



LE FEVRE
HIGH SCHOOL

NEWSLETTER

ISSUE 2 | April 2022



What a term it has been! I would like to take this opportunity to thank you for your support, patience and resilience throughout a term like no other. I feel like we have been living in a season of Survivor; relationships formed, challenges every day, frivolity and laughter and so much learning.

I have been part of countless conversations where staff have agonised, worried and celebrated about and for Le Fevre High School students. Even though many of us know that to be true, perhaps we do not often reflect upon how special, it is to be part of this school community.

This newsletter is testament to the vast array of opportunities and learnings that have occurred throughout this term. There are articles from many aspects of our school community and I hope this gives you an opportunity to reflect on the amazing achievements of the students who are new, those on their continued journey and those entering their final year.

The teachers and ancillary staff have worked tirelessly so all students feel supported in all aspects of school life; learning and wellbeing. We have been working hard to ensure students are ready for learning, organised, on time and in the right place at the right time. This has resulted in quick follow up of absence, monitoring student movement between lessons and applying consistent expectations across the whole school.

We are committed to improving communications with the community, and have made a commitment to posting on social media. We are on Instagram and Facebook so please follow us to stay up to date with all latest news and events.

I am so mindful of the disrupted and tricky start to the year we have had, yet I always remain buoyant when I think of what we do have, not what we are missing. I hope you are able to enjoy the approaching holidays and time with your friends and family.

Kind regards

Kirri



TERM DATES

- | | |
|---|--------------------------|
| 1 | 31 January - 14 April |
| 2 | 2 May - 8 July |
| 3 | 25 July - 30 September |
| 4 | 17 October - 16 December |


COMING EVENTS

- Thursday 14th April
Last day Term 1
- Monday 2nd May
First day Term 2
- Monday 2nd May
Year 8 Aquatics
- Tuesday 3rd May
Year 7 Aquatics
- Monday 9th - Friday 13th May
NAPLAN
- Friday 13th May
Year 12 Formal
- Monday 16th May
Governing Council Meeting
- Monday 30th May - Friday 3rd June
Reconciliation Week
- Tuesday 31st May
Reconciliation Assembly
- Friday 10th June
Student Free Day
- Monday 13th June
Queens Birthday Public Holiday
- Thursday 16th June
Year 10 Immunisations



Government
of South Australia
Department for Education



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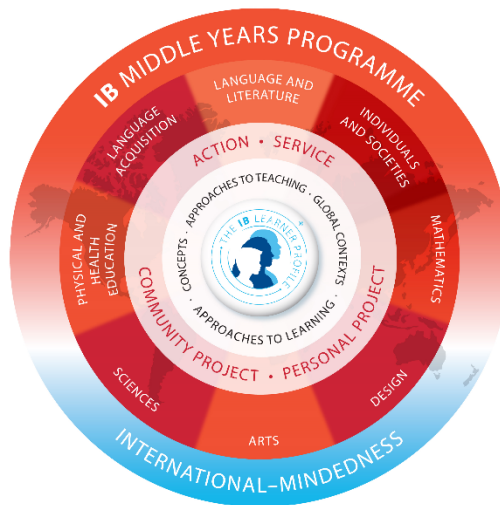
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Middle Years Programme

This term, our Middle School students have been developing their understanding of the IB Middle Years Programme and how they learn and grow through this educational framework. The programme model shows how the MYP has the student at the core, focussed on the IB Learner Profile and looking outwards to represent the connected learning planned and delivered in the IBMYP.

A notable aspect of the MYP is how students develop disciplinary (subject) and interdisciplinary understanding through the interconnected 'rings' of the programme.



Our driving focus this term has been about students understanding the central purpose of the IB Learner Profile in their learning. Through living the Learner Profile, our students strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Each of the Learner Profiles has a description that describes the personal attributes that we, as an IB World School, are aiming to develop together. The IB Learner Profile is published in this Newsletter for your interest. Students in classes are using the Learner Profile in a variety of ways, through either deliberately planned learning activities or through classroom conversation. Some of our classes have been reflecting and recording how they have developed their own attributes at the end of a learning task, while others have been using a chosen profile to plan and develop the focus of a learning task. This approach continues throughout the MYP journey, from Year 7 through to Year 10.

Troy Barker
Assistant Principal - Curriculum



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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SENIOR LEARNING CENTRE AND STEM PLUS PROGRAM

Senior Learning Centre

This year we have relocated the Senior Learning Centre to a new location. The majority of Year 12 classes are taught within this building as well as a place for our Year 12s to study and have a common area space. Our year 12's have enjoyed their time over here, settling into the new environment and adapting to the pressures of Year 12.

Year 12 student Stella Santos talks about her experience of Year 12 so far.

"To be honest it's been a difficult start to the year, with all the pressure of year 12 as well as a global pandemic. The space gives us the opportunity to be more independent in our study skills, however, gives us the opportunity to seek help from our teachers when needed. I am looking forward to Term 2 and especially when the universities come to visit us as a cohort"

As Senior School Leader it has been great to see our year 12 students respecting this space. I wish the Year 12s a safe and happy holiday break and I look forward to working with them throughout Term 2 and beyond.



STEM Plus program

The aim of the Laing O'Rourke Inspiring STEM + program is to engage more females in the world of STEM and ultimately careers in construction and engineering. Ever since being announced as the pilot school, Laing O'Rourke have been a pleasure to work with. The first encounter was to host an assembly with Year 9 female student to gauge an interest in the program. After the presentation 55 percent of females, 25 students, in Year 9 were willing to commit to the program for the 2 years.

Throughout this COVID affected period the girls have been lucky enough to work through 3 modules, which included:

Introduction to Construction

Digital Way of Working

Sustainability in Construction

The Digital Way of Working module included a site tour by Laing O'Rourke of the phase 01 Buildings at the Osborne North Development Project. Each module has been thoroughly planned and with engagement and learning intentions at the forefront of this planning. The modules have been engaging and often include "fun activities" that capture the girl's attention straight away. The girls also get the opportunity to meet real life professionals from various roles throughout the construction industry.

Calais D a student in the program has stated the following about the STEM + program *"I have really enjoyed participating in this program, it has really opened my eyes about STEM and construction, I now understand there are so many different types of jobs."*

The program has enlightened STEM and construction to these young female students, and I have first-hand seen the change it has made to these students in their career planning and day to day lives at school.

On Friday the 8th of April our STEM plus students completed their 4th module of the program, all girls contributed to the successful day.

VET Certificate II in Engineering

The year has started brightly for our Certificate II Engineering students at Le Fevre High School and run by PEER as the Registered Training Organisation. We have 10 young PEER Engineers participating from 3 different schools. The first term has seen the learners build a strong foundation giving each one the best opportunity to be successful in the Engineering industry. Topics covered so far have been: Work place safety, the impact engineering has on the environment and effective communication in the industry. Next term will see the group working on their hand skills fabricating a toolbox, welding and leading to our main project of fabricating a go kart.

Le Fevre High School student Trinity R has been one student who has been completing her Cert II in Engineering here is what she has said about the course. *"During our engineering VET course we have been working on our overall skills, so far we have created a sheet metal elephant and rose, soon to begin our toolbox's. By the end of this course I'm hoping to head into an apprenticeship."*

We look forward to sharing more success from these students as the year progresses.

Liam Narcys
Assistant Principal
Maritime & Career Development / Senior School



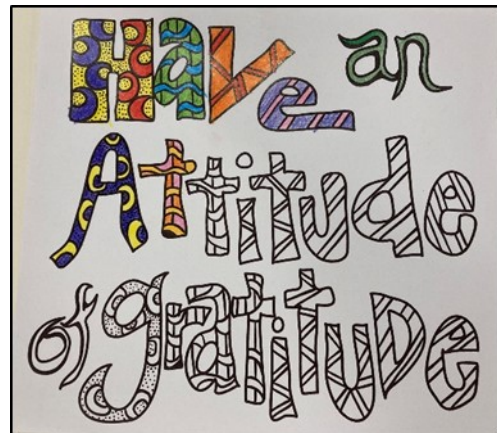
YEAR 11 SACE STAGE 1

After the 'once-in-a-lifetime' start to 2022, our Year 11's have settled into their academic year, most with 6 subjects, some with VET courses and School Based Apprenticeships, but all, for the first time in their schooling, a line of Study. This line is an opportunity for students to manage and complete assignments, study for tests, catch up with teachers for support and revise concepts covered in classes. It has been great watching students focusing on their 'to do' lists, communicating with teachers and working independently during this time.

