

EACS NEWSLETTER



Countryweek 2022

We are extremely excited to be planning for Country Week 2022! This year, country week will be happening in Week 7 of Term 3. Given that we only made it to Lake Grace last year, our students are pumped and ready to go all the way this year.

The teams we are taking this year include mixed hockey, girls dance, girls netball, boys basketball and boys volleyball. It will be great to have the extra sport of volleyball this year, as we didn't have this last year.

Try-outs for some of the teams have begun, dance was held last week, and coaches are working hard to organise the team lists for each sport. There has been a lot of interest in each of the sports, so students have had to work hard and show their skills in order to make the team. Everyone is super excited and we are all looking forward to taking the new bus up to Perth and for students to participate and play hard in their respective sports.

Bring on Country Week 2022!

Michelle O'Brien



UPCOMING EVENTS:

8 April
Last day of Term 1

17 April
Easter Sunday

25 April
ANZAC Day

26 April
Staff return for Term 2

27 April
Students begin Term 2

5-6 May
Anglicare One - Poverty and Inequality workshops



From the Executive Principal



It is hard to believe that we have already reached the last week of Term One. With the Level 2 COVID-19 Restrictions enforced on all schools, this term has been an 'uneventful term at Esperance Anglican Community School. As you may be aware, public health and social measures have been eased for schools for Term 2. The details of these social measures may be found at wa.gov.au.

While we continue to follow the current health advice, I would like to highlight what the changes mean for Esperance Anglican Community School.

We are pleased to advise that parents and guardians are allowed on the school site in Term 2 for the following purposes:

- o outdoor drop-off/pick up
- o to attend face to face parent/teacher meetings
- o to attend indoor and outdoor sporting events, infrequent special events, performances and other school and interschool events with masks and physical distancing

Parents and guardians attending school sites must wear masks on school grounds and adhere to physical distancing, where possible. Please note parents and guardians are not allowed inside classrooms.

STAFF FAREWELLS

Mrs Lisa Marquis has formally resigned from Esperance Anglican Community School. Lisa has decided to move on from her role as an Associate Principal at EACS and take up an exciting business proposition.

Lisa has faithfully served our School community over the past 11.5 years in a variety of roles and more recently as an Associate Principal. Lisa was the first employee that I appointed in August 2010, in my first iteration as Principal of EACS and has been a loyal servant to our school community throughout her time. Lisa has served two full generations of children at EACS, supporting their development with a keen eye on all her students' pastoral and educational needs. Hers has been a determined, committed role that has impacted the lives of so many staff and students significantly.

I wish to take this opportunity to thank Lisa for her considerable contributions to our School community over the past 11.5 years. I am sure many of you will join me in acknowledging Lisa for her unwavering service to the School; through which she has demonstrated a strong personal investment, making a positive impact in the lives of the many staff and students that she has supported.

We wish Lisa and Luke every blessing as they embark on their new and exciting venture together.

Mrs Natalie Shipp has also formally resigned from Esperance Anglican Community School, effective at the end of Term 1, 2022. Natalie has faithfully served our School community for the past eight years.

I wish to take this opportunity to formally acknowledge Natalie for her significant contribution to our School community. I am sure many of you will join me in acknowledging Natalie for her active care and commitment to staff, students and parents alike. Natalie would leave no stone unturned in her fervent pursuit of providing support for those students within our community who required extra support. Natalie's commitment and desire to provide the very best opportunities for all students was evident in her classroom practice as well as her community advocacy for our school, its students, and its programs.

Natalie committed herself to the Big Picture Learning Design and was a key promoter of the benefits of this program. For all the above and more, we are forever grateful for Natalie's contribution to EACS.

We wish Natalie every blessing for her future endeavours.

With Natalie's resignation an opportunity to appoint a new teacher arises. Mr Kallen Williams has been offered and accepted a teaching position at EACS and will implement the Big Picture Learning design at EACS, ongoing. We look forward to welcoming Kallen from the commencement of Term 2.

COVID-19 Positive Cases Reporting

Please note that the School will not be receiving or reporting COVID-19 positive cases during the school holidays. However, all positive RATs must continue to be reported to WA Health via www.healthywa.wa.gov.au/ratregister

The School will contact all identified close contacts from cases reported on Friday, 8 April and will recommence receiving COVID-19 positive case reports from Tuesday, 26 April.

We wish our families an enjoyable holiday break and blessed Easter and are looking forward to the return of all students for Term 2 on Wednesday, 27 April.

Every Blessing, keep well and stay safe.

