



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

Tuesday 11 August
2pm-7.30pm -Student Led
Conferences /
Year 10-12 Course Selection

Friday 28 August
Pupil Free Day

Monday 31 August
School Closure Day



Government of South Australia
Department for Education

Semester 1 has concluded and the reports are on their way. The reports will be distributed on the last day of the term. Semester 2 is already underway thanks to the fine work of teachers and timetable managers (David Moore and Kathryn Harrison). Congratulations to the students on their achievements in semester 1. It has been a pleasure to read student reports and to acknowledge their achievements. This newsletter provides some wonderful examples of the students' work and engagement.

I am grateful for staff commitment to keep the focus on supporting students and their learning amid all the uncertainties of the COVID-19 pandemic and the Springbank Review and possible closure. This has created a double-whammy for this the young people in this school community.

The Review process is complete and the report submitted for consideration by the Minister. It is important now that we maintain a focus of support and encouragement on the young people here at the school.

In this newsletter edition, we have provided some information and ideas that may help our students through the stressful times they are experiencing. There is a page for families and carers to consider and a page that speaks directly to the students. Both pages include important contact details for additional help. Please contact Karen Jones, Student Wellbeing Leader, at the school if you would like some further assistance.

As this term concludes and we commence a two week holiday break to refresh and rest, I wish everyone a safe and warm holiday. I look forward to a productive and enjoyable term 3.

Wendy House
Principal



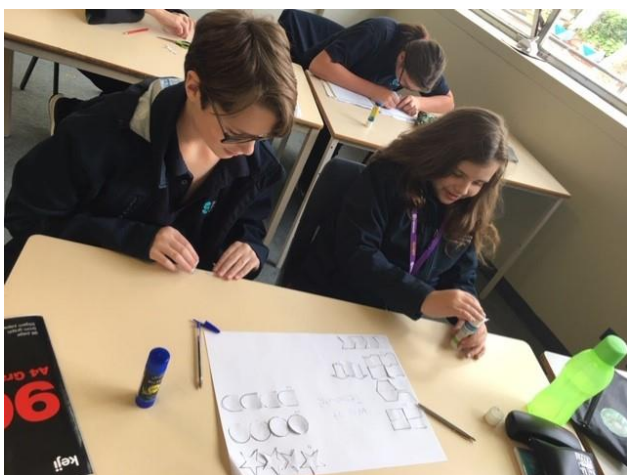
Mathematics News

Twisting and Turning

Year 8 Mathematics - Investigating shapes through tessellations

During week 8 term 2 the year 8 mathematics students were actively involved in exploring shapes investigation focused on tessellation. Students engaged in an inquiry-based task: "Which shapes tessellate?"

They experimented with a variety of shapes and developed their understanding of tessellations through hands-on activities with the assistance from the specialist Art teacher, Ms Markey. Students were taught how to create irregular shapes and then used their creation to produce a cardboard template in order for them to create their own unique tessellation patterns. Location and transformation theories were also introduced and students experienced these in action by manipulating their patterns. The class will design their own tessellation pattern in upcoming lessons. They will record the learning process and present this to the class with their final product.



Year 8 Mathematics - Geometry outdoor chalk activity

After learning about different types of triangles and angles and the relationships between angles formed by transversal and parallel lines, year 8 students were instructed to use a paper protractor to consolidate their understanding of geometry. The students made their protractor in class using a string to form a circle and then marked various sized angles, triangles, pairs of angles with lines and detailed labels. A mathematics dictionary created by students was utilised in this task to apply their existing knowledge and put it into practice and the concepts in focus.



Students all identified their favourite triangle and angle with their own justifications and they related their understanding to their personal life. They were committed to communicating with their family members about their learning and collect data about which favourite type of angle and triangle their family member identified.

