

# EACS NEWSLETTER



## Practice makes perfect!

All systems were GO-GO-GO in the Music department for the past few weeks as the Musical Festival came upon us. All the musicians had been working hard, both in band practices and at home to give the best performances they could for this event.

The hard work paid off with fantastic results, even with having tough competition from ESHS and JPC (John Paul College, Kalgoorlie).

EACS Stage Band came 1st place in the open Jazz Band section  
EACS Junior Band came 1st place in the Junior Band section  
EACS Senior Band came 1st place in both the High School Band section and the Open Concert Band section.

We also had Smaller Ensembles performing .....  
The saxophone group "The Saxobells" won 1st place,  
The clarinets group "The Bells" also won 1st place.  
The flute group "Flute Salad" got highly commended.

Solo performances were performed by Mia Holberton -Saxophone, Heidi Walter- Saxophone, Rebekah Knox -Clarinet and Oboe, Sarah Locke -Clarinet Leilani Knox Baritone and Piano, and also many other students from our school who are also studying piano privately put in some great performances. Destiny Fels with her piano solo, took the award for Highest Marks for student under 18.

Our Vocal ensemble "The Little Miracles" was awarded the "Most Entertaining" item of the whole festival!

All the music students involved did fabulous job of representing the school.

After the Music Festival, we also have 6 senior music students, Lachlan Holberton, Trent Appleton, Charis Lee-Steere, Jack Muir, Madison Maitland and Pearl Mitchell, performing with the ASC Combined Concert Band on Friday the 3rd of September.

**Mrs Gail Saunders**

## UPCOMING EVENTS:

**24-26 August**

Executive Principal in school

**2 September**

Curtin Medical School Rural High School Visit

**10 September**

EACS Chess Championships

**13 - 17 September**

Wildflower Festival

**21 - 23 September**

Executive Principal in school

**22 September**

Inter-house Athletics Carnival

**24 September**

Last day of Term 3

**11 October**

Staff PD day

**12 October**

First day of Term 4 - Students return



# From the Executive Principal



In this edition of the School Newsletter, the range of opportunity for students to develop their skills, knowledge and appreciation of the Arts at Esperance Anglican Community School (EACS) is featured.

The arts are as important as academics, and they should be treated that way in a School's curriculum. This is what we believe and practice at EACS. While the positive impact of the arts on academic achievement is worthwhile in itself, it is only the tip of the iceberg when looking at the whole child. Learning through the arts goes beyond creating more successful students. We believe that it creates more successful human beings.

While I may have a slightly biased opinion on this topic, being married to a Visual Arts teacher, I provide you with a paraphrased version of an article featured in Edutopia, an online professional resource for educators, that highlights five benefits of the arts in education.

## 1. Growth Mindset

Through the arts, students develop skills like resilience, grit, and a growth mindset to help them master their craft, do well academically, and succeed in life after secondary school. Ideally, this progression will happen naturally, but often it can be aided by the teacher. By setting clear expectations and goals for students and then drawing the correlation between the work done and the results, students can begin to shift their motivation, resulting in a much healthier and more sustainable learning environment.

## 2. Self-Confidence

I have personally seen students who have developed significant higher levels of self-confidence, social engagement and a wider community involvement through their participation and inclusion in aspects of a School's Arts program, including Band ensembles and Dance and Drama Programs. Through inclusion in the Arts, students are provided with a safe environment in which they may develop their self-confidence and feeling of worth.

## 3. Improved Cognition

Research connects learning music to improved "verbal memory, second language pronunciation accuracy, reading ability, and executive functions" in youth ([Frontiers in Neuroscience](#)). By immersing students in arts education, you draw them into an incredibly complex and multifaceted endeavour that combines many subject matters (like mathematics, history, language, and science) while being uniquely tied to culture.

For example, in order for a student to play in tune, they must have a scientific understanding of sound waves and other musical acoustics principles. Likewise, for a student to give an inspired performance of Shakespeare, they must understand social, cultural, and historical events of the time. The arts are valuable not only as stand-alone subject matter, but also as the perfect link between all subject matters; and may be a great delivery system for these concepts, as well.

## 4. Communication

One can make an argument that communication may be the single most important aspect of existence. Our world is built through communication. Students learn a multitude of communication skills by studying the arts. Through the very process of being in a music ensemble, they must learn to verbally, physically, and emotionally communicate with their peers, conductor, and audience. Likewise, a cast member must not only communicate the spoken word to an audience, but also the more intangible underlying emotions of the script. The arts are a mode of expression that transforms thoughts and emotions into a unique form of communication.

