



From the Principal

Well done to all the students who competed at our Sports Day last Monday and congratulations to those who won individual medals for their age group. Congratulations to Parkin for taking out the House Shield. On Friday a number of our students represented the River, Mallee and Districts in Adelaide for the Secondary School Sports Swimming Carnival. Well done to all.

The Governing Council AGM was held last Monday night. The council is working under its new constitution that was adopted last year. As a result there were two, 2 year positions available and these were filled by Emily Thomas and Lesley Barney. There were also two, 1 year positions available and these were filled by Louise Pitt and Fluer Kleinig. The continuing members Karen Schmerl, Crusty Spry, Marie Peterson and Jane Watson will form the parent representation on the Governing Council for the next 12 months. Tamsin Rowntree will be representing the staff and Chloe Pitt is the student representative. In the meeting following the AGM, Louise Pitt was voted in to continue as Chair, with Karen Schmerl as Vice Chair, Marie Peterson as Treasurer, and Tamsin Rowntree as secretary. Congratulations and thank you for taking on these roles.

A reminder that next Friday 10th March is our first Student Free Day for the year. Staff will be working with staff from Tintinara Area School, looking at Wellbeing and how to build a culture of wellbeing and resilience, through social emotional intelligence and confidence.

I encourage you to log on to Daymap later this week, as all teachers will upload at least one assessment task per subject for all students by

CALENDAR DATES—TERM 1

March

- 9th English Excursion – Fringe
- 10th PUPIL FREE DAY
- 13th PUBLIC HOLIDAY ADELAIDE CUP
- 14th Interschool Athletics Carnival at Karoonda
- 15th / 27th NAPLAN
- 20th / 24th Harmony Week
- 22nd Immunisations Year 8 & 10
- 23rd CERT 3 Ag Assessment Day
- 27th Governing Council Meeting
- 29th PSFM Cluster Rehearsal
- 31st River Mallee Districts Athletics Carnival

April

- 3rd / 5th Year 11/12 Surf Camp
- 3rd/5th SAPSASA Softball Carnival in Adelaide
- 4th Primary Football Clinic
- 7th PUBLIC HOLIDAY – GOOD FRIDAY
- 10th PUBLIC HOLIDAY – EASTER MONDAY
- 14th END OF TERM 1 – Early Dismissal

May

- 1st START OF TERM 2
- 5th Murray Mallee Swimming
- 12th 9 A Side Football & Netball

the end of the week. This will give you an opportunity to see the type of work that your child has been undertaking in class, as well as providing you with feedback on their progress, and an indication of what they can do to improve in their next task.

We will be uploading traffic light results on to Daymap by the 31st March which will give you an overall picture of your child's progress throughout the term in readiness for Parent Teacher Interviews in the last week of the term which begins on Monday 10th April.

Please remember there is no school on the below dates

Friday 10th March – Pupil Free Day – Staff Training

Monday 13th March – Public Holiday – Adelaide Cup



From The Coop

What is a plum made from?

Last week, while eating his healthy snack, Mav asked "what is a plum made from" Thomas replied "I think it's made from a seed, but what's a seed made from?"

"They are both excellent questions, let's find out" said Mrs Berling

We looked on google to see what we could find out, and discovered plums grow on trees. Ned said he had "plum bush at home".

Mav brought from home a plum seed and peach seed for us to plant.

We looked up how to germinate each seed. The plum needed to be placed in an airtight container in moist soil and placed in the fridge for 6-8 weeks. The peach seed needed to be cracked open (which the children really enjoyed doing) and the kernel to be placed in soil in a bag and then placed in the fridge for 8-12 weeks.

We went over to the kitchen garden to get our soil, and Tom enjoyed some cherry tomatoes while we were there. We put each of the seeds in their new home and placed them in the fridge.

We will check their progress towards the end of term!

Crystal Berling





Art and Music

It's been a busy start to 2023! Instrumental lessons are underway with almost every student in the 5, 6, 7 & 8 classes either starting their instrumental journey or continuing it! In total we have 38 students learning either a brass or woodwind instrument this year with our specialist teachers, Sean & Tim.

The 3/4 class have picked up the recorders as a great introductory instrument and already have a variety of pieces on the go. It has been a joy to see the excitement on their faces as they finally got to hold their instruments for the first time.

We are practicing these instruments in our music classes at school and are aiming to have some pieces ready to perform throughout the year. The year 9 class have chosen some ensemble and solo pieces that they are working on to perform towards the end of term 2.

