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## DIARY DATES

**MONDAY 25 JULY**  
**FIRST DAY OF TERM 3**

**TUESDAY 2 AUGUST**  
**ACADEMIC EXCELLENCE MORNING TEA**

**2 AUGUST – 15 AUGUST**  
**YEAR 12 KAYAKING CAMP**

**MONDAY 15 AUGUST**  
**GOVERNING COUNCIL**

**MONDAY 22 AUGUST**  
**SCHOOL CLOSURE DAY**

**FRIDAY 26 AUGUST**  
**YEAR 12 FORMAL**  
STAMFORD GRAND



**Government of South Australia**

Department for Education

## FROM THE PRINCIPAL



### DEAR PARENTS/ CAREGIVERS

I would like to thank the families and carers of our students for their ongoing support of our school as we continue to navigate through these unpredictable COVID

times. As of 30 May 2022, wearing of masks was not required, but recommended when indoors for schools. Our school has continued to provide masks, along with hand sanitiser and wipes, for those who would like to use them.

To support the continuity of learning without a partial school closure, can we please ask that parents and caregivers continue to keep students with cold and flu like symptoms at home to avoid the spread of viruses.

### ACADEMIC ACHIEVERS PRINCIPAL'S MORNING TEA

On Friday May 13, 65 of our high achieving students (8% of our mainstream students) attended the week 2 celebration in our Performing Arts Centre theatre. The event served to recognise and congratulate these students from years 7 - 12 for their excellent effort in achieving consistently high results across a range of subjects. It was also an opportunity for leaders to listen to the students' stories of how they

show persistence and maintain self-motivation. Congratulations to all term 1 award recipients.

### TERM 2 STAFF PROFESSIONAL DEVELOPMENT DAYS

#### BERRY STREET EDUCATION MODEL - TRAINING DAY

On Monday May 30 all staff undertook Day 1 of 4 Berry Street Education Model (BSEM) training. During Day 1 - Body Training, we focussed on building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response and de-escalation in school and classroom contexts.

We will be undertaking 2 days this year and 2 more days in 2023.

BSEM is an innovative education model provides schools with a whole-school approach to meet the developmental strengths and needs of students, teachers and leaders. This is a holistic program that is the first of its kind to show significant academic growth for struggling student. The Berry Street Education Model is based on classroom strategies informed by Berry Street's approaches to trauma-informed learning and the science of wellbeing. These student-centred strategies will provide our school with knowledge of how to further improve the willingness and capacity for all students to achieve within a culture of high expectations.

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## FROM THE PRINCIPAL CONTINUED

On **Friday September 16**, we will be undertaking Day 2 -Relationship Berry Street training. During this training we will be focusing on increasing relational capacities in staff and students through attachment and attunement principles, with specific relationship strategies for difficult to engage children and young people.

In 2023 will be undertaking Days 3 and 4 of the training.

### Day 3, Part 1: Stamina

Creating a strong culture of independence for academic tasks by nurturing resilience and emotional intelligence

### Day 3, Part 2: Engagement

Employing engagement strategies that build willingness in struggling students

### Day 4: Character

Harnessing a values and a character strengths approach to enable successful student self-knowledge which leads to empowered future pathways.

## NAPLAN

Our year 7 and year 9 students participated in the NAPLAN online during weeks 2 – 3 of term 2. We are looking forward to receiving the 2022 results so that we see a snapshot of our students' literacy and numeracy skills. This supports our staff to customise programs to ultimately improve learning outcomes

for our students. I was very impressed with our students' attitude and hard work throughout the weeks.

I would also like to thank and acknowledge the following staff for all their hard work and leadership in making sure that the online NAPLAN system was an effective and seamless process:

- Mr Duncan Begg
- Ms Jade Aylen
- Ms Deb O'Connor
- Mr Matt Livsey
- Mr Mick Grzeczowski
- Ms Gail Edgecombe
- all the year 7 and 9 Care Group teachers and the leadership team

## SRC TO LEAD THE REVIEW OF SCHOOL PANTS

Can we please ask parents to continue to support our school uniform policy by ensuring our students wear the required uniform? As a school we are currently reviewing our school uniform pants and our school community will have an opportunity to provide feedback. Our Student Representative Council (SRC) will be leading the review in consultation with Governing Council.

*Kind regards*

*Harry Stassinopoulos, Principal*

## EXTENDED ABSENCES

Student absences of more than 1 week require an exemption form to be submitted. The form is available on request from student services. It should be completed 2 weeks prior to the start date of the exemption. This includes extended exemptions due to medical & other exemptions. Delays could result in an exemption NOT being approved, thus resulting in unexplained absences recorded for students.

## NATIONAL RECONCILIATION WEEK

National Reconciliation Week was held from May 27 - June 5. The theme for this year was 'Be Brave: Make Change'.

