



Springbank Secondary College

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Vision Statement:

We are committed to an inclusive and engaging learning environment that promotes a culture of excellence and creativity.

Principal	Wendy House
Senior Leader - Operations/SACE/VET	Kathryn Harrison
Senior Leader - Curriculum/Pedagogy/Innovation	Kerry-ann Grace
Senior Leader - Inclusion	Chris Lee
Student Wellbeing Leader	Karen Jones

2020 TERM DATES	
Term 1	28 January - 9 April
Term 2	27 April - 3 July
Term 3	20 July - 25 September
Term 4	12 October - 11 December

IMPORTANT DATES

Monday 27 April, 8.45am
Term 2 commences

Monday 11 May, 7pm
Governing Council Meeting

As the global and national events have unfolded and the COVID-19 crisis has impacted our community, we have been challenged to rethink our plans, actions and understandings. Thank you for your support as we work through the challenges of teaching and learning in a very different world.

Term 2 commences on Monday 27 April at 8.45am. At this stage, Department for Education schools will remain open for students to attend and continue their learning on site.

It is still possible for students to remain at home in self-isolation as determined appropriate by families, however they are expected to **engage with their learning program**. To support that engagement, teachers and other staff at Springbank have further developed the learning plans for every class and year level so students can access their learning simultaneously in face to face mode (here at school); online via Daymap (see <http://www.springbanksc.sa.edu.au/>); and via WebEx (details of how to access online lessons via WebEx will be on Daymap within individual subject information).

The panel for the Education Review (as announced by the Minister for Education on 5 March) has been established. The first meeting of the review panel has been postponed until next term. I will provide details of the panel membership, the Terms of Reference of the review and how to submit to the panel as soon as that is available. Your views are important, and I encourage you to write to the review panel.

Staff have completed an intensive week of professional learning including training in flexible learning via WebEx and then designing their learning plans to be accessible in multimodal forms. I am very grateful for the professionalism, commitment and hard work of the entire staff in what has been the most difficult of terms. They are a very impressive team.

Thank you for your ongoing support of the school and the staff during this very challenging time. Please keep safe and well.

Wendy House
Principal



Pastoral Care Worker news

Well it has certainly been an interesting turn of events since the beginning of the school year. In the midst of COVID-19 and as with any new and uncertain situation that we may be faced with in life, there can sometimes come a feeling of fear, or uneasiness - especially in not knowing what the near future may hold. The effects of COVID-19 have been different for everyone. Therefore, depending on your situation, you may find that a bit of extra support or direction might be helpful.

To hopefully make a challenging situation a bit easier for you, please find below some organisations, that may be able to assist you in different ways:

- Picket Fence (Anglicare):
1167 South Road, St Marys - Ph: 8374 2522 (please phone first)
www.anglicanparishofstmarys.com.au
*Food and pantry items at no cost
- Gwen's Pantry (Edwardstown Baptist Community Centre):
Ph: 0480 259 235/ 8276 1040 (please phone first and for Gwen's Pantry)
Tues and Thurs: 10am - 12pm
www.ebc.org.au
*Food and pantry items at no cost
- MarionLIFE Community Services - 8227 0304 (please phone first)
www.marionlife.org.au
Monday - Thursday: 9am-12pm
*Food and pantry items at no cost
- National Debt Helpline: 1800 007 007
- Parent Helpline: 1300 364 100
- COVID-19 National Hotline: 1800 020 080

Wishing you all good health and remember to stay safe. I'll leave you with a little tip:

"Get up every morning and tell yourself... I CAN DO THIS!"

