



Calendar Dates

Saturday 22nd August

- Secondary School Ball

Wednesday 26th August

- Room 2 Assembly

Thursday 27th August

- Room 15 Assembly

Principal's Message

Dear Parents & Community Members

Last week was assembly week!

Room 3 hosted the Early Childhood mini assembly and did a wonderful job which included a lovely retell of the Gingerbread Man.

Punctuation matters!

What a great message from the Room 17 assembly. We were treated to a rock star reception for the humble apostrophe, elevating it from the common comma. It was a terrific way to demonstrate learning. Congratulations to Mr Coulthard and Room 17.

The Secondary assembly was run by the Student Council and recognised the great work done in and out of classrooms with the presentation of both Merit and PBS awards.

It is really nice to have a parents as an audience at these assemblies but I would like to remind everyone that the common thread running through all COVID guidelines is the need to maintain at least 2 sq m distancing.

National Science Week

This week is National Science Week. Science, however, isn't just about learning facts, it is a way of thinking and developing skills so that we can understand the world. In order for young learners to do this, they need to develop and practise the inquiry skills involved in science.

Science inquiry skills can be varied however, they tend to cover similar skills, which are; observe, predict, check, record, communicate. These skills provide processes for children to learn and follow a structure for understanding science content.

Science inquiry skills are interlinked with young learners' understandings of science content as they provide the structure and processes for which science content can be covered. Science inquiry skills are fundamental to the learning of science content, and science content allows

students to apply, practise and develop their inquiry skills. It has also been found that the use of science inquiry skills can help children develop science knowledge as they provide a common structure and way of thinking during science activities.

With a greater emphasis on science inquiry skills, young learners can find out about the world around them through investigations. Introducing, developing and applying science inquiry skills does not need to make science more complicated, instead these skills provide young learners and educators with a repeatable way of thinking and structuring their scientific explorations. Once science inquiry skills have been introduced to children, play-based and creative activities can foster the development of these skills, providing a foundation that children can build on in later years.

Ensuring that all science activities have a focus on inquiry skills (as well as science content) highlights the importance of the process of science to young learners by reinforcing that science is not just about the learning of science content. Science inquiry skills developed in one context should be transferable to other science activities as science inquiry skills are a way of thinking scientifically so they should be applicable to all science learning, regardless of the content. Children are active learners making meaning from their experiences. Focusing on the development of science inquiry skills ensures that science is more than just doing an experiment to entertain and amaze young students: it is about developing skills and understandings.

As part of Science Week, take to time to pose questions to your children about the world around them; why is plastic worse for the oceans than paper? Then help them hypothesise, predict and investigate answers.

See our Science Snippets in this newsletter.

Gary Stenhouse
Principal

School Website:

www.exmouthdhs.wa.edu.au

Check out our School App
on the app store!



BICYCLE SAFETY

Following reports of a couple of recent near misses with students riding their bike from school I would just like to remind everyone that it is important that children are taught the road rules for safe cycling practices. Parents and carers should be a role model and encourage these safe practices:

- Obey the rules of the road and know what each traffic sign means.
- Current WA legislation states that everyone must wear an approved cycling helmet that meets Australian Standards (AS2063:2008 – Bicycle helmets) and fits the child's head correctly
- For young cyclists, a footpath or shared path is the best place to cycle, unless a no bicycles sign is on display.
- When using footpaths, look out for cars entering or exiting driveways.
- **Children under the age of ten should cycle with responsible adults.** Most children in that age group do not have the skills to cycle safely without supervision.
- Help children understand when it is safe to cross the road. Teach them to stop before entering the road, look in all directions, listen and think about when it is safe to cross the road.
- Teach children to walk their bikes when crossing the street, crosswalk or railway crossings.

KINDERGARDEN ENROLMENTS 2021

Spots for Kindy 2021 have filled quickly. Enrolments officially closed last week and we are aware that there are still a few parents with students eligible for Kindy who have not enrolled. If you know of anyone who hasn't enrolled, please ask them to contact the school's front office ASAP otherwise they could miss out on a position. There are only a few positions left. Children need to have been born between 1st July 2016 to 30th June 2017 to enrol.

NATIONAL ENERGY TECHNICIAN TRAINING SCHEME

Recently sessions were held at school to promote the National Energy Technician Training Scheme (NETTS).

NETTS is a four-year paid apprenticeship program supported by Woodside which aims to provide young people with the skills and experience they need to work in the oil and gas industry. The sessions were well received and included an information evening with parents, and a workshop session with students.