As a school, we do a lot for work of ensuring that we include Aboriginal and Torres Strait Islander perspectives in our curriculum and around our school, but it is always good to have an entire week dedicated to reconciliation and celebrating Aboriginal and Torres Strait Islander cultures. To kick off Reconciliation Week, we had an excursion to Ramsey Place, where students watched performances from Aboriginal artists, involved themselves in cultural workshops, connected with other schools and also obtained goodies and information from local service providers. We had nearly 15 students attend the excursion, and they all enjoyed the day.

One of our year 8 English classes was lucky enough to have a senior elder come to the class and talk to them about the importance of country

and the impact colonisation has had on Aboriginal communities. These year 8 students will now create a film based around that visit and the reconciliation theme of 'Be Brave: Make Change.' These films will be displayed in the Onkaparinga Libraries throughout the district once completed.

There were also Reconciliation Week activities in Care Groups, which students completed and was aimed at giving them a better understanding of what Reconciliation Week is about and its importance. Activities included watching videos about prominent Australians and how they have been brave and made a change.

Hopefully by the end of the week, students gained a much clearer understanding of the importance of reconciliation.

*Emma Sewer*

*Aboriginal Education Teacher*





# HELLO SEAFORD SECONDARY COLLEGE COMMUNITY!

My name is **Simon White** from the Careers Team. What a first half of the year it has been! Though the start was shaky, there has been some real success stories that we would love to share with you.

Firstly, congratulations to the following students who have obtained apprenticeships this year; **Ethan W, Kenny F, Brodie H, Blake W, Davie W and Kaitlyn E**. Industries they secured apprenticeships in include Engineering, Hospitality, Plumbing, Mechanics and Electrician. We wish these students all the success as they kick start their career in their chosen fields!

Secondly, we have students who successfully secured a Department for Education traineeship. These students include; **Brodie F, Amber F, Elliott R, Shakaye N, Jake W, Zoe S, Megan W, Katie A and Brooklyn P**. These traineeships are based in child care centres and primary schools. Congratulations to these students, our future educators!

Apart from supporting students obtain apprenticeships or traineeships, the Careers Team have been organising several workshops or career

information sessions throughout the year; including the most recent one where we partnered with Flinders University, who came on site to present different university pathways and careers. School students had the opportunity to attend 1 of 5 workshops including Law, Criminology, Medical Science, Teaching and Psychology. Students had a taste of each career, with interactive activities and university course information. Feedback was extremely positive by both students, staff and the presenters.

It is also that time of year again where we start to plan for VET course enrolments for 2023. Our year 10s have attended Career Pathway meetings this term with the Careers Team, as part of PLP. This is the first step in identifying which student is on a VET pathway, university pathway or other. Students were given information specific to them, their interests and pathway. If your young person is interested in doing a VET course next year, now is the time to let us know. We begin enrolments with students and their families/ caregivers in term 3, so if you would like more information, please contact us as soon as possible.

For course guides, career resources,

job vacancies and apprenticeship/traineeship opportunities, look no further than the Pathways channel on Microsoft Teams. Students can access this channel by logging on to Teams using their school email and password. Information is updated fortnightly, and managed by the Careers Team. We also offer a wide range of services including Career Counselling appointments, resume writing support, VET/University information and enrolments, apprenticeship/traineeship support, and a myriad of other opportunities just waiting for you and your specific interests and needs.

We are very proud that, despite the adversities this year has presented us, students have persevered and overcome the challenges to secure employment. We hope you all have a fantastic mid-year holiday. Keep safe, stay well, and we look forward to hearing from you and supporting your young person's future pathway!

**Simon White, VET/Career Support**  
simon.white651@schools.sa.sa.edu

**Deb Scotton, VET/Career Leader**  
deb.scotton647@schools.sa.edu.au

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

All schools are required to collect information about the numbers of students that they provide adjustments to under the Disability Discrimination Act (1992) and Disability Standards of Education. This data is used as the basis for national funding. The NCCD involves the collection of:

- the number of students receiving adjustments to enable them to participate in education on the same basis as other students
- the level of adjustment provided to students
- student's type of disability if known

Under the model the definition of disability is broad and includes learning difficulties, health and mental health conditions. If your child is identified for inclusion in the collection, the required information will be included in this year's data collection.

If you have any questions about the data collection, please contact **Janine Arkwright** on 8327 5200. Further information can be found at:

<http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability>.

## 2021 IMMUNISATION PROGRAM

The following immunisations will be available in 2021 to students free of charge through the school immunisation program:

**Year Level**      **Visit 2**  
**Year 8 students**    **WED 13/10/2021**  
**Year 10 students**   **THU 19/8/2021**

**Deb O'Connor, School Immunisation Program Coordinator, Middle School Office**

## STAGE 2 CHILD STUDIES SUPER HERO PARTY GROUP TASK

The year 12 Child Studies class put on a Super Hero themed party for Moana Primary School reception class. Our year 12 students did an amazing job at running this event and had a lot of fun while doing it. Our students created four superhero themed party activities including Spider Man web, Superman pin the mask, masks and crafts and Captain America Frisbee game. They represented our school at a high standard through their uniform, politeness, team work and attentiveness to the reception students.

