. We certainly have had an interesting start to the term, but we are hopeful that things are gradually returning to 'normal' and we can get on with our learning. Thanks to you all for your support throughout the lockdown - that 'Home Learning' gig is not easy, but we have seen some wonderful examples of students engaged in all sorts of learning in addition to what was set by their teachers. Huge thanks to all of our teachers who managed to put together a learning program for their classes in a short period of time, and to our support staff who brilliantly did what they always do, support us! For the duration of the lockdown, we provided supervision for children of essential workers with numbers each day ranging from 8 to 19, with a skeleton volunteer staff who assisted those children to access the home learning program. We are currently reviewing our response to the lockdown and would really appreciate feedback from parents about the 'home learning process' as experienced in your household. While we have fingers and toes crossed that we won't have schools closed again, let us know what worked for you, and if there are things we can do better should there be a next time, please let us know. You can email me here at school at ali.bogle643@schools.sa.edu.au

Our first newsletter of the term would normally have been published during week 1, but given the ever changing response to COVID and the volume of emails you were being bombarded with, we didn't go to publication, so this is a bumper edition as we report on some of the major events which occurred at the end of Term 2.

On June 29th we held our first whole school activity in the gym - Jump Rope for Heart. For the whole of the term, students had been skipping, learning new jumps, challenging themselves to jump continuously for longer periods, and enjoying the accomplishment of skipping in the big rope with as many jumpers as could fit! The benefits that were gained in fitness, enjoyment, and connection with others were excellent. House leaders began the afternoon with a warm up activity with their groups outside and then the Jump Rope Challenge afternoon began. With music cranked, each house was challenged by timed skips, skipping with a partner and several challenges using the big ropes and multiple participants. Great fun was had by all, and many special moments were observed with big kids supporting our littlest people to have a go. It's events like this that really exemplify the value of an R - 12 school, and make me incredibly proud to lead this one. We raised \$3,723 for the Heart Foundation, raised our own heart rates, and raised smiles from everyone over the course of the afternoon.

The following day, June 30th, we held our very first formal event and full school assembly since the beginning of 2020 as we inducted our 2020 student leadership group. Invitations were limited to meet restrictions, but our students' guests witnessed the presentation of leadership badges to both our Student Leaders and House Leaders. A number of students spoke during the ceremony, outlining their understanding of leadership and the role that they play as leaders within our school. We took the opportunity to celebrate a number of successes from Semester One, with students recognised for arts, sports, achievement and attendance. At the conclusion of the assembly, invited guests and student leaders enjoyed a wonderful induction cake created by the incomparable Christina McQueen (Rustic Tarts). The gym provided an excellent venue, and everyone had an excellent view of all that was happening via the video capture system and enormous viewing screen.

Regrettably a number of events and activities were impacted by the sudden lockdown announcement last week, and as we are slowly seeing restrictions ease, we are attempting to re-schedule or find alternatives. The wearing of masks at school, while not entirely comfortable, has been widely accepted and the students in the middle and senior years are managing this with little fuss. We have a plentiful supply of disposable masks for student use, though many have taken to wearing an eclectic range of cloth masks, and it's interesting to see the variety of patterns and materials being sported in this new 'must have' accessory. Students are being reminded to take breaks to re-hydrate and take in some fresh air, and are being encouraged to get outside and remove their masks whenever possible. We also recognise that some students are unable to wear a mask for a range of reasons which are not always obvious; just as there are people in the community who are not able to wear a mask. While there have been more restrictions eased recently, it appears masks are here to stay for a while longer.

Enough from me. I hope you enjoy this first newsletter of Term 3. Happy reading...

