



Baldivis
Secondary College

NEWSLETTER

For more photographs please visit our website



FROM THE PRINCIPAL

Welcome to our second edition of the E-Newsletter for 2014. There have been a number of activities and great interactions in our classrooms and across the school community. As I write this it is the end of Harmony Week culminating in the National 'Bullying – No Way!' day. We have had a series of activities, quizzes, international foods, drama presentations, performances and more. We highly value this week and the national day against bullying as it complements our core value of respect and the pillars of our college ethos; Excellence, Knowledge, Integrity and Unity.

During Harmony week it was important to remember to recognise and embrace differences that exist amongst all of us. One of the wonderful aspects of our world is the diversity that exists within it. It enhances our own worlds and enriches our experiences. Whilst this is true of our day to day lives it also holds true in our classrooms. Staff reflected that no two students enter a classroom with identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. We acknowledge this in our planning and preparations for our classrooms and classroom activity to meet the needs of all students.

The College Board, through robust discussion and scrutiny of the college budgets unanimously supports the budgets and the

reasonable costs imparted to parents in the college's intent to maintain the quality of its programs. The College Board and college community were delighted last year with an overall contribution rate of over 90%. It was very heartening and a practical endorsement of the college's direction. However currently we have a contribution rate of just over 50% for Year 8 and even more alarming a contribution rate of just over 15% for Year 9. Continuing to deliver fully resourced quality programs adequately is difficult when parents do not pay all of their charges and contributions. Whilst the college has fantastic facilities we plan our curriculum and its delivery based on resources purchased by the college. These resources can make the difference between average classroom experiences and those that are rich, enhanced and even more engaging. A large thank you goes out to those parents who have already contributed. If you require more information on this matter please contact the college.

The developers, Cedarwoods, held a community movie night on the college oval recently and comments from the community were very positive and good fun was had by all. We are told that Cedarwoods would like to continue to support the local community and we thank them for that.

Please enjoy the articles and pictures in this edition. Remember to have a look at our Facebook page and website for further information and pictures.

Kind regards, Keith Svendsen - Principal

YEAR 8 D&T STUDENTS PROGRESSING WELL

Year 8 students are pictured here showing off their first project in D&T. The small Wooden Tractor has been constructed in the Wood Technology component of the introductory course. It is good to see the finished product sanded smooth and varnished to give a long lasting lustre. The students have now progressed to CAD Technology. All these activities provide learning opportunities for students to gain new skills and explore possible course and career pathways. Well done Year 8's!



LIBRARY LOVERS DAY

Forget St Valentine! 14th Feb is all about loving your library. We celebrated Library Lovers by making sure no one felt unloved on this heart shaped day by handing out heart shaped lollies in Rego. We helped out our romantics by providing a card making workshop and generally encouraged people to love their library! We have students using the library to read, study, finish homework and just chill. A picture's worth a thousand words: - Kelsey Thompson

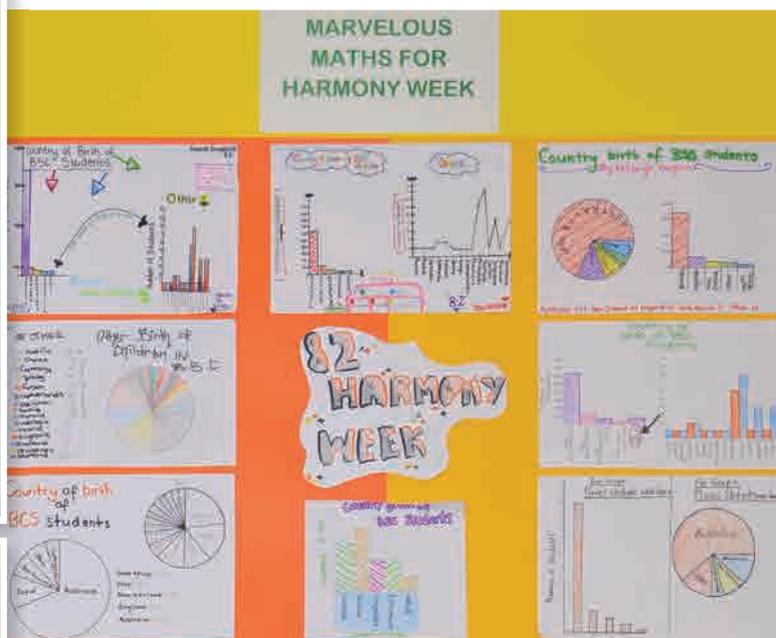
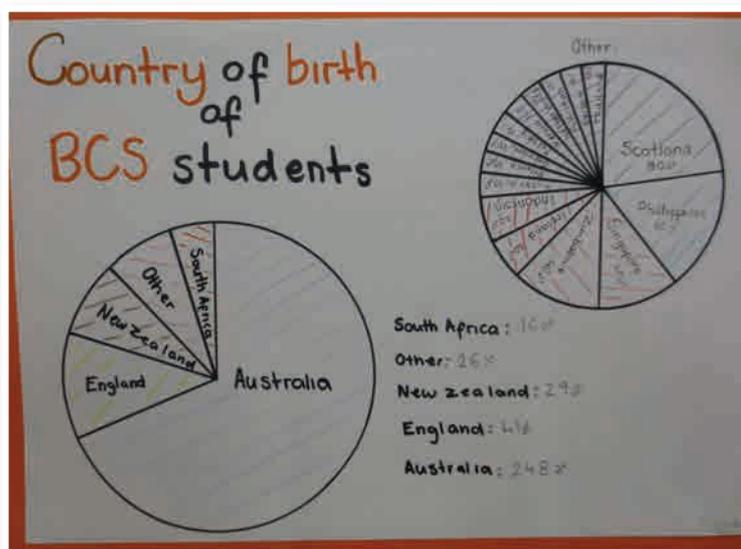


