



LE FEVRE HIGH SCHOOL

NEWSLETTER

ISSUE 3 | July 2022



How can it be July already? This term, like 2022 in its entirety, has been a flurry of activity and business and it seems like the days are busier than ever.

COVID-19 has continued to impact life at Le Fevre High School. I would like to thank you all for your patience and support regarding our recent circuit breaker from the escalating number of positive cases amongst staff and students.

We are incredibly aware of how unsettling this is for our students particularly with consistency of learning and connection to school. The resilience demonstrated by our school community was nothing short of impressive and while online learning works for some, nothing compares to face-to-face learning.

Throughout this newsletter, you will have the opportunity to read about the myriad of activities, learnings and events that have taken place across our school. This is again testament to the drive and tenacity of the staff and students during challenging times.

Students at Le Fevre High School are by far our greatest stakeholders and it is imperative we give them a voice in their learning. To ensure this happens effectively, and with as many voices heard as possible, we are about to embark upon Student Forums. By listening and actively integrating student input, we hope to create programs, policies and learning opportunities that support our students in their educational development.

I would like to extend our gratitude and thanks to Maria Kontopoulos who after 39 years of teaching is retiring. She has been a wonderful colleague, a caring and dedicated teacher and we wish her many years of happiness ahead, doing all things she loves beyond the confines of a classroom.

I hope the holidays treat you kindly and you get to focus on the people and things you hold dear.

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

- Friday 8th July
Last day Term 2
- Monday 25th July
First day Term 3
- Monday 1st August
Governing Council
- Monday 8th-Friday 12th August
Kids On Country Camp
- Wednesday 10th August
SALA Exhibition 5:00-6:30pm
- Tuesday 23rd August
Parent Teacher Interviews
- Wednesday 24th August
Year 10 Immunisations
- Tuesday 30th August
Year 10 Course Confirmation Day
- Wednesday 31st August
Year 11 Course Confirmation Day
- Friday 9th September
Student Free Day
- Monday 12th September
Wattle Day School Closure
- Monday 19th September
Governing Council
- Wednesday 21st September
Year 8 Immunisations



Government
of South Australia
Department for Education



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SITE IMPROVEMENT PLAN UPDATE

This term, our teaching staff have been working together on implementing a new 'teaching sprint' process through their Professional Learning Communities (PLC), connected to the wider work of our regional Portfolio. This work connects to the Goals of the Site Improvement Plan (SIP) and are led by our staff that have coaching roles this year. The PLC teams work on Literacy, Numeracy, iMaths and STEM pedagogies. Through the sprint process, teachers undertake new learning and then design short, engaging strategies directly linked to our SIP goal and challenge of practice. These strategies are then used with students in a series of lessons. Our teachers bring evidence of the work they have done with students back to their PLC, reflect upon its implementation and determine future steps or changes. To date we have run two sprint cycles successfully, with staff learning and updating their understanding of the process with positive feedback received. This work will continue through until the end of the year.

Our second focus for this term is about writing and publishing effective Learning Intentions. A Learning Intention states clearly what the teacher wants the students to know, understand or be able to do as a result of the learning and teaching. Understanding how to write concise Learning Intentions has been an ongoing learning task for our staff, aiming to build consistency across the school. The Learning Intentions are published for students in Daymap lessons along with the IBMYP Statement of Inquiry. Next term, staff will be learning about Success Criteria and how these connect with Learning Intentions.

IB MIDDLE YEARS PROGRAM UPDATE

Our program implementation is continually undergoing review with a current focus on redeveloping the required Interdisciplinary Units (IDU) of Learning. This form of learning requires our teachers to work collaboratively to find common links between concepts in MYP units of work across subjects. These concepts form the basis of building an IDU.

Currently we have the Year 9 Kayaking IDU working well but we identified the need for more IDUs across years 7 and 8. Accordingly, this term our Learning Area Leaders spent a day doing IDU planning and then consulting with their teams. This has resulted in a range of newly planned learning experiences. These include Character Design and Storytelling through English and Art at year 7, Data in Sport through Maths and PE at year 8 and an additional IDU for Indonesian at year 9. Students will engage with the new IDUs during trials in Semester 2 this year.

Troy Barker
Assistant Principal
Curriculum

SEMESTER REPORT

This year, Le Fevre High School has introduced ongoing reporting allowing families to have real-time access to their child's grades, attendance and teacher comments. As part of this, students' semester reports will be accessible to families digitally through the Daymap Parent Portal. Reports will be made available to parents and students via the Portal at 2pm Friday 8 July, 2022. If a hardcopy is required, this can be requested during the school holidays or in Term 3.

To access Daymap simply login at <https://lefevrehs.daymap.net/daymapconnect>. If you have difficulty accessing your account or have forgotten your password, click 'Can't access your account?' to reset your password with your school registered email address.

Displayed within the report is the teacher's email address allowing families to contact the teacher should they have any questions about their student's progress. A physical copy of the report can also be requested from student services.

PARENT TEACHER LEARNING CONVERSATIONS

Term 3 brings the change of semester for students at Le Fevre High School. While most students will continue with their core English, Mathematics, Science and Individuals and Societies class teachers, many students will get the opportunity to experience a different elective subject.

On Tuesday, 23 August, Le Fevre High School will be hosting the second Parent Teacher Learning Conversations of 2022. Families are encouraged to attend this opportunity to meet teachers and discuss their student's ongoing progress. Information for booking appointments will be sent out early Term 3.

Chris Peters
Assistant Principal
School Operations & Pedagogical Practice

YEAR 7 ZOO EXCURSION



In week 7 students in year 7 had the opportunity to visit the Adelaide Zoo as part of their science topic; Food Chains and Food Webs. Students engaged in a program lead by an educator at the zoo called 'Wild Indonesia' that focused on understanding the impacts of human populations on South-East Asian wildlife as well as introducing the Indonesian language names for a variety of animals such as the orangutan, which is derived from Indonesian words 'orang' meaning human and 'hutan' meaning forest.

Students role-played different parts of an ecosystem, created a food web and investigated the effects of human impacts on this ecosystem. Students also had the opportunity to explore the zoo and visit a vast range of animals, in particular the cassowaries were a fan favourite!

Aleasha Lane
Science Teacher



MIDDLE SCHOOL NEWS

Starting off with a bang, the Year 7 and 8 students attended aquatics camp this term. The students who attended these experiences did very well and had a lovely start to Term 2. Many students have been working hard on their learning despite the circuit breaker online learning component to this term. Students have continued their journey with The Resilience Project and are more confidently building a sense of self as they work through the units in Pastoral Care and Care Group lessons. Keep an ear out for the upcoming camps this year. The Middle Years Team are busily preparing for camps at each year level. Year 7s will be going to AFL Max, Year 8s will be finishing off the year with a camp at Murray Bridge and Year 9s are preparing for a camp at Woodhouse Activity Centre in Week 1 of Term 3.