## 5. Deepening Cultural and Self-Understanding

While many find the value of arts education to be the ways in which it impacts student learning, I feel the learning of art is itself a worthwhile endeavour. A culture without art isn't possible. Art is at the very core of our identity as humans. I feel one of the greatest gifts we may give students is an understanding, appreciation, and ability to create art.

I trust you enjoy reading about the success and growth of our students, through the Arts program provided here at EACS and more importantly, trust that you may encourage your children to take advantage of the many arts focused opportunities on offer at EACS.

Every Blessing

**Mr Jason Bartell**  
Executive Principal

# From the Associate Principal

## Anglicare 'One' Initiative and Advisory

It Only Takes One, Anglicare WA's community education initiative, raises awareness of critical social issues and empowers young people to see themselves as part of the solution. Through presentations and interactive exercises, young people are equipped with the knowledge and skills they need in order to make a positive difference in their community.

This year for the first time EACS has signed up as a participant school in the 'It Only Takes One' program. The structure of this program has included a guest presentation on a different theme each term to students in each year group, followed by provision of follow up activities led by EACS staff during morning Advisory. The follow up activities explore a particular focus topic in more detail in smaller groups and provide students with the opportunity to work on an Advisory advocacy project related to their topic, to educate others about what they have learned.

In Term 1 the theme was 'Healthy Relationships'. Topics vary for each Year Group:

- Year 7 – Respect
- Year 8 – Boundaries
- Year 9 – Violence in Relationships
- Year 10 – Power, Control and Jealousy
- Year 11 – Intimacy and Respect
- Year 12 – Safety and Advocacy

In Term 2 the theme was 'Poverty, Inequality and Homelessness'. Topics vary for each Year Group:

- Year 7 – Poverty and Inequality
- Year 8 – Homelessness
- Year 9 – Advocacy
- Year 10 – Homelessness
- Year 11 – Jobseeker Allowance
- Year 12 – Privilege, Rights and Action

In Term 3 the theme is 'Mental Health and Wellbeing'. Topics vary for each Year Group:

- Year 7 – Relationships
- Year 8 – Positive emotions
- Year 9 – Mental Health and Society
- Year 10 – Navigating challenges
- Year 11 – Positive Psychology
- Year 12 – Transitioning from School and Mental Health

Advisory is an important and powerful means by which students can receive values-based education in a range of areas related to child protection curriculum and social advocacy issues in society. This year each Advisory Group has been given the responsibility of leading an Assembly, which provides students with the opportunity to present to the school about a social issue that they feel passionate about.

**Mr Iain Clark**



# Curriculum Focus: The Arts

## Visual Art

The school term has begun in earnest in Visual Arts with many activities being organised for the school rest of the year. Each year group will be participating in a range of creative activities. The year 9/10 Friday elective students have been studying *The Tree of Life*, *Stoclet Frieze*, 1905 by Gustav Klimt. They then created their own elaborately patterned using collage techniques based on the work. The first step was to paint a sheet of paper gold then thinking about and drawing on symbols that are representative of their life and add them to the tree. Students learnt how to use different shapes and colours to create a collaged background with tissue paper and sealed it with glue. Students created a fanciful tree using black paint and glued their symbols to complete the art pieces. The Monday year 9/10 elective class has been making accordion books illustrating the elements and principles of art. They are also learning how to create an abstract painting based on a favourite song or piece of music.



The Year 11 General students have also produced some wonderful art last term looking at Unit 1 – Experiences. The focus for this unit was experiences. They participated in selected art experiences aimed at developing a sense of observation. Their artmaking was based on their lives and personal experiences. The focus for this semester is Explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They are using a variety of inquiry approaches, techniques and processes when creating original artworks.



One could not help but be impressed with the commitment and artwork produced by the Year 11 ATAR Visual Arts students in Term 1 and 2. The unit focus was Differences. The project asked them to explore the broad theme “Figure in Interior”. The students began with a series of observational drawings, photographs and exploration of drawing techniques and media. They developed their own concept within the theme and followed a line of thought throughout the work with excellent results. The focus for term 3 and 4 is Identities. The students will be developing and creating a body of work based on the theme Identities by exploring the things they are interested in and inspired by related to the notion of identity, and relate back to the theme. They have also explored a range of different media such as watercolour, pastels, and charcoal.

The Year 12 General Visual Arts students are working towards their final artworks this term and the focus is ‘Investigations, My Home’, investigating theme, ideas and issues which are relating to the Esperance community and the wider Goldfields region. It has been an absolute pleasure to be their teacher and I am so proud and excited to see what their future holds.