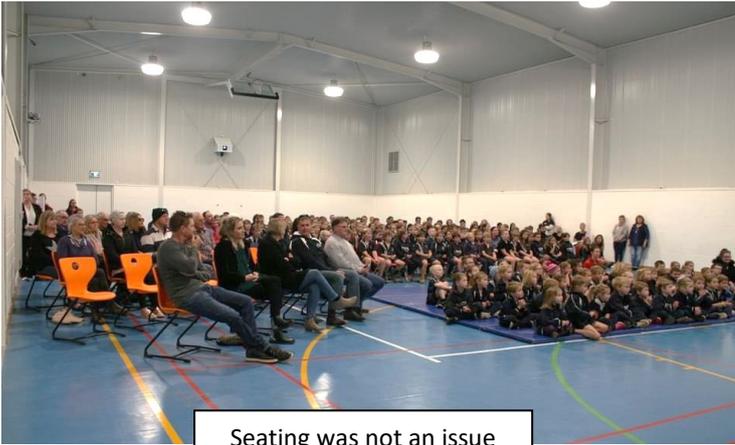
Ali



Student Leadership group 2021



Learning during lockdown – Hackett style



Seating was not an issue



Darcy addressing the assembly



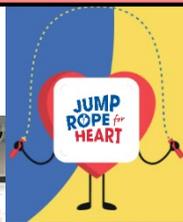
Annie Cook finds her name



Our Senior Student Leaders
-Natalie Blyth and Amelia Rothe



Warm up, Stretch and GET JUMPING.....



Middle School

It is great to be back at school and continuing with classroom learning after a week of home learning. Well done to those who engaged in the various activities that were organised by their teachers.

At the assembly in Week 10, we acknowledged the winners of the Term 2 Middle School Incentive Scheme. The program exists to reward students who strive to develop and improve their academic and school community output, endeavour to reach learning goals, develop initiative and exhibit good study habits. Students are allocated points by teachers based on the above criteria.

The top three point scorers in each class were rewarded with a canteen voucher for their efforts. Congratulations to Anais Glazbrook, Maggie Walsh, Elijah Rothe, Ava Vass, Eleanor Brown, Natalie Horn, Lucy Mahar, Shantelle Modra and Joe Rothe for their awards.

A student from each class who has shown significant improvement from Term 1 to Term 2 was also awarded with a canteen voucher. Well done to Axel Cock-Lehmann, Keely Wildash and Kalan Modra for their awards in this area. The points have now been reset and start again for the new term.



All MS classes have had a session over the last week revisiting goal setting and our Thriving Learner concepts. The students were introduced to the GRIT acronym (Growth Mindset, Resilience, Inner Self, Try Hard Rule) via several examples and experiences from current Australian Olympians. Students have until this Friday to submit their Term 3 goals to Daymap. They will reflect on them in six weeks' time before using both the goals and the reflection as the basis for their Learning Conversations with their class teachers and parents in Week 9. Details on the Learning Conversations format and dates will be communicated to parents later in the term.

This week's class update is from Mr Firinauskas and his PI subject Mindstorm Robotics. Utilising the LEGO Mindstorms Education EV3 kits and apps, students are learning the basics of building and controlling the robots, before taking part in Master Challenges and Design Brief Challenges. Skills such as teamwork, creativity and problem solving are an inherent part of the course. The students are having a great time during these lessons as seen in the photos below.



A Middle School camp is in the process of being organised, hopefully to be held at the end of Term 4. At this stage it will be a local camp, with more details and a return slip sent home to identify student interest in the next few weeks.

Please get in contact with us if you have any questions/concerns/issues with anything throughout the year. Our email addresses are Josh.Coombe430@schools.sa.edu.au and Craig.Fitzgerald239@schools.sa.edu.au

Josh Coombe and Craig Fitzgerald

Middle School Coordinators



Girls Football Come and Try Day
Maitland Oval, Sunday 15th August 12pm -2pm
Ages 8-17 Welcome

Positive Points	Negative Points
The positive thing was they had a lots of food like fish, lemon, orange, olive and mulberries.	At longboat Bay Abel and his mother doesn't have any next door neighbours.
Abel and his mother can go swimming or they can go fishing because they live close to the sea.	They don't have murray water and don't have television.
They have fresh rain water to supply the house and the orchard.	Abel and his mum fertilize the orchard with chopped fish, tree bark, vegetable scraps and seagrass which stinks for weeks.

Alex - Positive and Negative points about a character's situation in 'Blueback'

Annabelle - Character Profile for class novel - 'Blueback'

Character Name: ABEL

physical Description:

- blond hair
- green eyes
- 9 or 10
- tall for his age.

personality:

- tall
- self-confident
- Joy-full
- strong
- creative
- honest
- successful
- respectful
- hard working
- smart