Jason Bartell
Executive Principal

From the Associate Principal

Interim Reports

On **Monday 11 April** families can expect to receive **Interim Reports** for their children. This A4 page summary document will be made available via **Seqta Learn (students)** and **Seqta Engage (Parents)**. The Interim Report is a snapshot of your child's academic progress, but also their participation and engagement in class and Advisory throughout term one.

Below is an example of an Interim Report template:

ACADEMIC PROFILE	Approaches to learning						
	Attitude	Behaviour	Effort	Organisation	Completion of homework	Progressive Achievement	Interview Requested
English ABBEY TOBIN	Pleasing	Pleasing	Pleasing	Pleasing	Pleasing	Progressing Satisfactorily	No
Humanities and Social Sciences TERINA DELL'AGOSTINO	Pleasing	Pleasing	Pleasing	Exemplary	Exemplary	Progressing Satisfactorily	No
Mathematics KENYA FORSYTH	Improvement Required	Pleasing	Improvement Required	Exemplary	Exemplary	Experiencing Difficulty	Yes
Science HILLARY MACMILLAN	Pleasing	Pleasing	Pleasing	Pleasing	Pleasing	Progressing Satisfactorily	No
Health Education MICHELLE O'BRIEN	Pleasing	Exemplary	Exemplary	Exemplary	Exemplary	Progressing Satisfactorily	No
Italian NICOLE HARRIS	Pleasing	Pleasing	Exemplary	Exemplary	Not Applicable	Progressing Satisfactorily	No
Physical Education BLAIR CASTELLI	Exemplary	Exemplary	Exemplary	Exemplary	Not Applicable	Progressing Satisfactorily	No
Religious Education SHANE MEYER	Pleasing	Pleasing	Pleasing	Pleasing	Not Applicable	Progressing Satisfactorily	No
Netball Specialist MICHELLE O'BRIEN	Improvement Required	Pleasing	Pleasing	Exemplary	Not Applicable	Progressing Satisfactorily	No
Physical Recreation MICHELLE O'BRIEN	Exemplary	Exemplary	Exemplary	Exemplary	Not Applicable	Progressing Satisfactorily	No

PASTORAL PROFILE	School Expectations			
	Arrives punctually to school	Complies with uniform standards	Displays appropriate manners	Actively participates during Advisory
Year 8 Advisory 3	Usually	Consistently	Consistently	Usually

Community Service Hours (semester): 0

COMMENT ON PROGRESS AND ACHIEVEMENT

The Approaches to Learning descriptors reflect the following:

- *Attitude* - Does the student demonstrate the right attitude for the lesson? Are they positive and engaged?
- *Behaviour* - Does the student demonstrate appropriate behaviour during the lesson? Are they respectful, obliging, and cooperative?
- *Effort* - Does the student display consistent and genuine levels of effort across all assigned tasks?
- *Organisation* - Is the student organised for their lessons? Do they bring all required materials and resources?
- *Completion of homework* - Does the student complete assigned homework with genuine intent and to a satisfactory standard?

For each of the descriptors above the following scale is used:

- Exemplary
- Pleasing
- Room for improvement
- Unacceptable
- Not applicable

The **Progressive Achievement** descriptor is a summary of how well your child is coping with the demands of the course which they are studying:

- *Progressing satisfactorily* = successfully navigating coursework demands.
- *Experiencing difficulty* = struggling to maintain coursework demands and cope with the rigour and challenge of the content.

The **Interview Requested** descriptor is an indicator that the teacher may choose to contact you to discuss elements of your child's progress and approach to learning across the various domain descriptors.

- **Yes** = Student is demonstrating a lack of attitude or ability to cope with the demands of study at the expected level. The Teacher has concerns.
- **No** = Student is either progressing satisfactorily or demonstrating lower than expected achievement, but the teacher is confident that, with a concerted effort, the student should be able to consolidate and show improvement in their grades.

The **School Expectations** descriptor is an opportunity for the Advisory Tutor to summarise and make comment on how your child has progressed overall and how well they have ingratiated themselves into the life of the school from a pastoral care perspective.

- Arrives punctually at school
- Complies with uniform standards
- Display appropriate manners
- Actively participates during Advisory

For each of the descriptors above the following scale is used:

- Always
- Usually
- Sometimes
- Seldom

Should any questions or queries generate upon having received Interim Reports, please do not hesitate to contact your child's Teacher or the school directly to seek guidance or assistance.

Mr Iain Clark

Employment Opportunities at EACS

MATHEMATICS 1.0FTE (Permanent/Ongoing)
(Ability to teach at ATAR Applications level, is essential.)

The position involves teaching Mathematics (Year 7 – 10) and ATAR Mathematics is essential. We are willing to consider applications from both newly qualified and experienced teachers with an enthusiasm for the education of the whole person in mind, body and spirit.