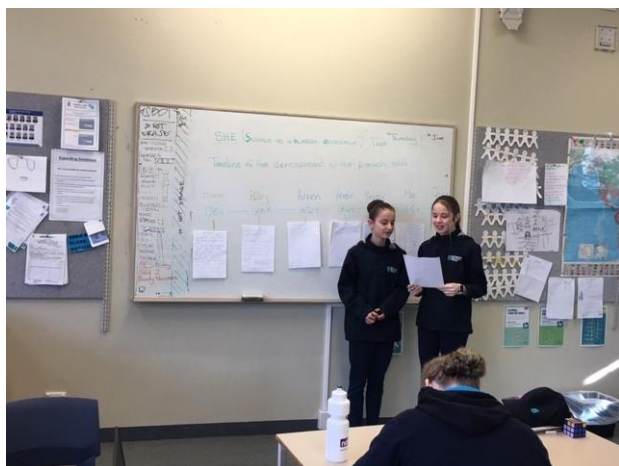
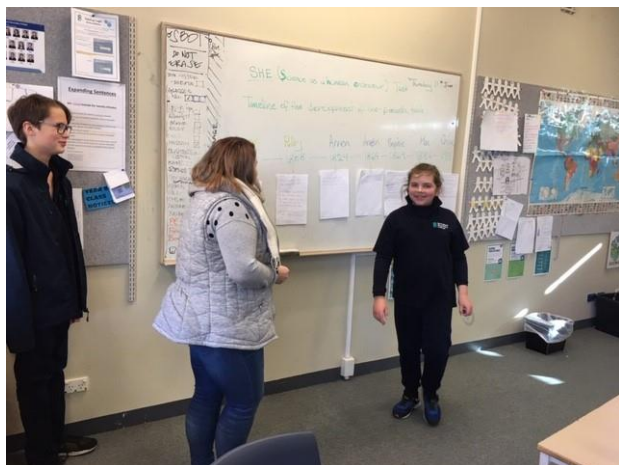
Science News

Year 8 Science - Science as a human endeavor investigation

Year 8 science students worked collaboratively in pairs participating in the “development of the periodic table timeline activity” investigation with a literacy focus. Each group selected one specific year to identify the name of scientists and explore their contributions to the development of the periodic table using the provided text material.

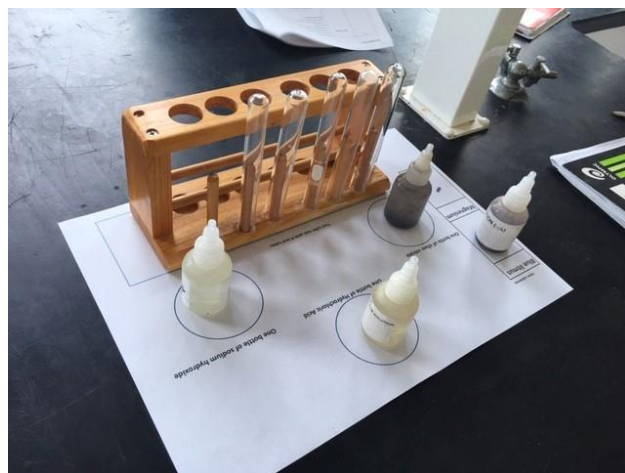
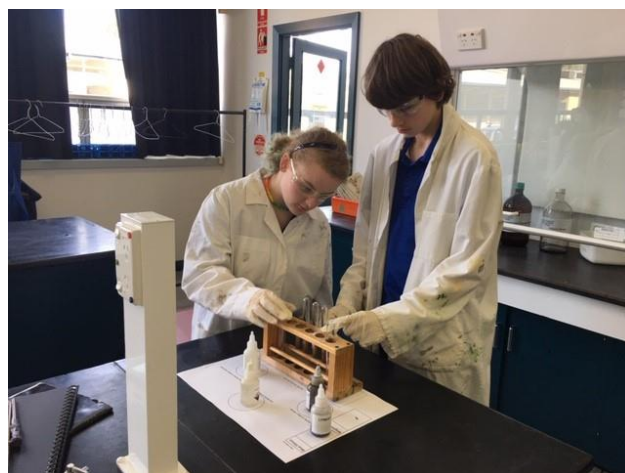
Students recorded their group results and briefly reported their findings to the class. The role of each scientist in the development of the periodic table and their major contributions were highlighted by the students. This demonstrated the students’ understanding of scientific knowledge developed through collaboration and communication between the other areas of science and technology as well as the various scientists working at different periods of time.

Students commented that; *“Science is really a global enterprise which requires everyone to work together and science is changing all the time”*. One student even analysed the disadvantages of scientific discoveries in his written reflection. In the end, students concluded that as new scientific evidence has become available, understanding of the world has changed.



Year 8 Science - Chemical Reactions

After learning about chemistry topics relating to atoms, elements of the periodic table, the differences between matter and non-matter as well as chemical and physical changes, year 8 students applied their understanding in an experiment. They worked safely to operate a Bunsen burner to produce the yellow safety flame and also demonstrated their understanding of heating a test tube with the gas hole open to produce the blue flame. After demonstrating the chemical reactions and hydrogen pop test, students enthusiastically worked in pairs to explore a variety of reactions using different metals and acids.