The Middle Years Team thanks the students that have been working hard this term and hope that young people at LFHS have a fun and restful holiday break.

Ben Earle
Middle School Senior Leader

YEAR 8 HISTORY PROJECT

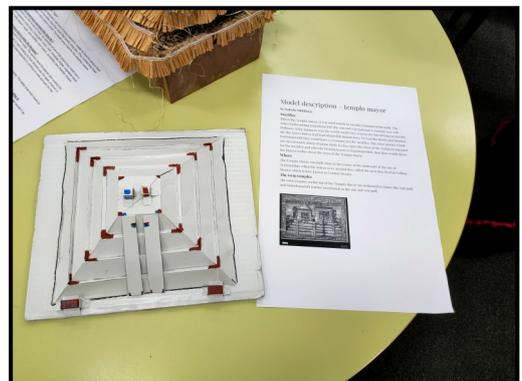
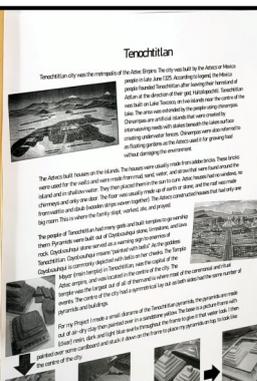


On Friday 13th June, our amazing Year 8 students created a wide array of Aztec and Medieval historical models.

The Resource Centre was transformed into a living museum with Aztec temples, Medieval costumes, Black Death cures, swords and doctor's masks. The students worked at home and created authentic, well researched and presented pieces. The students were able to elaborate on their projects to the staff and students who passed through the Resource Centre admiring their creative endeavours.

It was great to welcome our time travelling guests - an Aztec Priest and Viking Warrior Princess - they later told me that they were very impressed with the students' work!

Many thanks to Miss Koba, Bu Ash and Mr Abbott and all the students for making the afternoon special and rewarding.



Ben Abbott
Middle School Teacher

YEAR 8 INDIVIDUALS AND SOCIETIES

In year 8 Individuals & Societies we are learning about the Polynesian Expansion. In recent weeks students have learnt about traditional navigation techniques and we made model boats. The design was for a double hulled outrigger commonly used throughout Polynesia. We raced them.

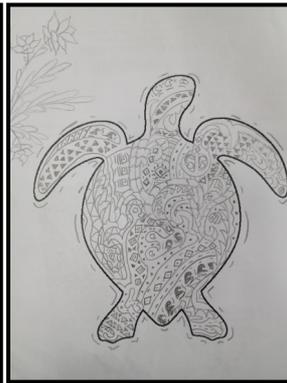
This week students learnt about Maori arts. Students looked at different traditional Maori motifs and designs and added their own designs to templates.



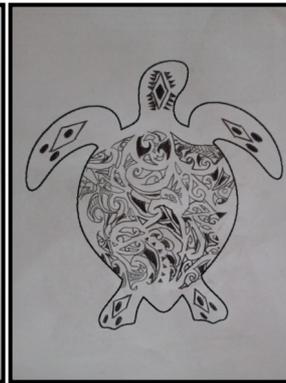
By Ash G



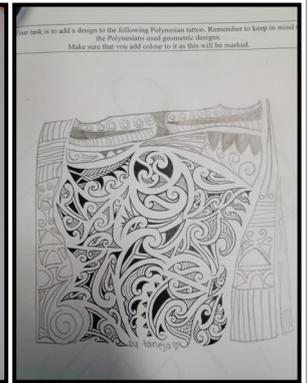
By Madi C



By Sally Z



By Harper S

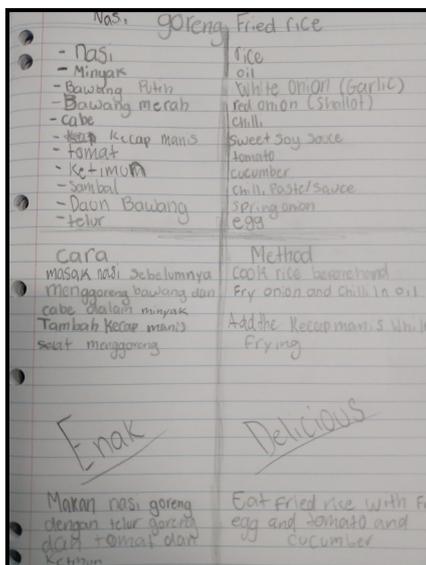


By Taneja B

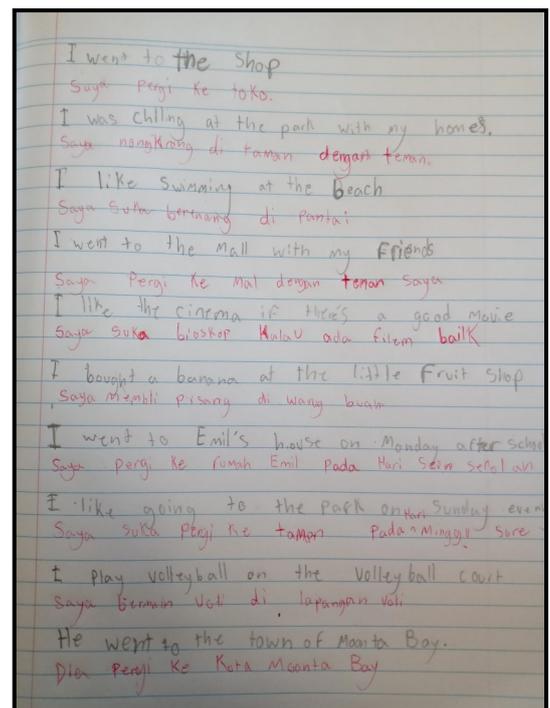
YEAR 7 AND 8 INDONESIAN

In Indonesian our Year 8s are doing a topic called "Nongkrong", which means "hanging out" or "chilling". It's very sociable. We celebrated the start of term 2 by learning the recipe for nasi goreng, and students got to try it in class. Now we are learning how to construct sentences in our new topic using our word studies.

Recipe shared by Valli and sentences shared by Madi.



Ashley Gill
Indonesian Teacher



YEAR 9 VISUAL ART

Recycling with Bottles

This term in Year 9 Visual Art, students have been working on their 'External Environment' unit. These sculptures are inspired by the series 'Trash to Art' by sculptor and artist Stephanie Kilgast. Students learn about clay sculpting techniques and how to shape it around objects with art tools. The students investigated issues around sustainability, coral bleaching and plastic waste, using these themes as inspiration for the objects they have sculpted.

Miss Yiannis



Recycling with Bottles



YEAR 10 NEWS

Sammy D Foundation

Year 10 students engaged in a presentation hosted by the Sammy D Foundation. The Sammy D Foundation educates young people on the impacts of bullying, violence, drug and alcohol misuse. By providing relevant age appropriate information, knowledge and tools, the Sammy D Foundation empowers young people to make positive life decisions for a better community.