HARMONY WEEK: 17 -21 MARCH

Each year, Harmony Day is held on March 21 to celebrate the cohesive and inclusive nature of the Australian community and to promote a tolerant and culturally diverse society. By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it.

MATHS AND HARMONY WEEK

During Harmony Week, Year 8 Mathematics students used student demographic data to create some fantastic column, pie and line graphs to represent the students of Baldyvis Secondary College by their 'Country of Birth'. In all students come from nineteen different countries of origin. At the end of the week the graphs were on display in library and the work of 08-08 was adjudged to be the best!



BULLY BUSTERS

Have you met JAKE THE APE? - the biggest bully this side of the North Pole.
 Have you met SALLY SIMPER? - the richest, prettiest and bitchiest girl in the whole school.

Put them alone together in the detention room and you have trouble with a capital 'T'! At first the only way JAKE and SALLY can relate to each other is to bully each other.

But when they have been locked inside the class room and there is no sign of the teacher MRS GREASEBOTTOM ever coming back - strange things start to happen....

As part of Harmony Week Class Act Theatre presented Bully Busters 2 to our Year 8 students. The play focuses on the different forms of bullying behaviour and provide important messages about accepting difference and treating others with care and consideration.



ARTS ACTIVITY

During Harmony Week, arts students used their skills to create a banner representing the weeks theme which was 'Our Place, Everyone Belongs'.



THE HARMONY GAME

The Harmony Game was initiated by SBS's Chief Football Analyst Craig Foster, who says: "For me football was an obvious choice for Harmony Day because it is the world game. It can be played anywhere, anytime - as long as you have something that passes for a ball, you have a game. It's a healthy and inclusive way to promote better understanding of diversity and social inclusion in Australia."

Staff and students clashed for the inaugural Harmony Game Cup. The game was played in a marvellous spirit and fittingly ended in a 2-2 draw! The opportunity for a penalty shoot-out was thwarted by the bell to end the lunch break (this pleased the teachers greatly!)



FESTIVAL OF FOOD

The cafeteria got in to the swing of Harmony Week offering a menu of international cuisine ... Mexican, Italian, American, Indian and good old Aussie cuisine. There was also a free fried rice tasting which proved extremely popular!



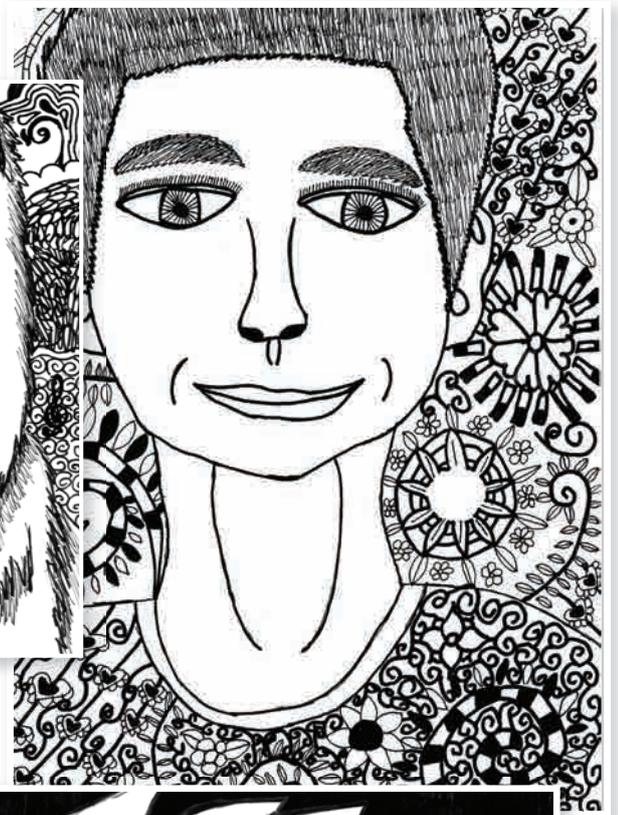
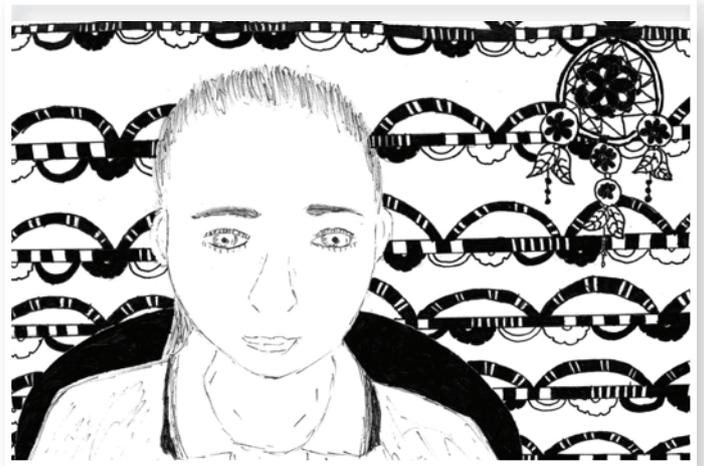
BIG GIRLS BLOUSE