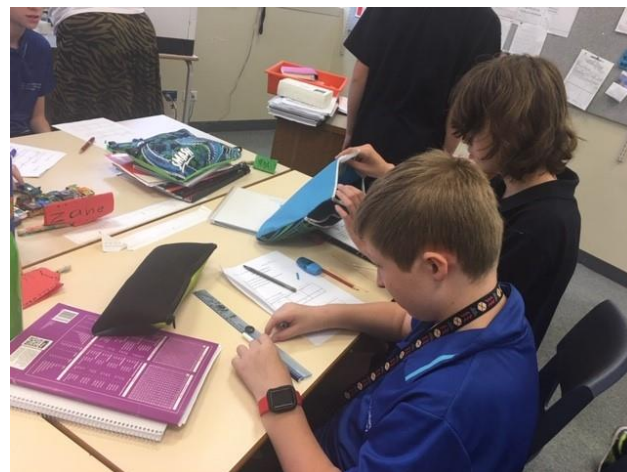
Belinda Gray
Pastoral Care Worker
(Mon, Wed and Thu)



Science news

8 Mathematics - measurement data collection

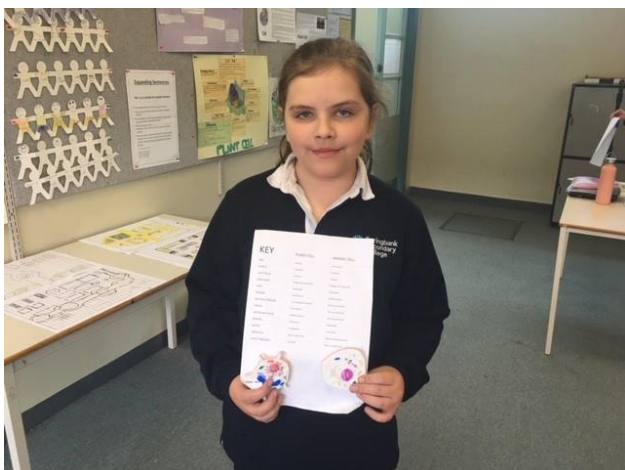
During week 8 of term 1 the year 8 Mathematics students were actively involved in a hands-on data collection practical, as an identifying task to learn what prior knowledge student had before constructing learning topics. Students are instructed to select three items of their choice to collect data i.e. perimeter, mass, volume, temperature, time as well as formulas to calculate perimeter and area.



Before collecting measurement data for each item, they explored the functions of each apparatus and associated units for each quantity. Then students made their own choice on either apparatus they were planning to utilise or related units in regard to their selection of items. For example, they learned the scientific way of reading from a thermometer from beakers containing ice cubes, orange juice and tap water. Another group of students took volume data by calculating the difference of final volume and initial volume from measuring cylinders. After completing 6 different stations of data collection, the students were asked to evaluate their own learning and hence create their own teacher directed individual learning tasks.

8 Science—What’s in a cell?

The year 8 students actively participated in the design and creation of 3D animal or plant cell models as a homework task in science. They worked in pairs or individually to create their own analogy of the structure of a cell. Examples of analogies used were the City of Adelaide, a school and a family home. The students discussed with teachers in the classroom, their own proposals and constructed their models at home. After they presented their models in class, each student explained their 3D model giving detailed information about each organelle in the cell and their vital functions. William used his home 3D printer to create an animal and plant cells. In the end, everyone enjoyed the discussion around analogy of organelles in the cell and developed an understanding of biology. One student commented that “if a cell is the classroom, a piece of furniture would be like an organelle as it has its unique function and purpose”.



Building a lolly DNA model and strawberry DNA extraction

After learning the genetic materials of nucleic acids, DNA and RNA, year 10 students worked in pairs to create a structure of DNA using lollies. Throughout the hands-on activity of making this DNA model and putting it into practice, the students applied their knowledge, of the four bases of DNA and the complementary base pairing rules.



The following session, students were also instructed to extract strawberry DNA from a DNA extraction buffer made from shampoo, salt and water. Their discussion was animated, when they crushed the strawberries and broke open the tissues, this allowed the extraction buffer to access more cells. The functions of soap and salt in the extraction buffer were also explored further. After observing a long rope-like strand of DNA in the alcohol, students took a photograph of strawberry DNA and completed the written reflection.

Li Teng
Science Teacher





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