



# Springbank Secondary College

267 Daws Road  
Pasadena SA 5042  
ph: 08 8152 6800  
dl.0975.info@schools.sa.edu.au

## 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 8 June  
Queen's Birthday Holiday

Tuesday 9 June  
Pupil Free Day

Friday 3 July  
Last day of term 2



Government  
of South Australia  
Department for Education

To the families and community of Springbank Secondary College ...

# Thank you!

... for your support, your letters and submissions, for letterbox drops and your street corner 'protests'.

The window of opportunity for submissions to the Review Panel closed last Friday. Thank you for taking the time to plan and write your submission. Every submission counts and I am aware that many hours were spent considering exactly what to write. There are so many stories that support Springbank's philosophy and purpose and provides many important reasons for this school to stay open.

Students and staff have painted signs and displayed them on the fences of the school. Student representatives met with Helen Connolly, the Commissioner for Children and Young People, who took them through a process to gather their thoughts and comments about a possible school closure. The resulting submission written for and with the students has been submitted to the panel. It is an important document and we hope to post it on our website.

The panel meets on Wednesday this week to read the submissions. The process is expected to be complete in July.

# Announcing ...

the release of the Parent Portal on Daymap.

Head straight to our website [www.springbanksc.sa.edu.au](http://www.springbanksc.sa.edu.au) to locate the Daymap link and instructions to set up your access to the Daymap Connect the parent portal where you can check student assignments, results, attendances and communicate with staff. Daymap Connect combines communication and student management, by providing parents with access to key school and student information on their child's learning behaviour, progress and performance. Please check it out and provide some feedback to us.

Wendy House  
Principal



## Paddock to Plate

### Springbank Secondary College has been successful in being awarded an Adelaide and Mount Lofty NRM School Environment Grant

Springbank Secondary College has successfully been awarded a grant of \$2,000 from our local NRM Board to design, construct and plant out a 'Paddock to Plate' garden in the school grounds, adjacent to the Trade Training Centre and Putpa Garden.

As part of the Year 8 SSC learning program, this new garden will aim to create a sustainable vegetable garden that will support the school's home economics kitchens, the proposed industrial kitchen and the school's café. The food will be seasonally based and will include an indigenous focus.

The school already has 3 unused garden beds ready for use and this grant money will allow us to construct 3 additional beds, with 2 beds earmarked as 'wicking beds' to be used during the summer months. Students will also use a variety of fruit trees which will be planted on the western side of the new garden.

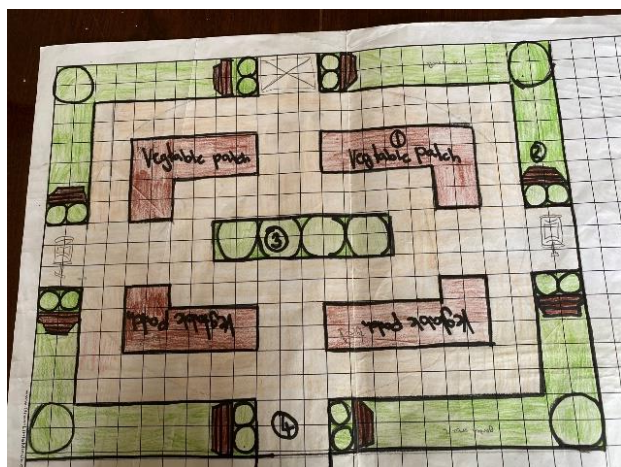
This award will allow the Year 8 students to participate in student led inquiry across all their learning areas and will support the STEAM - Science, Technology, Engineering, Arts and Maths learning focus of our school.

Students will seek the support and advice of the community to support their learning. This will include making contact with SA Composters, Jefferies, Urrbrae Agricultural School, local Kaurua Community Elders and local suppliers of hard landscaping materials.



### Can you help?

We are looking for community donations of seasonal vegetable seeds, seedlings and garden tools to support the establishment of this garden. If you are able to donate any items we would be very grateful.



