



KANGAROO INN AREA SCHOOL

NEWSLETTER



FROM THE PRINCIPAL

TERM 2 WEEK 6 - 06/06/2025

Secondary Cross Country Success

Last Wednesday, three of our students represented the school at the Secondary Cross Country event in Naracoorte. Fred finished 6th, Brock 7th, and Harris 9th, with their combined efforts earning our team an impressive third place overall in their age group.

Congratulations to all three students on a fantastic achievement and a great race!

Year 6 Youth Environmental Leadership Program (YELP)

Last Thursday and Friday, our Year 6 students attended the Youth Environmental Leadership Program (YELP) camp in Naracoorte, alongside students from other local schools in the region.

Throughout the camp, students engaged in a range of activities designed to deepen their understanding of the natural environment and foster a sense of connection and stewardship for the world around them. Highlights included day and night bushwalks, self-reflection sessions, team games, a scavenger hunt, and a fun-filled trivia night.

The camp also provided a valuable opportunity for students to build confidence and form new friendships with peers from other schools. It was a memorable and meaningful experience for all involved.

Online safety

Please see the attached fact sheets for families to support your child to be safe and responsible online.

Social Club

We are pleased to extend an invitation for you to join our social club, which plays an active role in supporting school events, fundraising for meaningful causes, and fostering a strong sense of community and unity.

At present, there is an opportunity to take on the role of Secretary; however, participation in this position is entirely optional.

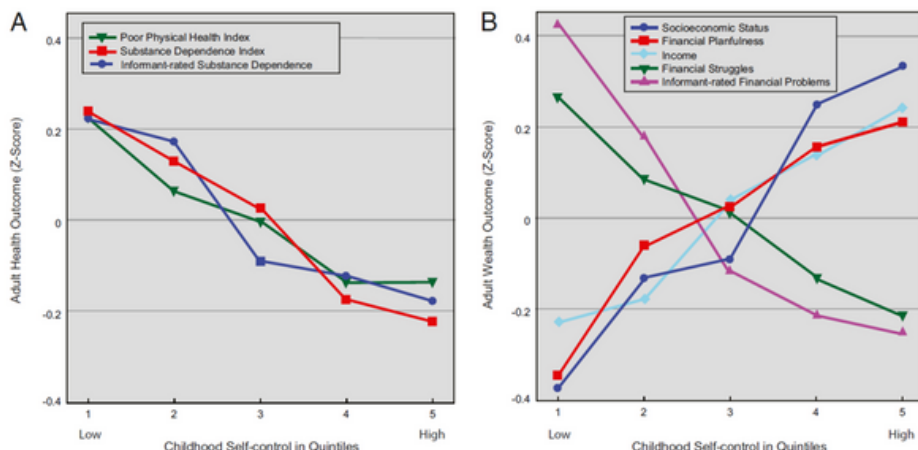
Educator Big Day Out of Learning

Our staff were very fortunate to participate in the South East Coast and Vines 'Big Day Out of Learning' in Mount Gambier. The DFE CE – Martin Westwell, presented recent research about the importance of self-control in children and its impact on future life success.

Self-control in children refers to their ability to regulate their emotions, thoughts, and behaviours in different situations. It involves skills such as:

1. Impulse Control: The ability to pause and think before acting.
2. Emotional Regulation: Managing and responding to emotions in a socially acceptable way.
3. Attention Control: Focusing and maintaining attention on tasks or activities.
4. Delayed Gratification: The ability to wait for a reward or outcome.

Developing self-control is vital for children's social interactions, academic success, and well-being. It aids in decision-making, stress management, and relationship building. Amy Oswald and Annie Matthews highlighted in a Masterclass how KIAS's wellbeing and learning programs support these skills and assist families in nurturing them at home.



Moffitt, T. E., et al. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the national Academy of Sciences*, 108(7), 2693-2698

