



For more photographs please visit our website



Welcome to parents, students and community members

Recently we held our annual ANZAC Commemorative Service at the college. Once again I was extremely impressed with our students. The service was connected to other classroom activities around ANZAC history and meaning. Our students, with the support of staff, facilitated the service. The way in which they delivered the service was exceptional. What was immensely impressive was the manner in which 1750 young adolescents conducted themselves prior to and during the service. Our students were highly respectful and conducted themselves with maturity. It yet again proves

that with appropriate instruction and explicit expectations our young people can perform in the very best ways possible. The community of Baldivis should be very proud of our young people.

On that note, I must also acknowledge the Baldivis community in wanting to respond positively for our youth by holding a community meeting to discuss what currently exists for our young people and what it is we can do to add to the services and resources for our youth in our community. BSC helped to provide the venue, as well as assist in the development of some of the initiatives being proposed and moving forward with the first series of suggestions coming from the community meeting. I would like to thank and acknowledge the parents, students and staff who invested their time and energy in the meeting. Working together can only result in improved services for the young people of Baldivis.

We begin to enter the time of the school year when students are tested to gain perspective of their

COMING EVENTS

<http://www.baldivissc.wa.edu.au/coming-events/>

19 May	Year 9 Sports Science Excursion	7 June	Youth Focus Parent Evening On Mental Health 6:00pm-7:30pm	21 June	Student Leadership Team Training
22 May -2 June	Year 12 Exams	12-16 June	Year 10 Course Counselling	22 June	Bush Ranger Cadets and Year 11 EES Excursion to Yarloop
22-26 May	HASS Albany Tour	12-16 June	Year 11 Exams	26 June	Year 9 & 10 Cricket Excursion
22-23 May	Year 10 Outdoor Education Camp	13 June	Year 7 & 8 Cricket Excursion	26 June	Year 10 Financial Literacy Incursion
25-26 May	Year 10 Outdoor Education Camp	13 June	P&C Meeting 6:30pm, College Board Room	28 June	Year 11 General Outdoor Education Camp
30 May	After School Rugby Union Fixture	19 June	NAIDOC Week	28 June	Year 11 & 12 Reports Distributed
30-31 May	Year 8 Immunisations, Round 2	19 June	Year 10 Financial Literacy Incursion	30 June	Year 7-10 Reports Distributed
5 June	WA Day, Public Holiday	20 June	Year 9 Sports Science Excursion	30 June	End of Term 2
6-9 June	Year 10 Exams	20-23 June	Year 12 Cert II Outdoor Recreation Camp		

understandings and learning, and to provide further feedback for improvement. Exams and tests can often create anxiety for students even when they are well prepared.

Most of the test-doing skills, such as time management, reading through questions and knowing what to expect, is taught by their teachers. But parents can also help their children face the pressure of tests and exams. The experts at KidsMatter, a national mental health initiative operating in hundreds of schools and early childhood services around Australia helping children, teachers and families, have a whole lot of strategies for parents. Many children, they say, will cope well with the challenge of tests, exams and assessments, but parents and carers should be aware of how their responses can add to, or relieve, the pressure felt by children. Sometimes children tell us how they are feeling through their behaviour, says KidsMatter.

These changes in behaviour could indicate stress or nervousness:

- being more irritable
- easily upset
- clingy or fidgety
- displaying less interest in activities they normally enjoy

"Some children can find it difficult to put into words how they are feeling, so it is often up to parents and carers to recognise that their child needs some extra support," says KidsMatter. What can parents do to help?

'Being there' emotionally

During times of stress, children usually need extra nurturing, comfort and understanding from their parents and carers to help them feel secure and confident. Be open and receptive to how children are feeling, as well as provide comfort and attention when needed.

Discuss feelings

Encourage children to talk about how they feel. Listen with empathy so they feel understood and know that their feelings are normal. Help your children to understand that talking about feelings can help to manage them.

Support children's confidence

Teach children to be brave by showing them you believe they can do it, and encourage them to 'have a go' even if they are feeling nervous. Providing positive feedback for effort, celebrating successes and encouraging them to keep trying will help your children to feel confident in approaching assessments.

Help with relaxation skills

Breathing slowly to calm down and helping them to imagine themselves coping well during a test are really helpful ways of managing anxiety. Doing it with them is a fun way to start.

Teach helpful thinking

Instead of saying to themselves, "*I can't do this*", encourage them to say, "*I'll give it a go*".