An aspect of the SACE which needs close attention is the 'Compulsory Subjects' aspect. Students need to pass 1 Semester of Mathematics, 2 of English, their PLP (completed in year 10) and their Research Project (starting later this year). This has been a focus and our Year 11s are aware of this requirement.

The Resilience Project has been launched and is part of our Pastoral Care Program. Students are learning to bring GEM – Gratitude, Empathy and Mindfulness into their lives. We hope that as this becomes 'part of life' at LFHS, students will reap the benefits of the program as it positively impacts both the social and academic side of life. This term we have covered not only GEM, but also Study Skills and looked at our Character Strengths. Below are some candid photos of some of our students participating in 'mindfulness colouring' after reflecting on their snapshot results on Daymap. What a peaceful and mindful way to end a Tuesday!

Kylie Hill
Year 11 Learning and Engagement Leader



STUDENT PARLIAMENT 2022

We are very excited to announce the Student Parliament members for 2022. After a late start due to Covid restrictions we have a very hard working and passionate group of students.

We are ably led by Poppy P as Premier and Taylor S in the role of Deputy. We are very pleased to have students represent from every Year level as well as Inclusive Education. There has been a great deal of discussion and planning towards diverse topics as school environment, inclusivity and well-being support, engaging with the local government and mobile phone policies. There are many more exciting initiatives to come and our role in the school as leaders is something all members take seriously.

The rest of the Student Parliament for 2022 are:

- Caitlin F
- Nova M
- Noah M
- Matilda O
- Hazel C
- Nathan VK
- Aislin W
- John R
- Lachlan B
- Jackson G
- Alia K
- Alicia F

We are looking forward to informing the school and wider community of our actions and innovations.

Ben Abbott
Middle School Teacher

FEEDER PRIMARY SCHOOL TRANSITION VISITS

During the term current Year 7 students went out and presented information about Le Fevre High School and the transition process in to high school. It was important for students at our feeder primary schools to hear authentic experiences and stories from our current Year 7 students.

We were delighted to have so many questions about high school including, timetable structure, uniform, lockers and what happens if you become lost!

We look forward to keeping the Le Fevre High School community up to date with our transition program over the year.

Amy Newbound
Year 7 Learning and Engagement Leader



ENGLISH AND HUMANITIES

English

This term in English students across the year levels have been engaged in both creative tasks and analysis tasks. All our middle school classes wrote an introductory letter drawing upon their passions and interests. They also tried to identify their strengths and areas for improvement by looking into the IBMYP learner profile. From here most classes began looking at narratives and learning how to construct them in an effective way. In Year 7 the focus was on personal narratives and autobiographies. In year 8 students focussed on the theme of survival. In year 9 the focus was on structure and imagery. Finally in year 10 the focus has been to try and break the mould and try creative ways of structuring a narrative. Concurrently teachers have been focussing on reading, spelling, grammar, and other fundamental skills.

In year 11 students have completed a speech for a special occasion where they put themselves into a future scenario where they might have to give a speech and attempt to write it. We focussed on speaking techniques and how to engage an audience. From there students have begun an analytical unit on a class text. Year 12 English students have been working on various text responses in preparation for their externally assessed comparative essays.

Humanities

This term our Middle School humanities classes have been starting with the history curriculum. They will transition to geography in the second semester. Each year level is looking at a different time period in world history. Year 7s have been looking at Ancient History, starting with an overview of the period ranging from 60 000 BCE to 650 CE. They are now engaged in a deep dive in Ancient Egypt. In year 8 students have been looking at the transition from the ancient to the modern world. They have also started with an overview of the period ranging from 650 CE to 1750 CE. They have undertaken a depth study of Medieval Europe and are now looking at the Polynesian expansion and The Black Death. In year 9 students have been looking at the making of the modern world. As the other 2 year levels they started with an overview of the period ranging from 1750 CE to 1918 CE. Their depth study has been the industrial revolution and are now transitioning into a depth study of Australian history. Year 10s will do History in semester 2.

Our Middle School teachers have been working hard to make studying history as hands on as possible and in the middle of a pandemic this has been difficult. Despite this we have had guest speakers come in to talk about blacksmithing (in year 8) and spinning and weaving (year 9) organised by Ashley Gill (Bu Ash). Erin Strong has been organising escape rooms and treasure hunts for the year 7 and 8s to make the learning more active. Ben Abott and the year 8 team have built on their work from last year to present students with a museum exhibit assignment where students curate an exhibit drawing upon the learning they are doing in class.

In the Senior School our wide range of humanities classes are in full swing. From the students studying one of the most pivotal battles in all of history on a lonely shore in Marathon to students actively participating in mock trials before real judges. We have Ancient Studies, Gender Studies, Aboriginal Studies, Legal Studies and Society and Culture that various students are taking part in. Fantastic and engaging work is happening in all these spaces, but this term please see our article on the Mock Trials that have been taking place as an extra-curricular activity connected to the Legal Studies class.

James Dekort
English/Humanities Coordinator

WHOLE SCHOOL SPORTS DAY

FRIDAY MARCH 25 AT PORT ADELAIDE ATHLETICS CLUB

This year, Le Fevre High School's Sports Day was held for the first time at the Port Adelaide Athletics Club. With the introduction of Year 7s into high school more events were added to the day. The day began with students meeting with their Home Group teacher down at the local athletics club and the events were introduced.

The excitement of the soccer dribble got started with the 800m running event pushing our best to their cardio limits. Other running events offered included 400m, 200m and 100m which featured Will McKenzie running on the sidelines trying to inspire his team mates toward the finish line. The field events started soon after with Discus, Shot Put, Javelin, High Jump and the introduction of Long Jump with two sand pit facilities available for us to use. Novelties are always a highlight for our students and while sometimes controversial the Tug of War is always good fun, especially when the staff line up against the students.

The day finished with some incredible 100m sprints, which saw Toy Story's Woody the fastest in the school. The introduction of the sack race caused a little bit of chaos before finishing the day with the 4 x 100m relay, which included a male staff 100m relay team who absolutely blitzed past the four other teams. The female staff 4 x 100m relay team gave it a good shot against the senior women's team but Angel Greenwood was too quick for our new Urgent Assist officer to catch her and victory went to the students.

Thank you to all staff who helped run this massive whole school event, without your support days like this cannot occur. We have collected feedback from the event and will look at making it an even better day next year.

I would like to congratulate the individual Award winners from the day and a massive shout out to the House leaders of Hart who pinched another win from Swan, who narrowly missed out.

Age	Name	House
U 13 Girls	Jade RD	Robin
U13 Boys	Rueben P	Swan
U14 Girls	Kierra G	Park
U14 Boys	Ashton M	Swan
U15 Girls	Elektra H	Robin
U15 Boys	Dylan C	Hart
U16 Girls	Lucy G	Swan
U16 Boys	Traeclem M	Hart
Open Girls	Angel G	Robin
Open Boys	Jordan SM	Park

Overall House Points

1 st Place	Hart	905
2 nd Place	Swan	878
3 rd Place	Robin	844
4 th Place	Park	822

Heather Westwood
Healthy Lifestyles Leader



INTERSCHOOL ATHLETICS

THURSDAY APRIL 7

The Interschool Athletics was held on Thursday April 7 at Athletics SA Stadium in Mile End. The team was decimated by Covid quarantine, however the forty students who did attend were exemplary students who represented Le Fevre High School proudly with fantastic sportsmanship.

Our students filled in for as many events as we could, however with 50% of our team not attending it became increasingly hard to fill them all. A special mention to Miya S and Paris Hocking who single handedly attempted to carry our Open Girls team, including in the 4 x 100m relay!

Congratulations to our Boys team who came first overall as you can see by the allocated points below.



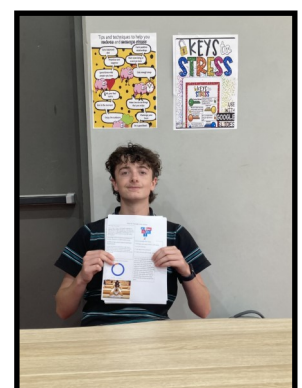
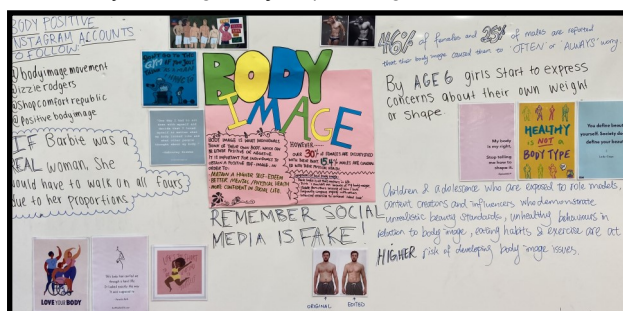
I would like to sincerely thank all the staff who attended and supported our students and run events and the staff who compromised their teaching to accommodate for student absences at such a vital time in the assessment calendar.