Kind regards,
Annie Matthews & Amy Oswald

CONTACTS

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COMMUNICATION

Community Portal



Find us on 



DATES TO REMEMBER

Mon. 9th June - **PUBLIC HOLIDAY**

Wed. 11th June - Preschool Excursion

Thurs. 12th June - Yr. 4/5/6 Mad Minute

Mon. 16th June-Fri. 20th June - Yr. 10 Try a Trade

Tues. 17th June - Preschool Excursion

Tues. 17th June - Governing Council 6.30pm

Wed. 18th June - Yr. 4/5/6 Excursion

Tues. 24th June - Yr. 10 Naracoorte Caves Excursion

Tues 24th June - Preschool Excursion

Thurs. 26th June - Yr. 10 Volunteer @ Millicent Shares a Plate

Mon. 30th June - Yr. 10 & 11 Flinders Uni Roadshow

Tues. 1st July - Assembly 10.30am

Tues 1st July - The Resilience Project Session & BBQ

Wed. 2nd July - Flinders Uni Visit

Fri. 4th July - **LAST DAY OF TERM 2.30PM FINISH**

STRIVE FOR LIFE

Year 6 YELP Camp



Year 4/5/6 Problem Based Learning

In Year 4/5/6, our Problem Based Learning focus has explored coastal change at Beachport. Students designed and conducted an experiment at the boat ramp to investigate sand movement and its impact. They interviewed local professional fisherman David Dunsford, who shared how Beachport has changed over time and how the sand build-up affects his work. We also connected via video call with Professor Graziela Miot da Silva, a coastal geomorphologist and oceanographer from Flinders University, who explained how ocean currents and erosion shape the coastline. We are now developing our own solutions to the issue and are excited to present them to a panel in Week 10.

We invite community members to complete our short survey to help students gain a deeper understanding of how the Beachport boat ramp is used and the impact it has on local livelihoods and recreation.

<https://forms.office.com/Pages/ResponsePage.aspx?id=6fS7c4gGRkmuqb0LtA7PB4QMzgDtVkrLsgTetg8JvM9URjl3NFZMMkNXSlhRTL3MELWS0gxS0c4VS4u>



Secondary English

In English, students have immersed themselves in different worlds, some imaginary and some realistic. Year 7 students spent a lesson with the goats, exploring their characteristics as preparation for narrative writing from the perspective of an animal and produced poems about their future selves. Year 8 and 9 students made travel brochures to their imaginary fairytale worlds before creating their own parodies. Year 10 students explored the world of documentary and are now using their volunteering and work experiences to create an entry for the 2025 Eden Prize, which asks 'How can volunteering or "being of service" make the world a better and happier place?' In Year 11, the students have been working on their final Response and Creative tasks around Advertising. They have analysed a range of examples for products and services, then applied this knowledge to develop their own, along with a persuasive pitch to company executives to run their promotion. The Year 12s are continuing to make progress through their tasks, and are currently undertaking a thematic, comparative study of "Tracks" and "Into the Wild" – their insights and perspectives demonstrating high-level skill in interpreting a range of texts. As ever, it is fantastic to see the diverse and dynamic way in which students are able to interact with English!



GEM Chats

Empathy

CREATING WELLBEING HABITS & CONNECTION

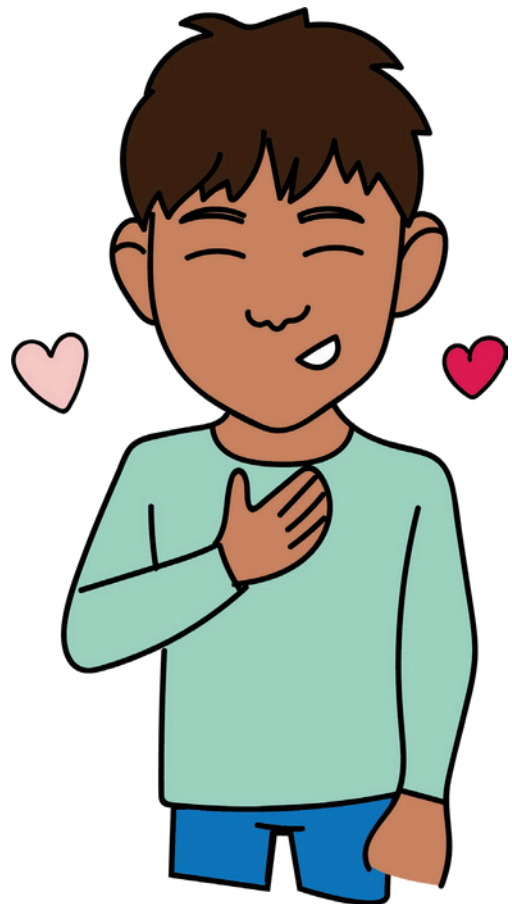
GEM Chats help families practice The Resilience Project's principles, offering a simple wellbeing check-in while **building stronger connections through daily conversations.**

HOW TO USE GEM CHATS

Make GEM Chats a part of your dinner routine to reflect, check in, and practice empathy.

Try these prompts:

- ★ Thank each family member for something they've **done or said** today.
- ★ Give each family member a **compliment**.
- ★ Share a time when someone has done **something kind for you** this week. Describe how it made you feel.
- ★ Think about someone special in your life. **What makes them special**, and how will you let them know this week?
- ★ Who made you **feel cared** for this week? What actions did they take?



TO LEARN MORE ABOUT THE RESILIENCE PROJECT, HEAD TO:

Parent & Carer Hub

When supporting your children's mental health,
we know the best outcomes happen when we
work together and **practise**.

Head over to our **Parent & Carer Hub** to learn
more about the **evidence-based strategies** being
taught in the classroom, so you can enhance
their impact at home. You'll find activities you can
practice to support your family's wellbeing.