Have you met JAKE THE APE? - the biggest bully this side of the The climax of Harmony Week included a performance by a local band, Big Girls Blouse.



AWESOME ARTS

Each year, Harmony Day is held on March 21 to celebrate the cohesive and inclusive nature of the Australian community and to promote a tolerant and culturally diverse society. By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it.



UP-CYCLE ART PROJECT 2014 UPDATE

After viewing the waste facilities at Millar Rd students took part in group discussions and have sketched & brainstormed ideas with artist Jacq Chorlton & Art Teachers Caen Newland & Carmen Healey to explore the possibilities of turning our junk into sculptural pieces of Art. The 'Tip Shop' from the Landfill Facility donated a netball hoop and a 4 drawer filing cabinet for our school to use as the main structural elements in the sculptures for this year's competition. The city of Rockingham has also donated \$100 to go towards the purchasing of materials

and the use of Jacq Chorlton to work alongside students in the production of their sculptures. If families have small toys/figurines or a functioning toy train track that could be donated please contact the schools Art Department; any contributions towards the project are greatly appreciated.

Keep posted for more photos of works in progress and school exhibition dates in May.

Carmen Healey



INTEGRATED ARTS: PERFORMANCE

Students enrolled in Integrated Arts: Performance have spent the first five weeks of the year sinking their teeth into Drama concepts and having a go at improvisational and scripted performances during class. Students were challenged to devise two minute skits in small groups whereby they used an object, scenario or picture as their stimuli, resulting in some very thoughtful and entertaining performances. They also studied Monty Python sketches and learnt the processes directors and producers take when staging a scripted piece of drama, as well as presenting a chosen sketch for the class. The students produced some amazing work and demonstrated exceptional maturity and bravery in showcasing their work to their peers.

Students are now moving on to their Dance unit of study, whereby they learn a choreographed dance and learn the processes and techniques of devising their own choreography, applying this to practical and theoretical settings.



INSTRUMENTAL CLASS MUSIC AND THE SCHOOL OF INSTRUMENTAL MUSIC (SIM) PROGRAM.

Students in Year 9 Instrumental Class Music have been busy delving into complex analysis of recordings and scores from varied musical genres. They have then applied these skills to the composition and notation of their original homophonic compositions. Some students have taken this opportunity to see if they can write Western Art music without an instrument and with their theoretical knowledge only! Many of these melodic and harmonic concepts are extremely challenging to begin with, requiring patience and concentration which are essential for developing higher order thinking.

Year 8 Instrumental Class Music classes will commence in Semester 2. All successful applicants placed into the SIM program have commenced their weekly half hour lessons and it's

encouraging to see the enthusiasm shining from the students' faces. We're extremely lucky to have two new SIM teachers; Lachlan Skipworth and Meagan Graziani coming in every week to teach reeds (Clarinet and saxophone) and winds (Flute). We also have Barry Drennan filling in as guitar and bass guitar teacher for Craig Lake while he is away, and our drums and percussion students are delighted to have the highly sought after and respected Thane Mandin back for 2014.

Preparations are already under way for the 2014 festival season, which will see Baldviss Secondary College students once again participate in the WAGSMS (WA Government Schools' Music Society) concert series, the WA Schools' Concert Band Festival and Yoh-fest (Youth on Heath Festival). - Joanne Branch

LITTER TASK FORCE COMES TO BSC

Our own Baldvis Secondary College "Green Team" hosted the most recent AuSSI-WA Sustainable Schools Network meeting on Wednesday 19th March in the Library. The presentation/workshop was conducted by the award winning "Litter Task Force" from Emmanuel Catholic College who shared their success and failures towards achieving an effective student-led litter program at their school.

"The BSC Green Team gathered some very important tips for success from the meeting. We will be sure to put them to use in our upcoming litter program." –Kate Stewart, President of BSC Green Team.

"The whole workshop was a very inspiring experience for me and my peers."

–Abigail Macleod, Deputy Chair, BSC Green Team.

The Green Team wants to push further and achieve more. They were inspired by the amazing work the Emmanuel Catholic College students had achieved already; the amount of effort only

three students had exhibited for their litter program.

The meeting was also attended by special guests; Howard Flinders (Director of AuSSI WA) and Jackie Nichol (Education Officer at Baldvis Children's Forrest) as well as representative from ALCOA, Baldvis Primary School, Bertram Primary School and our own Mr Paul Jones (Deputy Principal).