HEALTH EXPO

Year 12 Health class held a Health Expo on Wednesday April 6 at Lunch time to try and raise awareness of different health issues in our community. Students researched issues nationally and globally and compared their data to our local surveys. To try and raise awareness of their health issue they made posters and brochures to encourage our school community to seek support when needed. They did a great job passing on the information they had learnt to the rest of the school.

Well done Year 12s.

Heather Westwood
Healthy Lifestyles Leader



CROSS CURRICULAR STUDIES

Cross Curricular Studies at Le Fevre High school comprise **Stage 1 Personal Learning Plan, Stage 2 Research Project and Stage 2 Workplace Practices**. These subjects introduce students to the SACE, teach them valuable research skills and develop work readiness at the senior level. Cross curricular studies are a compulsory part of the SACE certificate.
Staffing update

Our faculty members for 2022 include: Ms. Andee Kalatzis, Ms. Pru Pole, Mr. Ty Duerden, Mr. James Dekort, Mr. Nick Brown and Mr. Robert Button.

Stage 1 Personal Learning Plan is underway in year 10 this semester and all students completing PLP with a C grade or higher will be awarded 10 Stage 1 SACE credits. This term, in addition to learning about the 7 SACE capabilities, pupils will develop generic work skills and consider career pathways. Students also had the opportunity to participate in work experience in week 11 of term 1. Looking ahead, learning styles, goal setting, and subject options will be explored during term 2 in preparation for course counselling.

Stage 2 Research Project: Year 12 Research Project students continue to work on their projects this term and should be ready to submit at the end of Semester 1. Year 11 students will commence Research Project in Semester 2. All students who successfully complete the subject with a C grade or better will be awarded 10 Stage 2 credits.

Stage 2 Workplace Practices: This term students have focused on the changing nature of the job market in Australia, whilst developing an understanding of work health and safety and industrial relations.

Andee Kalatzis
Cross Curricular Leader



The Challenge 2022 – has started at Le Fevre High School!

All students from Year 7 to 12 can participate. To complete the Premier's Reading Challenge students need to read 12 books between week 1, term 1 and week 7 term 3 (9th September 2022). Students who complete the challenge are eligible for an award in late November.

Every student participating will need to complete a student reading record which can be collected from the Resource Centre. Students need to read 12 books, which can include e-books, audio books, class reading, books for learning tasks or book in another language. Each book must be signed off by a parent, caregiver, teacher or librarian to verify that it has been read. It's that simple!

Our Year 7 and Year 8 students have been set the challenge through their Library visits, in conjunction with their English classes, early this term. Completing the Challenge is quite an achievement so we look forward to seeing the growth in reading throughout this year.

Troy Barker
Teacher-Librarian

THE MIDDLE YEARS TEAM

What a start to 2022! Le Fevre High School has welcomed a double cohort, successfully initiated the school year with a staggered start and dealt with all the challenges that COVID has presented. A big contribution to the smooth running of Term 1 is credit to our Learning and Engagement Leaders. If you don't know them already, I'd like to introduce the Middle Years Team for 2022.

The Middle Years Learning and Engagement team consists of:



Amy Newbound
Year 7



Lyndon Parham
Year 8



Amy Coughlan
Year 9

The Middle Years Team and our Middle Years teachers, have worked tirelessly to ensure that there has been minimal disruption to the learning environment despite all that is going on in the outside world. Students are supported in their learning and their needs are being met, providing them with opportunities to be successful with their studies and continue with their personal growth and development.

We are excited about the upcoming whole cohort Year 7 and 8s aquatics day excursions on Monday and Tuesday of Week 1 (Term 2). Amy Coughlan and I have also been working on the Woodhouse 3-day camp for all Year 9s which will take place at the start of Term 3.

As always, if your child is experiencing any concerns with their schooling, please don't hesitate to reach out to our staff. Have a great Easter break and we look forward to working with students and their families throughout 2022.

Regards

Ben Earle
Middle Years Senior Leader



YEAR 12 MOCK TRIAL COMPETITION 2022

The Law Society of South Australia runs an annual Mock Trial Competition for SA Secondary Schools to compete in, and this year Le Fevre High School is entering a team for the first time, comprised of year 12 Legal Studies students.

A Mock Trial is a simulated court case in which the participating student teams contest a fictional legal matter in a mock Court. The trials combine facts, principles and procedure with appropriate subtle theatrics. The Competition aims to bring the legal profession into closer communication with teachers and students in Secondary Schools to remove some of the mystique surrounding the law and the legal profession, and to give students a better understanding of how the South Australian legal system operates. The Competition encourages students to express themselves and to present an argument in a forum based on our adversarial legal system.

We did well in the first round, held on March 8, narrowly going down to Cedar College (87-91) despite one of our prepped witnesses not being available. The second round was meant to be held at the Adelaide District Court on April 5, but unfortunately our opposition forfeited which meant we didn't get the authentic courtroom experience. We did get the points though!

Our participants were: Lily B (Barrister 1), Tom M (Barrister 2), Bailey R (Solicitor), Savarnna H (Witness 1), Daniel S (Witness 2), and Zarian H (Judge's Associate). Special mention goes to Savarnna for stepping into the witness role at the last minute with little time for preparation. It was a great experience and a steep learning curve for everyone involved.

We have one more round of the 'regular season' to go (on May 17), which if we win should see us well placed to progress to the finals. We'll keep you posted!

Nick Brown
Legal Studies Teacher



WELLBEING NEWS

The Wellbeing Team

The Wellbeing Team has expanded this year which enables us to support more students on a consistent basis. This team consists of a Wellbeing Leader, two Wellbeing Youth Workers, a Teacher Counsellor, an Urgent Assist Officer and two Social Work Placement Students. We use a person-centered approach in which we strongly consider the students perspective and encourage them to have input around strategies that will work for them personally as we know each individual is different. The addition of having a Wellbeing Hub this year has been invaluable. This is an all-inclusive breakout space to assist students in both assisted and self-regulation, facilitate weekly wellbeing groups, group learning and individual support. The Wellbeing Hub has an abundance of sensory items like fidget toys, weighted blankets, couches and activities that can assist in mental stimulation.



Bullying No Way Day

On 18/03/22 we hosted our Bullying No Way Day to highlight our support for people who have been exposed to bullying of any sorts. Through this initiative, we started the day with free pancakes for students upon their arrival to school with the generous assistance from the Port Church. This was a great opportunity to engage in conversation with the students and discuss what our event is all about. At lunch time, we organized cups of noodles, sweets, toasted rolls and fairy bread for all students to come together to enjoy. The Social Work Placement Students arranged a kindness activity in which people were able to record a moment that someone was kind to them. Fighting bullying with positive experiences was the emphasis for this day.

Chill Out

We recognize that not all families have the capacity to have a consistent source of food. Due to this, every Monday, Wednesday and Friday at lunch time we run Chill Out. Chill Out is a space in which students can access food without the fear of being questioned about why they need the food. During this time, we provide students with toasted sandwiches, fresh fruit, juice boxes, chips and other snacks that are all donated to the school for this purpose. During Chill Out, students have the opportunity to engage in positive interactions with both students and staff.

We endeavor to prioritize student wellbeing and ensure all students are treated with equality. We aim to develop a respectful relationship with families so that we are able to work collectively to see their children succeed on the path that is right for them.

Ryan Langcake
Student Wellbeing

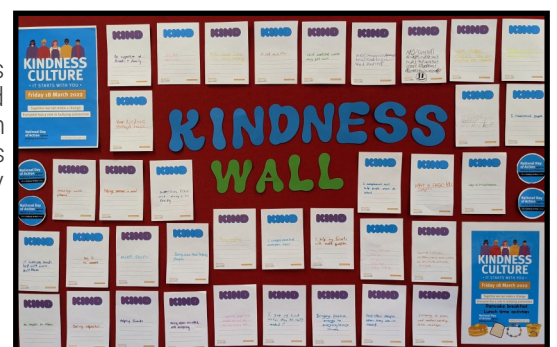
Nation Day of Action Against Bullying

This year's Bullying No Way Day theme was Kindness Culture. Aimee and Matt (UniSA Social Work students) put together an activity for students in Week 7 to think about ways in which they can show kindness while at school, accompanied by a range of free lunch items during Chill Out. A selection of responses from students have been displayed in the library on a "Kindness Wall"!