*Springbank Secondary College - Paddock to Plate  
Proposed design by Jordan 2020*

*Linda Thurlow  
Science Teacher*



### School Card Approval 2020

Families who have submitted school card application forms, and received confirmation from the Department for Education (DfE) that they are eligible, will note that there is an amount showing as outstanding Materials & Services Fees for 2020 on the statements which is due to be posted in early June.

This figure is what is known as 'the school card gap'. The gap is the difference between the amount that the DfE contributes to your child's school fees as a standard and the prescribed sum of providing the curriculum to your child for 2020.

Families can contribute to pay all or part of this gap which goes directly to the benefit of students. This is a voluntary contribution and some families have expressed their wish to contribute, which is highly appreciated. The funds received will be utilised directly for students' resources and required facilities.

Please let the Finance Officer know of your preference by 30 June 2020. The balance due of your Materials & Services fees invoice for 2020 will be removed from your account if you do not wish to pay it.

The school's Finance Office is open on weekdays from 8.30am to 3.30pm.

### Excursions - End of Term 1

Families who have paid for the excursions which were cancelled as a precautionary measure due to the impact of COVID-19 at the end of term 1 have had the full amount refunded back to the family/student account.

**Lakshani Jayasundera**  
Finance Officer



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

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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. Springbank Secondary College 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 Principal, Ms Wendy House or the Inclusion Leader, Ms Chris Lee at the school on 8152 6800.



**Chris Lee**  
Inclusion Leader





## Student Voice

As part of the review, we have had Helen Connolly and Nicola Moore from the Commission for Children and Young People come to hear the opinions of our students. The students very passionately and articulately expressed their feelings and thoughts about the school and explained why they choose to come here over other options. It was very heartening to hear them describe their love for the school, the ways that they are thriving here and how supported they feel by teachers, staff and other students. Thank you to the students who have been involved in representing their peers.

### IDAHOBIT Day

Once again, the SRC supported inclusion at our school by recognising IDAHOBIT day. International Day Against Homophobia, Biphobia, Interphobia and Transphobia is celebrated on 17 May 2020, the anniversary of the day of the World Health Organisation's decision to declassify homosexuality as a mental disorder. Nicki Dobson sourced rainbow bracelets that the SRC handed out at recess time to show that Springbank is supportive of all students. It's wonderful to see how the students support each other and their commitment to being in a school that is inclusive.



**Karen Jones**  
Student Wellbeing Coordinator



## Science News

### 8 Science - Exploring the melting point of ice cubes

After learning how to use a Bunsen burner and work in a chemistry laboratory, year 8 science students had the opportunity to demonstrate their understanding of how

to use a Bunsen burner safely as they explored the melting point of the ice cubes.

They were instructed to collect all the apparatus and set it up accordingly. The class learnt how to read a meniscus, the curve liquid created when settled in a cylinder, and demonstrate their understanding by taking measurements from the bottom of the meniscus, which is the lowest point of the convex curve. After completing this practical, students reflected on their performance in a laboratory, discussed risk assessments and highlighted improvements for the next chemistry practical.



### 8 Science - Making Sherbet

This term the year 8 science students were actively involved in Kitchen Chemistry - Sherbet making. They applied their understanding of physical and chemical changes to make decisions about whether the whole process of making sherbet only involves chemical reactions, or are there physical reactions involved as well.



After learning about being a scientist, students were guided to make detailed observations with their five senses. They also identified reactants which are made up of acids or bases and explored how to write one type of chemical equation. Before completing the experiment, students reflected on their learning and identified their future interest in chemistry. They enjoyed the chemical reaction of the fizziness on their tongues.

**Li Teng**  
**Science Teacher**



## Pastoral Care Worker news

It has been a challenging year to say the least, with the events of not only Covid-19, but the unexpected and sudden news of the Springbank review last term. Sometimes, when inundated with challenging situations (and life does seem to have a way of hitting us with them all at once), it can be easy to lose hope through feeling discouraged and overwhelmed. Often, if we can change our mindset on matters, it can be helpful. So, I want to bring some positive thoughts to you all, through the following pledge:

### **Positivity Pledge:**

I shall no longer allow negative thoughts or feelings to drain me of my energy.  
Instead, I shall focus on all the good that is in my life.  
I will think it, feel it and speak it.  
By doing so, I will send out vibes of positive energy into the world and I shall be grateful for all the wonderful things it will attract into my life...