Lead by example

Show your child how you cope positively with feeling anxious or stressed by thinking out loud eg, "I feel a bit nervous, but I'm going to try my best". Remaining calm and positive when your child is feeling anxious can help them to feel more confident.

Discuss problem-solving

Brainstorm situations that might arise during the test and then come up with possible solutions with them. For example, ask them what are three things that they might be able to do if they freeze in the exam and feel anxious—possible strategies include taking 10 slow breaths to calm down and refocus, taking a sip of water if it is available or letting a teacher know how they feel.

Teach confidence-building tricks

For example, looking through the paper and completing questions they know they can answer first before trying more difficult ones.

I wish all of our students and their parents the very best for their respective tests and exams.

Please enjoy this edition of the BSC E-newsletter.

Kind regards

Keith Svendsen | Principal

DID YOU KNOW THAT....?

**We have racks to lock up skateboards and scooters securely?
Students are reminded to bring their own padlocks.**

...Our Year 7 and 8 Young Men's Shed students made 10 bird/possum boxes and 4 free standing perches for large birds? They were donated to the Mandurah Wild Life Rescue Sanctuary to help rehabilitate injured wildlife.



...Students who arrive late to school must provide a note from parent/guardian and students must sign in at Student Services before going to class?

...The Library is open at 8:20am for students to print school work?

...For student absences, parent/guardians must ring the absentee line on **9523 3660**, text **0416 906 279** or complete an absentee form on our skoolbag app?

...Lost property can be collected at Student Services?

...Academic Alliance is held in the Library on Mondays from 2:40pm-3:40pm? Students can do school work, study and homework, while getting support from teachers? (A parent permission form can be obtained from Student Services)

...It is a requirement that all VET students must complete their Workplace Learning Logbook & Skills Journal in order to achieve points for the program towards their WA Certificate of Education (WACE)?

...Students can redeem VIVO reward points for ACE movie tickets or time zone sessions?

...It is essential that Year 11 & 12 students have a USI number to study a certificate?

...If students need to leave school for an appointment, prior arrangements can be made? In the morning, provide your child with a note, which they hand in to Student Services, then your child will be collected at the required time. By doing this it will reduce your wait time when you come to pick up your child.

...Students can hand in their valuables and device to Phys Ed staff to be locked up and remain secure while doing sport?

...Maths Academic Alliance is on Thursdays in the Maths block from 2:40pm to 3:40pm? Students can get extra support and guidance from Maths teachers. (A parent permission form can be obtained from Student Services)

...We sell long sleeved grey t-shirts to wear under your school polo? You can purchase from the Library for \$9.00.

...We have a new document on our website called Information Security Awareness – Student Quick Guide? Click on Organisation & Structure then click on ICT.

YOUNG BALDIVIS ENTREPRENEUR



You may know me, I'm Lauren, and I'm a girl with a massive dream of making the world a happier place one cupcake at a time with my business 'Vanilla Sprinkles'. I first realised what I wanted in life, whilst watching one of my biggest inspirations, Cupcake Jemma. This woman made me realise what I wanted to do, as she is very much like me in a way.

Ever since I began high school, I thrived and had quite a lot of success with grades and opportunities, but in Year 10, they ask you that stupid question, 'What do you want to do when you are older?' At that point, all the Year 10 students are also given recommendations to what pathway you should pick. So really it doesn't feel like it's your choice, but a reflection of what you have done. In my situation, I had done everything right. I was recommended for just about everything I had wanted to pick, except for what I'm doing now. This is the part where Cupcake Jemma comes in. She was what made me think, just because I was recommended for something, doesn't mean I can't do something different. She was a university student studying art, which at the time was what I was thinking about doing. Then I found out how she now owns an incredible cupcake shop which has people visit from all over the world. I knew an art degree for me wasn't going to cut it, I needed to do what fit more with my interests which was baking. So, along with my parents' help, I decided against all my teachers' recommendations but one, and requested to be part of the VET program at BSC. I had discovered this TAFE course which would help me see if baking cakes was what I wanted to do for the rest of my life. Now, after completing the Certificate II in Retail Baking, I couldn't be happier to follow through with my cupcake dream.