Year 10 Outdoor Education Camp

The Year 10 Outdoor Education class embarked on a bush walking adventure through Dhillba Guuranda- Innes National Park in the Yorke Peninsula. During class students developed the necessary skills and knowledge to complete this journey. Students worked in teams to overcome group challenges, learned bush skills including planning their meals, cooking on a Trangia and conducting necessary risk assessments to ensure the safety and enjoyment of a successful camp. Students embraced the principles of No Trace, a framework which aims to minimise impact to and supports the conservation of the natural environment.



Elle Penekelis
Year 10 Coordinator

YEAR 10 CAMP FUNDRAISER

Year 10 students worked cooperatively to plan, bake, decorate and sell cupcakes to support their journey to Wiiraway Homestead- a whole cohort camp.

Students across the year level have played their part in supporting the success of the bake-sale by creating advertisements during Pastoral Care, baking the cupcakes in our Year 10 Home Ec classes and students giving up their lunch time to sell the tasty treats.

A massive congratulations to the Year 10 students who managed to raise a total of \$351.00 to go towards funding their camp. Thank you to the staff and students who supported the fundraiser.



Elle Penekelis
Year 10 Coordinator

YEAR 10/11 DANCE ART SHOWCASE

Year 10/11 Dance class did a fantastic job performing in the Arts Showcase on the 23rd of July. They worked very hard on their dance work called Cherry Tree, choreographed by dance teacher Meg King. Students were highly professional and acted as a team performing their dance steps in unison. They looked fabulous on the stage!



Meg King
Dance Teacher

NUMERACY AT LE FEVRE HIGH SCHOOL

A key focus for Le Fevre High School in 2022 is helping students move from Additive thinking to Multiplicative thinking.

In additive thinking, students add numbers together. This could be by counting on their fingers, or adding numbers in groups. This type of thinking is absolutely crucial in the earlier years of schooling as it forms the foundation for students to develop number facts that aid them in solving problems.

In multiplicative thinking, students multiply groups of numbers by how many groups there are. Rather than needing to add 3 four times to find 12, they know that 4 lots of 3 are 12.

Additive **Multiplicative**

Research has shown that the large drop off from students that happens from year 9 onwards in students' ability in being successful in mathematics has been attributed to this.

The easiest way to improve multiplicative thinking is to learn and become automatic at the times tables.

The less brain power and time students have to use to find the answer to 3×4 , the more they have available for the hard stuff!

Each week, teachers will be giving the students a quick times table quiz. The success criteria for this task will be centered around improvement and NOT the raw score.

We would love the support from you at home to help us with our goal.

Sitting with your child and spending 10 minutes a couple of times a week can develop your child's confidence and fluency that will only help them in the classroom. Starting with the two or three times tables, have your child write out these two tables from one to twelve. Sit with them and say them out aloud together. Ask your child some random times tables. The more your child uses the times tables, the more they remember them, and the more automatic they become.

There are plenty of online apps that can also support this learning when life gets too busy. <https://www.timestables.com/> will be used in Maths classrooms so your child should be familiar with it already. It has a number of different tasks and games that you could try with them. Another strategy to support your child's learning is to get them to use the times tables in real life situations. Ask how much multiple of an item at the supermarket would cost, or how much soil 5 trucks could carry, if the one in front of you can carry 7 tons.

Multiplicative thinking, it's the way to go!

Nick Kyriazis
Numeracy Leader

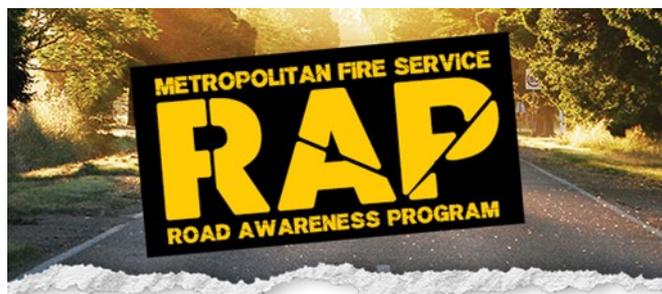
STAGE 1, SEMESTER 1, DONE!

Our Year 11s have completed Semester 1 of their SACE and have learned a lot along the way, including how quickly time flies! There are even votes being conducted for their Year 12 top design! Career chats, university visits, emails about VET courses and School Based Apprenticeships have been or will be part of the action in Semester 2.

Throughout the term we have been developing Gratitude, Empathy and Mindfulness during Pastoral Care lessons via The Resilience Project. It is lovely to drop into Care Groups and see what they are up to with this.

Camp has been in preparation this term and we will all be heading to Aldinga during week 10. We look forward to celebrating the end of Semester 1 with some fun and down time together. We will make sure we post some photos!

Earlier in the term we had a visit from the Metropolitan Fire Service to present their Road Awareness Program (RAP). Beforehand we shared a sausage sizzle lunch prepared by some of our lovely staff. The session was suitably confronting, and students were focused throughout. The RAP team surveyed all participants afterwards and in response to the question, "Following the program will you adopt safer road behaviours?" all participants said "YES". This was an excellent result and the team commented on how rewarding it was to present to our students. We wish them all the best getting their drivers licences and above all, safety on the roads.



Reflection from one of our Year 11s about the RAP –

On Tuesday 17th of May, the Road Awareness Program (RAP) visited my year 11 cohort and presented an incredibly impactful, emotional, and eye-opening campaign. Jarryd and Daniel shed light on the dangers of taking unnecessary risks whilst driving and the consequences that arise due to poor decision making or sheer selfishness. Hearing a first-hand account from Daniel, who was involved in an accident and the ramifications as a result of his poor choices was the most memorable part that I will think back to for many years. Four brothers, mothers, friends, etc. are lost every day on Australian roads due to motor vehicle accidents and this number is completely unacceptable. Checking your phone, speeding to meet an appointment and racing cars just for the fun of it becomes extremely futile if the consequence is potentially harming yourself and others. As many of my peers and I begin to take on the roads the RAP message will always be a recurring reminder for us to make responsible decisions, not just on the road but in life as our actions will always have consequences.

-Ariana S, 11.1

Some more reflective comments from our students...

Student 1: *It was amazing, I learned so much and I will take away so much information and think about it when I can drive. Thank you so much!*

Student 2: *I believe the program was very insightful and used impactful videos and images. The content appropriately underlined the consequences of irresponsible driving and the risk that drivers take on the road. I think I was definitely reminded and will keep these lessons in mind when I get my licence next month.*

Student 3: *Just thank you, for your time, energy and care. I will remember this. I will learn from this. I will teach others as well. I will have courage from now on, no matter the people, place or time.*

Bring on Semester 2!

Kylie Hill
Year 11 Learning and Engagement Leader

VOCATIONAL EDUCATION AND TRAINING (VET) AT LE FEVRE HIGH SCHOOL

What is VET? – Vocational Education and Training

Vocational Education and Training (VET) refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry-related skills, preparing them to take on apprenticeships (including School-Based Apprenticeships/ Traineeships), further education and training, and skilled employment.