International Women's Day

This year's International Women's Day theme was #BreakTheBias. Ms Carter and UniSA Social Work students Aimee and Matt encouraged students to break common biases against women with a classroom activity during pastoral care in Week 6. A variety of student's responses were used to create a #BreakTheBias display in the upstairs hallway leading to the Wellbeing Area.

Matthew McWilliam
Bachelor of Social Work Placement Student



MEDICAL INFORMATION

STUDENTS WITH A MEDICAL CONDITION REQUIRE THE FOLLOWING

HEALTH CARE PLAN

These are specific to the student's medical condition i.e. Asthma, Epilepsy, Anaphylaxis etc. These plans are to be **developed and completed by your GP or specialist**. All health care plans should be monitored and reviewed every 12 months and earlier if the family has concerns or if there is any change in the support needs of the child.

MEDICATION AUTHORITY

Students must not administer their own medication, it should be given to Student Services in the original chemist packaging stating the child's name and dosage information along with a **Medication Authority form completed by your GP or specialist**.

We kindly ask you keep the school up to date with current information i.e. phone numbers, emergency contacts and address. These requirements are to assist education workers, in partnership with the families and health professionals, so we can ensure we are able to respond effectively to your child in case of an emergency.

We appreciate your co-operation in this matter, if you have any questions in relation to managing Medical Conditions or obtaining a copy of the mentioned forms, please contact the First Aid Officer on 84497004.

Example of the required forms:

Medication authority
for education, childcare and community support services*

CONFIDENTIAL

To be completed by the AUTHORIZED PRESCRIBER and the PARENT/GUARDIAN and/or ADULT STUDENT/CLIENT.
This information is confidential and will be available only to relevant staff and emergency medical personnel.

Name of child/student/client: _____ Date of birth: _____
Family name (please print) First name (please print)

MedicAlert Number (if relevant): _____ Date for next review: _____

Allergies: _____

Note: Medication authorities can be endorsed by the following: medical practitioners (GPs and/or specialists), dentists, optometrists, nurse practitioners, pharmacists

Please:

- Complete all sections of this form. **This is a single-medication sheet. Please use a separate form for each medication.**
- This medication form is appropriate for both **long term and short term** medication e.g. Antibiotics
- Schedule medication outside of school hours where possible
- Be specific: **As needed is not sufficient direction for staff – they need to know exactly when medication is required**
- **Remember the simplest method. For example Oral or 'puffer' medication is easier to arrange than a nebuliser.**

Please note that education and child care and community services workers:

- accept only medication which has been ordered by an authorised prescriber and is provided in a fully labelled pharmacy container
- do not monitor the effects of medication as they have no training to do this
- are instructed to seek emergency medical assistance if concerned about a person's behavior following medication.

MEDICATION INSTRUCTIONS		TIME	
<small>(please print clearly)</small>		<small>(please see administration sheet)</small>	
Medication name <small>(include generic name)</small>	Route <small>(eg oral, inhaled, topical)</small>	<input type="checkbox"/> 07 – 08.30 am	The medication is taken at times allowing adequate rest
Form <small>(eg liquid, tablet, capsule, cream)</small>	Dose	<input type="checkbox"/> 09 – 10.30 am	
Strength		<input type="checkbox"/> 11 – 12.30 pm	
Other instructions for administration		<input type="checkbox"/> 03 – 04.30 pm	
Start/finish date <small>(if appropriate)</small> , from _____ to _____		<input type="checkbox"/> 05 – 06.30 pm	
		<input type="checkbox"/> 07 – 08.30 pm	
		<input type="checkbox"/> Overnight	
		<input type="checkbox"/> Other <small>(if medically necessary)</small>	

Please notify:

Please note:

- Young children (eg junior primary age) are generally supervised when they take their oral/puffer medication
- Whenever possible, safe self-management is encouraged.

Please advise if this person's condition creates any difficulties with self-management; for example, difficulty remembering to take medication at a specified time or difficulties coordinating equipment (eg puffer and spacer).

This plan has been developed for the following services/settings:*

<input type="checkbox"/> School/education	<input type="checkbox"/> Outings/camps/holidays/aquatics
<input type="checkbox"/> Child/care	<input type="checkbox"/> Work
<input type="checkbox"/> Respite/accommodation	<input type="checkbox"/> Home
<input type="checkbox"/> Transport	<input type="checkbox"/> Other <small>(please specify)</small>

AUTHORISATION AND RELEASE

Authorised prescriber: _____ Professional role: _____
Address: _____ Telephone: _____
Signature: _____ Date: _____

I have read, understood and agreed with this plan and any attachments as indicated above.
I approve the release of this information to supervising staff and emergency medical personnel.

Parent/guardian or adult student/client: _____ Signature: _____ Date: _____
Family name (please print) First name (please print)

DECD Medication authority 2015 1 of 1

General health information
for education, child/care and community support services

CONFIDENTIAL

To be completed by the TREATING HEALTH PROFESSIONAL (general practitioner, psychiatrist, psychologist) and the PARENT/GUARDIAN and/or ADULT STUDENT/CLIENT for a person requiring additional care/supervision related to his or her general mental and/or physical health and well-being. Other forms are available for more specific health care plans.

Name of child/student/client: _____ Date of birth: _____
Family name (please print) First name (please print)

MedicAlert Number (if relevant): _____ Date for next review: _____

Description of the condition

It is not necessary to provide a full medical history. Staff members only need to know information relevant to the person's attendance, learning and well-being in education, childcare or community support services.

Implications for education and care settings

Please include only information that supervising staff need to teach and care for this person, for example:

<input type="checkbox"/> Impact on capacity to attend and participate in routine learning activities	<input type="checkbox"/> Need for additional emotional support
<input type="checkbox"/> Limitations on physical activity	<input type="checkbox"/> Behaviour management plan
<input type="checkbox"/> Need for rest/prescription	<input type="checkbox"/> Considerations for camps, excursions, social outings

Please provide details _____

DECD General health information 2015 1 of 2

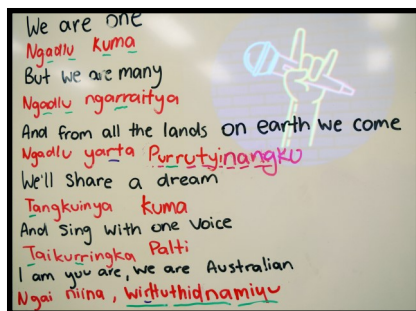
YEAR 7 AND YEAR 8 MUSIC

This year the Arts team have linked with the Aboriginal Education team, collaborating to write and deliver new and powerful curriculum in Music with a focus on using voice and Kurna language.

Creating a Music program that covers traditional Music skills and expanding to include a focus on voice was our challenge. We knew that using voice brings huge gains for student wellbeing and it also removed the barrier of needing a physical instrument as you carry your voice with you where ever you go.

Our Aboriginal Education staff, Joey Abdulla and Joseph Egan worked with Music teacher Katheryn Langmaid to devise a major unit of work which they then helped deliver in classes, teaching from their rich lived experience. We also drew on the knowledge of local Kurna elder, Jack Buckskin who came and did workshops with our year 7 and 8 students that really helped make it a rich learning experience for students.

We have included some photos of this excellent learning experience.



THE CENTENARIAN PORTRAIT PROJECT

A natural fit; the generous spirit of the old, embracing the enthusiasm of the young. Expressive and insightful.

Melbourne Gallery-Goer

About

The Centenarian Portrait Project by Teenagers is a community arts project that promotes intergenerational friendships, celebrates life at 100 (in all its forms) and fights the negative ageing stigma.

Each rendition of the program involves 100 teenage artists and 100 centenarians, who undergo a life-affirming intergenerational process. This culminates in an art exhibition presenting 100 portraits of 100-year-olds by local teenage artists.

For most artists it is a chance to meet a centenarian for the first time; for centenarian subjects, a chance to share their story and for both generations a memorable exchange of perspectives.

The student artists visit their subject multiple times; mapping out sketches, taking photos and playing the occasional game of dominos. The artists then return to their studios to complete their artwork.

Accompanying each portrait is a statement about the experience, their subject and life at 100.

After each exhibition concludes, the centenarians are gifted their portrait as a keepsake, and a reminder; ageing is a journey, and we are all on it together.