They recorded all their observations including colour and temperature change, the production of gas and bubbles, the production of heat or light and precipitation in multi-modal formats; for example, photographs, videos or other options. Students also explored the labels on the chemical plastic bottles by understanding the instructions, safety, potential hazards as well as categories of chemicals within. Finally, the sound made from burning hydrogen gas made them scared but excited about their science learning.

Li Teng
Maths/Science Teacher



Music at Springbank Secondary College

Students at Springbank Secondary College have many opportunities to participate in subjects that provide them with individual stretch and exposure to new experiences. Music has returned to SSC within the year 8 curriculum with the students enthusiastically contributing to rehearsals and performances.

Drumming is offered by Mr Terry Aldridge to students at all year levels again this term.

Accessing the instruments in the TAC, students have publicly performed The Weekend's 'Blinding Lights'. With the combination of vocals, keyboards, bass, drums and untuned percussion coupled with the enthusiasm of the performers and audiences, music has become an important addition to the holistic education of the students.

"Drumming is hard, but when I worked hard at it, I was able to play a rock beat. I was very happy." Year 8 student.

"I have enjoyed singing the chorus of the song in the class band." Year 8 student.

"I practised all weekend to play the piano riff, and I was very proud I could do it well." Year 8 student.

"I like that the theory we are learning is used in the playing that we have done. I really enjoy being part of a group." Year 8 student.



Kathryn Harrison
Music Teacher



Pastoral Care Worker News

Well, winter has definitely set upon us! Part of my role is running a breakfast club twice per week for the students at recess - toast, milk, Weet-Bix and fruit. However, with the winter weather setting in, term 2 has seen the introduction of warm homemade soup or pasta every Thursday at recess. Paul Howlett, (our student mentor), the Home Ec students and I have been working in collaboration to make some delicious warm goodies for the students and it has been a real hit!

I have also introduced arts and craft activities, Lego and card games for the students during lunch on a Wednesday. With the support of Jakki, one of our SSOs, we have seen some wonderful creations of finger puppets, colouring in and card making and it has also been fantastic to see a number of students constructing and creating things with the Lego.

"One cannot think well, love well, sleep well, if one has not dined well..."

-Virginia Wolf

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



ORAL HEALTH

Children with poor oral health are more likely to experience pain, to miss days from school and to perform poorly in the classroom. Untreated tooth decay can lead to problems with speaking, eating and learning. SA Dental Service sees over 80,000 children for dental care each year, but data shows that 57.5% of eligible children in SA are not using the Medicare Child Dental Benefits Schedule.

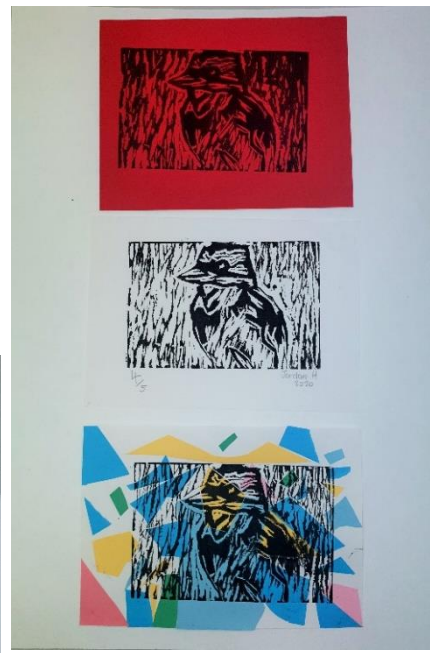
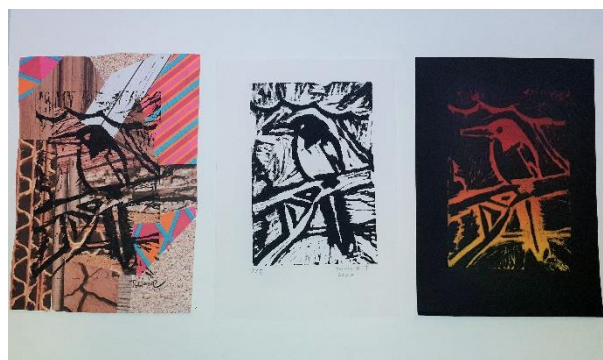
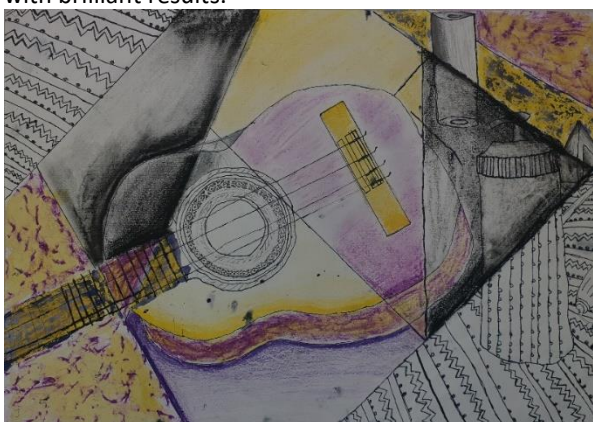
There are no out of pocket costs for children covered by the Medicare [Child Dental Benefits Schedule](#). All children are welcome at SA Dental clinics.