Just remember:

***"The moment you're ready to quit, is usually the moment before a miracle happens - Don't give up!"...***

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



## Basketball Academy News

This term we have been able to continue our function screening program with Flinders University.

Video programs have been created by the Flinders team and Springbank students have completed the activities under supervision on site. The program is designed to assist each student with how their body functions and prepares them to return to play and competition. Exercises have included body weight activities, such as lunges, squats and bridges. There is a focus on maintaining good mobility and stability to perform at a high standard in the sport of basketball.

I would like to take this opportunity again to thank the Flinders team for their continued support of the Basketball Academy and we look forward to stronger connections in the second semester.

The new Springbank basketball uniform is on its way! We are very pleased with the new design and look forward to our students being able to wear them with pride.

Due to the current circumstances, we will need to be patient for the uniforms to arrive and details on how to purchase the products will be provided to academy students in the coming weeks.

**Brendan Mann**  
**Basketball Academy**

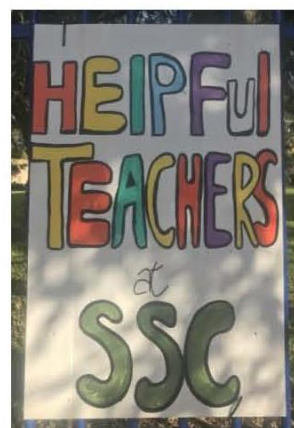
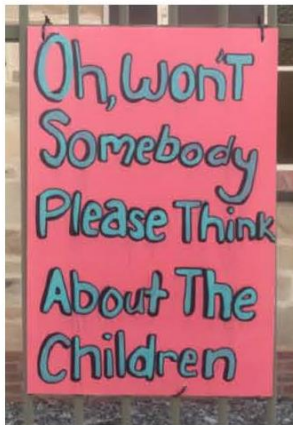
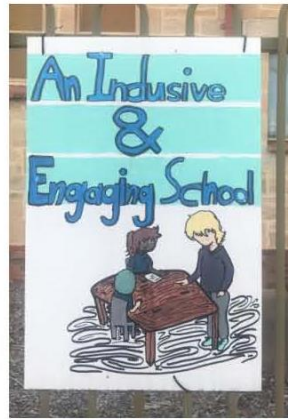
















## Review Submission on behalf Friends of Springbank Secondary College

Contact: our spokesperson Danielle Duffield

[savespringbanksecondarycollege@gmail.com](mailto:savespringbanksecondarycollege@gmail.com)

0412 223 168

Friends of Springbank Secondary College is a collective of community members and many of us are parents with children at the school.

Since the Review was launched in March 2020, we have focussed on the Review process, community action and much needed care for worried parents and students. We wanted our children to know especially, that we believe in their school and we believe in them.

Within our community, shock, cynicism and despair was our first reaction when the Review was launched at the gates of our school via TV and print media. We had been assured our school was secure after parents voted 'No' to a voluntary amalgamation with Unley High School in 2016. Parents & carers continued to enrol their children in the good faith that their high school years would not be disrupted by amalgamations or closure. We were pleased with the promised ten-million-dollar investment and the politicians that were spruiking SSC at our school and in state parliament.



November 2016



November 2017



Springbank Secondary College is officially launched February 2019

*"The school is really equipping its students for careers of the future"* Carolyn Power MP for Elder, March 2019.

While we were disappointed that the Review was not cancelled as many of us deemed it to be unnecessary and a waste of resources, particularly during the peak of the covid-19 pandemic, we have forged ahead to protect our school and our children.

We know for sure that our numbers are increasing and that there are now over 200 students who are being educated at SSC. However, we note that a small school by design is important to our students and their families. Our parents have told us that they are very concerned that their child will be lost in a larger school. Other parents have expressed their children have anxiety and sensory issues which are triggered by large crowds. Some parents have children with lived experience in other schools who were socially and or academically suffering due to this. After a transition to SSC they are now thriving.

