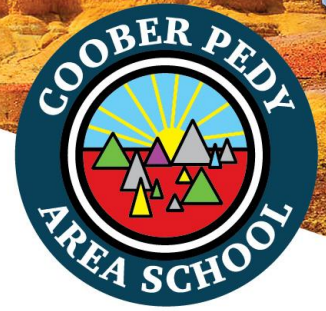


NEWSLETTER

Term: 3 | Issue: 2 | Date: 24.09.2021



FROM THE PRINCIPAL'S DESK



We wish to thank all our parents/caregivers, the community, staff, students, coaches/experts and the department for making our school a **centre of quality teaching and learning**.

Our 2021 Progressive Achievement Test (PAT) Data has **seen a significant lift and improvement** with a lot of our students achieving **at or above** the DfE Standard of Educational Achievement (**SEA**).

Join me to congratulate two of our Year 11 students who have **successfully completed their SACE this term (15 months ahead of schedule)**. This is a testament of the hard work, commitment and collaboration of our staff, students, parents and community.

Term 3 2021 will finish at **2.00pm** today, Friday, 24th September, 2021.

Term 4 2021 will begin at **8.45am** on Monday, 11th October, 2021.

We wish you all a relaxing holiday break and let us continue to keep the bar very high!

Mr Maurice Saah
Principal

As we approach the end of Term 3, I would like to stop and reflect on some of the wonderful work our teachers, ancillary staff and students have accomplished. We have celebrated Book week, National Indigenous Literacy Day, Success Lunches and enjoyed Orienteering Week. Our senior students have been busy attending VET courses in Adelaide and participating in the challenging Operation Flinders camping adventure. We have welcomed our Clontarf Academy on site, with Nathan and Michael doing a superb job engaging with our young Aboriginal boys and the community. In and amongst all of this our students have been working very hard and are showing great progress in all of their subject areas. I would like to thank our amazing staff for their hard work, dedication and commitment to our school values and supporting our students to achieve their best potential. A special thankyou to Dave Hadley our Groundsman who keeps our school looking so immaculate. Happy Holidays everyone, stay safe and I look forward to seeing you all in Term 4.