To request an appointment online, go to:
www.sahealth.sa.gov.au/dentalappointment
For clinic locations, go to: www.sahealth.sa.gov.au/findyourclinic

Into the Art Room with the 9's and 10's

During semester 1 the U901 and U1001 students have been exploring multiple types of media and art forms including; water and acrylic paints, pen and ink, collage, lino cut, still life using pencil and charcoal, kinetic drawing and ceramics. Students have researched and taken inspiration from a range of international and local artists to create their own works, with brilliant results.



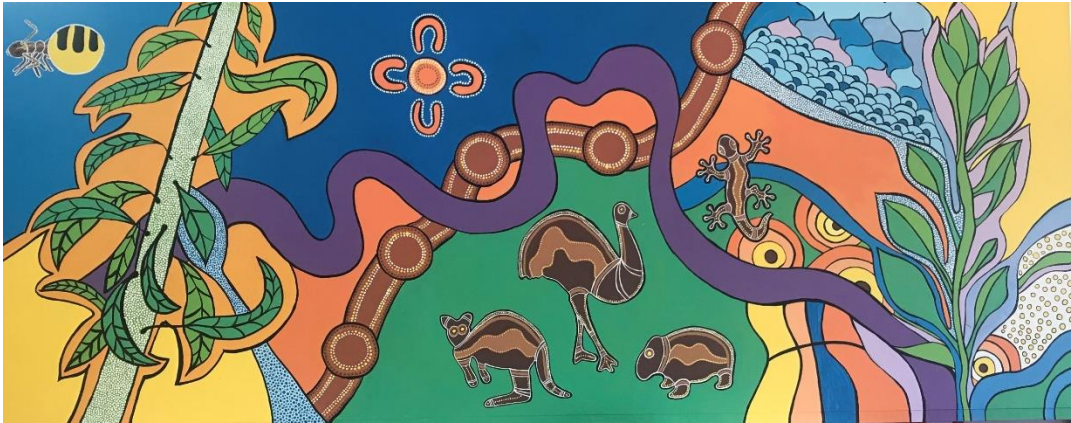
Wendy House
Principal



Leah Markey
Art teacher



Four murals completed for St Mary's Anglican Church by our students



Supporting Students Through Stressful Times

All Teenagers Need:



- to know they are loved for who they are, and that you are always there to support them
- an environment where basic needs such as a safe and healthy place to live, healthy food, and school supplies are made a priority
- protection and support to keep themselves safe from mental and physical abuse
- respect for their feelings and concerns
- acknowledgement of their milestones and achievements such as birthdays or important events at school
- respect for their friends, clothing, sports and music choices, and interests.

Signs of stress:

If you know that your teen is going through a difficult time, you can be on the lookout for changes in behaviour or things that might signal that they're experiencing excessive stress. For example, they

- can't sleep or are getting to bed later than usual
- seem fatigued, disengaged, panicky or down
- are saying they're tired all the time, have headaches or stomach aches
- are feeling irritable about themselves or others around them
- are having trouble concentrating
- are avoiding school
- aren't being themselves
- aren't eating very well
- are staying in their room a lot on the weekends when they usually would be out with friends.

If you suspect your child is stressed, talk to them to try and determine if something is going on. If you can identify why they're feeling stressed, it will be easier to help them address the cause and manage their stress appropriately.

(source: <https://au.reachout.com/>)

Further Support:

GP: Speak to your GP about a mental health care plan. This can allow up to 10 sessions a year with a private psychologist at a discounted cost.

Headspace: headspace.org.au provides support for young people aged 12-25 and their families around emotional or mental health issues, including substance use issues. Online, phone and face to face counselling available.