They are also discovering how sound effects can be created to enhance a performance through their learning about Radio Plays. The F/1/2 class have now had their first music lessons for the year.

They have eagerly learnt some new chants and songs whilst moving around the room. I'm sure most of them would happily give you a rendition of Grandma's Glasses, Engine Engine or See-Saw! Just be prepared to get down on the floor to do some rocking!

Choir is also up and away, though we have only met twice so far this term due to the sports day change. We have a lot of work to do and songs to memorise. If your child has elected to participate in Choir you should have received a note home on Monday. Please help your child to practice

the repertoire at home through the use of the app. The password is in their choir book.

The Art Room is also bustling. The 7 and 8 class has now combined and amazingly they are all at the same point so there will be no double ups. We have been looking at how to create block lettering, colour language & creation (warm, cool, monochrome, shade, tone and tint) and using 2-point perspective. Our aim is to combine the two skills and create a cityscape with Graffiti on the walls of the buildings.

The year 9s have been looking at Op Art. I love how this class pushes the boundaries in creative and positive ways. I do have a plan...but sometimes their chosen curiosity/journey is the better path to take. Whilst we were exploring value they stumbled across pointillism through the skill of stippling. It has been through this curiosity/discovery that some students have decided to create Op Art works using a stippling technique rather than 'shading'. Others have pushed this further with their use of Posca's (paint pens) and created a smudging effect to explore turning 2D into 3D effects. Their boundary pushing is showing some promising artwork development.

I can't wait to see their final pieces by the end of next week!

Tiffany Leng



Geography

In the first couple of weeks of school, the year 9/10s focused their learning efforts on getting to understand the benefits and the drawbacks of global trade. Global trade is the purchase and sale of goods and services in different countries. We found that Australians benefit quite well from being able to buy cheap clothes, choose from a variety of product options and eat food that is out of season or unable to be grown in Australia. Unfortunately, though, we also discovered that there are places in the world where the people and environment is being taken advantage of. While we benefit from the cheap products made in the sweatshops of India or grown in flower markets or cocoa farms in Africa, children are the real victims of unfair trade. Ask your year 9/10 student how many children are still in labour. They might have to check their book but it's a lot! Did you know that Cadbury chocolate rates really low when it comes to fair trade agreements with farmers in Africa and South America? When the 9/10s were asked if they would consider eating Haig's or Whittaker's chocolate (the best fair trade chocolate in SA) over Cadbury, most of the students did not think they could make a conscious effort, even if it benefitted people in another country. Could you make the change?

The student's mind maps represent their growing understanding of the positives and negatives of global trade. While most proved that they are still learning to read an assignment sheet and ensure they have ticked all of the requirements of a task, there work showed a satisfactory understanding of global trade. I am proud of those students who offered some interesting insight into how conflicts such as war or natural disasters may affect trade in years to come.

Currently, we are learning about biomes. Feel free to ask a year 9/10 what this is and how it is different to an ecosystem! The plan is for each student to create a poster that could teach someone all there is to know about a particular biome; it's characteristics, the agricultural practices applied here and the challenges unique to this area.

Tamsin Rowntree

Below is two examples of work from students

Global Benefits
Global trade has enabled a wider range of products to be available for cheaper prices across the world. With this, the suppliers of said products enjoy widespread wealth from the plethora of opportunities global trade presents. Global trade also presents many opportunities for employment, creating millions of jobs worldwide and improving standards of living in many countries.

Australian Benefits
Australia has enjoyed a wide range of benefits from global trade. Millions of Australian jobs are connected to global trade in some way and plenty of Australian businesses are successful because of global trade. Australia has a strong export of education with countries like China which brings in a great amount of wealth. Foreign students studying here also has the further benefit of many of these students staying and providing their valuable skillset to Australia.

Global Drawbacks
Australia has enjoyed a wide range of benefits from global trade. Millions of Australian jobs are connected to global trade in some way and plenty of Australian businesses are successful because of global trade. Australia has a strong export of education with countries like China which brings in a great amount of wealth. Foreign students studying here also has the further benefit of many of these students staying and providing their valuable skillset to Australia.