Ms Veronika Witham
Assistant Principal- Primary



Government of South Australia
Department for Education

RESPECT • RESILIENCE • RESPONSIBILITY



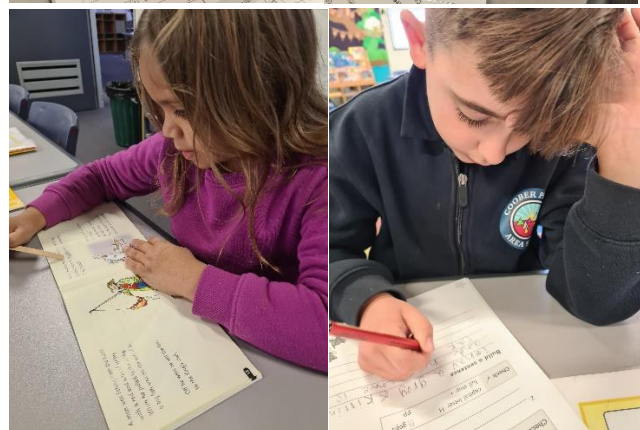
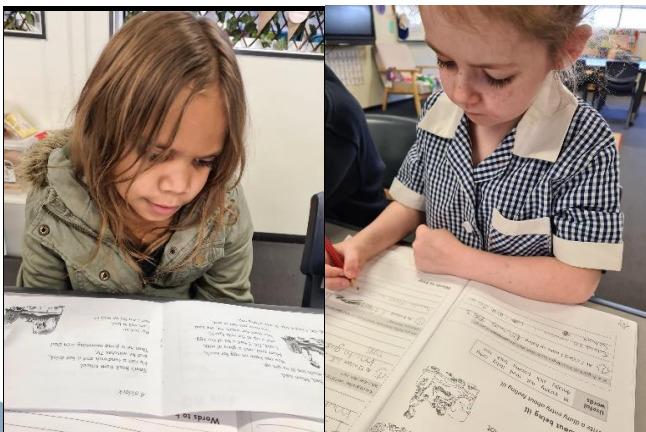
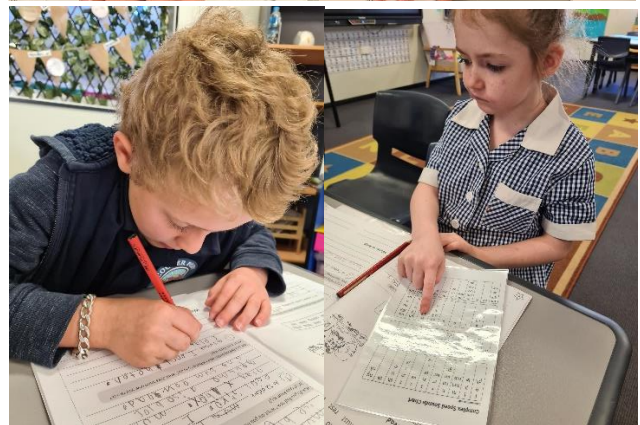
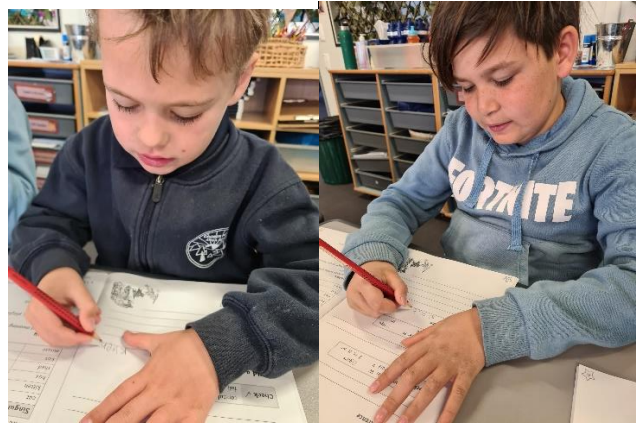
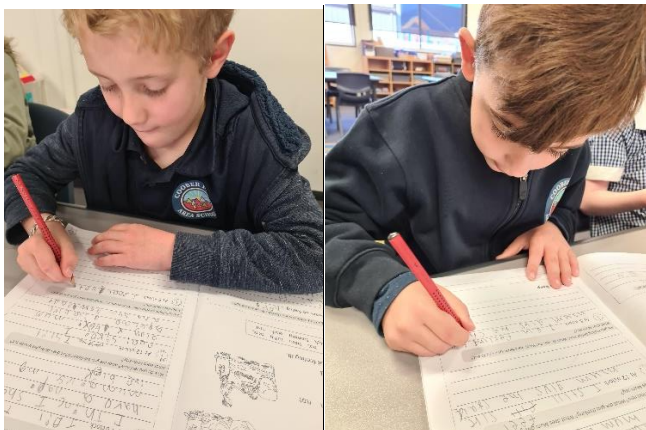
TEACHING AND LEARNING SPOTLIGHT

YEARS 1/2 CLASS- MS TEGAN JONES

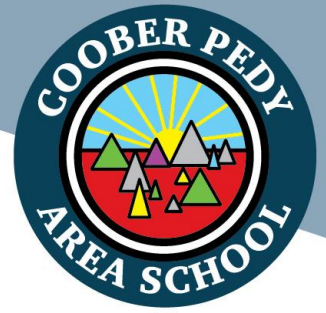
Our students have been working very hard during their Read Write Inc (Literacy) lessons. In our yellow group, we have been practicing using finger spaces, capital letters, full stops, exclamation marks and question marks correctly. We have also been focusing on proofreading partners work to improve our reading and writing skills.

The students really enjoy using 'red rhythms' to help them with their spelling of tricky words (red words). We say the tricky letters in the word in a puzzled voice and then build up the letter names in to a rhythm!

This week, we will be reading the storybook 'Danny and the Bump-a-lump'. Remember to keep reading at home too!



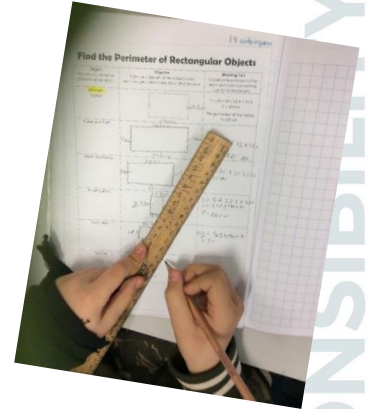
Ms Tegan Jones
Years 1/2 Teacher



MRS SALAZAR'S YEARS 5/6 MATHS CLASS

In Maths, our class has been continuing to build their confidence and number fluency through a range of *Number Talk* activities (**Additive & Multiplicative Thinking**). We have also explored Money and Financial Mathematics through creating simple budgets and learnt about Area and Perimeter through the lens of **place value**.