Jordan S from year 11 has been selected to participate in this experience. They will be painting a 105 year old man from our local area. The exhibition will be at the end of June.

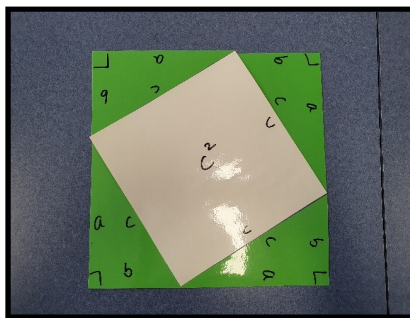
Jackie Reichstein
Arts and Technologies Leader



NUMERACY AT LE FEVRE HIGH SCHOOL

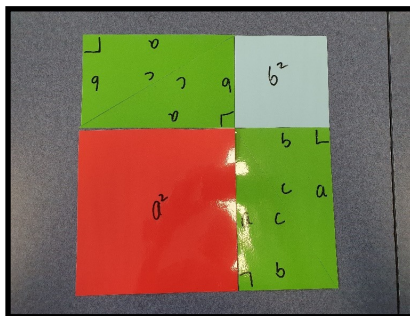
Mathematics at the secondary level can be challenging for even the most confident student. At Le Fevre High School, we are changing things up to alleviate some of the stresses and learnings the students must work through. One strategy we are implementing is to use a more conceptual approach to delivering our curriculum. This involves staff undertaking the Thinking Maths program delivered by Dr Pauline Carter where they learn about a range of conceptual based activities that can be used in our classrooms. An example of this strategy is used in our Year 9 Mathematics classes where students learn about Pythagoras' Theorem. Pythagoras' Theorem states *that in a right angled triangle, the sum of the squares of the two shorter sides equals the square of the hypotenuse*.

Firstly students were shown a right angled triangle. A short discussion takes place about why the triangle is a right angle and then as a group the sides of the triangle are labelled. Three more copies of this triangle are introduced and arranged as in the image below. As you can see, using a white board marker, all sides have been labelled.



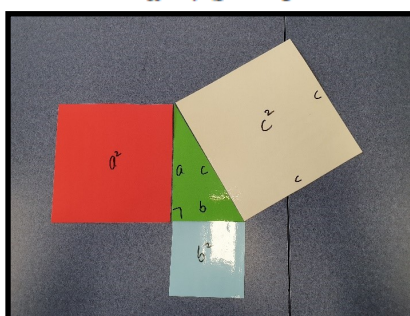
The class then discuss the new square that is created at the centre. They work out its area in terms of the longest side of the triangle. They also understand that this new square makes up the left over area that the green triangles didn't take up.

The green squares are then rearranged and more new squares appear. The areas of these new squares are shown in terms of the shorter sides of the green triangle, a and b.



The students then discuss the comparison of the left over areas of the two arrangements of the green triangles and see that $a^2 + b^2 = c^2$. Students can see the connection of the left over spaces, when they realise that they are in fact the same, the light bulb moment has occurred. They should now have a more conceptual understanding of Pythagoras' Theorem, that in fact, for any right angled triangle,

$$a^2 + b^2 = c^2$$



NUMERACY AT LE FEVRE HIGH SCHOOL....

CONTINUED

Students then use this idea to then try and find some very special right angled triangles. These special right angled triangles are ones in which the three sides are all integers (whole numbers) that come together to make right angled triangles.

Examples of students using link cubes with this activity is shown. When students think they have found one, they need to use Pythagoras' Theorem to check if there is a right angle opposite the hypotenuse.



This is just one example of a conceptual approach to delivering our curriculum at Le Fevre High School.

Nick Kyriazis
Mathematics and Physics teacher
Middle School Numeracy coach

BANGARRA DANCE THEATRE AND SPORTS DAY

Students in dance and drama classes at Le Fevre were fortunate to go on an excursion to see the fabulous Bangarra Dance Theatre perform Wudjang - Not the Past. Our Aboriginal studies class also attended. Students had a great time seeing an Indigenous dance company perform a moving work based on events surrounding colonisation, told from Indigenous perspectives. Student's behaviour was exemplary and they represented Le Fevre very well.

Sports Day:

Students had a great time dressing up on sports day in their house colours. Was lovely to see everyone having a go and building team spirit through fabulous outfits.

Meg King
Dance Teacher



INDONESIAN NEWS



Our year 7s and 8s have come to high school either with some Indonesian experience, experience with a different language or having had no previous experience in languages other than English. Students who are brand new to Indonesian are catching up fast with those who have been learning Indonesian at primary school. This term, through a topic called 'Interaksi' (interacting) they learned all the essentials of those first conversations with a new friend. After starting small, they built up to being able to have a conversation with their teacher as well as read texts in Indonesian and answering questions in English. We practiced reading comprehension using different text types, including comic strips, dialogues and school registration forms. Now we are using our knowledge of numbers, learning to tell the time in Indonesian. Along the way, they have engaged in conversations about why learning languages is important and why Indonesian is a great language to learn. Classes watched clips like this one, to inspire them to be brave, and just 'give it a go!'. https://youtu.be/0x2_kWRB8-A

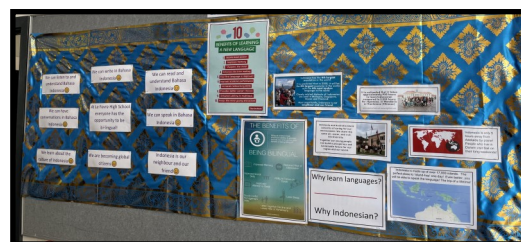
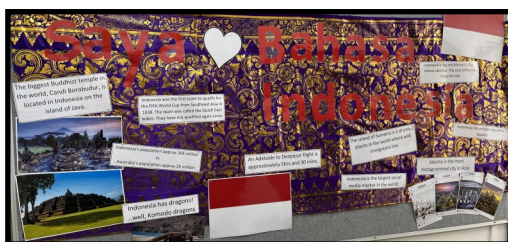
Our year 9s engaged in a topic called 'Tempat Kita' – Our place. Through this, they learned all the language around homes and what happens in and around a home. They developed their listening skills, as well as their writing skills, many of them writing over 250 words in Indonesian in an email about moving house. They had an opportunity to create a 'dream home' and describe it and learn about Traditional Indonesian homes.

Our year 10s have been thrown into the world of Indonesian grammar. It is a new and exciting place to be living and opens students' eyes to how culture can shape a language. Learning about another language's grammar has given our students a chance to reflect on their own language systems and re-enforce fundamental English grammar - teamwork! Our year 10s have also been travelling around the world (from their seats in the classroom). They have been researching the best things to do in their chosen cities or countries, scoping hotels with the greatest bang for your buck and deciphering reviews and menus for the most delicious places to eat. All this so that they can have a conversation, create an itinerary, and write about their adventures in Bahasa Indonesia.

Our Year 11 and 12 class learned about the Megacity of Jakarta and the current news around it (the fact that it is sinking, experiences flooding regularly and that the capital is being moved to another island in Indonesia). They have written journal entries from the perspective of a traveller living in Jakarta at the time a flood hits. They have also been focusing on their conversation skills. The year 12s have engaged in independent research on a topic of their choice, a great opportunity for them to learn to read authentic articles from online sources, in Bahasa Indonesia. They are absolutely capable of this and will soon be considering how they'd like to present their findings.

The attached pictures show an example of an interview and some of our display boards around the school.

Pru Pole
Coordinator: Languages and EALD



YEAR 10 NEWS

The Year 10 cohort welcomed members and players of the Port Adelaide Football Club to present two sessions to our Year 10 cohort.

Power to End Violence Against Women

The Power to End Violence Against Women program is a primary prevention program that raises awareness of the issue of violence against women and promotes respectful relationships to young men in Year 10 across South Australia. Developed with Centacare Catholic Services and the Department for Education, the Power to End Violence Against Women program aligns with a vision for young men to foster healthy attitudes to relationships and to challenge entrenched attitudes that can contribute to gender-based violence.



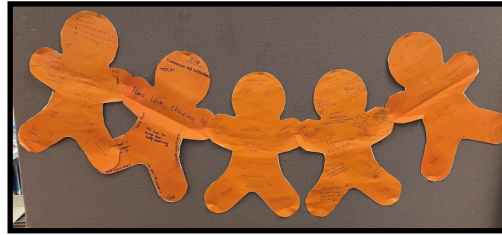
Empowered

Empowered works with female students in year 10 with a focus on promoting a positive sense of self and identity. Research on domestic violence shows that by the time they reach their teenage years, most young people have experienced or witnessed some form of domestic abuse. Empowered provides an opportunity to discuss the key drivers of violence such as rigid gender roles and stereotypes, limits to women's independence, while exploring healthy and unhealthy relationships. The program aims to empower young women, while building their capacity to understand and address the drivers of violence including warning signs, while providing access to resources for support.