What are the benefits of choosing VET?

Some of the benefits are:

- Gaining a nationally-recognized qualification while completing your SACE
- Getting a 'head start' in your chosen career
- Making your senior school studies more relevant and interesting
- Providing opportunities to learn 'on-the-job' through workplace learning
- Gaining the skills and knowledge that employers seek in their employees
- Providing pathways into further education and training opportunities.

How will doing a VET course contribute to my SACE?

Video: <https://www.youtube.com/watch?v=QDJiiU7JJVw&list=PLkxLA8luzYUYx03v0jiWpt8v-e4UJiDM4>

The flexibility of the SACE enables students to include a significant amount of VET in their SACE studies. The recognition arrangements for VET in the SACE include recognition of:

- completed qualifications
- partly completed qualifications (for which a student has completed one or more units of competency).

The SACE Board recognises VET that:

- is listed on the training.gov.au website
- is delivered and assessed by, or under the auspices of, registered training organisations (RTOs), which are registered to deliver and/or assess the VET qualification
is delivered and assessed in accordance with the VET Quality Framework
- can be certified on a transcript, statement of attainment, or qualification issued by an RTO.

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET. Please speak to your school's VET Leader for more information about VET in the SACE or visit the SACE Board website: www.sace.sa.edu.au/web/vet.

Will doing a VET program affect my other subjects?

Students doing VET will have a modified timetable to allow them to engage with their VET training and reduce the impact of missed classes for school based subjects. Students doing VET will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator and utilise their study time effectively.

Will I have to pay to participate in a regional VET program?

DfE (public) schools in our region (Western Adelaide) support VET students by contributing towards the costs of VET programs if the course is part of the students' genuine career pathway and SACE. Flexible Industry Pathways are subsidised for students who undergo the VET Readiness Orientation (VETRO). Some programs may have specific equipment or materials that students are required to purchase, eg steel-capped boots or equipment that becomes your personal property that will need to be paid for by the students themselves. Additional funding may be available for students to access to support in exceptional circumstances.

VOCATIONAL EDUCATION AND TRAINING

(VET) STUDENT PROFILE

VET Student Profile – Jordan S

VET Course – Certificate II in Construction @ Western Technical College

Course Overview - The Certificate II in Construction Pathways is a Flexible Industry Pathway (FIP) partially funded by the Department of Innovation and Skills. This course develops building and construction skills as an introduction for students to the specialised construction fields of work such as carpentry, brick and block laying, wall and ceiling fixing and tiling.

Day to Day – Each day of my VET course is different. Some days require us in the classroom working through different theory modules, including learning about how to stay safe in the workplace, safe use of tools, different construction methods, white card training and job costing providing quotes. In the workshop we have been working on different projects including building a deck and wall framing, using different joinery skills.

What do you enjoy the most – I enjoy the projects the most and learning the hands on skills that are relevant to my career pathway.

Career Goal – Short term, I want to use this course to gain a carpentry apprenticeship. Longer term, I want to become fully qualified working in the building industry as a first fix carpenter.



Ben Jones
Senior School Leader

CROSS CURRICULAR STUDIES

Cross Curricular Studies at LeFevre 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: Year 10 students completed PLP this term and all students who finished the course with a C grade or higher will be awarded 10 Stage 1 SACE credits. This term, students investigated their learning styles, set goals, explored subject options, university prerequisites, and revisited their learning over the semester. Most students found the subject useful and have developed a plan for SACE completion. Congratulations to Mr. Button's PLP class who excelled in their use of ICT to review their learning.

Stage 2 Research Project: Year 12 Research Project students submitted their projects this term to be resulted in 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 reflected on issues related to their focus industry, such as sustainable workplaces, dispersed work environments, and online retail. Learners reinforced their understanding of the changing landscape of workplaces and employment in Australia. **The Australian Business and Community Network** visited the class to conduct an online mentoring workshop. Students had the opportunity to ask management and business professionals questions about their roles and seek advice regarding pathways and real-world opportunities post year 12. This was a valuable activity that students found enjoyable. Looking ahead, students will begin the externally marked investigation, with submission at the end of term 3.

Andee Kalatzis
Cross Curricular Leader

ERIN STRONG COMPETING IN WORLD GAMES

On the 4th July, I will be travelling to the United States to compete in the World Games - an international multi-sport event comprising sports and sporting disciplines not included in the Olympic Games. I am one of two goalkeepers representing Australia in Beach Handball. Also in the team is Haylee Wilson, who worked at LeFevre High School last year.



Erin Strong
English Teacher

ENGLISH AND HUMANITIES NEWS

This term in English students have been hard at work completing their first semester tasks and for the most part students in The Middle School have spent the majority of the term completing a shared reading analysis. In Year 7, students have been learning about narratives and reading a class novel. In Year 8, students have been learning about film and advertising. In Year 9, students have been reading class novels and analysing film. Year 9s also participated in the NAPLAN tests at the beginning of the term. In Year 10, students have been analysing international film and completing a class novel study.

In the Senior School, Year 11 English students have been finishing off their first semester of SACE English which is a compulsory subject for SACE completion. All students need to pass Stage 1 English in both semesters with a C or better to achieve their SACE. Students have studied Intertextuality (the connections made between texts) and completed a narrative writing unit. Students studying Year 12 English have completed their analysis component and are moving on to the creative text component of the course. They have also been introduced to the comparative study that has them choose 2 texts and compare them in an extended assignment. Students have a lot of choice in which texts they wish to analyse at this level.

Overall, a lot of skill building, and development has occurred in English this term. Students will have gained a solid grounding for more creative applications of English in semester 2. To consolidate this learning students should be talking about the texts they have studied this term and what they have learned about them.

This term in The Humanities students in The Middle School have been finishing their study of history for the year and beginning on the wider context of the humanities. The Year 7s have been studying Ancient Egypt and completed a small study of business and economics. The Year 8s have studied the Polynesian Expansion of the Pacific, The Black Death that ranged across Asia, Europe and Africa in The Middle Ages and the Spanish Conquest of the Americas. The Year 8s also partook in some living history through a museum exhibition assignment where they studied artefacts and displayed them in a temporary museum set up in the library. The Year 9s studied the making of Australia as a nation and World War 1. Next term Year 7s, 8s and 9s will all begin studying geography with a heavy emphasis on local geographical issues. Some of the Year 10s have studied Justice, Power and Politics this semester which is a precursor subject to our Year 11 Humanities subjects: Legal Studies, Gender Studies, Society and Culture and Aboriginal Studies. Next semester all the Year 10s will study history with a focus on World War II, the rights and freedoms movement and the rise of popular culture.

Many of our senior school humanities subjects in Year 11 are set to begin next term. However, in Stage 2 students have been highly engaged in Womens Studies, Aboriginal Studies, Legal Studies and Society and Culture. Students across these subjects have been grappling with the common human issues our society is facing and learning how we can better live in peace and harmony together.

