Reconciliation Week

Moonta Area School celebrated Reconciliation Day last Wednesday with all students participating in a range of cultural activities. It was fantastic to see our students listening to dreamtime stories, making friendship bracelets, damper, doing aboriginal paintings and watching live performances. It was even better that we had many indigenous community volunteers who came into the school to support and run these activities with the children.

I would like to thank every one of them for their time, care and willingness to be involved and help Moonta students understand what Reconciliation is all about. A special thank you to Sonya Rankine, our Aboriginal Community Education Worker for all her efforts in bringing this day about. Well done to all those involved.

There are 5 key reasons why we acknowledge and support National Reconciliation Week.

1. Working together to close the gaps between indigenous and other Australians benefits all Australians.
2. Building mutually respectful relationships between Aboriginal and Torres Strait Islander and other Australians is core to reconciliation.
3. Reconciliation didn’t end with the bridge walks or The Apology.
4. National Reconciliation Week is a time to reflect on what we can do to make a difference.
5. We all have a role to play in reconciliation.
So what's in a colour??
If I asked you what were the colours of Moonta Area School, what would you say? Red and blue, blue, blue and white?
There is some confusion about this and we would like to get some consistency on this. Our uniform colour is blue, our emblem, logo is blue and white but when we represent the school we often play in red and blue the colour of the Moonta Football, Netball, Hockey etc. (often because we borrow their uniforms)
The question is: Should our school sports colours be the same as Demons’ colours or should they be Blue and White, our current school colours?

We are about to start purchasing our own set of school sports uniforms and over the next 5 years we plan to get new athletic tops, and uniforms for netball, basketball, football etc. We need to obviously get them in the same colours. So now is a good time to make decisions in relation to this. The Governing Council decided it must be a whole community decision, so we are asking you to complete the tear off slip attached to this copy of MAS Media and return it to the school.

National Teaching Awards NEiTA
Our school has been invited to submit nominations for the NEiTA 2010 ASG Inspirational Teaching Awards program. The awards program provides a rare opportunity to publicly recognise and encourage our outstanding teachers. Nominated teachers receive a congratulatory NEiTA Certificate of Nomination and become candidates for State and National Awards. Nomination forms are available from the school office or forms can be downloaded or completed online at www.neita.com.au.

OSHC (Outside School Hours Care) – starts next term
Moonta Area School will next term start to run its first OSHC centre. This is very exciting for the school and the community and will help – support both parents and students of the school. It has been a lot of work to get to this point and I acknowledge the efforts of Bruce Schmidt, Di Daulby, Jan Ritchie and Paula Northeast to get OSHSC going. Now we need the parents of MAS to use this service. Please see further in this edition of MAS Media.

2010 School Improvement Plan
This week we include the third section of our improvement plan:

Attendance & lateness
Target: By the end of 2010 MAS: will have
- Attendance rates better than District, State and Index of disadvantage
- Decreased lateness by 10% across the school
- Revised school attendance processes in line with use of new attendance software package

We will do this by:
- At the start of year having agreed plans/processes form work agreed upon developed
- producing weekly reports to all home group teachers/coordinators and principal
- push focus in newsletter
- ensure class teacher follow up
- referrals completed as needed, and then case managed
- use sport & rec trainee to produce weekly paperwork
- send out coloured charts in relation to lateness and attendance
- purchase of new software package to facilitate monitoring

The School Improvement Committee will next meet on the 22rd July at 3:30 p.m.

Hand, Foot and Mouth Disease
A student from the school has been diagnosed with hand, foot and mouth disease, which is a contagious viral infection. Symptoms for this include a slight fever, tiredness, loss of appetite, blisters in the mouth and on the hands and feet. Diagnosis is made by a clinical examination.

Students should not attend school if they have this virus as it is easily passed on to others.

Road Crossing Monitors
Term 2, Week 10
Tyler Groom, Brayden Elvin, Tyson Cutting
Term 2, Week 11
Connor Mulholland, Lloyd Hobbs, Dwayne van Gelder

Principal: Dean Angus Blanche Terrace (PO Box 113) Moonta SA 5558 School No: 1488 Phone: 08 88 252 088 Fax: 08 88 252 609 info@moontaas.sa.edu.au www.moontaas.sa.edu.au
Community Mentoring has successfully commenced this term. Volunteer community members are working happily with students in school. Some of the awesome activities that have been observed are playing dodgeball, making a decorated cushion for a pet, cooking and helping with school work.