Elle Penekelis
Learning and Engagement Year 10



HARMONY WEEK



During Week Eight, we celebrated Harmony Week. Our Australian Refugee Association (ARA) Youth Ambassadors, Power Intercultural Program (PIP) participants and Student Voice Representatives all worked hard to plan an engaging week. During Pastoral Care on Tuesday, Care Groups were invited to think about what "Harmony" means to them and write on an orange paper person. These are now displayed around the school. Each day, an inspirational quote was posted on Daymap to prompt reflection and discussion. The highlight of the week was a whole-school assembly and Cultural Dress fundraising day on Thursday. Students were invited to wear orange, or something representing "culture/s". Gold coins donations were donated to ARA. We raised \$152.90 to support refugees and asylum seekers in our community. Cultures represented with clothing included Filipino, Nepalese and Bhutanese, Ukranian, Syrian, Indonesian, former Yugoslavia, India, Greece and Turkey, and many sporting teams!

The assembly included a poignant Acknowledgement of Country by Aboriginal Education Teacher Bu Lina, fantastic performances by the senior band of "Imagine" and "All You Need is Love", and Anklung performance of "Up the Mountain" by Indonesian faculty staff, skilfully conducted by Bu Kylie. ARA and PIP students Subarana R, Grace S and Will MK spoke eloquently about Harmony Day and Refugee Issues.

LFHS has a tradition of celebrating the many languages spoken by students and staff at our school, and this was a moving part of the assembly, with students from years seven to 12 sharing positive messages in their home languages, and many staff also showcasing their multilingualism. This was a reminder of how lucky we are to have people with such diverse experiences, as these result in compassionate, caring and intelligent educators.

Jackson and Poppy from Student Voice introduced the Student Parliament members for 2022.

Inclusive Education Class students John R (guitar and vocals) and Jacob K (drums) performed at the recent Harmony Day assembly. They were accompanied by year 12 student Jess M (Keyboard). The students are part of the year 11/12 band studying music for their SACE, and also played a variety of songs to promote our school as a part of the Open Night activities.

The LFHS anti-Racism pledge was available for signing and is on display at the Student Services entrance.

Thank you to Jackson for stepping in as MC at the last minute, and to everyone's fantastic flexibility during this outdoor "covid-safe" assembly.

Pru Pole
Coordinator Languages and EALD



HARMONY ASSEMBLY SPEECH

BU PRU

Selamat pagi, nina marni? Nawrouz Mubarak to those celebrating Persian New Year this week, and happy Greek National Day for tomorrow!

Last Friday we acknowledged Bullying No Way Day, and this week we continue to orange-up for Harmony Week. Thank you to everyone who dressed up and chipped in to support the Australian Refugee Association today. You look fabulous.

We acknowledge days like today by wearing particular clothes, eating food, or waving flags. These gestures are fun but simplistic, and it is important to think about the deeper meaning behind these events, and how we can think critically and take risks to make our school and the world a better place. Just imagine, like the song says, a world where we replace fear of differences with curiosity and interest and a desire to learn from each other.

What we call Harmony Day in Australia is in fact the United Nations' International Day for the Elimination of Racial Discrimination. It marks the 21st of March 1960, when 69 peaceful protestors were killed by police in South Africa. These people were protesting against apartheid – a system that brutally discriminated against black people and people of colour.

This week on Daymap there was a quote from Angela Davis, an American activist, who said “in a racist society, it is not enough to be non-racist. We must be anti-racist”. It is our responsibility to actively stand up to racism and work towards a school, and a society, where everyone feels safe and valued for who they are.

Do we live in a racist society? Prior to 1788, Australia was incredibly intercultural. Over 250 languages were spoken by different Aboriginal groups, with many dialects within each language. Our history after European settlement is embarrassing. White English-speaking people were welcomed, while those from other backgrounds were excluded, or faced significant discrimination. The White Australia Policy was in place until the 1970s, but remnants of these attitudes can still be found today. Meanwhile, Aboriginal Australians suffered extensive trauma through government procedures such as the Stolen Generation.

Slowly, Australia has made some progress. We are so lucky to have people amongst us today from so many different places. Already, we are welcoming families from the Ukraine escaping Putin's invasion. And yet there are still people in immigration detention that have been waiting years and years to be allowed to join and contribute positively to our society. Racism is still around us, in parliament houses and, sadly, in classrooms. No one is born racist – a line from South Pacific says, “you've got to be carefully taught”. But we can unlearn these prejudices as well.

So, what can we do here at Le Fevre, apart from dressing up? We can learn to recognise and call out racist behaviour, in ourselves and others. We can make sure that we know what to do when racism takes place. Do not retaliate with violence. Instead, tell a member of staff and trust that appropriate action will occur. Know who are safe people to talk to when things feel uncomfortable. Ask questions respectfully. Replace fear of the unknown with courage to learn about what makes us all unique.

The Department for Education has recognised that Le Fevre High School has the potential to be leaders in the state as far as having intercultural understanding and global connections. We have won a grant to participate in the Growing Global Citizens initiative, which will help us to strengthen our relationships with schools in Indonesia and open up more opportunities for our students to connect with other cultures. If you are interested in world events, want to help others, and learn from each other and guest speakers, come along to the Global Citizen's Culture Club every second Friday lunchtime in the Wellbeing Hub.

We all want to belong. We all want to identify. This should not be at the expense of anyone else. I want to live in a world, and be in a school, with no fear, no racism, just harmony. Where, as the song says, All You Need is Love.

Terima kasih.

INDIVIDUALS AND SOCIETY

This term in Individuals and Societies, our year 8 students are learning about the Middle Ages in Europe. Meanwhile, our Year 9 students are learning about the Industrial Revolution. Some of our classes in both year 8 and 9 attended an incursion where students learnt about the production of textiles by spinning and weaving, a tradition which predates and spans the Middle Ages and was the foundation for the industrialisation of the textile industry. Local community member Jo Powell, who is an educator in Vet Science at TAFE SA and also an expert spinner and weaver, came to our school and gave an excellent seminar on spinning and weaving. Some students tried spinning yarn for themselves. Jo's partner Steve creates highly authentic (but blunt for our purposes) replica Medieval swords and Steve safely showed students some swords and provided some information for the year 8s about weapons and armour of the Middle Ages.