James Dekort
English/Humanities Coordinator

WELLBEING NEWS

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, Pastoral Care Worker and two Social Work Placement Students. We use a person-centered approach in which we strongly consider the student's 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.



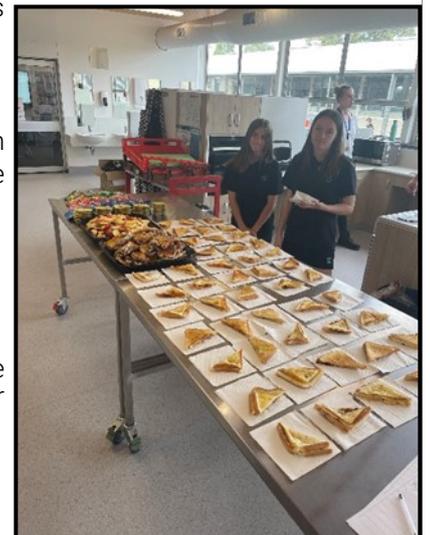
Chill Out

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.

The Wellbeing Team

The Wellbeing Team is continuing to refine our processes in order to best support the students here at Le Fevre High. Over the course of the term, we have been able to further develop the Wellbeing HUB that was implemented for the first time this year.



WELLBEING NEWS

Through these developments we have introduced more sensory items and included various interoception activities to assist in student regulation onsite. As our aim is to successfully regulate students and reengage them back into their classrooms, we have added 20-minute timers to generate a clear time period that they are in the HUB for. We are conscious for the space to be proactive in support, not a space for students to just get out of class. If a student is unable to regulate in this time period to reengage in learning through our various activities/strategies, then a conversation is had with the student and they may need to go home.

We continue to push student wellbeing as a priority and want to ensure families that there is extensive support here at Le Fevre High. We catch up with a number of students 1:1 on a daily basis and ensure that students have the best chance to feel safe at school.

Breakfast Club

We understand the importance of food for young people and the connection it has with healthy brain function in order for them to engage in learning. Since the beginning of the year we have been running Chill Out at lunch times on Monday, Wednesday and Friday. Late into this second term, we gained the capacity to implement a breakfast program called Breakfast Club. Breakfast Club currently runs on a Tuesday and Thursday morning out of the Home Ec building. This allows us to provide toasted sandwiches to students who may have skipped breakfast, slept in and didn't have time or don't have food at home. Food in the morning encourages brain activity and is important for the success of each student.

IDAHOBIT Day/ Fork in the Road



The Wellbeing Team fully supports diversity and difference. International Day Against LGBTIQ+ Discrimination was May 17th. The Wellbeing Team provided resources for students to discuss how people within the school can be allies to LGBTIQ+ students, along with a lunch time activity where students were able to make colourful bracelets and other craft activities together while discussing inclusion within the school.

The Fork in the Road student group had a guest speaker Steve attend from Uniting Communities' BFriend program. Steve spoke to the student group about local resources and support available for LGBTIQ+ young people and ideas for how to promote inclusion throughout the school.



Ellie Simmons and Ryan Langcake
Student Wellbeing

Social Work Placement Student recap

Aimee and I are thankful for our time with the Wellbeing Team as Social Work students at Le Fevre during terms 1 & 2. Throughout our placement we have been provided with a variety of learning experiences that have allowed us to put our Social Work study to practice. Our major project while on placement was developing and facilitating a weekly wellbeing group for year 7s to explore topics relating to building resilience, emotional intelligence and teamwork. Feedback from students participating is that this group is a safe space to talk about their school experience along with making new friends.

We would like to thank the staff and students of Le Fevre for involving us within the school community for term 1 & 2 and we wish you all the best for the future.

Matt and Aimee

WELLBEING NEWS



POP UP KITCHEN

Come and join us
for a community dinner
every **Wednesday night***
5-7pm

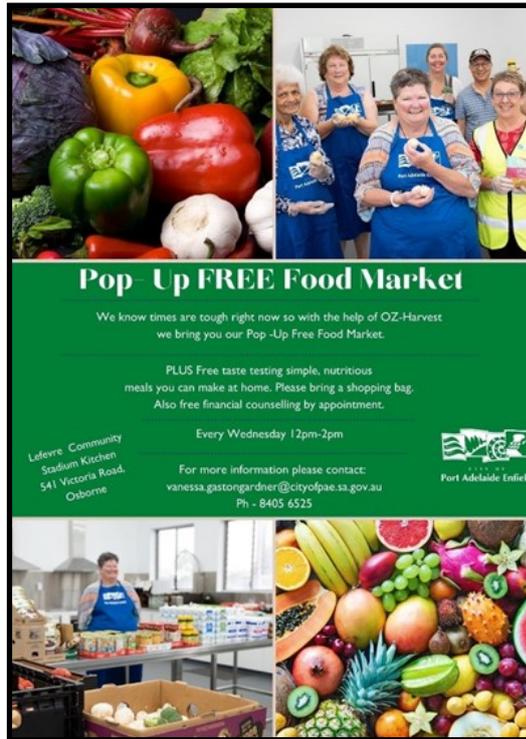
47 Carnarvon Tce, Largs North

Clothes and fresh fruit & veg also available.

OPEN TO ALL & ALL FOR FREE

Brought to you by  **the port church**
A PLACE PEOPLE LOVE
Enquiries call: 0410 588 907

*During school terms



Pop-Up FREE Food Market

We know times are tough right now so with the help of OZ-Harvest we bring you our Pop-Up Free Food Market.

PLUS Free taste testing simple, nutritious meals you can make at home. Please bring a shopping bag. Also free financial counselling by appointment.

Every Wednesday 12pm-2pm

Lefevre Community Stadium Kitchen
541 Victoria Road,
Osborne

For more information please contact:
vanessa.gastongardner@cityofpae.sa.gov.au
Ph - 8405 6525

 Port Adelaide Entitled

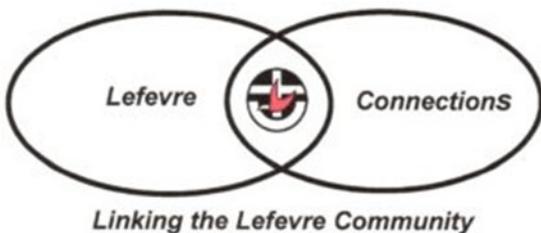


Heart & Soul Group run food relief centres throughout Adelaide, based on helping people in need. Anyone can attend our free food markets, no concession or proof of ID required. No membership fees, no admission fees, no collection fees, no fees at all.

Heart & Soul Group Warehouse
Monday to Friday 10am to 2pm
30 Fourth St, Wingfield

Lighthouse City Mission offer Free food, clothing and community support for people who are in need in the Port Adelaide area.

Drop in Tuesday and Wednesday 10am to 2pm
34-40 Lipson Street, Port Adelaide



Le Fevre Uniting Church run a Tuesday Market distributing Fruit and Vegetables as well as Pre ordered frozen meals.