Vanilla Sprinkles is the result of all my passion and dreams. I started the idea in 2015, when I designed an extension to our kitchen so I could bake all the time and not get in the way of my mum! This kitchen extension is now very full of all my gadgets and used pretty much 24/7 for something I'm baking or something I'm trying and testing. I began Vanilla Sprinkles with a YouTube channel and a blog, but the real end goal is to have a shop of my own. Vanilla Sprinkles will not be your ordinary cupcake shop. It has its own different feature that sets it aside from all others. The Vanilla Sprinkles way is something I came up with on my own. The idea is that you choose everything you want for the cupcake. The whole idea is based upon the joy and priceless look I receive when I ice and decorate the cupcake right before the customer's eyes. The smiles and happiness I receive from this is enough to turn any bad day into a good one.

These last few weeks, I have been through the detailed process to get my kitchen approved by the council, and to have a food stall permit. After such a long but worthwhile process, last Saturday I got to officially try my Vanilla Sprinkles' way out with the public. The whole morning was such a life changing experience, and believe me quite a few tears were shed. I got to run my whole idea of you picking what flavour, filling, buttercream, topping and of course sprinkles. There were a few tiny hiccups, but there always is when you are starting something new. The whole day I couldn't stop smiling, and thinking this is what I want to do for the rest of my life. I loved the day and can't wait to go back with my cupcakes for everyone. I will be at the Baldivis Markets every month, which are held on the first Saturday of the month. I would love for you to try and test the Vanilla Sprinkles way and I promise you, you will go away with a smile.

My whole dream is based upon cake and being happy. This should apply to everyone, well maybe not the cake part, but you should pick what makes you happy. At the end of the day, school is important right now, but what you really have to think about is what makes you happy and that's what you should do for the rest of your life. I chose cake, and I couldn't be happier.

**For any further details on Vanilla Sprinkles,
please visit and like my Facebook page
www.facebook.com/vanillasprinkl3s**

Lauren Hatton | Year 12 VET Hospitality Student

YEAR 7 HASS

To kick start our studies of Ancient History, Year 7 HASS students became archaeologists for a lesson and were able to undertake a mini archaeological dig in their classroom!

Using specialised equipment, students carefully uncovered a range of artefacts including pottery, tools, coins and even animal bones. From here, each class analysed their discoveries, considering what the artefact was, what it might have been used for and who could have lived in the area of the dig. As well as being great fun, this was a fantastic opportunity for our Year 7s to handle physical artefacts and think about how historians use them to learn about the past.

Emma Blakemore | HASS Teacher



YEAR 9 STUDENTS EXPERIENCE GALLIPOLI

To conclude our studies on this topic, the Year 9s were lucky enough to have Phil Sullivan and his World War One display come visit for a day. The display showcases some old World War I relics, as well as some great stories from all the men from the Tenth Light Horse brigade which fought in Gallipoli. The Tenth Light Horse Brigade was a group of men from Western Australia. The students were able to see the photos from all the men in this brigade. The display also included a life-size replica of a horse and soldier fully equipped with weapons and equipment used during the campaign. The display was a great insight into Gallipoli and the bravery these men showed for our country.

Mr Stefan Botha | HASS Teacher

In HASS Year 9 students have been studying Gallipoli and World War I.



BUSHRANGERS

Baldivis Secondary College Bushrangers have had a busy start to the year with a number of exciting events and excursions taking place.

Along with frequent trips to Point Peron and the Baldivis Children's Forest for planting, conducting audits and ensuring the health of these local areas, the Bushrangers have had an open day for family and friends, a night stalk at Kanyana, as well as a trip to a local pond to check for fauna and look for areas of improvement.

Open Day

The open day held on the last week of Term 1 was a great success with Bushrangers family and friends coming along to see what we're all about and participate in some activities organised by the students, such as a tent relay, first aid course and rope rescue sessions. We were also lucky enough to have a visit from a local wildlife expert who brought along a range of native animals such as bats, reptiles and even a glow-in-the-dark scorpion.

Kanyana Excursion

Section leaders and 2IC's recently made the trip to Kanyana Wildlife Rehabilitation Center to view the hospital, threatened species breeding programs and participate in a night stalk. Kanyana is a not-for-profit organisation dedicated to wildlife rehabilitation in the Lesmurdie Hills. The aim of the evening was to provide an opportunity to bond for the section leaders and teach them leadership skills to bring back to their own sections at the College. During the night stalk, students were fortunate enough to view, learn about and handle snakes,

wallabies, burrowing bettongs, echidnas and a range of other birds, marsupials and reptiles. One student even got to see and pat her first kangaroo since moving to Australia.