*"Our daughter's academic results have improved substantially – she has been motivated as never before. Having the smaller more inclusive classes and educators who are invested in our child's academic and holistic development, has made a world of difference."* parent of year 9 student

As a win/win solution Friends of SSC have consistently asked for our school zone to be shared with Unley High School, so that those who are worried zoning may prevent their child from being accepted at UHS can be assured of a place. We know that students have different needs and that some may do well at UHS while others will be their best at SSC. Friends of SSC support all public education and have been deeply concerned from the beginning that our school and our students are the sacrifice to further lift UHS up. Given that both schools have budgeted promised funding for infrastructure upgrades, there is already a plan in place which will benefit both schools, even at capacity once the upgrades are complete.

We are also aware that parents are directed to other public high schools within inner southern Adelaide. Hamilton Secondary College, Seaview High School, Mitcham Girls High School or Urrbrae for example, so other than a zoning issue for prospective UHS students, it does seem disingenuous that UHS is the only school that continues to be presented as the cure all for the perceived limitations of SSC.



It has been highlighted to us by SSC staff, Governing Council and students that our school is inclusive and that this is a progressive and unique education model. This is of benefit to all of our community and particularly our students from the disability unit. SSC caters for students with varied educational needs. Unfortunately, students with more complex needs are excluded from other schools as they simply do not have the resources to educate them adequately. This limitation means students with complex needs are already disadvantaged by the smaller school choice within the public education system. It would further disadvantage our students should SSC not be an option for their schooling. Our school should be celebrated for its ongoing dedication to inclusive education and be permitted to carry on this excellent work.

Some students are also at risk of abandoning school altogether if SSC is not an option. They may find school to be socially and or academically challenging at times but SSC staff are able to be flexible within the Australian Curriculum to offer these students success either in final grades or through a learning journey that values every step of the way. This is a credit to the staff that understand learning is never wasted and is always useful in order to pursue a fulfilling education, now and in to the future. Students who have found a safe space at SSC to make mistakes, try new things or not be pressured by standardised models may not have the resilience at this stage to risk those challenges at another school. These students need to be nurtured where they are and disrupting their learning at such a crucial time would be a careless move.

Families have built a rapport with staff and have found a strong community network at SSC. To start again at another high school is daunting and unfair. Many of us have a close relationship with staff who have kept in touch with us through tough challenges and also to celebrate successes big and small. These relationships are integral to the well being of our children and our families. Not to mention the absolute let down our year 8 students for next year will feel and the younger friends and siblings who have considered SSC in years to come if SSC is to close. Our parents are also personally acquainted with each other and more than ever these friendships have given us all a much-needed boost at such a stressful time.

Many students and their parents have told us how much they enjoy the sporting opportunities at SSC. The basketball program is a favourite and we know that even students who may not be officially be in the program, still enjoy playing basketball in the stadium during their breaks too. The Ice Factor program is an excellent experience for those that choose to take part and our team has transitioned to their new name and new uniforms. Our school is lucky to have such expansive grounds and stadium for sports when this is not something other schools have easy access to. It's a pleasure to be able to share our space with other schools and community clubs.



We have also been working with community members who do not have children at the school but enjoy the community public assets our school offers. Sporting clubs, theatre groups, the connection with Books for Lesotho, residents' groups from Col. Light Gardens, Panorama & Clapham and within St Marys recognise the expansive grounds, gardens and theatre. These spaces are practical options for our community, especially those who would otherwise miss out and while the practical options are immediately recognised the well-being associated with open space is positively researched. It also provides an oasis of biodiversity in an urban setting which all of us have a duty to care for.

Friends of Springbank Secondary College recommends that Review Panel advise the Minister for Education John Gardner to keep SSC open. To invest the ten million dollars that was promised to us in order to continue the plans already well under way. To invest further funds to promote SSC to the local residents to reassure them we are here for the community henceforth and to attract more students. To declare a shared Zone with Unley High School to secure admittance for students who wish to attend UHS.

In conclusion, Friends of SSC have anecdotally felt a positive shift towards SSC. Our school is being recognised for the advantages a small school offers within parent networks. For those of us who knew this already, it is gratifying to hear this from our peers. And we know that in to the future Friends of SSC will continue to support our school community as we have done so fiercely these last few months.