Our students made the most of this wonderful opportunity, quizzing the Emmanuel students about every aspect of their program. Special thanks to Mrs Summerhayes and Mr Hill for providing this opportunity to our students, HotRock for organising the event, our wonderful Librarians for hosting and our amazing cleaning staff for their support! We are looking forward to how our students' will implement these and other great ideas to help make our school a healthy place to learn and grow....we'll keep you posted!

Kaylie Simpson and Chloe Docters

Members of BSC Green Team.



THE AVID ADVANTAGE

Hopefully your students have settled into a pattern of coming home and spending 5 minutes organising their binder, ready to do their homework, some study and have everything they need for school the next day. They may need some help in establishing and maintaining this routine, so check in with your student to see how it is going. Organisation doesn't come naturally to everyone!

By now your student should be filing some work away in the subject files you purchased at the beginning of the year. Remember, AVID is all about having everything they need for school and nothing they don't. Using the subject files means they aren't carrying work they don't need back and forward to school. They should keep it in the subject files and revise it regularly.

Asking to see their diary from time to time will help them to remember to use it and give you an idea of what homework and assignments.

These are all quick strategies that will help your student succeed in school and life!

AVID In Classrooms – InterActive Notebooks

Purpose

The purpose of the InterActive Notebook is to help students learn and remember important curriculum concepts.

Interactive Notebooks

The InterActive Notebook uses the right and left brain hemispheres to help students sort, categorise and be creative with the content they are learning.

Setting Up the Interactive Notebook

- The first four pages are left blank for the Title and the Table of contents. Starting on the fifth page, the student numbers all the pages on the left side with EVEN numbers and on the right side are ODD numbers.
- Students design a Title page.
- Students insert a Table of Contents.
- The InterActive Notebook should contain RIGHT PAGE (Input) and LEFT PAGE (Output).

Questions To Help Students Understand What Should Go On The Left Side

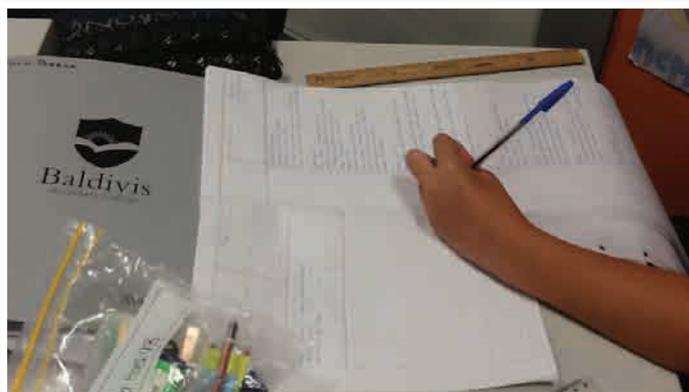
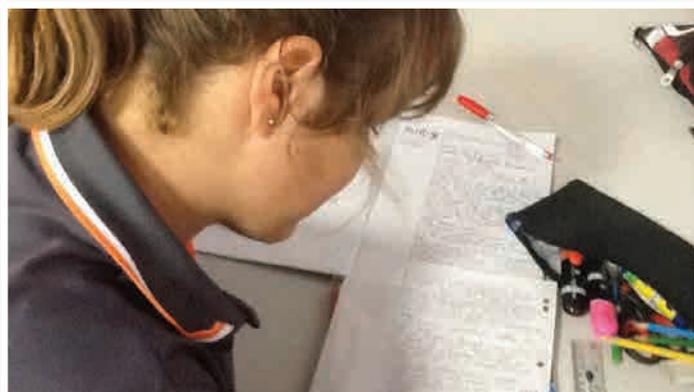
1. What's my purpose for reading this?
2. What do I already know about the topic?
3. What's the big picture here?
4. What's the author going to say next?
5. What are the "expert questions"?
6. What questions does this information raise for me?
7. What information is important here?
8. How can I paraphrase and summarize this information?
9. How can I organize this information?
10. How can I picture this information?
11. What's my hook for remembering this information?
12. How does this information fit in with what I already know?

AVID CONTINUED,...

<p>Left Page = Output (Even #)</p> <p>The left page shows understanding of information. Working with the information or input from the right side, the student processes this information in their own, creative way. The student should use colour on the left side. This helps the brain learn. Student should highlight or underline with coloured pencil the important information.</p> <p>The student may choose to</p> <ul style="list-style-type: none"> • process information through: • Brainstorming • Biography posters • Mind mapping • Cartoons/doodles • Poetry and song lyrics • Concept maps • Venn diagrams • Sketches • Flow chart or timeline • Answering prompts • Diagramming • Charts 	<p>Right Page=Input (Odd #)</p> <p>The right page is for writing down factual information.</p> <p>The information that should go on the right side of the notebook would include:</p> <p>The student may choose to</p> <ul style="list-style-type: none"> • Worksheets stapled or glued in the notebook • Vocabulary words • Curriculum concept information such as definitions or facts • Text book notes • Film or video notes • Guest speaker notes/questions • Notebook prompt • Inquiry method • Direct answers to questions from a source <p>This information may be set up using the Cornell Note-taking Way or a different organisational template.</p>
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Why Is Your Child Using Interactive Notebooks In Classrooms?