Baldivis Pond Investigation

All sections recently visited the large pond over from the college to conduct some research and investigation into the health of the waterway. Students and teachers put on the waders and braved the murky water in the name of Science to collect samples of water, macro invertebrates and other small critters. Students found small fish, insects, worms and even a yabbie living in the pond. Samples were taken to test the water quality and students investigated ways to make the pond more suitable for the native animals that inhabit the area. Students will continue to monitor the area with the aim of improving its health and biodiversity.

By Ms Kimberley Henderson | Bush Rangers



HELLO AGAIN FROM THE BSC MATHEMATICS DEPARTMENT

After a hectic start to the term, NAPLAN has come and gone for another year.

The workload for Year 7 and 9 students was intensive over the past 3 weeks, and it was fantastic to see the students step up their focus and efforts to match it. Sitting big tests is rarely the highlight of any year, but the dedication of your students leading up to the big day and the poise they showed during the assessments is something we're very proud of here in the Maths department.

Term 2 is a big one across all year groups, with a mix of semester exams, externally set tasks (Year 12) and investigations all coming up. Years 7 and 8 are no exception, as Term 2 will introduce students to mathematical theorems and concepts that they will use

for the rest of their lives, both in school and out in a real-world setting. All of this and the Year 7s have their excursion in Week 4 as well!

This is all to say that Term 2 will be an exciting one. Thank you all again for your assistance as we got through a busy start to the term; it was a real team effort, and we appreciate it. As always, let us know if you have any questions about your child's progress. Getting to know you all builds community and, ultimately, improves the learning process for your children.

Have a great week.

Baldivis Secondary College Mathematics

YEAR 8 MATHS



Our lovely Year 8 students were using their skills in comparing fractions, percentages and decimals by converting fractions to decimals by using the (SD) button on their calculators, to complete a nonsensical investigation, 'Alice in Numberland.'



This term, students in the class have also revised Problem Solving strategies to solve complex problems, so they were able to use 'Make a Table' to make comparisons and reason/prove which decimal number is larger (0.55 or 0.5...) using scientific calculator technology.

Mrs Anne Patterson | Maths Teacher

YEAR 11 GENERAL SCIENCE

On Wednesday, 3 May, the Year 11 General Science students ventured to the Aquarium of Western Australia to gain a greater understanding of the marine ecosystem situated upon WA's coastline.

Throughout Term 1, students have been learning about what makes Western Australia's marine environment so unique and special. Upon the trip to AQWA ,the students had the opportunity to explore each of WA's marine ecosystems, from the tropical far north coral coast, to the colder more rugged climate of the south-west. Throughout the day, students had the opportunity to get hands on with fiddler rays and starfish in the



touch pool, as well as view some of WA's large gray nurse sharks being fed. Taking a small journey through WA's coastline was a great experience and provided students with the opportunity to get up close and personal with some of the state's amazing ecosystems and marine life.

Regards

Mr Ben West | Science Teacher

NEW TECHNOLOGY EQUIPMENT

The Technologies Learning Area has just acquired a new vinyl cutter. Mr Simon Entwistle has had experience using this equipment and is now passing these skills onto staff and students.



A symbol or label can be produced using a vinyl cutter. Shapes can be made into stickers or letters and these can be stuck onto student projects. These machines are controlled

by a computer and operate similar to a printer. Essentially, they cut out shapes in adhesive vinyl. The vinyl can then be stuck onto almost any surface.

A vinyl cutter is a computer-controlled plotting device with a blade instead of a pen. A vector based design is created in a software program (usually Adobe Illustrator or Corel Draw) and then sent to the cutter where it cuts along the vector paths laid out



in the design. The cutter is capable of moving the blade on an X and Y axis over the material, cutting it into any shape imaginable. Since the vinyl material comes in long rolls, projects with a significant length like banners or billboards can be easily cut as well. In addition to the capabilities of the cutter itself, the adhesive vinyl comes in a wide variety of colours and materials including gold and silver foil, vinyl that simulates frosted glass, holographic vinyl, reflective vinyl, thermal transfer material, and even clear vinyl imbedded with real 24 carat gold leaf! (often used in the lettering on fire trucks and rescue vehicles). Students are enjoying this new piece of equipment and their projects are now even more appealing.

Mr John Matthews Curriculum Team Leader | Technologies

TECHNOLOGIES TRIPLES ITS WELDING CAPACITY



Block 6 recently took delivery of new welding equipment to strengthen the teaching of metal fabrication at the college.