African Drawbacks
Of all places that suffer from the effects of global trade, Africa potentially suffers the most. There is a humanitarian and environmental disaster with the huge demand for cheap labour. African countries suffer from some of the worst working conditions and pay in the world. An example of this is flower pickers that grow flowers for much of Europe work over 15 hours a day and receive the equivalent of \$5 pay for the entire day. Large amounts of land have been cleared for these flowers and has led to negative impacts on local flora and fauna. The areas around these flower farms have been unable to properly support the growing population looking for work and children not forced into child labour often stay with elderly people where they are often assaulted by others.

I believe if global trade continues the way it is now in negatively affected areas such as Africa, living conditions will continue to decline and the people affected would be unable to fight back as they would lose their livelihood entirely if they attempted to say, protest.

By Michael

POSITIVE IMPACTS GLOBAL TRADE
In China there are 600 million fewer people that are living in poverty. China is an economy that is based on farming supplies manufacturing and other types of supplies. The web connections involve people from many countries having access to the global marketplace, people can buy a range of products that are cheaper prices, people are not restricted to pay for services or buying goods that are in local areas. Global trade helps to remove cultural barriers between countries, it also helps to advance medicine, education and business.

MY OPTION
It is my belief that global trade has a negative effect on people, because they make children work for no money and in bad conditions.

Drawbacks of global trade for people around the world
Child labor is used in some countries that are South Sudan, North Korea and Chad. The children that are used as child labor have low attendance, low levels of literacy and a large number of them are living in poverty. The Government have a lack of policies that deal with child labor. The worker's get paid a lot less money than other worker's that are working similar tasks that have developed in other countries. In 2008 the house prices have fallen in the USA which has caused a financial crisis, which caused banks to collapse and companies to stop spending. As the spending reduced in developed countries, imports reduced. This caused developing countries to go into poverty. Makes me feel sorry for the people who ended up living in poverty.

Drawbacks of global trade for African people
The coco farmers are required to do a large amount of labor, which the children make up 44% of it. Some children are being sold by their families or they are being kidnapped to work on the coco farms. Most children are being forced to work for no money also they are being forced to work in bad conditions.

My prediction
If child labor continues in Africa I predict that there will be less children in Africa, because they will die from the bad conditions.

By Caitlin



English

The Year 9 and 10 English class have been looking at advertising a business in the local area. They have had to contact the business, create questions to ask them, consider their audience and purpose. We have even had students go and visit their chosen business! Here is a behind the scenes shot of Frederick and Micah filming a 'TV commercial' for Longridge Olives!



Stephanie Lee

English

We all know that English is a crucial life skill, giving us a leg up in whatever industry we end up working in. In the first weeks of term 1, the year 8 English class are focusing on speaking skills. So far, the students have presented the world's fastest presentations where they quickly and concisely explained an item on their bucket list. In addition to their presentation skills, they learnt that referencing their sources can be done by making a bibliography that lists particular details of a source. Talli told us all about the steps she's going to take to get her pilot

license, Theo described what life as a penguin caretaker would be like and Jesse explained how he wants to go to a basketball game in America.

At the moment, each year 8 is busily learning about and creating their own real-life speech, something similar to a speech they've seen their parents, a teacher or a sportsperson make. The key to this unit is understanding that public speaking is done for a range of purposes and isn't something we can escape doing. Each student picked a type of speech from a hat. These ranged from thank you speeches to memorial speeches, coach's speeches to candidate campaign speeches and even included a collection of persuasive speech prompts.

After each student had received their real-life speaking prompt, they conducted some research. They watched an example on YouTube, looked up the writing structure of their particular speech and wrote down key features such as a voice tone, body movements and facial expressions that will help them deliver their speech in the most realistic way. This week, the year 8s will be focusing on writing and editing their speeches.

In this assignment, the students are being marked on their ability to:

- 1) **write** within the right context of their chosen speech
- 2) **present** using the most appropriate public speaking techniques
- 3) **listen** respectfully and intently as an audience member.

Each student knows which area (in the list above) that they need to work on. I look forward to seeing their speeches blossom from ideas, to drafts, to speech cards that they use during their actual speeches. At the same time, I enjoy seeing the growth these year 8s are making in their ability to focus, speak to each other respectfully and work with their teachers to develop their skills each day.

Tamsin Rowntree



Maths

The Middle and Senior Secondary Maths classes have started a little slower than planned this year with several events and interruptions causing a delay or two.

The Year 9s have been looking at proportional relationships, investigating how within a proportional relationship (like a recipe) changes can be calculated, by finding the constant of proportionality. They have also explored how these relationships can be represented via graphs, tables, and even formulae.