- InterActive Notebooks engage students in all aspects of their learning.
- InterActive Notebooks increase student accountability for their learning.
- InterActive Notebooks promote student ownership for their learning.
- InterActive Notebooks promote high levels of organisation in student learning.
- InterActive Notebooks reinforce critical literacy and numeracy skill development.
- InterActive Notebooks enable curriculum differentiation and the promotion of independent learners.
- InterActive Notebooks across curriculum areas promotes a consistent and understood expectation for student learning.
- InterActive Notebooks provide an effective monitoring tool for student learning on a daily basis.
- InterActive Notebooks promote continual review of learning to maximise assessment preparedness.
- InterActive Notebooks allow students to take their depth of learning beyond the classroom.
- InterActive Notebooks develop and consolidate learning methods and routines that are critical for success now and in the student's future studies.



SWIMMING CARNIVAL RESULTS

House Carnival

Final Placing:

- 1. Mackinnon 106
- 2. Stakehill 103
- 3. Rixom 92
- 4. Peel 57

Champions:

- Year 8 Champion Boy: Will Smith
- Runner-Up Champion Boy: Clint MacDonald
- Year 8 Champion Girl: Ataria Devery
- Runner-Up Champion Girl: Bernise Roelofse
- Year 9 Champion Boy: Declan Baker
- Runner-Up Champion Boy: Kyle Smith
- Year 9 Champion Girl: Bree Mills Atkinson
- Runner-Up Champion Girl: Britnet Manihera

Inter-school

Division E

- Warwick 611
- Gingin 541
- South Fremantle 500
- Baldivis 446
- Hampton 439
- Wanneroo 347
- Lakeland 322
- Hamilton 253

- Year 9 Champion Boy: Declan Baker
- Year 8 Champion Girl: Ataria Devery



ROAD SAFETY FOCUS

The college has been made aware of concerns raised within the community regarding student behaviour on bikes and as pedestrians when travelling to and from school. This causes us much concern and angst in regards to the safety of both our students as well as the safety of other road users.

Just so that you are aware we take this very seriously and regard it as a fundamental responsibility of ours to work with and instruct our students on the appropriate behaviour for travelling to and from school as well as in general when they are out and about after school and on weekends. To that end we have either previously implemented or are initiating the following:

- Student notices across the student body on a regular basis advising them of the concerns and describing the expected behaviours students need to be displaying.
- Student briefings in the school day where students are gathered and discussion taken place about expected behaviours.
- Road safety rules and behaviours covered in our Health education classes.
- The requirement of students to be wearing helmets as they leave the school each day. They are not permitted to leave the school grounds with their bike unless they are wearing the appropriate headgear.
- Organised a register of students who ride their bikes to school for the purposes of maintaining contact with specific students

over these matters as well as being able to communicate directly with the parents of this group of students when issues/concerns arise.

- Contacted the local police to request that they provide a presence when they are able at both the commencement and conclusion of the school day to monitor behaviour. Additionally I have requested whether or not they can provide an assembly item on road rules and the importance of following them.
- Instigated our own attended 'crosswalk' at the front of the school to get students across Stillwater Drive safely with the volume of traffic at the end of the school day.
- Liaised with the builders and contractors for our stage building program to cease movement of vehicles between 2.30pm and 3.00pm each day.
- Successfully made application to the Children's Crossing and Road Safety Committee to establish an attended school crossing for Baldivis Road. This is yet to be established as it is the hands of the City of Rockingham for the establishment of the necessary infrastructure. We are continuing to push for this to be completed quickly for the safety of our students.

There are great many of our students who are doing as they have been told and are respectful young people. Unfortunately, some students are choosing to behave in a certain way which we do not condone. We are working with those students and their parents in addressing these issues.

AIME

In collaboration with Notre Dame University our indigenous students will have the opportunity to participate in the Australian Indigenous Mentoring Experience (AIME). AIME is a dynamic mentoring program that is proven to support Indigenous students through secondary school and into university, employment or further education at the same rate as all Australian students.

AIME has developed a program that links Aboriginal secondary

school students with university mentors in a structured mentoring program designed to give the students support and encouragement. Students in the program visit the Notre Dame over the year to participate in a wide variety of sessions with their University mentors. Notre Dame University students will also visit the college to provide tutoring as part of our existing Academic Alliance program which currently runs on Monday afternoons.



NEW PARENT WELCOME EVENING

The parents of new students to the college were invited to a New Parent Welcome Evening on Wednesday, 19 February 2014. Parents had the opportunity to tour the college and participate in a number of interactive workshops and presentations and enjoy a sausage sizzle prepared by staff and members of the Student Leadership Team.



"I DON'T HAVE ANY HOMEWORK!"

How often as parents have we heard this from our child only to find out a little while later that they have not done very well on that last test or in class assessment. You might ask your young person when you hear the result for that test or assignment whether they prepared for it but when it comes to studying they just don't seem to know where to start.

You know what your child is capable of but sometimes you just don't feel like they are giving their best and getting the results that reflect their potential. It is even more difficult if, as a switched on plugged in parent, you don't quite know how to check more deeply than just asking "Have you done your homework".