Ash Gill
Languages, EALD and HASS Teacher



INCLUSIVE EDUCATION

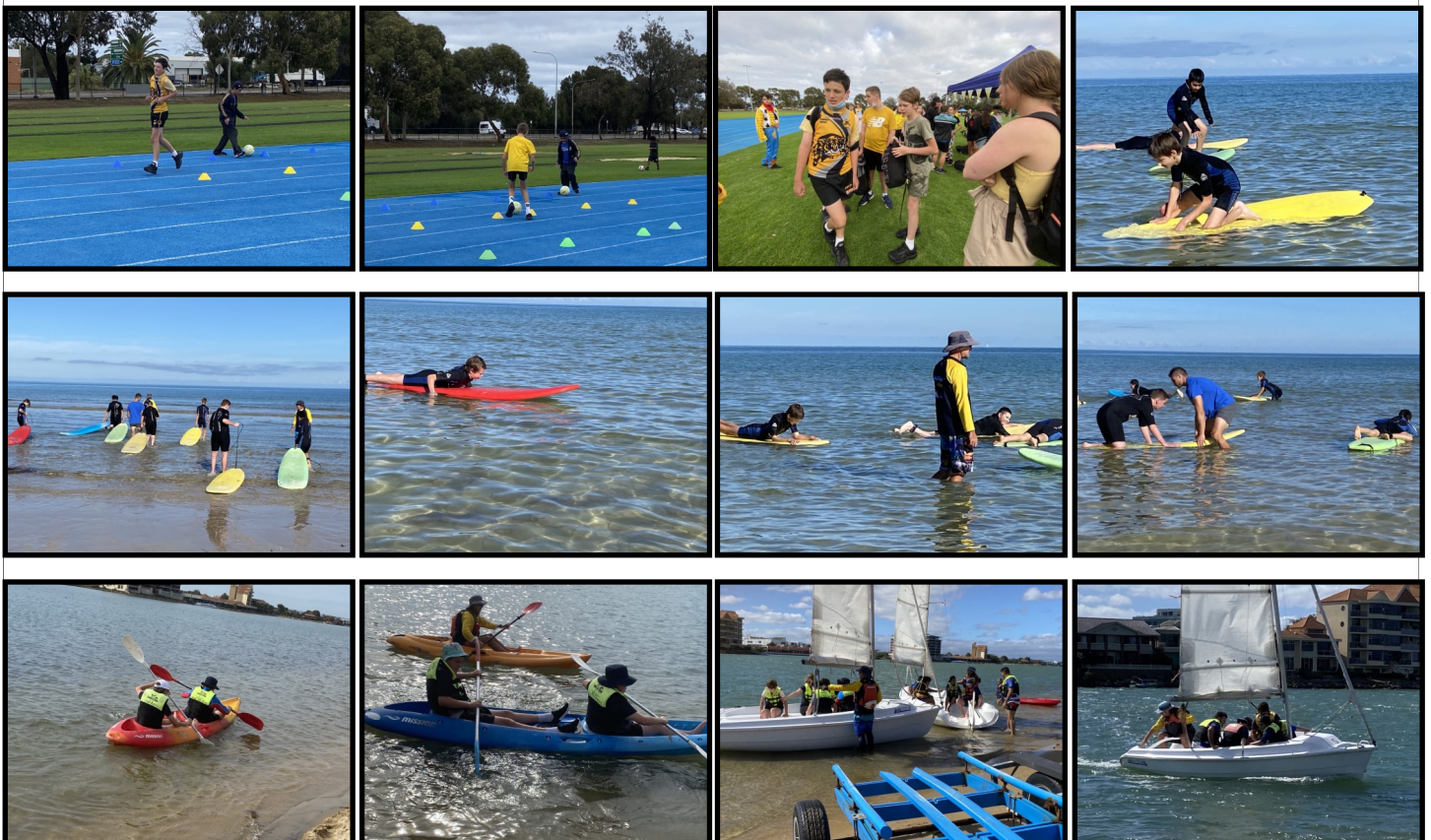
Sports Day

This was our Inclusive Ed's first Sports Day in High School. Students were all very excited to participate in some sports activities and spend the day with their friends. Our students (along with everyone else), were dressed to impress! They participated in activities such as long jump, sack race, shot put and high jump. Everyone had lots of fun.

Aquatics

This term, our Inclusive Ed class was fortunate enough to take part in 4 sessions of aquatics, held at the West Lakes Aquatic Centre. Over the course of the 4 sessions, students participated in a few different activities including surfing, sailing, and canoeing. They learnt about different water safety aspects, sailing terminology - like tacking and jiving, how to catch waves and stand up on a surfboard, and how to paddle in a canoe. In addition, students improved their social skills including working in a group and being self-confident. Everyone had so much fun!

Gina Tawfiles
Inclusive Education Teacher



LE FEVRE ABORIGINAL EDUCATION NEWS

The Le Fevre Aboriginal Education team have been busy this term supporting our students. We have participated in several amazing opportunities including a number of visitors from community, organisations, and the Department for Education. Our year 7 and 8 students have settled in with assistance from our staff and we have a great team of friendly faces this year for our students.....

Our people, the team at Le Fevre High School



Artwork by Sophie

Nicole Adji – Coordinator of Aboriginal Education and SAASTA coordinator

Lina Ruggiero – Aboriginal Education teacher with a focus on Middle school years 7-9

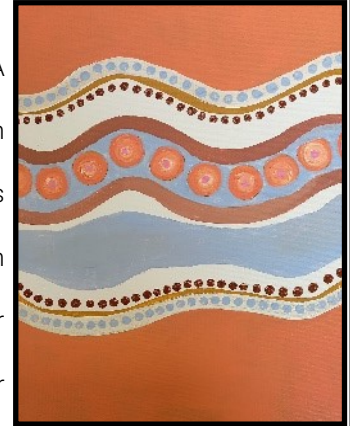
Marija Poljak-Nikolic - Aboriginal Education Teacher with a focus on Senior school years 10-12

Tania Shearer – Aboriginal Secondary Education Transition Officer (ASETO)

Joseph Egan - Aboriginal Secondary Education Transition Officer (ASETO)

Joey Abdulla - Aboriginal Secondary Education Transition Officer (ASETO)

Heather Westwood – SAASTA Academy teacher



Artwork by Tabitha

We have thoroughly enjoyed our time with the students throughout this first term and look forward to what the rest of the year will bring. If you have any questions or inquiries as to how our team can support you or your child please do not hesitate to contact a member of our team.

Our Place, Tirkanthi Kuu 'learning place' in Kurna Language

Our Aboriginal Education room is open for our students with an emphasis on creative expression through art this term. We provide a safe space for our students to express their culture with many opportunities to discuss issues and access support in areas such as senior pathways, literacy support, community visits and connecting with our team staff.

Our room is open most break times, providing a space where our students can relax, eat and feel safe.

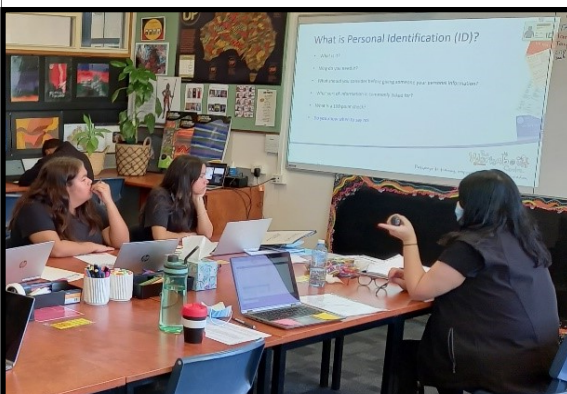


Lewin getting creative in the Tirkanthi Kuu space

The Workabout Centre



An important support service we have connected with this term is the 'Workabout centre'. Our regional support officer Angela visits our students on a fortnightly basis, discussing pathways opportunities and supporting students with resume writing. Angela has thoroughly enjoyed working with our senior students this term and will return throughout the year to chat to our students about training and work experience opportunities. If your child has mentioned an interest in training or a pathway please contact us and we will connect them with the Workabout Centre.



Angela from the Workabout Centre working with our senior students surrounding Pathways and training

LE FEVRE ABORIGINAL EDUCATION NEWS



SAASTA (South Australian Aboriginal Senior Training Academy)

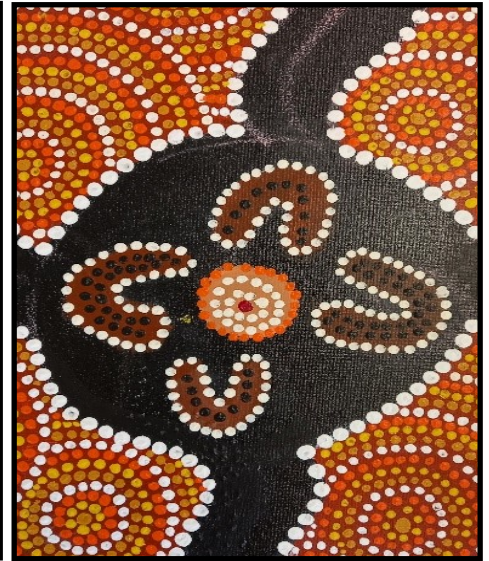


Terriah working on the collaborative art piece

This year we welcomed students from Seaton High School and Findon High school to our Academy Program. Our senior students are busily preparing for the Aboriginal Power Cup (happening in term two) through a variety of tasks and assignments. The major focus this term has been the creation of a major art piece to be printed on the team guernsey. Additionally, the collaborative art piece will be displayed at the opening of the new Aboriginal cultural centre, 'Tarrkarri' – Centre for First Nations Cultures. Our Academy students have worked tirelessly this term to create a beautiful piece that will be proudly displayed in the front foyer of the centre when it opens.



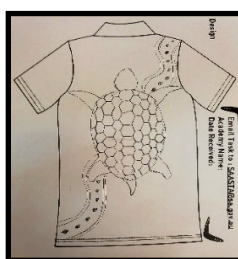
Tabatha painting the Adelaide hills



SAASTA Students Maddy, Seth, Tabatha and Aleesha placing the final touches on the canvas to be displayed in the Tarrkarri Cultural centre

SAASTA ACE Program

Our year 10 students have been attending the newly introduced 'ACE program'. The program focuses on pathway opportunities with a strong connection to the Workabout centre. Year 10 students have also been working on the year's SAASTA polo design which will be submitted to SAASTA soon. A huge thankyou to our SAASTA Academy teacher, Heather Westwood for her ongoing dedication this term. Our students and staff appreciate the extra mile she has gone to get these tasks completed during a challenging school term.