A new TIG welder and two new MIG welders are now in use which, combined with existing equipment, gives us three times the scope. Welding is a straightforward process, but to do it skillfully takes practice, and more welders means more students can achieve this.

More welding equipment also means we can now extend the learning of this important skill into more of our classes as Year 8 students Matthew Boyd, Bayley Beasley, Mitchell Killeen and Tasman Valois recently demonstrated.

By Mr David K Bennett | Design & Technology Teacher

YEAR 8 SYSTEMS GOES BACK TO THE DARK AGES

This term, Year 8 Systems students began studying how force is harnessed and applied in machines. As part of the work, students are researching, planning and building their own siege engines based on technology developed in the medieval age. Groups completed a detailed look at trebuchets, ballistas and catapults before selecting one they will make together as a team over the course of the term.

By Mr DK Bennett | Design and Technology Teacher



LEARNING ABOUT LIGHT



Year 8 Photo Media

Year 8 Photo Media students have been busy practicing their skills and learning all about light.

As photography students they are required to understand the variations between types of lights, light temperature and lumens and apply this, along with the technical skills they have learnt about ISO, shutter speed and aperture, to create the perfectly exposed photo. No inbuilt camera flash is allowed for these talented students.

Students have been using natural light, reflectors, soft boxes, Lume Cubes and continuous light sources as they begin planning a portrait inspired by the works of their favourite photographer. They will be shooting on Canon DSLRs and successful portraits will be printed and displayed around the Arts block.

Miss Kimberley Henderson | Arts Teacher

AVID

Have you ever asked, "Have you any homework?" only to be told, "I haven't any" or "I have already done it". Sound familiar?

Quite often, students don't have set homework or assessments, but as parents and teachers, we know that students could be doing something each night to ensure they're retaining the knowledge learned in the 25 hours they spend in classes each week.

Baldivis Secondary College encourages students to use the Cornell Way in their Interactive Notebooks. The CORNELL WAY is a structured note-taking process with four distinct phases: note-taking, note-making, note-interacting, and note-reflecting. By taking Cornell Notes, students are learning a skill that will support them in processing and retaining important content material.

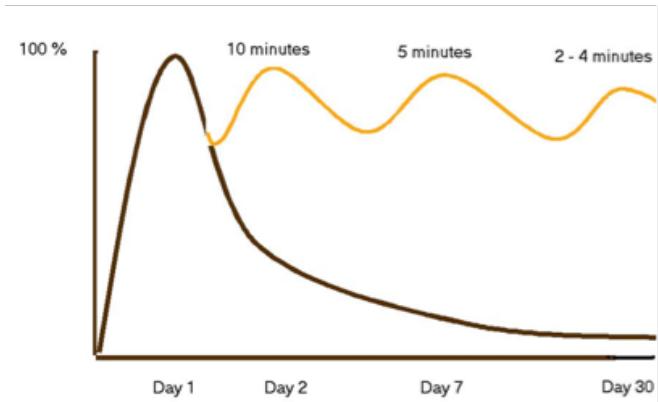
The 10 Step of the Cornell Way

C	Step 1	Note-taking	Create Format
O	Step 2		Organise Notes
R	Step 3		Review and Revise
N	Step 4		Note Key Ideas
E	Step 5		Exchange Key Ideas
L	Step 6	Note-interacting	Link Learning
L	Step 7		Learning Tool
W	Step 8	Note reflecting	Written Feedback
A	Step 9		Address
Y	Step 10		Your Reflection

The Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.

On **Day 1**, at the beginning of the lecture, you go in knowing nothing, or 0%, (where the curve starts at the baseline). At the end of the lecture you know 100% of what you know, however well you know it (where the curve rises to its highest point).



By **Day 2**, if you have not done anything with the information you learned in that lecture, didn't think about it again, read it again, etc. you will have lost 50%-80% of what you learned. Our brains are constantly recording information on a temporary basis: scraps of conversation heard on the sidewalk, what the person in front of you is wearing. As the information isn't necessary, and it doesn't come up again, our brains dump it all off, along with what was learned in the lecture that you actually do want to hold on to!

By **Day 7**, we remember even less, and by **Day 30**, we retain about 2%-3% of the original hour! This nicely coincides with midterm exams, and may account for feeling as if you've never seen this before in your life when you're studying for exams - you may need to actually re-learn it from scratch.