For further information about this position please contact the School on 08 9083 2444 or email info@eacs.wa.edu.au
Closing date for applications: Friday 8th April 2022
Full details of the School can be found on our website <http://www.eacs.wa.edu.au>

Interviews will take place in person or via Zoom and the successful shortlisted applicants will be contacted to arrange these interviews.

BOARDING HOUSE CASUAL COOK

We have an employment opportunity for a Casual Boarding House Cook commencing Term 2. The position involves preparing and serving students and duty staff evening meals, cleanup and assistance with menu planning. Knowledge of food handling procedures is required. Esperance Anglican Community School is committed to safeguarding children, and all staff are required to follow our Child Safe Policy and Procedures and our Code of Conduct; all staff will be vetted via checks on references, a federal police check and a Working with Children check.

For further information please contact Nathan Abbott at the school on 08 9083 2444 or email nabbott@eacs.wa.edu.au
Closing date for applications: Friday 8th April 2022



Curriculum Focus : English

Reading, Reading and more Reading has been the overall focus within the English Department beginning the 2022 school year. With most year groups beginning the school year with a novel study, words like narrative, characters and plot are heard regularly as you walk around the Eyre classrooms.

Our new Year 7 students are making connections between their own pristine landscapes of Esperance and those of Longboat Bay from the Tim Winton novel, "*Blueback*". As well as studying "*Blueback*", the Year 7's are starting to hone their abilities in analysing a visual text using the 2008 film "*Wall-E*" as the vessel for their analysis. This is introducing them to different symbols, shot types and interpretations that can be drawn from the film.

"*Wonder*", a novel by R.J Palacio has seen the Year 8 students empathising with the main character Auggie (a boy born with facial deformities). Some Year 8 students have been immersed in "*Diary of a Wimpy Kid*" by Jeff Kinney, analysing the text in various cooperative reading roles and sharing their thoughts and connections with the text and its characters. There has also been lots of fun and competition with the introduction of new spelling and grammar games enjoyed by the class.

Year 9 students have been immersed into the unusual world of Christopher (a boy with Asperger's) from the Mark Haddon novel, "*The Curious Incident of the Dog in the Night-Time*". Some of the Year 9 students have been exploring World War II through the eyes of young Bruno, in John Boyne's "*The Boy in the Striped Pyjamas*". After putting together some insightful essay responses, the Year 9's are enjoying viewing the film, sparking some thoughtful discussion about similarities and differences between the two.



The Year 10's have just finished creating a short autobiography of the start of their lives, all the way to the present day, detailing who and what are most important in their lives. We are now moving on to exploring different text types, including novel studies and the creation of a feature article.

The Year 11's have kicked off their ATAR English journey with a close analysis of Bryce Wolfgang-Joiner's "*Ghost Mop*". Students have been exploring the historical treatment of refugees and immigrants in Australia through the voice of an Albanian refugee, analysing government policies in regards to immigration and how this has influenced Australian values and attitudes. The Year 11 General class have been busy analysing short stories and the intended impact of the narrative elements. They are now investigating careers over time, from the Edwardian Era to the 2000's. Learning about why certain occupations have been phased out over time.

Like the rest of the year groups, the Year 12 ATAR students have been on the novel study bandwagon, looking at Craig Silvey's "*Jasper Jones*". While this has been a hoot, students are excited to be starting a study of the horror genre, looking at all the fear inducing archetypal characters that have disgraced screens over the decades. Students will be looking at how "*Get Out*" subverts the genre and raises questions about how far society has really come in terms of racial equality. Year 12 General English have been learning about people's perceptions in fictional pieces, and how the way that they were raised impacts their understanding of a variety of texts. Leading up to the end of the term they will be preparing for their Externally Set Task which will be in Term 2.

Sharelle Walter, Vanessa Mott and Abbey Tobin

Community Notices



COVID-19 vaccination clinic Goldfields Bus Tour Esperance

Gum Tree Church
60 Rouse Street, Esperance

Tuesday 12 April 12:00pm - 6:00pm
Wednesday 13 April 9:00am - 5:00pm

Ages 5+ eligible

Free COVID-19 Pfizer vaccine 1st , 2nd Dose for those 5 years+
Free Pfizer Booster for those 16 years+
Free COVID-19 Novavax Vaccine for 18 years+

Winter Booster
Available 4 months after your first booster for:

- Aboriginal people aged 50 years+
- Adults aged 65 years+
- People aged 16 years + with severe immunosuppression

Bookings encouraged, walk-ins welcome.



We acknowledge the traditional owners of the land and pay our respects to their Elders, past, present and emerging.