The school is very supportive of the program so if you, or anyone you know, would like to spend one hour per week up at the school helping a student while having fun please let me or Rachael at the front office know. All we require is commitment, reliability and experiences to share.

Community mentoring is a great chance to become a valuable member of the community and an important person in the life of an individual child.

For more information please contact:
Carol Toole,
Local Community Mentor Coordinator
Phone: 0457 763 587
Email: carol.toole@kadinaps.sa.edu.au

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We held our music concert on Tuesday 1st June at 7 pm. in the gym. Parents, friends and students braved the cold to be to be entertained by Mr Ivens’ guitar students, Mr Martin’s drummers, Ms Andrea Roberts’ woodwind, Mrs Giesecke’s keyboard students, Mr Hackett’s guitar beginner groups, Sonya Rankine’s singing group who sang their ‘Reconciliation song’, and a video of students involved in The Muso Magic. Thank you to Michael and Jessica Carson for setting up, technical and the filming of the DVD. Thank you to Michele Giesecke’s students for giving out the programmes at the door. The DVD will be available soon for purchase.

Michele Giesecke
Wednesday June 9th Week 8
Aboriginal & Torres Strait Islander Cultural Focus Day

Fantastic day of cultural celebration! Lots of interactive activities and a musical performance by students of the Centre for Aboriginal Studies in Music (CASM) from the University of Adelaide.

Thank you to our parent helpers – Chanel Brown, Gary Webb, Rick & Michele Appleton, Kev Dyson, Gina Karpany, Janice Sawdy & Kristina Lyons. Also thank you to our student helpers – Tianna Sansbury, Tamika Sansbury, Teekah Chantrill, Willis Daveson, Carron Daveson, Andrew Appleton, Axel Newton, Malcolm Karpany, Zac Butler, Jemika Wanganeen. Thank you to Mr. Camporeale’s students for helping put up 500 feet for our Walking Together for Reconciliation school display. Thank you to Ros Maio, Assistant Regional Director for visiting our site. Big thankyou to Mrs. Anderson and the hospitality students for 500 cupcakes!!
Nha marni (hello and welcome) 
During Term 2, Narungga Language lessons have been delivered by Sonya Rankine, the Aboriginal Community Education Officer (ACEO). This was made possible by Moonta Area School successfully receiving Aboriginal Language Program Initiative (ALPI) funding. Four classes have participated this term which were, Ms. Straus-Scott Year 4/5, Ms. Shepherd Reception/Year 1, Mrs. Linda Hettner Reception/Year 1 and Ms. Balnaves Year 5/6. The students have learnt how to say hello and welcome, count to 10, body parts, writing basic sentences and animal names in Narungga. The students have completed worksheets, played games, writing their own sentences, and singing. Every class has learnt how to sing Head, Shoulders, Knees and Toes in Narungga.

Gagga wiri madda dhidna madda dhidna (Head shoulder knees & toes, knees & toes)
Gagga wiri madda dhidna madda dhidna (Head shoulder knees & toes, knees & toes)
Minna dharldi dhabarra mudhla (Eyes ears mouth & nose)
Ngadlu mara bunggudja (We all clap hands together)

Next term Narungga language classes will continue with a new group of classes. Stay tuned.

Ngayi yunggu (thankyou)

**Drug Action Week 20-26 June 2010**

Drug Action week is held nationally to raise awareness about alcohol and other drug issues in Australia. The main focus of Drug Action Week in 2010 is “Looking After YOUR Mind!”

Please see your teacher for information about the R-7 poster competition and Year 8-12 Research competition.

Students a chance to win an IPOD or Coles Myer / Kmart gift voucher!

Thanks for your support and look forward to seeing all the posters!

**Enactment of William Horn ride**

Moonta Area School Students Adele Smith, Renee Smith, Aisha Cooper, Elle Colliver, and Chelsea Fisher were involved in the re-enactment of William Horn's famous ride to Adelaide, as part of celebrations for the 150 year Celebrations of discovering copper here.