Students have been working on their creations for the SAASTA polo design task

LE FEVRE ABORIGINAL EDUCATION NEWS

Artist Workshop with Ngadli Art Artists, Kira and Cody



Jacky working on the canvas with guidance from visiting Ngadli Artists

Our ASETO Joseph, invited the sisters behind local Art Company 'Ngadli Art' to talk about the importance of art expression. Artists Kira and Cody walked our staff and students through the story of the creation of their business and gave our students hints and tips on how to create their own meaningful art piece. They provided an insightful workshop for our students and inspired the work behind the canvas that they created for their SAATA art expression task.



Seth and Malcom working away at creating a meaningful art piece with Kira and Cody

Acknowledgement of Country - Filming with the Department for Education

This term, our students were invited to participate in the filming of an 'Acknowledgement of country' video to be used during meetings and events held by the Department for Education. The video was recorded on our beautiful neighbouring Nazar reserve and students were tasked with reading an Acknowledgement to Country with a professional film crew. The experience was enjoyed by all - it was inspiring to see students representing our school community. We look forward to seeing the final product which will be shown at major meetings and gatherings for the Education Department, including our own school site in the future. Well done to all students involved – it took courage to stand in front of the camera and complete this rewarding activity.



Students rehearsing and filming with the crew, including year 12 student, Ashton who was also given an opportunity for work experience with the staff from the Department of Education.

LE FEVRE ABORIGINAL EDUCATION NEWS



Power Aboriginal Programs Cultural Workshop

The team from Power Aboriginal Programs visited Le Fevre Academy for the 2022 Santos Aboriginal Power Cup workshop in week 11.

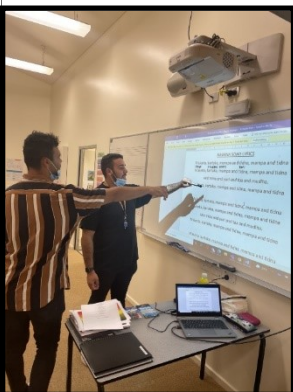
The students had a great session hearing from AFL players about what culture means to them, how they carry culture inside and outside of the AFL and what their plans are for life after football. The students then spoke about their own culture and connection. Plus went through S.M.A.R.T goal setting for their personal, educational and professional goals. The session was enjoyed by students and was a meaningful experience for all involved.

Ashley working through the Power Aboriginal Programs cultural booklet with staff from the program



Students enjoyed an AFL training session on Nazar reserve in preparation for the Aborigi-

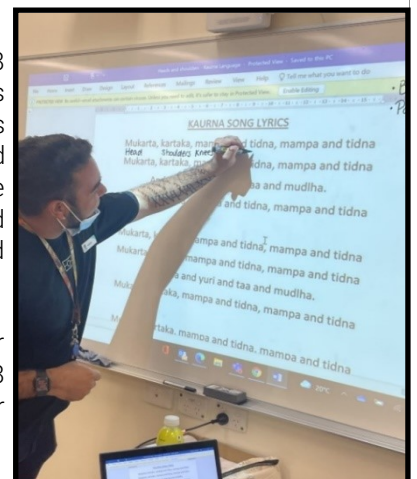
Kaurna Language in the Curriculum



ASETO's, Joseph and Joey have been assisting the Year 7 and 8 music classes throughout the term to teach our music students Kaurna language through interpretations of the songs 'heads shoulders, knees and toes' and ' We are Australian'. Joey and Joseph walked students through the Kaurna language interpretations of the songs and invited Jack Buckskin, proud Kaurna man to educate students on language, music and instruments used by our First Nations' people.

A big thankyou to Katheryn Langmaid, music teacher, for encouraging this valuable experience for our year 7 and 8 students. We look forward to more of these experiences at our school in the future.

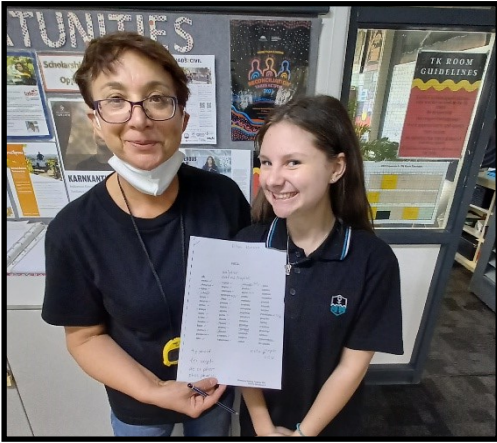
Joey and Joseph teaching the song lyrics



Mukarta, kartaka, mampa, tidna.

LE FEVRE ABORIGINAL EDUCATION NEWS

The Intensive Reading Challenge – Bu Lina, Middle school AET



Bu Lina with Eliza working on the intensive reading challenge vocabulary list

This term we have begun an Intensive Reading Challenge involving all our year 7 and 8 students. The Intensive Reading Challenge supports the student with their word attack skills as well as expanding their vocabulary in preparation for the more sophisticated language they will encounter in the senior school curriculum.

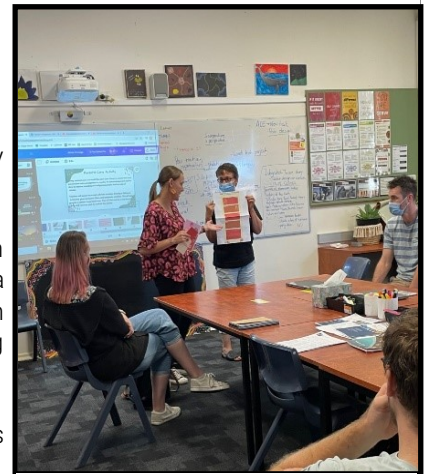
The challenge involves students reading a list of quite sophisticated words in less than 60 seconds without making any mistakes. Initially, many students were worried about reading the words because they look so hard, but they are often surprised and proud at how quickly they improve their skills each time we meet. I congratulate all those students participating, practicing, and showing persistence with their reading.

AET Staff work with our school staff on the Aboriginal Perspective

A big part of our work is ensuring that training is provided to facilitate the culturally inclusive teaching of Aboriginal perspectives to all of our students.

A focus of our recent student free day was the introduction of the activity whereby each caregroup develops their own meaningful 'Acknowledgement to Country'. AET staff Marija Poljak-Nikolic and Bu Lina led a training session on how to write and implement an Acknowledgment to Country. The activity will run in pastoral caregroups schoolwide during Reconciliation Week. We will share some examples of these in the next school newsletter.

Our AET staff continued to deliver 'incursions' to classrooms this term including classes with a focus the importance of Mungo Man and Aboriginal perspectives on first contact.



Bu Lina and Marija have developed a plan for Caregroups to write their own personalised Acknowledgement to Country

Le Fevre High School Reconciliation Action Plan (RAP)

This term, our staff has continued important work on the site Reconciliation Action Plan. Bu Lina and Bu Kylie have worked intensively to create a Reconciliation Action plan that reflects the values at our school. Our three focus areas include Respect, Relationships and Opportunities and will guide important work towards the reconciliation process.

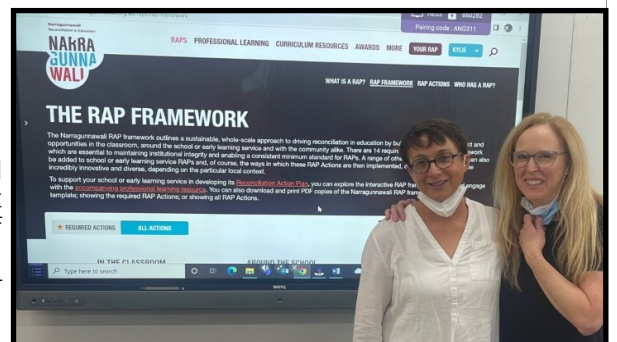
If you have any ideas or input for our school's Reconciliation Plan, please contact our key development staff, Kylie, Lina and Nicole to let us know your ideas.

Governing Council Representation – are you interested?

Narragunnawali
Reconciliation in Schools
and Early Learning



We would love to see a member of our Aboriginal community on the Governing Council board. Please contact the school or a member of our Aboriginal Education Team if you would like to be involved. We can assist you in joining an important decision-making group for our school. Your voice is highly valued on this important platform.



Bu Lina and Bu Kylie talk Reconciliation Action Planning with our Le Fevre school staff