Hopefully this article will go some way to clarifying a process which all students at Baldivis Secondary College have been shown, which is embedded in every classroom and which provides a manageable amount of homework every school night.

Most parents are aware that our college has embraced the AVID (Achievement Via Individual Determination) program. This program provides our college community with a framework for how we approach a range of aspects of our day to day learning life. AVID develops skills in organisation, note taking, critical reading and..... studying.

One of the central themes in AVID which are embedded into all of our classes is the notion that real and long lasting learning will happen if students commit to regular daily review of their

classwork. AVID promotes the notion that a 24, 7, 30 approach will maximise the long lasting learning which students experience. That is, students should review their notes after 24 hours, 7 days and then after 30 days. In doing this, students will minimise the amount of information they forget over an extended period of time. Research clearly shows that this approach to reviewing new material will maximise the amount that students remember.

So..... when your young person tells you that they don't have any homework, here are my three big tips.

1. Ask them to see their AVID binder and just make sure that it is organised into sections, one for each of the subjects, that they have plenty of blank paper and basic writing and working equipment and that their notes all have DATES on them which will really help when it comes to doing our 24, 7 30 reviews;
2. Make sure that our young student is using the Cornell notes format. This format is a tried and true way of maximising student understanding and review of information. You can get more information from page 13 of your child's school diary if you need.
3. Fill those nights of "no homework mum" with the 24, 7, 30 review of notes from each of your young person's subjects. This will reap rewards immediately and they will start to see the benefits in their own performance and their confidence about each of their subjects. If they do this each night they will be reviewing different material each night of the week. Remember

FOREST AMBASSADOR

Congratulations to Year 8 student, Ella Thompson who is this year's Baldivis Children's Forest Ambassador for 2014. Ella has been going to the Baldivis Children's Forest since she was in kindergarten, but began her formal association in Year 5 when she joined the education sub-committee.

The forest means a lot to me because it is a special and beautiful place where we conserve nature. We plant trees here instead of

chopping them down. - Ella Thompson, Year 8

Not only does the Baldivis Children's Forest offer a range of educational program to schools, there are a number of after-hours and weekend programs for families to participate in. More details are available by visiting the Baldivis Children's Forest website; <http://www.baldivis-childrens-forest.com.au>



PREMIER'S ANZAC ESSAY FINALIST

Last year we have three students enter the Premier's ANZAC Essay competition. One of the students was chosen as a finalist in the competition and a copy of her essay is included below for your reading pleasure.



Bangka Island Massacre: Australian Nurses of War

By Ashleigh Webber

During WW2, in the year 1941, Australian nurses were sent to Singapore to help the English personnel and the Singaporean civilians who had been wounded and affected by the war. During their stay, Singapore was besieged by the Japanese and the

Australian nurses were evacuated immediately, with over 200 Singaporean civilians and English personnel in the area. A small coastal steamer, the *Vyner Brooke*, took the nurses and civilians far out to sea. The steamer was bombed and the survivors landed at Bangka Island. I strongly think that this conflict deserves more public awareness, because of the great efforts and loyalty shown by the Australian nurses during this time and to those they helped during the conflict. The Australian nurses had a large impact on the war and without their help many would have died. I feel that this conflict shows the true Australian spirit and strong nature through the actions of those nurses who served in this battle.

The battle Singapore had been going for many months when the 65 Australian nurses arrived, in 1941, and many of the Singaporean soldiers and civilians were either dead or severely injured. The Australian nurses began work and servicing immediately. The Australian nurses worked very intensively and helped who they could. On February 12th 1942, the Japanese Imperial Army penetrated the walls of Singapore and Singapore was besieged. All Australian nurses were immediately ordered to evacuate the country.

The Australian nurses were boarded onto a small coastal steamer called the '*Vyner Brooke*'. Over 200 civilians and English personnel were evacuated as well. Once on board the Australian nurses tended to those injured and gravely ill. When the *Vyner Brooke* was passing between Borneo and Sumatra, it was bombed by a Japanese aircraft. The *Vyner Brooke* sank very quickly and the remaining survivors were left in lifeboats. Some of the survivors were strafed by the Japanese. 12 Australian nurses were killed and countless Singaporean civilians and English personnel. The surviving 53 Australian nurses and the countless others in lifeboats finally made it to the shores of Bangka Island.

When the lifeboats reached Bangka Island they were separated, with many landing on the Northern Coast while the rest landed onto the Western Coast. When the lifeboats landed onto the Western coast, the 31 Australian nurses and many survivors were greeted by the Japanese. Wearing Red Cross armbands and having the protected status of non-combatants, the nurses expected to be given shelter and the supplies needed to tend to their injured. But instead, the Japanese rounded the survivors at gun point and herded them into a filthy and overcrowded building. The 31 survivors were tired, hungry and some were suffering from

exposure and many were wounded. The Japanese, unsympathetic, offered one bucket of water and one bucket of rice.