**Crystal Little, Child Studies Teacher**



## SILC UPDATE

### COMMUNITY CONNECTIONS

At SILC we value 'connection' for our young people and look for opportunities to engage young people in their local community.

We have recently built connections with Adopt a Spot Scheme and the new Seaford Wetlands Community Garden.

The space we have adopted is the Karingal Reserve Skate Park and Courts and plan to pick up rubbish in the reserve and record our findings regularly. This will also tie in with the community re-used plastic art project, where we will contribute to a 2.5m x 2.5m artwork to be displayed in Myponga later this year.

Similarly, we have made connections with the new Seaford Wetlands Community Garden where we will propagate and raise local native plants, assist with design, artwork and also construction of the gardens.

The art project and the wetlands garden are both in their infancy and SILC are pleased to be connected with these awesome community projects.

*Mark Orr, Social Worker*

SEAFORD INDEPENDENT  
LEARNING CENTRE

**SILC**

### CONNECTION BETWEEN SILC STUDENTS AND STUDENTS IN JAPAN

Greetings from the team at SILC!

We are happy and proud to inform you of some great news regarding some international connections that will soon be taking off here in SILC this semester.

Students will have the opportunity to connect with students from Japan via an online platform for a Middle School English task. The program involves students at SILC connecting with students from 'Hello School' an English school based in Japan on the island of Shikoku, (Kochi, Japan). They will interact with Japanese students via online platforms and will have them taking part in some research, connection and communication and learning about cultural differences and international relations. Students will also have the potential to develop strong relationships with our Japanese friends (and possibly long-life friendships!) throughout this task.

*Tracy Pearce, SILC Teacher*

*Adam Lindavies, SILC Coordinator*



## PLP CAREER EXPO

As part of Personal Learning Plan, year 10 students have completed a task investigating various job industries to learn more about skills required, pathways options and future job prospects. The task involved students working in groups to create a career expo booth to showcase their learning and develop interesting ways to engage younger students in career education.

The event was held in our new Performing Arts Centre where year 7s were invited along to learn about specific careers, navigating their way through the different interactive booths while answering questions about various career pathways.

Some of the career booths displayed included midwifery, hospitality, construction, performance and health care. The task allowed the year 10 students to develop their interpersonal skills, while showcasing creativity in developing their booth. It was also great to observe the positive interactions between our year 10 and year 7 students, a key part of the task.

*Crystal Little, PLP Teacher*



## LOST PROPERTY

Please check the Lost Property box (in Student Services) for missing items. Clothing that is clearly named has a chance of making it back to the owner. Unclaimed items will be donated to charity at the end of each term.



## PREMIER'S READING Challenge

### 2022 PREMIER'S READING CHALLENGE

The Premier's Reading Challenge is well underway for 2022, but it's still not too late to start! If you are interested in participating, all you have to do is read 12 books between now and 9th September. All students who complete the challenge will receive an award from the Premier and will then go into the school draw to win a laptop! Last year's lucky winner was Kiera-Lea.

This challenge is for everyone, not just for people who read all the time- all reading abilities are welcome. Students wishing to participate will need to come into the library to register and collect their reading record. Then, all that's left to do is to get reading!

### USING THE RESEARCH TOOLS PROVIDED BY THE LIBRARY

Most students start their research by doing a Google search. Whilst Google can be a useful tool, it can also provide a lot of irrelevant, incorrect and outdated information, which makes it harder to identify credible resources.

To help with this, the library subscribes to Britannica School, and online database containing information on many topics written by experts in the subject matter. Better still, the information is aimed specifically at school students and therefore

easy to understand. So, before you search Google, I recommend you give this a go. There are articles, images, videos, and links to other recommended websites. This resource is accessible through the 'Links' tab in Daymap and should be the first place students look when doing project research!

Other useful resources provided by the library are accessible via the school website>Portal>Online Learning Resources (Only2Clicks) or at <https://tinyurl.com/seafordhslibrary>. This is a page that can be bookmarked for quick and easy future access to accurate, credible resources.

*Karla Pickett*

*School Services Librarian*



**ONKAPARINGA LIBRARIES** your place

Call the **Seaford Library** on 8384 0044 or visit [www.onkaparingacity.com/libraries](http://www.onkaparingacity.com/libraries) for more information

## STUDENT WELLBEING

**PARENT HELPLINE**

1300 364 100

**LIFELINE**

13 11 14

[www.lifeline.org.au](http://www.lifeline.org.au)

**HEADSPACE**

[www.headspace.org.au](http://www.headspace.org.au)

**KIDS HELPLINE**

1800 551 800

[www.kidshelpline.com.au](http://www.kidshelpline.com.au)

**BEYOND BLUE**

1300 224 636

[www.beyondblue.org.au](http://www.beyondblue.org.au)

## BIGGEST MORNING TEA FUNDRAISER