Number Talk activities allow for everyone to participate enabling us to strengthen our mathematical mindset, mental maths strategies, and improve our ability to explain and critique solutions. These activities also help us to recognise number patterns within and between numbers and to understand properties of numbers and operations. We challenge our minds to think flexibly by uncovering new and different ways of seeing numbers through each of the activities.



NUMBER TALK

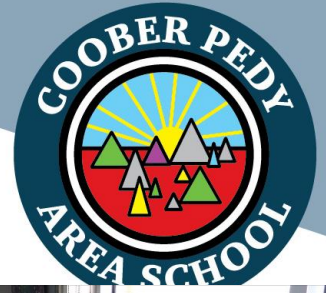
Number:	1289		Word Form: <i>One thousand two hundred eighty-nine</i>
Number Before:	1288		Expanded Form: <i>1000+200+80+9</i>
Number After:	1290		How many Thousands? <i>1</i>
10 Before:	1279		How many Hundreds? <i>2</i>
10 After:	1299		How many Tens? <i>8</i>
100 Before:	1189		How many Ones? <i>9</i>
100 After:	1389	<input checked="" type="checkbox"/> Rename the Numeral: <i>12 tens, 9 ones</i> <input type="checkbox"/> Write a True Number Sentence using the Number: <i>1289 x 2 = 2578</i>	
1000 Before:	289		
1000 After:	2289		

We have also been learning about Area and Perimeter and explored efficient ways of calculating the perimeters and areas of rectangles and composite shapes using familiar metric units. We applied our knowledge of tiling and arrays to the idea and measurement of area. We used repeated addition and multiplication to look at the perimeter and area of rectangles. Perimeter included the following: building and making arrays, calculating the perimeter and area of real-world objects.

Ms Jeannie Lai-Salazar
Years 5/6 Maths Teacher

NUMBER TALK

What do you see? How do you know?



YEARS 7/8 SCIENCE

Our Years 7/8 students have been learning about mixtures in Chemical Science. They started to recognise the differences between pure substances and mixtures and identifying examples of each. They worked collaboratively and individually to plan and conduct two science experiments. For the first Science experiment, they were learning and practicing how to identify the solvent and solute in solutions, and also how temperature affects the solubility of sugar in water. They measured and controlled variables, selected equipment appropriate to the task and collect data with accuracy. For the second experiment, the students were classifying solutions, suspensions and colloids. They have also looked at the differences and similarities between Homogeneous and Heterogeneous mixtures. We applaud their engagement and hard work.



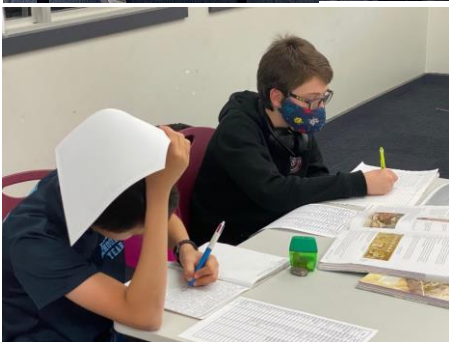
Ms Aki Sharma & Ms Doris Yu
Secondary Science Teachers



YEARS 7/8 ENGLISH/HASS

Our Years 7/8 students have made huge leaps in their literacy levels this term in English and HASS. Using cutting-edge, research-validated teaching and literary strategies, such as Explicit Direct Teaching (EDI) and explicit reading and writing strategies, the students have improved significantly in their reading, their comprehension, their text analysis and their writing.

This work culminated in week 10 of Term 3 when the entire class independently produced lengthy and coherent informative pieces on the process of mummification (for our History unit). Students produced an average of 300-400 words apiece, *independently*. Thanks to the EDI methods, students have been really engaged in class and most of the behaviour issues have vanished enabling this amazing learning to occur.