25 Horses and Riders converged on Moonta’s Queens Square last Saturday morning (12th June) at 8 a.m., where Mayor Paul Thomas handed over a scroll to the lead rider, Graham Sobey. The scroll will be passed from 1 group to the other (like a relay) all the way to Adelaide, where they will be greeted by the Lord Mayor of Adelaide in front of the statue of Walter Watson Hughes and presented the Mayor with the scroll.

It is a massive effort for the horses and riders...(not as amazing as William Horn's 264km ride in 22 hours, but still impressive for our students and others involved). All horses and riders are from either Moonta, Kadina or Bute Pony Club's, and there are support crew, driving support vehicles and floats. A total of approx. 40 people and 25 horses involved.
As part of their course – Certificate 1 in Racing (Stablehand). The girls were invited to take part in a tour of Lindsey Park Stud in Angaston. This is part of David Hayes racing stables. It was a great honour to be able to witness this operation and to get a first hand perspective of the amount of money involved in the racing industry!!

It was an early start for some (4.30am!!) whilst others of the group stayed the night before in Angaston as we had to be at the stud by 7.30am! The group was able to witness fast jump starts and trials, followed by tours, talks by dentists and farriers before doing their final practical assessment!

This place was amazing. They have everything there for the horses from operating theatres, vets, x-ray vans, swimming pools etc. I think the most amazing thing for me was seeing a race horse on a treadmill - galloping!! That was apart from the property itself which is beautiful and immaculately maintained!

Fiona Anderson

Informative talk from the horse dentist

During my time at Moonta Area School I have been working with the year 5-6 students in Miss Balnaves’ class. In Society and Environment we have been looking at the environmental impacts of stormwater pollution and waste generation. It was important that students understood that their choices and actions in regard to these issues can have a dramatic impact upon the environment. Students were able to see these impacts first hand by being involved in the following two activities:

Through interactive storytelling students were able to generate and recreate the ‘Danny the Drip’ story by adding in one pollutant at a time to clean water and discuss the outcome. Danny the Drip begins his journey as a tiny drop of water that falls from the sky when it rains, travelling all the way down through the hills, to end his journey at the ocean.

Together with the excursion to the local wetlands, students become aware of their actions and now have a sense of environmental responsibility. Focusing on where rainwater goes and identifying ways to reduce pollution and the impact it has on our environment was a huge focus within the topic.

Whilst on the excursion students also undertook an environmental human impact audit and used four of their five senses to describe the environment. We then discussed how people’s attitudes and values can affect their interactions with our environment.

Overall the environmental impact study, coupled with the wetland excursion was very successful, and I hope the students gained as much benefit from it as I did. I would like to thank the students and teachers of Moonta Area School for such a great experience.

Monique Carcuro - 3rd Year Student Teacher

Moonta Area School - Outside School Hours Care

Opening at the beginning of Term 3

If you wish to use this service, you will need to fill in an enrolment form which you can pick up at the Front Office. Permanent and Casual bookings can be made prior to commencement. There are a limited number of spaces available.

Moonta Area School OSHC is offered to school aged children aged 5-12 years of age after school from 3 p.m. to 6 p.m. Monday to Friday during School Terms
**Voc Studies Interviews**
Throughout the first few weeks of Term 2, the Year 11 English students participated in simulated interviews, (the oral presentation task that was required for assessment) with excellent results (3 students achieved 100%). Jackie Fairlie (Yorke District Apprenticeship Broker) interviewed the students, assisting in their preparation for the ‘World of Work’. Presentation, communication and knowledge of research questions were the criteria for judging their performance. On behalf of the class, I would like to thank Jackie for her excellent organisation and perseverance.

Di Daddow

**Voc Studies Guest Speakers**
On Monday 10th May, the Year 12 Voc. Studies students travelled to Kadina for the purpose of visiting the various forms of government and private agencies that are available in the District Council of the Copper Coast. They were privileged to be addressed by guest speakers from MADEC, Centrelink, Uniting Care Wesley, ACCUSTOM and Yorke Youth Services, who discussed their roles in relation to the various forms of support they could offer all students after the completion of Year 12. The sessions were most informative with all students showing total involvement. The speakers will be excellent resources, for our school, in the future!