22 Australian nurses and many of the civilians landed onto the Northern region of the land. Once all together, the group lit a bonfire, hoping to guide any other survivors to their destination. Once the number of survivors had reached about 100, the group decided to surrender to the Japanese. A group of survivors went to find the Japanese. The 22 Australian nurses stayed behind to look after the wounded and ill. Shortly after, a patrol of around 15 Japanese soldiers arrived from the coastal township of Muntok.

Some of the Japanese soldiers guarded the nurses, while a group of soldiers herded the rest of the 50 male survivors down to the beach and around the headland. After a short time, loud gunfire was heard. The Japanese returned some wiping blood from their bayonets. The remaining 22 nurses were ordered by the Japanese to form a line and walk down to the beach and into the water. Once waist deep, the Japanese opened fire on the 22 Australian nurses. The only survivor from this attack was Vivian Bullwinkel. Vivian was hit by a bullet in her lower back but laid in the water, until the Japanese were gone.

When she was sure the Japanese were gone, Vivian made her way back to shore but this time was greeted by the local village women. The village women took Vivian in, but when the Japanese soldiers came looking for survivors, the village surrendered Vivian. Vivian was held at a Japanese prison, for many months.

After many months a rescue party came looking for the nurses and civilians evacuated from Singapore. The survivors from the Western side and young Vivian were taken back to safety and returned home. Out of 65 Australian nurses who went to Singapore that year, only 24 returned home to Australia.

When the nurses returned home, there was a very strong reaction from the public about their surviving conflict. The public was shocked by the way they had been treated by the Japanese and were angry that many of the nurses had died without a loyal cause. Many trials were set up against the Japanese but many of them were unsuccessful and left families grieving for the loss of their beloved. Australia dedicated many memorials to the Australian nurses who died at Bangka Island, thanking them for their services.



I strongly think that this story deserves greater public awareness because of the loyalty and great efforts, shown by the nurses, to help those that they could. This story is one of great courage, sacrifice and bravery, and shows the exact strong and unbreakable spirit of Australia and the Australian nurses. Over time, this conflict has lost a lot of public awareness and deserves to have a great deal more. Because of the true spirit to help and to heal, shown by the Australian nurses, many Singaporean civilians and English personnel survived this conflict and were returned safely home to their families.

STAFF PROFILES

Chris Hickman

Program Coordinator – Humanities

In 2014 I want to continue to enjoy working alongside the fantastic staff and students of BSC and to ensure all Dockers supporters don't get to carried away with their unrealistic dreams of a premiership ... The mighty Eagles are ready to fly high!

The best part of my work is that every day is a different day. We are all part of a special place.

On the weekends I enjoy coaching cricket and football and attending the games of the most successful WA footy team ... "Carn the Eagles!"

My dream holiday is obvious. September, MCG, grand final day, Eagles vs Dockers, Pavlich sprays shot 20 metres out after the siren to hand eagles a narrow win and a 4th flag.... Perfect, just Perfect!



Jamie Gaskin

College Reception

In 2014 I want to travel to America.

The best part of my work is the people I work with.

On the weekends I enjoy catching up with my family and friends, watching movies and relaxing.

My dream holiday is to visit New York City, especially during Christmas time while it's snowing.

Terri Hall

Financial Services

In 2014 I want to plan a holiday to New Zealand with my family in the July school holidays.

The best part of my work is watching the College develop. Having the opportunity to be a staff member from the early stages and witnessing the evolution is exciting.

On the weekends I enjoy spending time with my family. My husband is a fly in fly out worker and is home every second week. On the weekends he is at home we go out to dinner, catch a movie or attend exhibitions such as the 4WD Caravan & Camping Show.

My dream holiday is to caravan around Australia with my husband. This dream will become a reality when I take Long Service Leave.



CLEAN UP AUSTRALIA DAY – 28 FEBRUARY 2014

Clean Up Australia Day is an annual event, which aims to inspire and empower communities to clean up, fix up and conserve our environment. As part of Baldvis Secondary College's ongoing commitment to our local environment and community, our Year 8 students together with their teachers and the Year 9 Green Team took part in this year's Clean Up Australia Day event on 28 February.

The clean up occurred throughout the Rivergum estate, with students collecting a significant amount of rubbish and dumped items such as a pram, workout equipment and even smelly crab shells! The items were sorted into recycling and non-recyclables and collected by the Rockingham Shire.

Even though it was a hot day, it was fantastic to see that the students demonstrated such positive attitudes and were keen to get involved. Some students even returned with two full bags of rubbish!

The Baldvis Secondary College Clean Up Australia Day is an annual event, which is always very successful. However, this event relies on the continued dumping of rubbish within our community. As our community gets larger, our aim is to create a culture where dumping of rubbish (like broken prams, building rubbish and recyclables) doesn't occur. As we continue support this message at school, we can all get involved by organising a community clean up day or adopting a beach, fishing spot or park in our local community. Every bit counts!

Lani Summerhayes



STRENGTHENING LITERACY THROUGH SECOND LANGUAGE LEARNING

All relationships, social and professional, are based on the ability of people to communicate effectively. We express our understandings, our thoughts and values through language. When we are literate and able to communicate well, both of these types of relationships in our lives can function for us to participate in society. This is certainly a reason to make literacy a priority in schools, as relationships with other people underpin all that we do.