To order a meal phone or sms 0422 851 455 on Monday or Thursday
63 Gedville Rd, Taperoo

STUDENT VOICE NEWS

Le Fevre High School Student Voice has been very busy recently with many productive meetings and events.

UNIFORM

One major achievement was the consultation process and final outcome of allowing plain, black track pants to be part of the school uniform. Student Voice members met with Ms Minnican and put forward many valid arguments for the addition that were then accepted by Governing Council and added to the uniform policy.



MEETING WITH THE MAYOR

On 16th June, Student Voice met with the Mayor of Port Adelaide Enfield - Claire Boan and staff from the Community Engagement team. There was plenty of discussion about local matters including upgrades to many local areas and facilities that are frequently used by our school community. Our students were invited to add further feedback and suggestions to



the Semaphore foreshore upgrades and the community feedback portal on the council website was explored. We appreciated the time and enthusiasm shown by Claire and her team.

RECYCLING

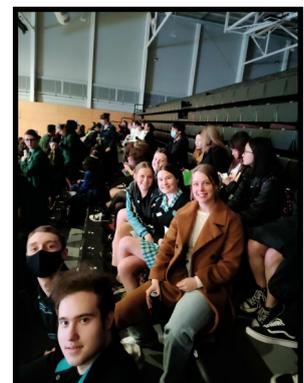
Caitlyn F has demonstrated excellent negotiation and communication skills by working with the waste management arm of the Council to investigate a much more effective recycling program at Le Fevre High School. We are keen to see how this develops.



FUTURE WELL CONFERENCE

On Thursday 23rd June, 10 members as well as Ben Abbott and Janet Bagshaw attended the amazing Future Well Conference at Lightsview. The day was attended by students from 17 schools and was a feast of information, entertainment and motivation. The students heard from keynote speakers, inspirational presenters and performers. It was an excellent opportunity to bring many positive ideas and well being initiatives to school.

Our Student Voice group is a dynamic and enthusiastic group, stay tuned for many more exciting news and activities.



Ben Abbott
Student Voice staff leader.

CERTIFICATE II IN MARITIME OPERATIONS

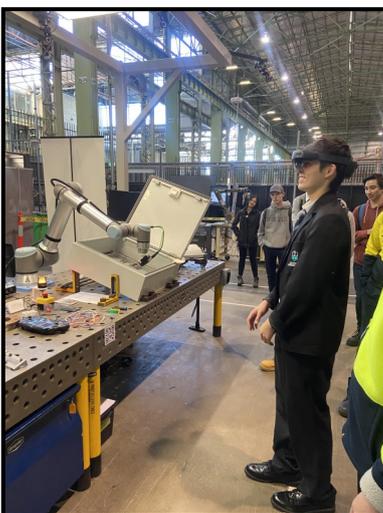
In week 11 of Term 1, fourteen students from various schools in South Australia joined Le Fevre High School students in commencing their studies in Maritime Operations. This study week was based around Shipboard Safety Skillset, this is a certificate that is needed for work on any Maritime Vessel.

The students enjoyed their week at the Australian Maritime and Fisheries Academy at Port Adelaide, especially in their practicals which included Fire Safety and other emergency procedures. Students will return to the Academy for week 10 of Term 2 to further their studies in Engineering and Navigation. Students completing this certificate get 60 Stage 1 SACE credits that go a long way in helping students complete their SACE. We are now taking applications for 2023, so if interested please get in contact.



MARITIME IMMERSION WEEK

Year 11 and 12 students from across South Australia have the exclusive opportunity to set sail for a week-long learning adventure, including three days exploring their future study options at the Australian Maritime College (AMC), our national institute for maritime education, training and research in Tasmania.



With the support of the South Australian Department for Education, Le Fevre High School, the Australian Maritime College (AMC) and the Naval Shipbuilding College (NSC) 4 of our very own students will join a further 12 students from other schools to experience a program fully immersing them in the maritime sector with a range of workshop activities, industry and world-class testing facility tours, practical simulations, study pathways and career information.

The week will commence on Monday the 27th of June with a tour of the Tonsley Innovation Precinct at Flinders University and then be followed by tours of the NSC and BAE Systems Maritime Australia in Osborne before embarking on a three-day trip to Tasmania. Students will witness the exciting range of career pathways available, with a strong focus on maritime engineering, naval architecture and shipbuilding. The AMC visit will also introduce students to other maritime opportunities such as maritime operations, global logistics, supply chain and seafaring careers at sea.

This is just one of many opportunities Le Fevre High school leads as the Maritime School of South Australia. This trip is confirmed for 2023 so if you are an interested student who will be in Year 11 or 12 in 2023 please come forward and express your interest.

LAING O'ROURKE INSPIRING STEM + PROGRAM

Our selected Year 10 female students have continued working and completing modules through the Laing O'Rourke Inspiring STEM + program. This program is to engage more females in the world of STEM and ultimately careers in construction and engineering. On Tuesday of Week 9 students participated in their 5th module. This module was based around Project Development and was very "hands on" which engaged the students throughout. They were fortunate enough to meet Kayla from Sydney who was a Year 10 student in 2016 participating in the STEM + program and did her internship through Laing O'Rourke and now is a fully paid engineer working for them.



YEAR 11 NAVAL ENGINEERING

During this semester, Year 11 Naval Engineering students have produced a 1000 words essay on a topic of their choice, they have presented to the rest of the class research work completed in group and have taken part in practical activities covering the aerodynamics and physics of sails such as making balsa wood gliders, flying an F/A 18 Super Hornet in a flight simulator, flying a remote-control power glider and a parafoil kite as well as a remote-control land yacht. Students have also learnt navigation techniques such as using a sextan to evaluate the elevation of the sun and the stars in the sky with respect to the horizon and using bearings, nautical miles, rulers, and marine compass to plot their course on a marine chart.

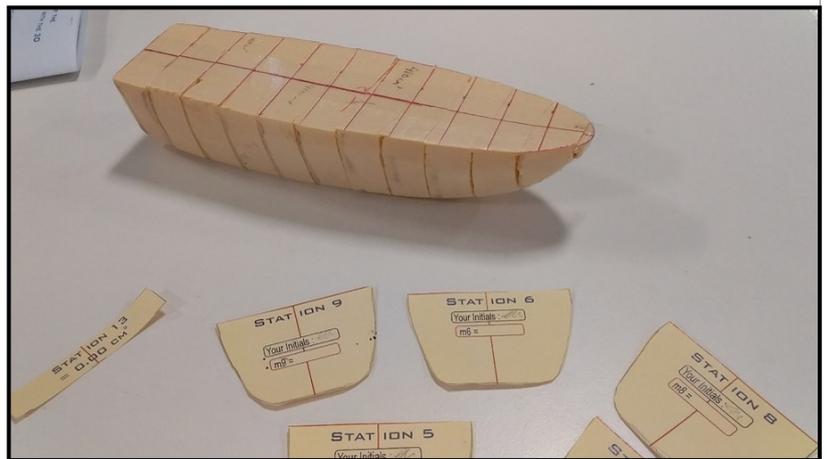
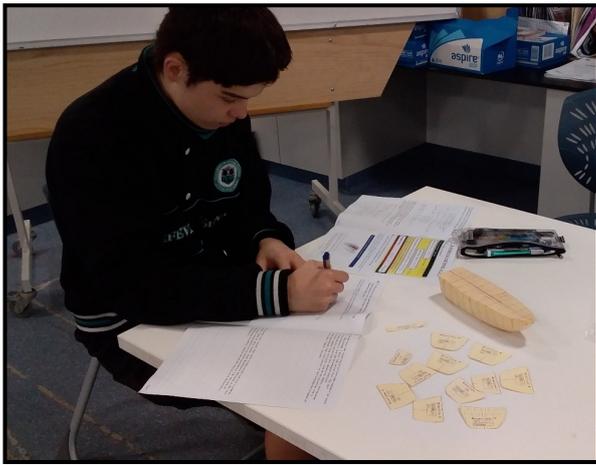