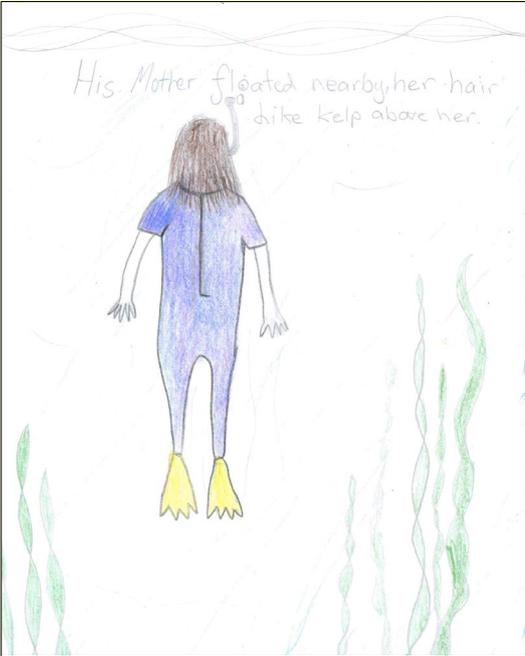
other interesting facts

- he is a good swimmer.
- he loves the water.
- he loves his mum.

Illustration



Mrs Agnew – Visualisation of the novel



Alexis - Visualisation of a simile for class novel - 'Blueback'

Senior School Report

Welcome back to Term 3! And what an interesting way to begin, although I'm betting that you've all heard that once or twice already. Perhaps even in this newsletter! I trust that everyone had a restful holiday break and has come back re-energised and ready to tackle the upcoming term with renewed enthusiasm. There is quite a bit on this term, with a summary below.

This term is one where many Year 12 students will be undertaking External Assessments as a course requirement. This is a particularly vital part of many subjects as it serves as the exam, is worth 30% of the total grade and is marked external to MDS. I would urge all Stage 2 students to ensure that you use your time effectively during these assessments and don't leave things until the last minute.

Pathways into tertiary study

At this time of year students across the senior school begin to think about what they may like to do after they finish their schooling. For a number of them, study at university is something they wish to pursue. It is fantastic that all 3 of our local universities offer a diverse range of entry pathways. There has been some recent media publicity about how this is a money making venture to combat the loss of international students and will only "dumb down" graduates. It most definitely is nothing of the sort. This is something that the education sector in Australia has been working towards for a number of years, with a move away from the ATAR (Australian Tertiary Admissions Rank) as the main way of gaining entry to University. Research papers such as "Beyond ATAR: A proposal for Change" (Australian Learning Lecture, 2019) and "Looking into the Future: A report of the review of senior secondary pathways into work, further education and training." (Australian Education Council, 2020) have suggested change is required in order to increase the quality of university graduates, decrease the stress and angst many students feel to attain a high ATAR and stop students being able to "game" the ATAR by selecting subjects irrelevant to their interests/future pathways but which allow a high score. The SACE Board, SATAC (South Australian Tertiary Admissions Centre) and the 3 SA Unis have been working together to ensure that pathways to tertiary study showcase the skills, knowledge and capabilities of students, are matched closely with the degree courses they are applying for, and enable equitable access for all.

The ATAR will continue to be a useful and valid way for many students to access tertiary entry, however there are now a variety of entry pathways available which use other methods of determining entry. This information has been shared with our Year 12 cohort this year, however if you are interested, specific information can be found using the following links:

<https://study.unisa.edu.au/study-with-us/entry-pathways/#year12>

<https://www.flinders.edu.au/study/pathways>

<https://www.adelaide.edu.au/study/undergraduate/entry-pathways>

Drafting of student work

As we move into the second semester it is important to remind our senior students about the drafting requirements at senior school level.

Drafting of student work is non-negotiable and a proven way to ensure that student work is as good as it possibly can be. It is also a requirement for SACE students in order for teachers to be able to verify that the work is the student's own. Each subject teacher will set a specified date for submission of a full, completed draft; **if a student does not meet that date, the final piece of work will not be considered for assessment.**

Should plagiarism be identified in student work, this is a breach of SACE assessment rules and an investigation will be undertaken, which will result in penalties being applied.

Interviews and Course Counselling

Some dates to be aware of this term:

- Interviews with individual subject teachers following semester 1 reports are available upon request
- Year 12 Learning Conversations will be occurring this week via online platforms
- Interim Reporting will occur in week 5 of Term 3
- Student course counselling will occur in a different manner this year. This will happen during the middle section of the term, with further details to follow shortly.

Work Experience

If you are keen to do some forward planning, the next round of work experience for Year 10 and 11 students will be in the last 2 weeks of the year: 29th November to 3rd December and 6th December to 10th 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 2 weeks. Year 9 students who are over the age of 15 may also wish to undertake work experience in the second week. More information relating to this will be provided later this term.