The Year 10s are currently completing an investigation that utilizes the concepts of compound interest and need to write a report deciding the best course of action for a student in year 10 planning a gap year after the completion of year 12.

The Year 11s are well underway with their use of measurement strategies to solve problems and should be completing their first summative test in week 6. They have recently completed a formative check-in task and received feedback that can also be found via the School's DayMap system.

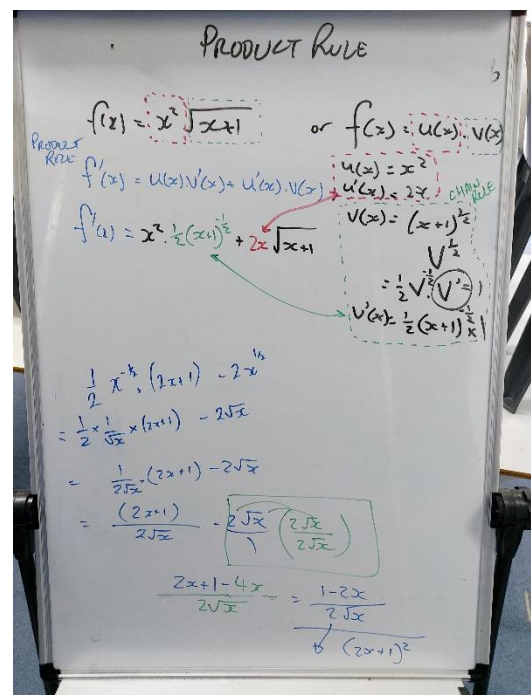
This year's lone Year 12 student has also made a good start to the Mathematical Methods course, revising much of the algebra component needed while building skills in using the various rules of differentiation to apply to increasingly complex functions. Across the board, we have begun trying to utilize the Khan Academy website as a way for students to take control of their learning, find extra support, and explore further areas of interest.

Students from year 9-12 now have accounts on the Khan Academy, linked to their teacher, where tasks can be set, individualized goals

and practice can be developed, and skills can be mastered. All students are encouraged to make the most of this free platform, that has great instructional videos and ongoing testing to monitor progress, in conjunction with the teacher and peers.

Daniel Irvine

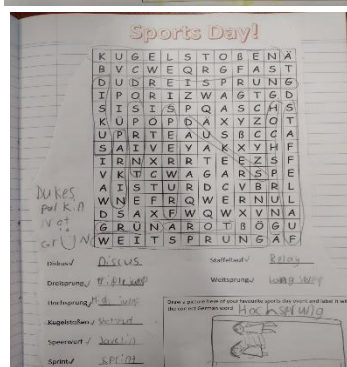
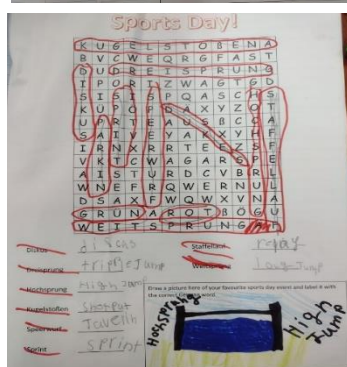
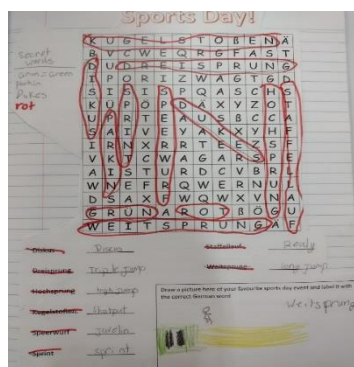
Images: Khan Academy Logo & A Sample of solving a differential calculus problem using the Product Rule.





German

My name is Mr Davis, and I am the German teacher from Foundation to Year 8. This week, the 3/4 Class worked on an activity related to Monday's Sports Day. The students first worked as a class, using context clues and prior knowledge to translate the names of their events. They then completed a word search using the German words, and four more secret words. Finally, they drew a picture of their favourite event and labelled it with the German name. I look forward to working more with the students over the coming year!



William Davis

Foundation/1/2 Class

Over the past few weeks the F12 class have been exploring number in maths by looking at different counting strategies. We use a hands on approach to maths, where students are encouraged to use visual and physical representations of numbers to explain thinking and understanding.