Wonderful Wetlands: School Holidays Program

Book here:
<https://southcoastnrm.com.au/news-events>

Free two-hour field trips, Lake Wheatfield

Water Bugs sampling
Tuesday 12 April
Tuesday 19 April

Cultural Heritage and Birds guided walk
Thursday 14 April
Thursday 21 April



COVID-19 Vaccines for High School Kids




How does COVID-19 affect high school students?

Teenagers are at risk of getting COVID-19, but the good news is *their symptoms are generally mild*. Many will experience a cough, fever, and a runny nose, and only require rest at home, recovering quickly.¹

A very small percentage of young people experience a severe cough, prolonged fever, breathing difficulties and abdominal pain, and are advised to see their doctor.

Children with underlying health conditions are at higher risk of experiencing severe COVID-19 symptoms. Conditions include asthma, obesity, prematurity, and compromised immune systems.^{2,5}

How do COVID-19 vaccines work?

Children and teenagers receive mRNA COVID-19 vaccines, which work by delivering a message to cells in the body.

- For mRNA COVID-19 vaccines, the message delivered to cells is the instructions on how to make just one part of the COVID-19 virus – the "spike protein".
- Cells then start making this spike protein. Because the message in the mRNA vaccine tells the body to make only the spike protein, and not the entire COVID-19 virus, it can't make a person sick from COVID-19.
- The immune system recognises the generated spike proteins on the cells as being foreign to the body and starts training itself to fight off the virus.
- If a vaccinated person is exposed to COVID-19, the immune system immediately recognises the COVID-19 spike protein and generates a strong and rapid immune response to try and limit the infection.

Why do children need a COVID-19 vaccine if they're not getting very sick?

While severe disease and hospitalisation is uncommon in children and adolescents, it can occur in some cases and vaccinating children helps to protect against this.⁶ Vaccination also benefits the entire family, as well as the community around your child, as it may help to slow the virus spreading to vulnerable people such as elderly grandparents and younger kids who aren't yet able to be vaccinated. It is important that we let children keep on doing what children do. We have seen the disruption that COVID-19 can have on young lives from a schooling perspective and also on the social and emotional aspects of their lives.^{7,8}

JOIN US FOR THE 25TH MOTHER'S DAY CLASSIC ON SUNDAY 8TH MAY

REGISTER NOW AT mothersdayclassic.com.au

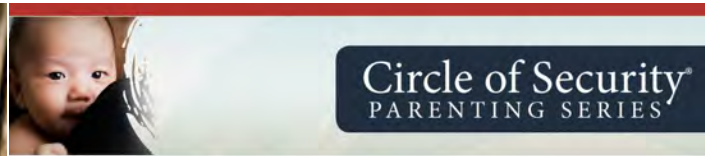
GET ACTIVE FOR BREAST CANCER RESEARCH

MOTHER'S DAY CLASSIC ESPERANCE
The Esplanade - Run 8km 7:30am, Walk 4km 8:00am



FOUNDED BY: WOMEN IN SUPER | MAJOR SPONSOR: me | PROCEEDS TO: National Breast Cancer Foundation | GOLD PARTNERS: AIA Vitality | HESTA | NATIONAL MEDIA PARTNER: 9NEWS | VENUE PARTNERS: CITY OF MELBOURNE | THE DOMAIN

Community Notices



Presented by: Michelle Pitman
Location: Microsoft Teams online **Date:** Commences 31st May 2022
Times: 10-11.30am **Cost:** Free
Who should attend: Parents with young children
How to register: Phone 90710 400 or contact Michelle michelle.pitman@health.wa.gov.au

At times all parents feel lost or without a clue about what our child might need from us. Imagine what it might feel like if you were able to make sense of what your child was really asking from you. The Circle of Security Parenting™ program is based on decades of research about how secure parent-child relationships can be supported and strengthened.

Learning Objectives of the Training:

- Understand your child's emotional world by learning to read the emotional needs
- Support your child's ability to successfully manage emotions
- Enhance the development of your child's self esteem
- Honor your innate wisdom and desire for your child to be secure

This program COSP™ Abbreviated runs for 6 weeks and concludes on 5th July 2022. Please try to login before the scheduled start time.

Supported by



Literacy and Numeracy Tutoring.

Jen Morcombe, Bachelor of Education (Primary) 0458 432 528
 For more information email jenny.morcombe@gmail.com
 \$30 per 50-minute tutoring session with 2 or more students.

Tutoring benefits students who are needing some extra help with concepts and can be tailored to the class work in school. Working with the teacher to reinforce school and homework.

Having previously done relief teaching in Primary Schools, it is very rewarding to see the improvement in students' results with tutoring. Tutoring is also of benefit to home schooling students.

Also: Adult Literacy tutoring available. Adult literacy tutoring has given confidence and skills to adults to run their own business.