Studying Aerodynamics and have fun at the same time by flying a parafoil kite.



YEAR 12 ADVANCED NAVAL ENGINEERING

During this semester, Year 12 Advanced Naval Engineering students have produced a 2000 words essay on a topic of their choice, which gives them an ATAR if they wish to go to university. Students have also taken part in practical activities covering shape and functions of hulls, making a model hull, and using mathematics and Simpson's Method to calculate an approximation of the total displacement of this hull and compare it to the real displacement value obtained by the use of a displacement tank. Students have also started to build the frames needed for their full-scale rowing and sailing dinghy.



Tracing parts for the boat. Quarter scale model of the full-size boat in the foreground



Working together to build the frames that will be placed at different stations along the keel of the boat

Studying displacement and Simpson's Method

YEAR 12 NEWS

This term students have been continuing our Pastoral Care Program with a special focus on The Resilience Project.

This Term has also included visits from the three major universities;

- University of South Australia
- University of Adelaide
- Flinders University.

These visits were greatly appreciated by our students and staff and gave students the opportunities to not only ask questions but see what new courses and existing courses were offered at each of the universities. All universities will be having open days early next term and I encourage all students and families to attend these.

SUBJECT SPOTLIGHT STAGE 2 HEALTH AND WELLBEING

This term our Year 12 Health and Wellbeing students held numerous health expos to inform students from years 7-12 how to better their health. Topics focussed around bullying, social anxiety, body image, racism and peer pressure around alcohol. This class has also worked in groups to help promote various health aspects. Students organised activities such as minor games, female only gym sessions, beanies for brain cancer and an in depth sun awareness program.

Liam Narcys
Assistant Principal
Maritime & Career Development / Senior School



8-12 INCLUSIVE DESIGN TECH CLASS

During this semester, Students of the Year 8 to Year 12 inclusive class have been designing and working on their model sail boats which we plan to take to the pond at Bonython Park and race on the water in semester 2.

Students have first done some research about the desirable characteristics of sail boats (buoyancy, stability and aerodynamics applied to sail technology), have designed the parts needed to build their boats which include the planks needed to form the hull and the steel keel to ensure that their boat will be stable. In producing these parts, students used hand and power tools under my direct supervision, such as wood saw, bandsaw, files, drill press, drop saw and disk sander. I must say that I have been impressed by the seriousness and care that my students demonstrated when using these tools and it was a real pleasure to see their smiles when they mastered the use of these tools, especially when they were a little apprehensive at first before using them. The next steps will be to finish shaping their hull, fit their rudder, mast and sails and finally decorate their boat before testing them and evaluating how well they fulfill their technical expectations.

Thierry Herman
Naval Engineering Specialist STEM Teacher
STEM – Maritime Innovative Pedagogies &
Alternative Programs Leader



ABORIGINAL EDUCATION NEWS

We arrive at the end of another eventful term feeling very proud of our students' achievements.



Artwork titled 'This Land We Roam' by SAASTA Academy Students

Some information for our families.....

Our people, the team at Lefevre High School :

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

If you have any questions or inquiries as to how our team can support you or your child or family please do not hesitate to contact a member of our team.

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

Our Aboriginal Education room continues to remain open for our students at most times, providing opportunities for our students to connect with each other and our team. Students have accessed the space this term for extra support with their studies, information sessions, events and to be creative and relaxed.



The Workabout Centre

Angela Hart, regional support officer has continued to visit our students, discussing pathways opportunities and supporting students with resume writing. If your child has mentioned an interest in training or a pathway please contact us and we will connect them with the Workabout Centre.

ABORIGINAL EDUCATION NEWS



SAASTA News (South Australian Aboriginal Senior Training Academy)
Aboriginal Power Cup 2022



Le Fevre High School students participated in the Power Cup on Thursday May 29th and Friday May 30th, 2022 at Karen Rolton Oval (West Terrace, Adelaide). The day began with a Smoking Ceremony with Adelaide's most prestigious including recently elected Premier of South Australia Peter Malinauskas, South Australia's first Aboriginal Attorney General Kyam Maher and the Chief of Police in South Australia Grant Stevens.

The students then headed off to their first match of 9-a-side football, Le Fevre participated in both the boys' and girls' competition while proudly wearing the amazing student designed guernsey.



The guernsey design represents the coming together of the three schools (Le Fevre, Seaton and Findon) for the SAASTA subject and the learning journey of how they grew to develop their relationship in such a short time bringing with them important elements of their own cultural experiences.

(Girls team): Kei W, Roslyn S, Montana M, Madison B, Jacky S, Jameelian MP, Terriah MP and Tabatha BJ



The Power Cup competition is based around a point system, not just for the football matches but how well the school has gone throughout their learning in the semester, including a prize for the best creative presentation piece. The students also get a chance to learn a cultural dance and as a whole group perform the ceremony in front of the audience before the Round 11 Port Power game vs Essendon at Adelaide Oval. Our students were proudly wearing the SAASTA uniform and Aboriginal body paint art before hitting the oval for their cultural performance.



ABORIGINAL EDUCATION NEWS



All schools perform on the oval



(Right pic) Seth D, Ej H, Wayne M, Malcolm W, Anthony D
(Left pic) Jacky S, Montana M, Roslyn S and Kei W



David Koch and Jacky S

Aboriginal Career Experience, ACE Program for Year 10s

During Week 4 of Term 2 our SAASTA students visited various Career workshops, Monday May 23rd was at The Lights Community Centre. The students were given many career opportunities at an exhibition where they were able to ask questions about how to get access trades, apprenticeships, or jobs in various different fields. They had various employers speak to them about what they do in their business and what they would be looking for in an employee.

Our students were asked to construct a naval ship during a workshop made entirely out of spaghetti and marshmallows.