Here's the formula and the case for making time to review material: within 24 hours of getting the information - spend 10 minutes reviewing and you will raise the curve almost to 100% again. A week later (Day 7), it only takes 5 minutes to 'reactivate' the same material, and again raise the curve. By Day 30, your brain will only need 2-4 minutes to give you the feedback, "Yup, I know that. Got it."

Many students are amazed at the difference reviewing regularly makes, in how much they understand and how well they understand and retain material. It's worth experimenting for a couple of weeks, just to see what difference it makes to you!

Mrs Sarah Smith | AVID Teacher

Free
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RELEASE YOUR FREEDOM

NOW AVAILABLE AT ROCKINGHAM PCYC

Starting Saturday 13th May 2017
Sessions run every Saturday during a school term
Time: 6.15pm to 10.30pm
Local area pick-ups (specific locations) & drop offs available
Dinner provided | Life skills workshops | FreeG session
Age: 13 to 18 years

Register your interest with office staff now!!

Office hours – 9.00am to 5.00pm (Monday – Friday) [95921232](tel:95921232) rockinghampcyc@wapcyc.com.au [/rockinghampcyc](https://www.facebook.com/rockinghampcyc)

Gymnastics Western Australia **FIND IT. DO IT. LIVE IT.** www.freeg.org.au **PCYC**

The State government through the Department of Sport and Recreation is a major supporter of Gymnastics WA and FreeG in Western Australia. Sport and recreation builds stronger, healthier, happier and safer communities.

Gymnastics Australia

Healthy Eating And Nutrition Workshops

MAY - JUNE

Raw Food Workshop for Beginners **Free**
Tuesday 30 May 2017 | 6pm – 8pm
Gary Holland Community Centre
Kent Street, Rockingham

Reconnect – Diabetes WA **Free**
Wednesday 14 June 2017 | 10am – 12.30pm
Secret Harbour Surf Life Saving Club,
Secret Harbour Boulevard, Secret Harbour

Jamie Ministry of Food Mobile Kitchen Baldivis **Free**
Tuesday 13 June 2017 | 6.30pm – 8pm | Friday 16 June 2017 | 9.30am – 11am
(last day Tuesday 27 July 2017)
Stockland Baldivis (in front of The Food Terrace)
Corner Safety Bay Road and Settlers Avenue, Baldivis

These two courses have been paid for by the City of Rockingham.
Please note fees apply to other courses in this series.

Registrations Essential (Limited Places)
To book please contact the City of Rockingham on 9528 0333
or email customer@rockingham.wa.gov.au

www.facebook.com/rockingham.wa.gov.au **MINISTRY OF FOOD AUSTRALIA**

STUDY SURVIVOR SERIES

Exams are just around the corner so the City of Rockingham and headspace have joined together to give you the skills to be a study survivor!

Held at Rockingham Central Library for students in Year 10, 11 and 12.

Study Skills and Time Management Monday 15 May 3.30pm – 5pm	Wellbeing and Sleep Thursday 18 May 4.30pm – 6pm	Brain Food Wednesday 24 May 4.30pm – 6pm
Mental and Physical Mindfulness Saturday 27 May 10am – 11.30am	Wellbeing and Sleep Monday 29 May 3.30pm – 5pm	Movie Night Friday 9 June 5.30pm – 9pm

Bookings Required. For bookings or more information contact Rockingham Central Library, phone 9528 8683 or email rdcontact@rockingham.wa.gov.au

www.facebook.com/rockingham.wa.gov.au

SMART PARKING

Your Guide to Safer Parking Around Schools

Common Offences

- Parking contrary to signs or limitations
- Parking against the flow of traffic
- Parking on a footpath or pedestrian crossing
- Parking within 10 metres of an intersection
- Stopping in a bus zone
- Stopping on a verge
- Stopping in a disabled area

CUT OUT AND KEEP

How Can Parents Help to Keep Children Safe?

- Walk or cycle to school when dropping off or collecting children
- Park nearby and walk a short distance to the school
- Plan your trip so you arrive on the school side of the road
- Avoid leaving your vehicle for long periods
- Observe parking signage at all times
- Form a School Road Safety committee (contact your principal and P&C)
- Use public transport
- Slow down around schools and be aware.

Ranger Services are undertaking high visibility patrols around our schools. Please park responsibly and avoid an infringement.

8 KPH **BUS ONLY**

www.facebook.com/rockingham.wa.gov.au