Life Line: 13 11 14 Support in a crisis for all ages. Online and text chat www.lifeline.org.au

Kids Helpline: 1800 55 1800 for ages 5-25. Online chat at kidshelpline.com.au

Youth Beyond Blue: 1300 22 4636 or youthbeyondblue.com for online chat from 3pm-12am.

Mental Health Triage: For those who need more immediate crisis support, 13 14 65

Springbank Secondary College Support: Please talk with Karen Jones, Student Wellbeing Leader, if you would like more support options, including phone app recommendations that can help students take care of their wellbeing

LOOKING AFTER MY WELLBEING

Am I stressed or anxious? How can I tell?

Some signs that I may be having a difficult time and need support are:

- Changes in my sleep patterns or feeling tired
- Not enjoying things that I usually like
- Not wanting to spend time with friends or family
- Getting annoyed or frustrated
- Worrying about things and having thoughts that can be upsetting
- Feeling like I need to cry and not always knowing why
- Being physically run down or feeling unwell (for example, stomach pain or headaches)
- Not wanting to do anything



So, what can I do?

Never fear, there are things I can do to look after myself:

- I can manage my stress in positive ways such as through exercise, relaxation, breathing, yoga, positive self-talk
- I can take time to be aware of my thinking habits and then challenge negative or unhelpful thoughts
- I should schedule 'time out' for myself - go and do something I enjoy, or start a new hobby
- Chat with friends or family. Play with my pet. Spend time making connections with those around me.
- I can learn and use breathing techniques, mindfulness or meditation to consciously relax my mind and body. I can practice mindfulness by focusing my awareness on the present moment. Apps such as smiling mind and calm can help me with this.

Still need help?

I can reach out to:

Kids Help Line: 1800 55 1800 for 24hr counselling or see their website for online chat for young people aged 5 to 25

Youth Beyond Blue: 1300 22 4636 for mental health support

Headspace: [headspace.org.au](https://www.headspace.org.au) provides support for young people aged 12-25 and their families to get support for emotional or mental health issues, including substance use issues





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 [FACEBOOK.COM/DEVONCLOTHINGAUS/](https://www.facebook.com/devonclothingaus/)

WINTER SALE NOW ON FOR SPRINGBANK SECONDARY COLLEGE UNIFORM

SUBLIMATED POLO	WAS \$34	NOW \$24
SOFT SHELL JACKET	WAS \$65	NOW \$50
RUGBY TOP	WAS \$48	NOW \$30
PLEATED SKIRT	WAS \$70	NOW \$50
MICROMESH SHORTS	WAS \$30	NOW \$20
SKORT	WAS \$30	NOW \$20
STANDARD POLO	WAS \$30	NOW \$20
LADIES SHORT SLEEVED BLOUSE	WAS \$48	NOW \$25
MENS SHORT SLEEVED SHIRT	WAS \$48	NOW \$25
LADIES CORPORATE JACKET	WAS \$145	NOW \$89
MENS CORPORATE JACKET	WAS \$145	NOW \$89
CHINO SHORTS	WAS \$49	NOW \$35
CHINO PANTS	WAS \$49	NOW \$35

HURRY, SPECIAL PRICES ONLY AVAILABLE WHILE STOCKS LAST
ANY NEW ORDERS WILL BE PLACED UNDER FULL PRICE
PLEASE CHOOSE CAREFULLY, REFUNDS ARE NOT AVAILABLE FOR CHANGE OF MIND.
CREDIT NOTES AND / OR EXCHANGE ARE AVAILABLE.

Please purchase in store at

Devon Clothing Edwardstown
Opening Hours:
Monday - Friday 9am - 5pm
Saturday 10am-1pm



or Online at

<https://onlineshop.devonclothing.com.au/springbank-secondary-college/uniform-store>

Does your child or teen have a **SLEEP PROBLEM?**

Does your child:

- refuse to go to bed at night
- have trouble falling asleep
- wake up and cannot get back to sleep
- have trouble waking up or getting out of bed in the morning
- often sleep in their parents' bed or bedroom or need a parent present to help them fall asleep
- miss school or feel fatigued throughout the school day



The **Child & Adolescent Sleep Clinic** at Flinders University offers treatments for children and adolescents of all ages (including infants from 6 months of age). To book an appointment, please call or email us on the contact details below.



Child & Adolescent Sleep Clinic
Flinders University
School of Psychology



8201 7587

casc.enquiries@flinders.edu.au