**Mrs Marcia Leonard**

## Dance

The year 9 and 10 dance students have had a sensational start to this semester’s course. All the girls have shown a contagious enthusiasm for the art, demonstrating an impressive level of technical skill and choreographic abilities.

Focusing in the **BEST** elements of dance, the most recent task saw them manipulate levels and shapes through improvisation to successfully create interesting movement pieces.

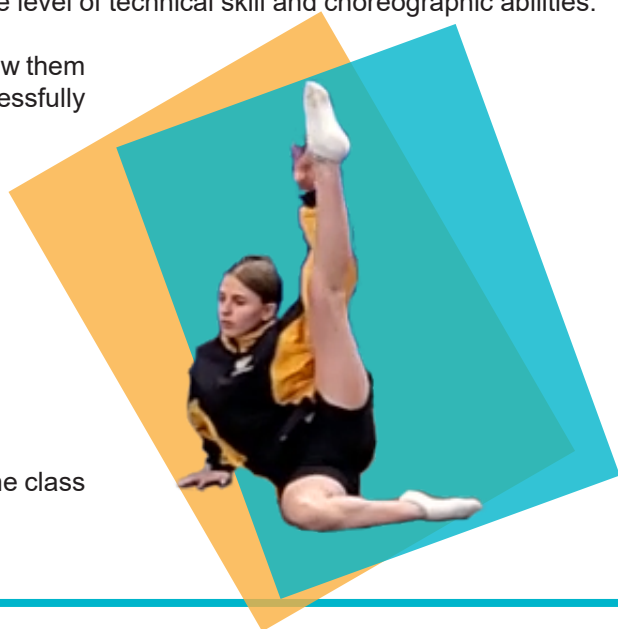
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**B - Body**  
**E - Energy**  
**S - Space**  
**T - Time**

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As we continue to explore BEST and workshop technical skills, the class is moving into group choreography in the contemporary genre.

**Mrs Amanda Abbott**



## **Drama**

If you walk through Doug Murray Place while a Year 7 Drama lesson is happening, you are likely to be transported to another dimension. There will be castles and courtrooms, pirate ships and volcanoes, a doctor's surgery or dirt bike. You will see students working with great focus and cooperation to communicate ideas, stories and characters. And most of all, you will see them having fun.

Every student at EACS gets a taste of Drama as part of the rotation of electives offered in years 7 and 8.

Why include Drama on the curriculum? Globally, schools recognise that one of the best ways to encourage and promote key life skills and emotional intelligence in children is through drama. These are the skills that the traditional educational system cannot provide.

Learning drama has many benefits— it improves communication skills and helps to learn teamwork, dialogue, negotiations, and socialization. It also stimulates the imagination and creativity of the students. It also helps them get a better understanding of human behaviour and situations. It helps students to develop their critical thinking abilities which allows them to make better decisions.

There are many benefits that students can gain from drama classes in their schools:

### **Develops Speech and Communication Skills**

Drama students learn to speak, communicate and present well. Drama helps students to become better communicators in life as it involves using voices and tones, facial expressions, body language and movement, all of which are crucial in making people better and effective communicators in life.

### **Builds Confidence**

When children play roles in drama, they are enacting in front of several people, so even the shyest of the student will learn to keep their inhibitions away and face the world and people confidently.

### **Builds Creativity**

Drama is all about creativity and creative people have the knack of viewing problems and opportunities from a different angle. When confronted with a problem, they will always manage to make their way out of it— think of it as a crucial life skill. This is one of the crucial ingredients for innovation and entrepreneurship.

### **Helps Improve Concentration**

Drama is all about focus and concentration, often on several things at once! Students learn to use these important skills in their daily lives: at home, school and work.

#### **Develops Critical Thinking and Decision-Making Skills**

Dramatic arts are known to support students with problem-solving skills as well as giving them the knowledge on how to react and behave in a certain situation.

### **Encourages Team Work**

Drama, like sports and other group activities, are the perfect way to learn teamwork and cooperation. When students take part in drama, they need to work coherently with other students in order to succeed.

#### **Supports Development of Empathy**

When children enact their roles with diverse emotions, they get the opportunity to clearly understand their own emotions and develop sympathy for others. Through drama, children can explore challenging situations or characters, and this allows them to learn empathy for others.

### **Helps with Physical Development**

Drama, which sometimes include dancing and lots of movement, helps students with physical development. Just like sports, drama is physically demanding, which in turn helps young children to gain body strength and control.

### **Help Make Friends for Life**

Whether music or business, when people have common interests, they build upon that interest. Similarly, drama can bring people with similar interests together.

Drama encourages students to think, act, and behave creatively in all areas of learning as well as life.