Year 10 Careers Trip 2021

Unfortunately as a result of the ongoing impact of Covid-19, we have had to make the decision to abandon the planned Careers week to Adelaide in week 5 of this term. That said, we are doing our best to re-schedule at a later time should we be able. This is dependent on a number of factors including the business we intended on visiting, the other commitments within the school calendar/curriculum and as always the COVID situation. I'll let all concerned parties know any further developments as they arise.

Once again if you have any questions about Senior School related matters, don't hesitate to call me here at school or send an email to: glen.white872@schools.sa.edu.au

Glen White
Senior School Coordinator

Senior School Spotlight:

Certificate II in Food Processing

We were fortunate that the first day post-lockdown, a group of our Year 11 students were able to begin their Food Processing course, delivered here on site via IIFP (Independent Institute for Food Processing). The course is being done in 4 blocks over the second semester and will expose the students to a wide variety of aspects and skills within the hospitality industry. It will also develop into a YP schools-wide industry pathway offering from next year onwards.

Last week focussed on turning our eager young folks into well trained baristas, learning everything from how to roast the green beans through to making fantastic coffee art. A huge thanks to Abigail Hickman and Tom Knoll from IIFP for a great start. Parents and community members can start to look forward to some amazing coffees in the not too distant future!



A Note from the Business Manager

Dear Families

As we are now in Term 3 I am required to reconcile our finances for 2021.

Any families with outstanding debts need to ensure that payment is made or a payment plan established by the end of August.

If you would like to set up a payment plan for any amount owing, then please make a time to come and see me so this can be arranged.

We appreciate that many families have been impacted again by COVID-19 this year, so I understand you may have lost track of the amount you are owing to MDS.

Statements will be sent out again this week.

Please know I'm just a phone call away or my little window is always open.

Thanks Zoe

Library News

Book Week is happening in Week 6 and as always we will be holding a dress up day to celebrate (restrictions permitting!) The theme this year is 'Old worlds, new worlds, other worlds' which I think gives us fantastic scope to come as just about anything. Come as your favourite story book character or create a character of your own! Remember that dressing up is totally optional – there is no pressure. As well as the dress up day we will be holding a range of competitions throughout the week to promote books and reading.

We are seeing some brilliant evidence of students' engagement in reading in the library. It's wonderful to hear students talking about the books they like with their peers, making recommendations to each other, discussing new words they've discovered in their reading, and becoming expert in picking books that actually interest them and are at a suitable reading level. I really believe that a student who doesn't like reading is just someone who hasn't been connected with the right book yet.

The Premier's Reading Challenge comes to a close on Friday of Week 7 this term. That means we have only 4 weeks left to finish it off. Already our R-1 classes have finished the Challenge and our other Primary students are busily working away at it. The Middle and Senior students have quite a challenge to read their books, being a fair bit thicker, but I am expecting a late rush from them. I have begun to celebrate students who have finished the Challenge by displaying them around the library dressed as various characters to fit with the Book Week theme (I've included some examples here). This has generated a fair level of excitement, particularly in the Junior Primary and it is great to see them getting a buzz out of it. If students need a challenge sheet to fill out they can get one from the Library or they are available to print at [Home | Premiers Reading Challenge SA](#) . You can also search the book list on this site to see if your book is on the list.

Keep turning pages! Mr Cook



SWIFF's Nextwave Youth Short Film Competition is open for entries!

The Coffs Coast's Screenwave International Film Festival is looking for the next wave of young filmmakers!

Enter a short film into the Nextwave Youth Film Competition for your chance to win awesome awards and prizes, including Best School, and have your film premiere at SWIFF 2022 on the Coffs Coast!

If you like being creative, and want to have a go at filmmaking, SWIFF wants to see what you can do!

The rules are simple:

- Make a film under five minutes
- Include a pineapple
- Enter before October 12th to win!

For full terms and conditions, visit www.nextwavefilm.com.au “

If you have any further questions, please don't hesitate to get in touch on the number below.

Have a lovely day,

Giordan Pakes

Communications Coordinator

t: 02 5626 5051

Days in office are Tues-Fri

Swiff.com.au | nextwavefilm.com.au



Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, in line with the *NCCD guidelines (2019)*.

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy](https://www.education.gov.au/privacy-policy) (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the [NCCD Portal](https://www.nccd.edu.au) (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

Principal