Applications for NETTS is now open and young people (18-21) in Exmouth are encouraged to apply. Applications can be made here: <https://programmed.com.au/staffing/training-services/netts/>

ROOM 5

In Room 5 this week we have been learning all about capacity. We can show full, empty, half full and nearly empty.

In Design Technology we designed and made those gorgeous animals from "Who Sank the Boat" a new boat that hopefully won't sink. Have a look at Zander and Brody's designs.



SCITECH/GWN7 SCHOOLS' WEATHER WALL

Project Update- Our famous Exmouth Students!



During this term our school has been lucky enough to participate in Scitech/GWN7 Schools' Weather Wall program!

Every Wednesday a group of year five students have been doing a terrific job of recording the maximum and minimum temperatures and rainfall at our school. The students then submit this data via an online survey and that evening we are able to hear our school and students mentioned on the TV as part of the weather segment in the GWN7 news.

During last week's news program we were lucky enough to have a photo of our students displayed on screen during the weather segment! Congratulations to Gemma, Reagan and Will from Room 16 Our famous Exmouth Weather Reporters!

Angela Dixon
Primary Science Teacher





PRIMARY MERIT - 12th August

PRE-PRIMARY: Obie C, Maya L, Charlie M

PRIMARY MERITS - 13th August

PRE PRIMARY:

- YEAR 1:** Grace O, Kolby W
- YEAR 2:** Acacia B, Taj C, Liliane F, Jack W
- YEAR 3:** William B, Joshua F, Bidhi W
- YEAR 4:** Nate D, , Dean F
- YEAR 5:** William K, Aina V, Jack W
- YEAR 6:** Finn K, Miila L,

SECONDARY MERIT - 11th August

- YEAR 7:** Macey B, Amy B, Dylan B, Sophie N, Trent R, Isabella S,
- YEAR 8:** Reif A, Holly D, Emmerson K, Zac L
- YEAR 9:** Indyah H, Samuel N, Jenna R, Jasper T
- YEAR 10:** Jayden G, Taj G, Amy T, Tahli-Jade W
- YEAR 11:** Isabella M, Jamie T
- YEAR 12:** Alexis V

ROOM 12 YEAR 1/2 SCIENCE

This term Room 12 have been learning about living things in their Biological Science unit. They have been learning about the life cycles of various species, including mealworms. The students have been observing mealworms and keeping a diary entry over the last four weeks. They have been able to see the mealworm change from the mealworm stage to pupa, to young beetle and finally a darkling beetle. It has been wonderful to see the students enjoying this investigation and developing their skills to record their observations.

Angela Dixon Primary Science Teacher



YEAR 6 TRANSITION INTO HIGH SCHOOL

The handbooks for 2021 are almost ready for publication and it is now time for Year 6 students to start talk with their parents about subject selections. To help students make their selection we will be holding a student tour of the secondary options next week. The Year 6's will see Year 7 students' working in their options, and also hear about the specific subject from a specialist teacher.

Students will hear from staff and visit specialist rooms in the following fields: Drama, Design and Technology, Computer Coding, Outdoor Recreation, Home Economics, Music, Languages and Visual Arts. Handbooks will be handed out later this term and students will be shown how to fill in the subject selection form.

Year 6 students are already able to access the school oval during recess and lunch breaks. In Term 4 the Transition program will see them experience a full day in High School as well as having an induction from our High School Student leaders.

We pride ourselves on the transition and orientation program that we run with our incoming students. Each year we are impressed with the enthusiasm and determination of our Year 7s as they transition to the rhythms of high school in a mature fashion. As a staff we look forward to continuing our work in supporting students in their foundation year of high school.

Mark Patton
Deputy Principal

ROOM 15

This Term Room 15 have been investigating 'Good Mood Foods' – the delicious fruits and veggies that help keep our minds and body healthy.





SECONDARY SCIENCE SNIPPETS

National Science Week

The daily quizzes in form have had a marine theme to tie in with National Science Week, the theme of which is “**Deep Blue: Innovation for the future of our Oceans**”.

As the Year 10s are currently undertaking a unit of study on **Earth and Space Sciences** Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189) our Year 10 Science classes students conducted experiments based on ocean acidification. In the first experiment carbon dioxide (CO₂) was bubbled into seawater and recordings of the pH, using a pH were recorded by the students. pH is a scale used to determine whether a substance is acidic or basic. In a matter of only 2 minutes there was a visible increase in acidity of the water. Carbon dioxide reacts with the water to form carbonic acid. The Increasing level of CO₂ in the atmosphere are driving in increasing levels of ocean acidification. Here it was easy to see the interacting between the atmosphere (CO₂) impacting the ocean (hydrosphere).