**Ms Lyndel Taylor**

# Music Festival: Photos



# McVay House News

There is never a dull moment in McVay House and most afternoons are a flurry of sporting activity... this term we have boarders participating in football, netball, hockey, swimming, horse riding, volleyball and some are even fitting in a part time job around that! They do a great job of organising themselves and being ready on time for their lifts and always let us know if their plans change. We love to hear about their games and the fun of trainings as we drive to and from it all.

As well as their sport, we organise some after school and weekend activities, just to make sure they are worn out properly! This term we've been to the movies and canoeing at Woody Lake, run off a Maccas snack at the skate park, had a hit of tennis, been to the Pool and explored West Beach. Fabi has been coordinating 'sweet treat' cooking on Wednesday afternoons and Rosie giving early morning drone photography lessons.

**Mrs Natahna Stone**



# Interschool Surfing

On Friday the 13th of August, seven students from EACS participated in the SunSmart WA School Surfing Titles. After a late change in location to Albany, the students, along with Mr Castelli and Miss O'Brien arrived at Emu Point Caravan Park on Thursday night in preparation for the competition.

We enjoyed a BBQ dinner before settling into our swags for the night. Rising early in the morning, the group headed out to Nanarup Beach for the competition. EACS competed in the junior girls surfing and body boarding events, the senior boys surfing and body boarding, and the senior girls surfing. Despite catching some gnarly waves and producing great results, the senior boys and junior girls did not progress through to the semi-finals for either event. However, Lauren Ware competed in the final for the senior girls surfing event. She caught some rad waves and showed her skills on the water to finish in the runner-up position.



The SunSmart event was a great success and concluded with the presentations. The students represented EACS well and finished in equal fourth position at the end of the competition. Congratulations to all the students who participated and a big thank you to all that made the event possible.

**Miss Michelle O'Brien**



# Community Notices



## Esperance TDS

*Talent Development Squad*

### 2021/22 SEASON TDS TRIALS

#### Trial 1

Sunday 22<sup>nd</sup> August

9-10:30am: Athletes Male & Female Born  
2010-2012

10:45am-12:15pm: Athletes Male & Female  
Born 2007-2009

12::30-2pm: Athletes Male & Female Born  
2005-2006

#### Trial 2

Sunday 29<sup>th</sup> August

9-10:30am: Athletes Male & Female Born  
2010-2012

10:45am-12:15pm: Athletes Male & Female  
Born 2007-2009

12::30-2pm: Athletes Male & Female Born  
2005-2006

#### Trial 3

TBA if required

Location: Esperance Indoor Stadium

Register via <https://membership.sportstg.com/regofrm.cgi?formID=99503>

The annual TDS program is an initiative developed by the Esperance Basketball Association to offer specialised coaching and develop individuals who possess talent on the basketball court. Any player registering for the 2021/22 Esperance Junior Basketball season is encouraged to trial. The TDS Coaching team understand the need to develop players at a young age and are therefore expanding to include younger age groups for the upcoming season.

esperancetalentdevelopment@gmail.com





# ENTRIES NOW OPEN

**2021 THEME: WILDFLOWERS OF OUR REGION**

**OPEN CATEGORIES (ALL AGES):** INDIGENOUS ARTISTS, INDIVIDUAL ARTISTS, COMMUNITY GROUPS

**Submissions close:** Wednesday 1<sup>st</sup> September, 5pm

**SCHOOLS CATEGORY:**

**Submissions close:** Wednesday 8th September, 5pm

**Find entry details online**

[www.esperancewildflowerfestival.com](http://www.esperancewildflowerfestival.com)

**Presented by**



**In partnership with**



Photos: Mary Hoggart

<p><b>\$200 PEOPLE'S CHOICE Awards x 4</b> Sponsored by Act-Belong-Commit</p>	<p><b>\$500 Prize INDIGENOUS ARTIST</b> Plus 2 Art Hampers for under 18 entries Sponsored by Esperance Tjaltjiraak Native Title Aboriginal Corporation</p>	<p><b>\$500 Mina Crisp Prize INDIVIDUAL ARTIST</b> Sponsored by Esperance Wildflower Society Plus 2 Art Hampers for under 18 entries Sponsored by Esperance Tjaltjiraak Native Title Aboriginal Corporation</p>	<p><b>\$500 Prize COMMUNITY GROUP</b> Sponsored by Peter Rundle &amp; Colin de Grussa</p>	<p><b>\$300 prizes SCHOOLS CATEGORY</b> Sponsored by Ruth McIntyre &amp; Rick Wilson</p>
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Department of Local Government, Sport and Cultural Industries  
Department of Primary Industries and Regional Development

**REGIONAL ARTS WA**