[Click here](#) or scan this QR code to learn
more about our **Parent & Carer Hub**.



To learn more about The Resilience project, head to:



The Resilience Project



The Resilience Project



theresilienceproject.com.au



KANGAROO INN AREA SCHOOL POLICY

BUS

Ratified by KIAS Governing Council
May 2025

All details relating to the operation of school buses is contained in the DFE School Transport Policy, Jan. 2024.

Nearly all of our students are transported to and from school by bus. There are five runs in total:

- Beachport
- Robe
- Northern United / Greenways
- Furner
- Hatherleigh (school van)

The fleet is made up of large and small buses. Drivers must be properly licensed, have DFE approval to drive a school bus and follow DFE regulations as per the DFE School Transport Policy.

The principal acts as the Bus Manager in the school and any questions/ requests should be directed to that person.

Buses leave school immediately after school closure, so students cannot be detained after school.

All students enrolled at the school and living 5km or more from the school, can travel on one of the buses which serve the school. Schedules for each of the runs are available from the drivers or the school. Any concerns regarding buses should be directed to the Principal in the first instance. The DFE School Transport policy includes further information about eligibility.

Children attending the Preschool may use the buses. Parents are asked to check with the school when transport is required. All preschool students are required to use a car seat (school or family supplied).

Any bus issues regarding student behaviour need to be reported to the Principal or delegate.

The school requires consent from parents for a child to travel on other buses. No student will be allowed on a bus without parent consent. If the bus is to capacity, the request can be denied.

Being safety-conscious on the bus is very important.

Therefore:

- ***Parents / students are required to sign a form on enrolment to acknowledge their commitment to safe bus practices and drop-off / pick up information***
- ***Students must wear seatbelts***
- ***Students will sit in the seat allocated to them by the driver and not move from their seat for the duration of the bus journey***
Students will behave in a considerate and responsible manner at all times, will not use offensive language, will not throw things around the bus or otherwise distract the driver or other students, will follow reasonable instruction from the driver. The Student Wellbeing policy and Code of Conduct applies to all students travelling on school buses.
- ***Students / families will be required to reimburse the school for any damage they cause to buses***
- ***For legal and safety reasons, no part of a student's body will be outside the bus while it is in motion or stationary***
- ***If behaviour issues occur and it is unsafe for the bus to continue, the driver contacts the principal or delegate and waits until the issue is resolved***

Students unable to meet the required standards of behaviour may have the privilege of travelling on the bus withdrawn.



**KANGAROO
INN AREA
SCHOOL**

MOBILE PHONE and ELECTRICAL DEVICES POLICY

Student use of mobile phones and personal devices

Ratified by Governing Council May 2025

Policy review – annually

Scope

This school policy is implemented in line with the Department for Education's [Student use of mobile phones and personal devices policy](#), which applies to all government schools. This document provides direction to students, staff, and families about managing personal devices that students choose to bring to school.

For the purposes of this policy, **personal devices** include mobile phones, smart watches and other digital devices that are capable of sending or receiving messages or calls and/or able to connect to the internet, and personal laptops or iPads that are not owned by the school and have not been brought to school by the student under a separate Bring Your Own Device (BYOD) agreement.

Rationale

With the widespread and increasing ownership of mobile phones and other devices among students it is critical that schools, in partnership with families, provide clear guidance for students to become informed, safe, respectful, and responsible digital citizens.

It is the Department for Education's position that access to personal devices during school hours must be managed so that students can be fully present in their learning and in their interactions with their teachers and peers.

The aim of this policy is to help promote:

- safe environments with reduced negative impacts of inappropriate use of devices at school, such as cyberbullying, exposure to harmful content, and critical incidents that involve mobile phones
- classroom environments where teachers can teach, and students can learn, free from distractions caused by personal use of devices
- use of breaks as quality time away from screens, encouraging physical activity and play and meaningful face-to-face connections with peers.

Personal devices at school

Students are permitted to bring personal devices to school:

- as a measure to ensure their safety while travelling to and from school
- so that parents and part-time employers can contact them outside of school hours
- so they can be contacted about a person under their own care, where applicable
- to be used during school hours in line with an exemption that has been approved by the school under this policy.

- the device is a negotiated adjustment to a learning program for a student with disability or learning difficulties
- the device is used for translation by a student with English as an additional language
- the student has extenuating personal circumstances that require them to have more ready access to their personal device, such as being a parent themselves or a primary carer to a younger sibling or unwell family member.

Please contact the school if you need to request an exemption due to exceptional circumstances. These requests will be considered by the principal (or delegate) on a case-by-case basis. If approved, the exemption will be recorded in the student's file or health care/learning plan as appropriate.