In a second-language learning space, students bring their experience and knowledge of their first language to the class. To acquire a new language, they use this knowledge and adapt it to suit new language structures and systems. This might be switching words around so that the order of words is different to English and wouldn't make sense in the English language. In doing so, students compare the system of the new language with the system of their known language, such as English and grow to understand that each language is different but has identifiable patterns within its own system.

As speakers of English, we know language that is written as well as oral, that words run left to right on a page and that nodding communicates yes and putting a hand flat out means stop. Learning a second language takes away all these misconceptions

about language and takes a closer look at how language is structured. I would like to share with you some points about languages, which students learn in their Indonesian class, that add to their literacy skills.

- Not all languages are written. Many indigenous languages are oral only and some are sign based (eg. Auslan).
- Not all languages are alphabetic or read left to right.
- Language reflects the culture in which it exists. This means that often direct-translation of words is not possible.
- Texts are constructed differently in different languages. The order of words and the order of information vary between languages.
- Intercultural awareness such as who to say it to, how to say it, when to say it, why to say it and with which gestures is important.
- Non-verbal features of language (body language), such as eye contact, hand signs and facial expressions vary and are an essential part of language.

Tundi Beattie - Indonesian

BALDIVIS EVENTS SURVEY

Baldivis Events is a newly formed not for profit organisation that is run by community members for the community. They are seeking your opinion for the best ideas! Think culture, entertainment, consider all ages and enhance community spirit in Baldivis!

Please click on the link and select/add events and activities you would like to see in Baldivis: <https://www.surveymonkey.com/s/C3CNGRG>

DATES FOR THE DIARY

Wednesday, 2 April	All Day	Year 8 Point Peron Field Trip
Wednesday 9 April	9.00am	ANZAC Commemorative Assembly
Wednesday 9 April	3.00pm	PLC Meeting
Thursday, 10 April	9.00am	Year 8 Student Vaccinations
Friday, 11 April		Last Day of Term 1
Monday, 28 April		School Development Day – Student Free Day
Tuesday, 29 April		Term 2 Commences for Students
Wednesday, 30 April	9.30am	Sydney or the Bust Production
Wednesday, 7 May	3.00pm-6.15pm	Year 8 Parent Teacher Meetings
	6.30pm – 7.30pm	Year 8 Parent Information Session
Monday, 12 – Friday, 16 May		Year 8 Camp
Tuesday, 13 – Thursday, 15 May		Year 9 NAPLAN Testing

FROM THE DESK OF THE YOUTH WORKER

Who moved the goal posts? Are you allowed to do that now?

What does deciding to eat solid food and playing ramp shots at cricket have to do with raising teenagers? I recently had two conversations that challenged my expectations on dealing with teenagers as a youth worker and a parent.



Firstly I was talking to parents of a six-month old baby and trading stories of parenting a youngster. I must confess my kids are in high school now and the stories have aged (or embellished) with them... for better and worse? Half way through the conversation

they shared the advice given by their health professional about when to introduce solid food into the child's diet. Like a bunch of dads out there I didn't think much of it until my wife said REALLY!!!!. At this point I chipped in with an exclamation of my own so no one would be any wiser to my ignorance. It appears the flag posts have changed since I was parenting a new born.

The second conversation occurred on the side of a cricket oval as I chatted with a professional cricket coach as we ran a holiday clinic together. We shared frustration about juniors trying to emulate their T20 Big Bash heroes. They are playing ramp shots, reverse sweeps and other non-traditional batting techniques in the junior competitions and not necessarily seeing the same results as the professionals. Part of the problem is that we stop them practicing those inventive techniques at training because that is not the way we were taught. The flag posts have changed here also

It feels like experts from different fields keep learning new things or disproving others every other day. Then we are told to change our habits. While I know it is frustrating and off putting for us who are set in our ways I also know that we need to do a better job of releasing the talents of our youth. We know the truth behind the old adages "learn from our mistakes" and "practice makes perfect" but do we allow an environment for our young people to do just that. Instead of quickly replying "No, do it this way" maybe we should respond to their ideas with "how can we make that work?" or "what do you do about this concern?" Our youth have the ability to reshape the world to meet new issues and refine what we do for the better. They just need the space to try. If we don't accept failures and first efforts then we would still be living by candlelight. It's worth noting it took Edison 1000 failures to get the light bulb to work and yet others have been perfecting it ever since.

Our young people truly can change the world for the better ... Let's take our foot off their brakes!

Leigh McIntosh - Youth Worker

COMMUNITY HEALTH NURSE

Health: "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." - World Health Organisation WHO

Hi I'm Dani-elle a Community Health Nurse based at Baldvis Secondary College two days a week, Monday and Tuesday. My role is to provide support, information, health counselling, education, health promotion and referrals to students on a variety of health issues. These may include mental health, bullying, smoking, drugs and alcohol, nutrition, sexual health, sexuality, stress, lifestyle or health behaviours.

Students can visit during lunch and recess for any reason and appointments can also be made to have a chat. Parents if you have any concerns or need some information please also feel free to make contact.

'Take care of your body. It's the only place you have to live' - Jim Rohn