Di Daddow

**Year 12 Hospitality to Regency TAFE**
The Year 12 Hospitality students were once again on the road, this time to Regency where they took part in a Cake Decorating Workshop, followed by lunch in the Graduates Restaurant!
The workshop began as planned, but we were soon standing out in the carpark as the fire alarms went off and we had to wait until the area was declared safe to return to the kitchens! After a demonstration, students were able to try their hand at the decorating tricks demonstrated to them which resulted in some good efforts, some disasters and a lot of mess!!! Lunch was an interesting experience as the TAFE students providing the lunch were in their first year! Students were able to experience, first hand, being the customer in a fine dining restaurant.

**NYP Road Safety**
Last Wednesday morning Senior Constable Ken Vickery spoke to the Senior School students about the role of the NYP Road Safety Group and the dangers associated with driving while fatigued or after drinking alcohol and/or taking drugs. He showed some thought provoking film clips made by students from the Keith district about the impact of accidents on the SE community. The clips conveyed some strong messages about the effects that drivers’ choices can have on others.
The following proposals will be discussed at the meeting held Monday 21st June:

**Proposal One: Choir Rehearsal**
Proposal: Children travel to Adelaide (Magic Millions) for Choir rehearsal with combined festival choirs.
Requirements from home: Drink bottle, snack, money for lunch.
Date: Wednesday 28th July, Term 3, Week 2. (9:15 a.m. – 12 noon)
Proposer: M Ashby / B Schmidt

**Proposal Two: Festival Performance (Choir)**
Proposal: Children travel to Adelaide (Festival Theatre) for 9:35 a.m. – 12:15 p.m. rehearsal. Go bowling at Norwood, dinner at McDonalds. Festival performance at 6:40 – 9:35 p.m.
Requirements from home: Water bottle, snack, lunch, money for dinner and bowling.
Change of dress code: Festival T-Shirts and dark trousers.
Date: Wednesday 18th August, Term 3, Week 5.
Proposer: M Ashby / B Schmidt

**Proposal Three: National Leadership Camp (returning Delegate)**
Proposal: To travel to Sydney to attend the 8th Annual National Leadership Camp.
Cost: $445, all costs will be covered through sponsorship and some of the remaining money from last year.
Date: Wednesday 8th – Saturday 11th September, Term 3, Week 8.
Proposer: M Carson / M Pope

**Proposal Four: Early Years 'Disney on Ice’ excursion**
Proposal: Children to attend ‘Disney on Ice’ to experience a ‘live’ performance; appreciate the combination of music and dance interwoven into a story – plus all on skates!!
Requirements from home: Drinks, lunch, snacks.
Cost: $10.
Date: Thursday 24th June, Week 10.
Proposer: J van Galen (for Early Years Teachers) / D Daulby

**Proposal Five: Vibe Alive**
Proposal: Years 6-10 Indigenous students attend Vibe Alive Festival at Port Augusta. Involves games, performance, careers, health and art. Indigenous students able to invite a friend.
Requirements from home: Lunch, recess, change of clothes, toiletries, etc.
Cost: $20 approx.
Date: Wednesday 18th – Thursday 19th August, Term 3, Week 5.
Proposer: D Daulby / D Angus

**Proposal Six: Canteen Special Food Day**
Proposal: Special Food day supplied by the canteen instead of Subway. Canteen manager to give a donation to Student Voice. This is to happen once per term.
Proposer: T Andrews / M Pope

**Proposal Seven: Year 12 PE Bushwalk at Deep Creek Conservation Park**
Requirements from home: Food, clothing sleeping bag, etc.
Date: Wednesday 18th – Friday 20th August, Term 3, Week 5.
Proposer: D Angus

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This competition will be held on Tuesday 22nd June in the Middle School, commencing at 9:45 a.m. The competition is 35 minutes duration. Student participating in this competition is: Josh Moss.