Ms Robyn Ravenna
Secondary HASS/English Teacher

YEARS 9/10 DESIGN & TECHNOLOGY

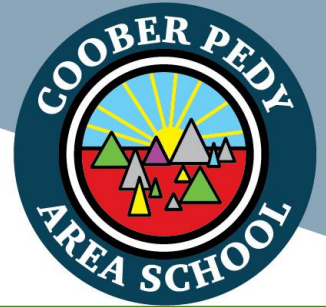
Some of the 9/10s finished their tops using the new circuit machine and heat press. Their designs turned out fantastically, looking very professional, and I believe that the students are very proud of what they have achieved. These are a combination of designs they have come up with on their own as well as some designs that they have appropriated from online.

The 9/10 students have learnt how to use specialised software to produce their own merchandise and can now apply these skills to future projects.

Well done to you all!



Ms Michelle Paterson
Design & Technology Teacher



ALTERNATE LEARNING CENTRE (ALC) WORK EXPERIENCE

During the term, several of our ALC students had the opportunity to participate in work experience. These placements help the students grow in confidence, work life skills and awareness of employment opportunities. APY Centre Collective coordinated an art workshop at Umoona Community, and our students Krista Williams, Gloria Hayes and Khae-Saahn O'Toole were given the wonderful opportunity to work with Skye O'Meara, the APY Art Centre Collective Manager. The girls shared their artistic talents and learnt techniques and methods of Anangu fine arts.

The children at Cooper Pedy Preschool were delighted to have Kelish Fatt and Tishara Klembt work with them. Kelish and Tishara supported the young students with their fine motor skills, numeracy and literacy through play-based activities.

Brandon Treloar spent a week at Woomera working in the restricted Defence Area as a Trades Assistant with Peter Martin Pty Ltd. Brandon has also completed two work experience placements with the District Council of Cooper Pedy in the Works and Water departments.

Shelly Edwards and Kelish Fatt discovered their flair for administration and customer service through work experience at the Cooper Pedy Visitor Centre.

The feedback from employees has been that our students are polite, hardworking and keen to learn new skills.

Well done to all our ALC students.

Ms Zherie Bouwman
Aboriginal Education Coordinator
ALC Teacher

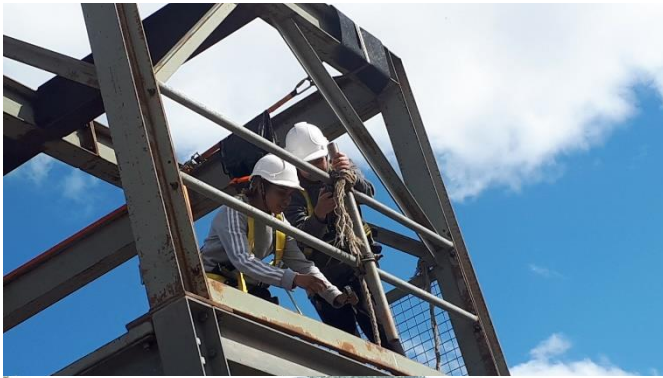


RESPECT • RESILIENCE • RESPONSIBILITY



VET BLOCK IN WHYALLA

Some of our Years 9/10 students travelled to Whyalla during week 7 to participate in the first Block of units towards the Certificate 2 in Resources and Infrastructure sponsored by **Oz Minerals**. The second block is currently underway here in Coober Pedy. The third block will take place during Term 4 in Adelaide. All our students on successful completion of all the three blocks will achieve **30 Stage 1 SACE Credits towards their SACE achievement plan.**



All the students demonstrated responsibility, commitment and hard work during the trip.

We would like to thank Mr Afzal Rana, Ms Claire Lasserre and Ms Gay Anderson for supporting our students during the camp.

Ms Claire Lasserre
Secondary Teacher



VET BLOCKS IN ADELAIDE

Our students have just completed their second block of VET training at PEER in Port Adelaide. We are very proud that all of our students who attended were successful. The course work was part of the Certificate III in Electrotechnology (Electrician) – and included skills in working safely with electricity, wall mounting of components, and work with electric motors.

We want to give our students a skillset that is transferrable across trades - and an understanding of the academic level of apprenticeship training. Sometimes this can be a reminder to work on literacy and numeracy skills – and it is much better to find this out while you are still enrolled at school.

The completed training also provided **10 SACE credits at Stage 2 (Year 12) level**, a positive step toward the **60 Stage 2 credits that are required for SACE Completion/Achievement**.

