



KANGAROO INN AREA SCHOOL

NEWSLETTER



TERM 4 WEEK 7 - 25/11/2024

FROM THE PRINCIPAL

Primary Chinese Teacher Visit

In Weeks 4 and 5, Chinese teachers from Adelaide visited our primary classes to reinforce the learning students had been engaging with during online lessons. Reception to Year 3 students explored calligraphy, experimenting with the traditional pen hold and practicing strokes using light, whole-arm movements. They also experimented with adjusting ink density by mixing it with water. Additionally, they enjoyed the challenge of the traditional Chinese game Hacky Sack, practicing the kicking technique with the inside of the foot both individually and in groups. The upper primary students worked with their teacher to create animal shapes using rice moulds, all while practicing food-related vocabulary in Chinese.

SRC Student Forum

Last week, the SRC participated in an online student forum alongside schools from across the state, led by the CEO of the Department for Education, Professor Martin Westwell. The forum focused on the key domains within the Area of Impact: Student Agency, including Voice to Agency, Partners in Learning, and Discernment and Judgment. These forums aim to help students understand the Department's new strategy and equip them to share this knowledge with their peers, fostering enhanced learning and engagement within their own schools.

Art Highlights

In Week 4, the Year 7/8 Art class participated in an engaging t-shirt printing workshop led by talented Kangaroo Inn Area School parent and artist Kristi Biezaite. Students created their own designs at school using Procreate and Canva, incorporating original drawings and combined sourced imagery. At Kristi's art studio in Robe, they practiced the printing process before producing their final prints, applying their learning in design, digital drawing, and printmaking.

Congratulations to Year 10 student Eve Mitchell, who received the Middle Years Student Award in the Karatta Wines Southern Ocean Art Prize for her artwork, The Depths. This piece, created as part of her Stage 1 Visual Art, was the culmination of her Visual Study inspired by mural artist Robert Wyland. Well done also, to all KIAS students who participated in this exhibition, held at the Robe Institute. Additionally, congratulations to Year 8 student Callum Oschar, who was recently recognised at the Millicent Show for his exceptional photography entries, earning a range of prizes for his beautiful work.

Presentation Night

It was great to see so many families supporting our Presentation Night on Thursday. It was a fantastic evening celebrating and recognising the achievements of many students. Congratulations to all students who received awards and thank you to the award donors.

Kind regards,
Annie Matthews & Amy Oswald

CONTACTS

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COMMUNICATION

Community Portal



Find us on



DATES TO REMEMBER

Tues. 26th November - Yr. 10 & Yr. 11 Last Day

Wed. 27th - Fri. 29th November - Yr. 7 Transition @ KIAS

Mon. 2nd - Fri. 6th December - R-Yr. 6 Swimming lessons @ Walunda Mt. Gambier

Tues. 3rd December - Governing Council 6.30pm

Tues. 10th December - Yr. 6 Graduation breakfast

Tues. 10th December - Preschool Graduation

Fri. 13th December - **LAST DAY OF TERM**
2.30PM FINISH

2025 DATES TO REMEMBER

Tues. 21st - Fri. 24th January - Office open

Thurs. 23rd January - Book collection

Tues. 28th January - Students start

STRIVE FOR LIFE

Presentation Night 2024









Solar Pump Installation

Kangaroo Inn Area School has been fortunate to receive a donation of a submersible solar bore pump by Commodore, an off grid and solar pump specialist from Sheparton Victoria.

Sustainability is one of the key focus learning areas at Kangaroo Inn Area School and presented as the perfect opportunity to partner with industry to continue to expose students to renewable forms of energy. In Design and Technology students will get to research solar bore pumps and apply problem solving skills in how they operate and are installed.

The installation of the pump has addressed safe practices as not having the need to scale the windmill, cost efficiencies due to the high cost of replacement parts and the opportunity for Ag Science and Design and Technology students to address the sustainability cross curriculum priorities of the Australian Curriculum. To make students aware of solutions to off grid problems at an early age presents them with real life authentic learning in ways to reduce carbon emissions as well as preserving the environment. The school is grateful for the support from Commodore Pumps.

Supports For Students at Risk of Disengaging from School

Some students have varied needs and can be at risk of disengagement from school. The previous model for supporting these students was known as Flexible Learning Options, or FLO. The Department for Education has redesigned FLO to make sure the program offers the best support to prepare young people for life and pathways after school, with a focus on their goals and aspirations.

The new program is called Tailored Learning and will start across South Australian government schools in 2025.

Tailored Learning takes a student-centred approach with a focus on connection, safety and belonging, positive relationships, and student agency in identifying areas of learning and aspirations. It provides a consistent approach for schools to identify students suitable for supports and recommends the learning program most suitable for the student.

Please don't hesitate to contact our principal or the central Program Redesign team via Education.tailoredlearning@sa.gov.au with any questions.

For more information about Tailored Learning, visit [the department's website](#).

Primary Chinese Visit





GEM Chats

GEM Chats consist of 2–5-minute activities that you can do individually or as a family group at different points throughout the day.

Why practise The Resilience project's principles daily?

We know that the best way to run a successful program is to embed it into the school's daily practice, which is why we incorporate these into class every single day. This is where powerful change and growth can be found.

To help you, we will provide a GEM chat for each of the core principles for you to try at home and get a taste of what your kids get to do every day at school.

GRATITUDE:

- What is something that makes you happy?
- What were three things that went well for you today?

EMPATHY:

- Think about how you were kind today. What did you do and how do you feel thinking about it now?
- Give someone a compliment today. Watch to see how they react and think about how you feel when you do this.

MINDFULNESS:

- Close your eyes for 1 minute and focus on what you can hear. What are all the things you could hear?
- Describe a moment when you felt present and connected today. What would you like to be more present for tomorrow?

EMOTIONAL LITERACY:

- List all the emotions you have felt since waking up this morning. How many can you count?
- How are you feeling right now in this moment? Why?

R- Year 6 Questacon Visit

On Thursday, the primary classes took part in The Questacon Science Circus experience. The program is designed to stimulate and challenge students to explore science and technology for themselves. The students enjoyed participating in experiments around states of matter and gravity and especially enjoyed watching Ms Domaschenz play Oobleck catch.



Outstanding Reconciliation Initiatives

2024 Finalist



Fostering reconciliation, beginning with language

South East Coast and Vines (SECAV)

Partnership

Boandik Country



**Empowering preschoolers to champion
Aboriginal language and culture**



The Mount Gambier2/SECAV LET Preschool Project launched in 2022, demonstrates a strong commitment to reconciliation by integrating Bunganditj language and Boandik culture into early childhood education. Led by Aunty Michelle Jacquelin-Furr and linguist Brooke O'Donnell, the initiative has engaged with 66% of local preschools, significantly advancing learners' language skills and cultural understanding.

Since the project started, it has expanded to include additional preschools and influenced community-wide engagement through local Aboriginal artists and advocacy by children. Educators' confidence and cultural responsiveness have improved, supported by tailored resources and feedback loops. The project's impact, networked practice, and stakeholder engagement illustrate a comprehensive approach to reconciliation, setting a benchmark for similar initiatives.