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Is your child turning 4 during 2010 or 2011?
Please let the Moonta Kindergarten know so we can enrol your child to attend. Contact: Louise Hanrahan 88 252 403 or kindy.director@moontakgn.sa.edu.au

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**Moonta Kindy**

**MIDDLE SCHOOL MARKET DAY**
**FRIDAY 2ND JULY, WEEK 11**

All primary students are invited and all primary students are given tokens so that they don’t have to bring money if they don’t want to.
Extra tokens can be bought at a cost of 5 tokens for 10 cents. The market starts at 9:15 a.m. and finishes at 10:15 a.m.

Any concerns or questions, please see Mrs Stutley for assistance.

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What should our school colours be for our sports uniforms?

| Name:...........................................................Child’s Name: .............................................................. |
| □ Blue / White (current) □ Blue / Red |
| Please return this slip to the Front Office. |

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**Spelling Competition**

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Students are being invited to join in the MS Readathon Great Wildlife Adventure by registering to take part in this annual reading event as schools across Australia unite to help change the lives of people living with multiple sclerosis (MS).

Students, siblings, parents and grandparents can get involved. Here’s how…

Click online to register and receive a very cool MS Readathon wristband and K Zone or Total Girl magazine.

Flick through books for any 30 days in June, July and August (you can count books from other reading programs too).

Collect sponsorship donations from family and friends and collect some cool rewards.

Visit www.msreadathon.org.au or call 1300 677 323 for more details.

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In what is another first for Moonta Area and neighbouring schools, we now have a bus that is being used on a daily basis to transport many of our students to courses and other learning activities that occur outside of Moonta.

Earlier this year I was successful in accessing funding to enable us to work with the **District Council of the Copper Coast**, (who have supplied the bus, thank you very much) to develop this service.

Kevin Dyson, our ICAN bus driver picks up students from neighbouring schools and ours then transports them to and from relevant educational activities. Most of these have occurred in Kadina.

Dean Angus
Inside the brain - brainy bits and pieces!

What's this about?

Welcome to Part 2 of 6 articles. This is Fact Sheet number 6 and we use this article to present some fascinating facts about how the brain learns. Over the course of the remaining articles we will use the terminology stated here and hopefully build a shared language about the process involved in thinking, emotions and learning.

How do we know which brain parts activate for various tasks?

To answer that question we need a little background on the use of energy by the brain. The brain is the hungriest organ in the body. Comprising about 2% of the body weight, it consumes eight to ten times more glucose and oxygen than any other organ, which is transported to the brain through the bloodstream. As well as glucose and oxygen, the bloodstream transports raw materials, in the form of small nutritional molecules, to the pristine environment of the brain. The brain then manufactures its own chemical compounds, vital to optimal functioning. Unlike other organs, the brain has no energy storage capacity – it manufactures what it needs as it needs it.

During the 1970s, scientists realised that they could trace the flow and consumption of these substances in the brain. Their investigations depend on measuring the amount of blood flow in multiple brain areas using a technique known as PET (for positron-emission tomography). The amount of blood flowing into any region of the brain is closely correlated with the metabolism of neurons in that region. A statistically significant increase in blood flow to a certain region indicates the neurons of that region are more active than other regions or when they are, ‘at rest.’

The technique allows scientists to picture the areas that become active while the person performs mental (including emotional) tasks. By PET scanning literally thousands of brains, functionality may be attributed to certain areas. Other techniques such as fMRI, EEG and even lesions provide clearer data. All methods have their pluses and minuses. For a fuller account read Pat Wolf’s Brain Matters. Brain scanning forms the basis of modern brain research and the basis of the maps we now use that represent the functionality of different parts of the brain.

There’s a point to all this. Researchers such as Daniel Amen, Jeffrey Schwartz and Antonio Damasio provide evidence from brain scans to demonstrate that changes in the way people think lead to changes in the anatomy of their brains. This remarkable discovery means that brain disorders such as depression, anxiety, AD/HD, obsessive compulsive and even some forms of epilepsy may have, as part of their treatments, thought training to alter the patterns of neural activity associated with the disorders. We address some of these ‘treatments’ in later articles.