A favourite way to do this at the moment, is using Sumblox in class. These are numbered wooden blocks that have a height relative to their value so that when stacked they represent equal value. Students have enjoyed using them in multiple ways, from making huge number towers and counting the towers value, to making towers of a particular number (for example – towers of 12) in as many ways as they can. The room is often a buzz when using this learning tool and hearing students make connections and develop flexibility with number is fantastic. Here are some snaps of the kids using them in class during a tower challenge.



James Hillard



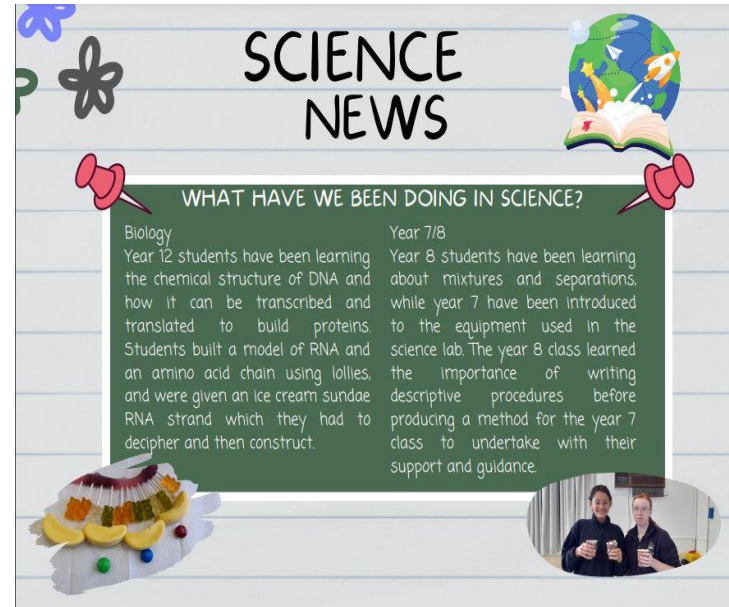
Ag Excursion

On 22nd February, our students (one of seven schools) attended the Evoke Ag Conference at the Adelaide Convention Centre. The Conference theme “Down to Earth” was all about how technology is making agricultural industry think differently by bringing farming, tech and science innovative ideas to life. The students learnt about how technology will have an impact across all agriculture areas. Our students had a short presentation from Adelaide University, Elders and CSIRO about careers.



Phil Roberts

Science



Hannah Scott

SRC



Hannah Scott



Interschool Swimming



On Tuesday the 20th March, 23 students travelled to Murray Bridge swimming pool to compete in the Interschool Swimming Carnival. Some of the students had some big challenges during the meet, for some it was the first time swimming in a 50m pool and others had rivalries against friends from other schools.

We had a lot of success throughout the day with a few race wins and close 2nd and 3rd finishes, sometimes coming down to photo finishes.

Our biggest successes for the day were the following students winning the overall medal for their age group.

Esther Neumann Gold medal, Keeley Gowling Silver, Lincoln Pitt Gold, Chloe Pitt Silver, Stewart Schiller Silver.

Overall as a school we also had success winning the Handicap Secondary School Trophy back again, currently 3 years in a row. Thanks goes to the parents who helped with timing on the day and Carelle and Stacy for their roles on the day.

Lets hope that we can take some of this success into the Interschool Athletics Carnival next Tuesday

Jared Wallis





RMD Swimming Team

Coomandook Students in the River Mallee and District Swimming Team, competing in Adelaide on Friday 3rd March.



Jared Wallis

Home Economics

Over the last two weeks it has been very hot. Students have still been able to cook. Year 9 students were given the brief to make a dish which used vegetables or fruit, was healthy and used minimum cooking. They came with Wraps, Caesar Salad and Cold rolls. The next week it was still hot and they made, San Bow Choy, Spiced Chicken in lettuce wraps. The 3/4 class got into the act as well and made fruit sticks. They enjoyed this immensely.



Angela Thorley

Respect

Honesty

Persistence



Lego Club

Following on from some discussions with students about their interests and likes, Mr. Hillard has put together a weekly Lego club, run in the library on a Thursday.

So far we have seen lots of creativity in a relatively short timeframe, students have been encouraged to share their Lego building expertise and work with others. With nearly 40 students attending the session, the library was certainly a buzz. The first 3 sessions have been focused on free builds, which has been very successful, check out some of the photos so far! As a club, we are also working to build a larger collection of Lego Art pieces, specifically the Hogwarts crests from the Harry Potter series. Students voted and, unsurprisingly, we are collectively building the Gryffindor crest first.