Some students have also received Stage 2 credits from one or more of the other VET courses we have provided this year – in Commercial Cookery, Automotive, Hair and Beauty & Barbering.

One of the reasons for choosing PEER is that the Group Training arm of their business is the employer of apprentices in the city as well as for BHP at Roxby Downs. Students with aptitude will of course stand out.

Mr Brenton Roy
Assistant Principal- SACE/VET/Pathways





INDIGENOUS LITERACY DAY

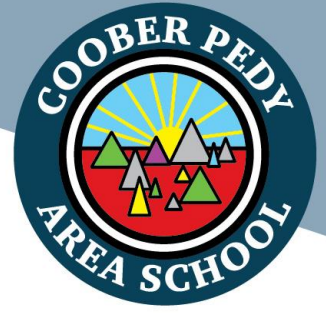
On the 4th of September, the primary school celebrated the National Indigenous Literacy Day. The students listened to and read stories of the first nation people. They discussed and explored the literature of many talented Indigenous authors who promote culture and literacy skills within our young students.

Students received a book written by AFL Footballer Eddie Betts "My Kind" promoting positive role models and encouraging young students to read.

Local Indigenous children's author George Cooley also visited us and read to the students and spoke about the importance of learning to read.



Ms Zherie Bouwman
Aboriginal Education Coordinator



ORIENTEERING

During Week 9, our students from Reception to Year 10 participated in an orienteering program held at our school (Coober Pedy Area School). Students took part in a variety of activities, which involved moving around the school; they learnt the use of maps to find objects and special equipment. They were timed as they moved throughout the school grounds. Students were challenged but thoroughly enjoyed themselves and we hope to run this program again in the future.



Ms Maddy Anderson
HPE Teacher



FROM THE CLONTARF FOUNDATION

Time truly does fly by when you are having fun, and we must have been having a lot because we cannot believe it is almost the end of our first term.

However, we know that is because we are very fortunate to be able to work with an amazing group of students who make coming into school every morning a very rewarding and fun experience.

Speaking of school, working in collaboration with such a close and supportive group of teachers and staff has made all the difference as we endeavor to deliver the best program we can for our students and the broader community. It is this holistic support of everyone involved in the school that really drives positive outcomes and growth for not only our students but our staff as well. The kindness and support we have been shown since coming to CPAS has been uplifting to say the very least.



Both Nathan and I are very proud of how academy members have grown in such a short period of time and extremely excited to continue growing the program with the support of its students, families, and the school.

Feeling the academy fill with such wonderful characters with diverse and bright personalities, it truly has been a fun filled adventure sharing a series of firsts for the academy. It makes coming into work a privilege, seeing the students commit to trying hard to have the best day they can. That is the only price of the program "Having a crack and trying my best".

Over the Term we have created numerous memories together, from finding out all about lizards and how to read their mood by their colour, to just playing some pickup games down at the local basketball courts. We have found opal together, cleaned parks, collected cans, and even had students map out our pickup runs when we didn't even know a single street name. We have camped with Whyalla, dined together overlooking a spectacular sunset, battled hard in ping pong, and even just sat smiling in the moment for a while.

It is one great thing I have found working the past 6 years with Clontarf, and it is that it doesn't matter how old you are or how experienced, every day presents an opportunity for growth. So, with each day we are grateful for the opportunity to grow together, collaboratively, holistically, and positively as a community headed towards unity and success for all.

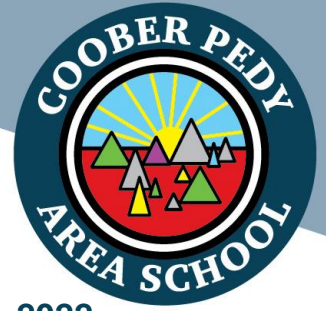


clontarf
foundation

Mr Michael Hall

Academy Director

Cooper Pedy Clontarf Academy



STAFFING UPDATE- TERM 4 2021

Mr Brenton Roy has agreed to stay on as our additional leadership person (Assistant Principal- Daily Org/SACE/VET/pathways) on a two- weekly basis for next Term as well **(Term 4 2021).**

We will look at internal arrangements to cover any leadership gaps during his absence.