In the meantime, let’s examine some key brain parts and their functionality. We’ll use this information in following articles in order to discuss ways to make learning more efficient, fun and memorable, so keep this page handy. When I work with children, we dissect sheep brains in order to locate the parts. This is a World Two (Direct Experience) way of learning. Slicing up a brain to locate parts is such a memorable experience that kids will never forget this 20 minute exercise! Oh, the power of World Two!

Did You Know

Although most brains weigh between 1,350 g and 1,500g, the world’s heaviest brain weighed in at 2.3kg! The lightest brain recorded from an adult weighed a mere 680g.

Source: Guinness Book of Records
Inside the brain - brainy bits and pieces!

**Cerebrum**
Divided into 4 lobes and covered with the pink cortex, the cerebrum contains most of the brain's white matter, myelinated neurons that process information. Contains the neural structures for speech, vision, hearing, as well as personality, memory and thought.

**Cerebellum**
Often referred to as the 'little brain', the cerebellum controls muscle tone and movement, coordination, balance and posture. Recent research has also linked it to emotions and cognition.

**Corpus Callosum**
The brain is divided into two halves, called hemispheres. They primarily communicate through a band of thick, white tissue known as the corpus callosum. While each hemisphere of the brain processes information differently, rigid models that locate every brain function in a specific hemisphere are outdated.

**Pre-frontal Cortex**
The CEO of the brain and the final part to mature. It grows during childhood. Dendrites are pruned during adolescence but myelin increases.

**Thalamus**
One of a pair of egg-shaped structures sitting above the brain stem and below the corpus callosum. It is an important collection of neurons that acts as one of the brain's main relay stations. Much of the sensory information from the body passes through the thalamus, which in turn directs it to other key brain areas for further processing. The thalamus can signal a fight or flight response by engaging other key brain areas such as the amygdala. It is a key area for arousal.

**Hypothalamus**
The hypothalamus lies beneath and in front of the thalamus and looks like a squashed grape. It is part of the hypothalamic-pituitary-adrenal system. In response to stress signals from other parts of the brain it releases hormones (chemicals released by one part of the body to act upon another part). The hypothalamus is part of the system that regulates appetite, thirst, digestion, sexuality, sleep and bodily temperature. It operates on feedback.

**Amygdala (am-ig-da-la)**
Small almond shaped structure located deep in the brain, home to strong emotions such as fear and rage. Has the capacity to enact habitual responses by overriding thinking processes and can therefore coordinate an instant bodily response designed to meet our emotional needs.

**Basal Ganglia**
Tightly connected to the pre-frontal cortex, it helps to coordinate and prioritise information. Plays an important role in motor actions.

**Hippocampus (hippo-cam-pus)**
Plays a fundamental role in the initial acquisition of memories, particularly when language and spatial components are involved. In the hippocampus, perception of semantic (language) and spatial (locale) information generally lasts between a few seconds and a minute or two. The hippocampus constantly receives information and acts as a 'crap detector' to determine engagement.

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Next Issue – Module 6 Part 3: Journey to the centre of the brain - the hippocampus
### Calendar

**Week 9**
- **Friday 18th June**
  - R-6 Footsteps

**Week 10**
- **Monday 21st – Friday 25th June**
  - SAPSASA Hockey
  - **Monday 21st June**
    - 5 p.m. DMC
  - **Tuesday 22nd June**
    - Spelling Competition
    - Kindy Transition
    - Subway Lunch
  - **Wednesday 23rd June**
    - 9 a.m. R-12 Assembly
  - **Thursday 24th June**
    - R-6 RE
  - **Friday 25th June**
    - R-6 Footsteps

**Week 11**
- **Monday 28th June – Friday 2nd July**
  - Year 8/9 Activities Week
  - **Monday 28th June – Thursday 1st July**
    - Year 12 Camp – Flinders
  - **Wednesday 30th June**
    - Year 8/9 Adelaide Trip
  - **Friday 2nd July**
    - Middle School Market Day
    - R-12 Semester 1 Reports sent home
    - 2 p.m. Dismissal

- **School Holidays**
  - **Saturday 10th – Saturday 17th July**
    - Snow / Ski Trip

- **Term 3, Week 1**
  - **Monday 19th July**
    - Term 3 commences

- **Student Teachers visit MAS**
  - **Wednesday 9th June**