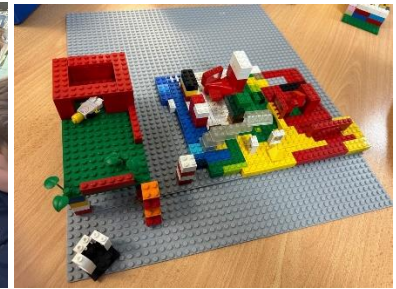
Starting from this week, we will have 2-week-long challenges that focus on a theme.

Students will need to work out a way to construct something that fits the theme, with some of the best creations to be shown off in the next newsletter. Starting this Thursday (week 6) our first theme is – “flying”.

Hmmm....

Keep an eye out for updates! Happy building.

Mr Hillard



Year 3/4 Class

This term the Year 3/4 students have been practicing writing narrative and persuasive texts. By getting a first draft of their writing done in a short amount of time, I am able to focus on the right feedback for each student, helping them to improve their writing going forward.

The students love setting their own goals with their learning, and I am looking forward to having mini conferences with them before parent-teacher interviews so we can share what we are working towards.



Julie Frahm

Respect

Honesty

Persistence



Interhouse Sports Day

The annual sports day was held on Monday 27th February in perfect weather. The overall team winning on the day was Parkin with 1798 points with Dukes coming second with 1722 points.



Sub Junior Girls
1st Winnie
2nd Mikayla



Sub Junior Boys
1st Isaac
2nd Jack



Intermediate Girls
1st Ashlyn
2nd Nellie & Matilda W



Intermediate Boys
1st Tyler
2nd Henry



Junior Girls
1st Greta
2nd Innayat & Fatiha



Junior Boys
1st Owen
2nd Aussie



Open Boys
1st Jake
2nd Sonny & Stewart



Open Girls
1st Keely
2nd Tahlia



Community News

Murraylands Swans Women's Football Club is looking for players for Season 2023.

Trainings are on Wednesday and Friday evenings from 6pm – 7:30pm
Le Messurier Oval, Ramsey St, Murray Bridge.

Games are played on Sunday's which makes it the perfect family day out.

If you are interested in improving your skills and fitness while having fun,
please check our Facebook and Instagram pages for information.


Murraylands Swans Women's
Football Club Inc.




murraylands_swans_wfc



WE WANT YOU

U13s & U16s

What: NEW RMFL U13 & U16 girls 9-a-side competitions.
No footy experience required. Come join your local footy club!
When: Friday nights running March 10-31
COME N TRY DAY rescheduled for March 31!

Check RMFL and club facebook pages for more details about the competition


COORONG CATS
Brad Jeffery
0428 190 018


IMPERIALS
Judd Smith
0439 806 360


JERVOIS
Shawn Thiele
0407 538 444


MALLEE STORM
Lou Baughen
0439 366 273


MANNUM
Kieran Joensch
0433 255 131


MYPOLONGA
Jodie Hogger
0409 285 578


RAMBLERS
Ben Coulter
0421 241 030


SOUTHERN SUNS
Rodney Moynard
0427 003 063


TAILEM BEND
Bec White
0411 432 453

Helen

Local Area Coordinator

Murray Mallee

Unit 1, 1A McHenry Street, Murray Bridge SA
5253

**National Disability Insurance Scheme
Partner delivering Local Area Coordination
services**

T 1800 931 543 M 0436 687 591

E lukeh@missionaustralia.com.au / lac.missionaustralia.murraymallee@ndis.gov.au

Helen a Local Area Coordinator (LAC)
from Mission Australia, Murray Bridge will
be at the school on Monday 20th March
2023 from 10am to 3.30 pm.

If you, your child or a family member has
an NDIS plan that you wish to discuss
please make a booking with
Helen on 0436 687 591.

Respect

Honesty

Persistence



BUS TRAVEL SLIP

Student Name : _____ Year Level : _____

The above named student would like to travel on the _____ bus run

On (date/s) _____ (am) _____ (pm) _____

Travelling with _____ Reason: _____

Parent Signature _____

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Student Name : _____ Year Level : _____

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On (date/s) _____ (am) _____ (pm) _____

Travelling with _____ Reason: _____

Parent Signature _____

PLANNED ABSENCE NOTIFICATION

Name: _____ Year Level: _____

Homegroup Teacher: _____

The above named student will be absent from school on:

_____ (please list date/s)

Reason: _____

Signed: _____ (Parent/Caregiver)

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