Ms Claire Lasserre (Teacher) has accepted a teaching position as our Secondary English/HASS/Art teacher for Term 4 2021

IMPORTANT DATES- Term 3 2021

Term 3 2021 Week 10

Friday, 24th September, 2021- End of Term 3 2021- School finishes at 2.00pm

Term 4 2021 Week 1

Monday, 11th October, 2021- Start of Term 4 2021- School starts at 8.50am

Term 4 2021 Week 5

Monday, 8th November, 2021- School Closure Day- No school for our students

Tuesday, 9th November, 2021- Student Free Day- No school for our students

STAFFING UPDATE- 2022

Ms Viv Subelli has won and accepted our Student Wellbeing Leader position commencing from 2022 for a 3-year tenure

Ms Tegan Jones (Teacher) has won and accepted our junior primary ongoing teaching position commencing from 2022

Mr Geoff Brady (Teacher) has won and accepted our junior primary/primary ongoing teaching position commencing from 2022

Mr Matt Wiseman (Teacher) has won and accepted our primary ongoing teaching position commencing from 2022

Please join me in **congratulating** the above persons and wish them all the best in their new roles from 2022.

The panel process for **our Senior Leader (Daily Org/SACE/VET/Pathways)** position for 2022 has commenced and the outcome will be made known as soon as possible

Our Coordinator (Aboriginal Education, Intervention & Support) position for 2022 has been advertised. The panel process will commence as soon as the job advertisement closes.



GLASS BOTTLES ONSITE- WHS OBLIGATION

As part of our Site Work Health and Safety obligation, we require students **not to have empty glass bottles with them onsite.** Parents/caregivers are requested to speak to their children about **this requirement**, as the school is very proactive in ensuring that the safety of all students and staff continues to be a priority. We look forward to your continual co-operation with this.

ENERGY DRINKS ON SCHOOL SITE

Parents/caregivers are kindly requested to remind their children that, the **possession and consumption** of energy drinks are **not allowed** on school grounds at anytime during school hours. Our school takes a very strong position on this for the health and wellbeing of all our students. We look forward to your continual co-operation with this.

SCHOOL BUSES- Reminder

Please make sure your child/children are out at the front of your house and ready to board the bus at the designated pick up spot and times in the morning. At drop off, it is a Department for Education requirement that parents/caregivers are sighted. The easiest way to manage this is for parents to come out to meet the bus when it arrives. If parents/caregivers are not at home or able to be sighted, we are required to bring the child back to school and parents/caregivers will need to arrange pickup from there.

Mr Brenton Roy
Assistant Principal

Coronavirus Update

Below is the link to the current departmental Advice/updates:
<https://edi.sa.edu.au/supporting-childrn/health-and-wellbeing/covid-19/coronavirus>

Our Local safety precautions/measures

Our site-specific safety precautions/measures in response to the COVID-19 pandemic **continues to be in place.**

All **visitors** to our site are required to come Through the **front office/reception and sign in and sign out on departure.**

We have both a school and preschool QR codes, which is clearly displayed at the front office/reception as well as in the preschool.

Sign in sheets are also available at the Front Office/Reception and preschool for manual use.

Parents/Caregivers and community members are required to drop off and pick up their children from the entrance to the JP unit or classrooms/learning areas and **stay out** of these areas.

Parents/caregivers will be contacted to pick up their children (students) who present with symptoms of sickness/illness at school. This is also a safety/precautionary measure. Thanks once again for your co-operation on this in ensuring the health of all students and staff.



Wearing of Masks

Thank you all for your adherence to the departmental measure and requirement for the wearing of masks.

Please see below:

Face masks in schools, preschools and children's centres

Face masks must be worn by:

- students in year 8 and above should carry a mask with them and wear it indoors – and where congregating (**for us it is Year 7 upwards so take note**)
- adults while indoors, except when teaching or engaging with students
- staff in meeting rooms when present with other adults, and not eating and drinking
- on school buses and public transport
- all adult visitors to sites, including Early Childhood Education and Care (ECEC) and OSHC staff.

The following exemptions from face mask use apply:

- primary school students
- any student who attends a disability setting
- ECEC staff and children
- staff when teaching or engaging with students
- during PE lessons
- all staff and students when outside
- students or staff who have a medical condition, such as problems with their breathing, a serious skin condition on the face, a disability, or a mental health condition.

Please let us continue to **adhere to this very important safety requirement and measure** in addition to other measures to continue to keep our students, staff and school safe.

CONGRATULATIONS!!!