Temporary exemptions for other agreed purposes

The following temporary exemptions may be made available to students at the discretion of individual teachers.

All exemptions are subject to the device being used appropriately and only for the purpose specifically permitted by the teacher. Personal devices must be put 'off and away' immediately after the exempted activity has concluded, and not brought to future lessons/activities without explicit teacher permission.

- Class teachers may give permission for students (on an individual or whole-class basis) to use personal devices in the classroom for a specified learning activity.
- Students may be permitted to bring personal devices on a camp or excursion for learning purposes and/or to facilitate contact with their families at specified and supervised times. Expectations regarding student use of devices on the camp or excursion will be detailed in parent consent information.

Roles and responsibilities

Principal

- Make sure:
 - o The school's policy has been endorsed or ratified by governing council and is clearly communicated and accessible to all students, staff, and families
 - o there is a process for regular review of the school's local policy
 - o secure storage is provided for student personal devices that are handed in to school staff
 - o processes are in place for monitoring internet and school network use by all members of the school community.
- Enforce the policy and responses to instances of non-compliance.
- Consider requests for exemptions from the policy from parents or independent students due to exceptional circumstances on a case-by-case basis. Make sure that approved exemptions in this category are documented and that relevant staff, including temporary relief teachers, are informed about students with an exemption.
- Model appropriate use of mobile phones and support school staff to do the same. Support families to understand the importance of promoting safe, responsible, and respectful use of mobile phones to their children.

- Report and respond to incidents of inappropriate or illegal use of personal devices in line with department policy and procedures and any legal requirements.

School staff

- Deliver learning opportunities and maintain a safe and productive learning environment. Take steps to minimise distractions from the non-educational use of personal devices in the learning environment.
 - Respond to instances of non-compliance in line with the school's policy.
 - Report and respond to incidents of inappropriate use of personal devices in line with department policy and procedures and any legal requirements.
 - Ensure students who are given permission to access their personal device use it appropriately and only for the specified purpose, and store their personal devices away after the exempted activity has concluded.
 - Consider and approve, at discretion, temporary exemptions in line with the conditions outlined in this policy.
 - Make sure that any student personal devices handed in for their care are stored in a secure location and are returned to the student (or their parent) by the end of the same school day.
- Model appropriate use of mobile phones and support families to understand the importance of
- promoting safe, responsible, and respectful use of mobile phones to their children. Use mobile phones for work-related/emergency purposes only when students are under their care.

Students

- Comply with the requirements of this policy and follow all reasonable directions from the principal and school staff.
 - Switch all personal devices off, or into flight mode, on arrival at school each day and store it away as specified in this policy.
 - If permitted to use a mobile phone or personal device in line with an exemption under this policy, do so in a safe, responsible, and respectful way and support peers to do the same.
- Communicate respectfully with others and do not use a mobile phone or other personal device to bully,
- harass, or threaten another person.
- Respect others' rights to privacy and do not take photos, film, or audio records of other people without
- their knowledge or permission.
- Notify a school staff member as soon as possible if feeling unwell or experiencing any other issues at
- school. Use the school's sign-out processes in all cases where requiring early collection from school.

Parents

- Support the school's implementation of this policy, including the consequences for non-compliance.
- Encourage their child not to bring a personal device to school unless necessary. Understand that the department does not provide insurance for accidental loss or damage to personal property that is brought onto school grounds (however, claims may be met under the department's public liability

insurance where the loss or damage can be attributed to a negligent act or omission on the part of the school – the school will contact the department for advice if this may be the case).

- Use the school's formal communication channels in all instances to communicate with the school or to make contact with their child during school hours (including where a student requires early collection from school). Encourage their child to always report to a school staff member in the first instance if they become unwell or experience an issue at school.
- Recognise the important role they play in supporting their child to use their mobile phone (or other personal device) in a safe, responsible, and respectful way.

Supporting links

It's recommended that you provide links to any other policies and procedures that may interact with your local policy on student use of mobile phones and personal devices such as:

- school behaviour code, behaviour support policy
- school anti-bullying policy
- BYOD policy, ICT user agreements.

Communication and review

This policy will be shared with families once reviewed and stored on the school's website. The policy will be reviewed every year

Questions, concerns, and further information

This policy has been implemented by the school in line with the Department for Education's 'Student use of mobile phones and personal devices policy'. You can find more information about this policy, and links to further resources for parents about personal devices and online safety, on the department's website: [Mobile phones and personal devices at school \(education.sa.gov.au\)](https://www.education.sa.gov.au/mobile-phones-and-personal-devices-at-school).

If you have any questions or concerns about the department's policy, you can contact the department at:

Email: education.customers@sa.gov.au or submit an [online feedback form](#)

Phone: Free call: 1800 088 158

Please contact the school directly to discuss the possibility of an exemption if your child has exceptional circumstances as outlined in this policy.