Ocean acidification is an increasing concern in oceans around the world as many organisms, from microscopic plankton to hard corals, use calcium carbonate to build their skeletons. Calcium carbonate, however, reacts with acid and in the process the shells and skeletons of these creatures are weakened leading. According to the EPA (USA) ocean acidification has far reaching impacts in the ocean:

“As a consequence of acidification, marine life face a two-fold challenge: decreased carbonate²⁻ availability and increased acidity. Laboratory studies suggest changing ocean chemistry will 1) harm life forms that rely on carbonate-based shells and skeletons, 2) harm organisms sensitive to acidity and 3) harm organisms higher up the food chain that feed on these sensitive organisms.”

<https://www.epa.gov/ocean-acidification/effects-ocean-and-coastal-acidification-marine-life>

In the 2nd experiment, old sea shells were put into a solution of ½ vinegar and ½ water, and others into pure vinegar to see the rate of reaction. After a couple of days, students determined the weight needed to crush a shells that had been soaked in a vinegar solution and

shells that had not. It did not come as a surprise that the shells that had been affected by acid were a lot weaker and did not take much to get crushed. A lot had holes and were badly decayed.

The Years 10s have also been doing an on-line lesson entitled “Ocean Acidification”. Wherever possible links are made to potential impacts on the local environment.

In Year 9 the students also saw the acidification of water by CO₂, but in a totally different way. Students put a water plant

Elodea into test tubes and added a substance called bromothymol blue, which is an acid base indicator by colour change.

One sample of plants was kept in the dark, one in low light and one in bright light. The photos below show the colour change, which related to whether the plants were predominantly producing oxygen (O₂), CO₂ or a mixture of both. The plants in the dark could not photosynthesise, so underwent cellular respiration which produced CO₂ which made the water acidic and caused the bromothymol blue to turn yellow.



After begin in light for 2 days



After being in low light



After being in the dark



RIDING THE CORONA COASTER

The latest report from schoolTV is entitled "Riding the Corona Coaster". Although we are extremely lucky in WA that the Covid19/Corona virus situation is currently under control, we have seen the heartache play out in Victoria, which is a long way from here and then push into NSW again.

The Victorian situation is still having a significant impact on families all over Australia due to state lockdowns and the inability of families in Victoria to travel and for people in WA with family in Victoria to travel to that state, or other states for that matter. It also becomes quite worrying when people seem to be able to get through state controls, as in the case in Qld and just recently two young people coming to Perth from interstate.

Although we are no longer in lockdown and life seems to be relatively normal, schoolTV offers great advice to parents. Over the last year many relevant reports and topics have been released. The topic on Sleep was very popular.

The link to the new **Riding the Corona Coaster Report** is https://exmouthdhs.wa.schooltv.me/wellbeing_news/special-report-riding-corona-coaster

All the topics we have published so far can be found at the following link:

<https://exmouthdhs.wa.schooltv.me/category-latest-newsletter>

All the reports published to date on the Exmouth schoolTV site can be found at:

https://exmouthdhs.wa.schooltv.me/wellbeing_news

Please remember to talk to your child's classroom teacher or the relevant deputies if you have concerns about your child.

The Pastoral Care Team

YEAR 7 OWL PELLETS

As promised here are the Year 7s dissecting owl pellets!



Waz, Susie and Chris – the amazing Science team!

THANKYOU

Thanks to local businesses Donations Appreciated for Secondary Assemblies

Thank you to **Blue Lips** and **Ningaloo Harvest IGA** for their generous donations for future secondary assemblies. We have a new and exciting initiative coming for the Positive Behaviour Support slip draws and donations from the local community will be used in this. Warren Bush, with the help of the technical minds in the D&T department, has been hard at work behind the scenes creating a spinning wheel for an interactive and exciting assembly item.

I'd also like to acknowledge the work of the Secondary Student Council for their contributions towards these assemblies. They are developing their public speaking skills, co-ordinating an event, and are busy approaching local businesses requesting donations. If anyone would like to donate a prize, and hasn't been approached personally, they can contact Heather Gerrard. We would appreciate the support.

Heather Gerrard
Secondary Student Council Teacher Mentor