Terriah MP, Traeclem Mi, Wayne M, and Seth D



Tuesday May 24th was at Flinders University where students participated in various university classes such as a Rollercoaster Construction Course where they had to apply physics to build a rollercoaster for a marble, Storytelling Through Theatre where they were asked to dramatically tell a story with a group of people they had never met before and a Weaving Workshop where they had a chance to relax and learn the art of basket weaving.

ABORIGINAL EDUCATION NEWS

Wednesday May 25 was at Adelaide University and Adelaide Oval. Students tried their skills at the physiotherapy course, learning about what a career in physiotherapy can look like as a well as a challenge with the Engineering Department designing an efficient and equal grid for water delivery to a fictional town (the students were more successful with this challenge, beating the teachers). Our ACA student continue to engage in activities and learning for the ACE program with more workshops and opportunities to follow in term 3.

Year 11 and 12 students attended a cultural and leadership program at Adelaide Oval where they had opportunities to share experiences and learn essential skills that will develop them as proud future leaders.



Students construct a water network to achieve Aqualibrium

Acknowledging Country – Writing our own Acknowledgements



Joey and Mr Page talking about the different languages in Aboriginal culture

During Pastoral Care sessions this term, Care Groups were guided through the steps to develop their own meaningful 'Acknowledgment of Country'.

AET staff, Bu Lina and Marija Poljak-Nikolic provided Pastoral Care teachers with information about the environment and history of the Port Adelaide region and this information informed the classes acknowledgements.



The class learns the meaning of a respectful Acknowledgement

Our ASETO staff Joseph and Joey visited classrooms to guide students through the process. Pictures from Mr Page's class, where students went above and beyond to produce some beautiful, meaningful statements.

Parts of these Acknowledgements were chosen and used to put together our school's own Acknowledgement of Country, which will soon be on display in the front office of the school.



ABORIGINAL EDUCATION NEWS

"Niina Marni. We would like to acknowledge that the land we are meeting on is Kurna country and we pay our respects to the elders past, present and emerging. This is and always will be Kurna land."

"We acknowledge and thank this land that we meet on today as the traditional land for the Kurna people and that we respect their spiritual relationships with their land, Yertabulti, the land around the Port River."

"I acknowledge the original owners of this land that we all live on today, the Kurna people, with great respect. I give my respect to the past, present and future leaders, and to the land and people as one."

Year 7 students' Acknowledgement



"We acknowledge and pay respects to the people, elders and traditional custodians of the Kurna land, whose land we are meeting on today. We come to learn, share and grow, and we also pay respects to the history of the Kurna people and the continuing traditions of the world's oldest living cultures today."

"We acknowledge that we are meeting on the land of the Kurna people, and we recognise and respect their traditions and right to practice them. We respect that this is their land and we are glad we are able to learn, share and grow on it, as they did for thousands of years."

"Niina Marni, on behalf of the Le Fevre High School community, we acknowledge the histories and teachings of those who have nourished and sustained Kurna land."

Year 11 students' Acknowledgement

CONGRATULATIONS!

Congratulations to Emily C on finishing her traineeship & certificate III in business at SA Museum!

Emily started her traineeship at the beginning of 2021 and has worked with staff from the SA museum to complete her Business Certificate.

We are all very proud of Emily and so excited that she will be continuing on at the Museum as a result of her course completion!!

ABORIGINAL EDUCATION NEWS



Peer lived-experience supports

Our Aboriginal and Torres Strait Islander support workers can:

- Offer a yarn safe space to talk.
- Provide young people with culturally safe supports based on a social and emotional wellbeing framework.
- Collaborate on their care plans with headspace and other agencies.
- Provide non-clinical supports, such as referrals and advocacy.

“

We help our mob by walking the journey with them, creating a safe space to yarn while navigating ways to empower them to be strong, deadly and the best version of themselves.

Mary-Anne (Ngarrindjeri) - Aboriginal and Torres Strait Islander Youth Peer Support Worker

”



78-80 St Vincent Street, Port Adelaide SA 5015 | (08) 8215 6340 | headspaceportadelaide@centacare.org.au

POWER INTERCULTURAL PROGRAM



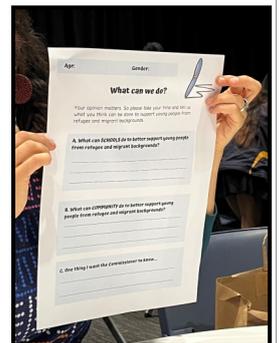
Several students are participating in the Power Intercultural Program this year. As part of this, we attended a nine-a-side carnival in the city.



Our boys' and girls' teams both played well, with the girls getting into the grand final. This was held at Adelaide Oval before the Port vs Sydney Swans game on Saturday. All students joined in a lap of honour for the multicultural event.

ARA REFUGEE WEEK ACTIVITIES

15 senior students attended the Australian Refugee Association's workshop entitled "My Story, My Way". We had a fantastic Welcome to Country from Robert Taylor, an engaging session discussing racism with Helen Connolly, Commissioner for Children and Young People, and an inspiring performance poetry workshop with Pola Fanous. It was wonderful to spend time with students from different schools and hear some of their stories.



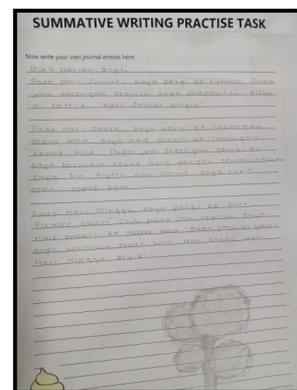
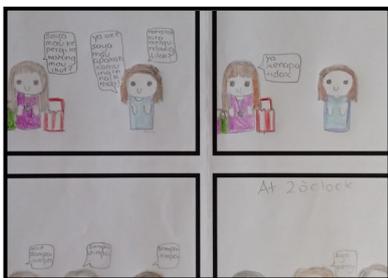
INDONESIAN

Year 7s and 8s are learning how to talk about what they do in their spare time - they are developing their listening skills and learning how to write quite long texts in Indonesian.

Our Year 9s are learning about how to order and talk about food. They are creating restaurant role plays, taste testing and learning how to read restaurant reviews.

The **Year 10** students are exploring the numerous provinces around Indonesian and learning about all they have to offer! Each student was provided a mystery province for them to explore and share their discoveries with the class through conversation.

Year 11s and 12s are learning about traditions and the culture of Islam in Indonesia. It is a very exciting year this year in Indonesia where Indonesians were allowed (for the first time since the pandemic began) to travel to their home towns to celebrate the end of the fasting month with their families. Writing in Indonesian is a focus this term. At this level they are writing texts of over 500 words in Indonesian – pretty impressive!



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

We are excited to welcome students from Adelaide Secondary School of English to our school. This year we have three new Thai students. Next term we will welcome a Bilingual School Support Officer to support students from Thai backgrounds and others.

GROWING GLOBAL CITIZENS

The Indonesian and Health faculties are collaborating on an Interdisciplinary Unit (IDU) which Year 9's will participate in next semester. We are looking forward to collaborating with Le Fevre Primary School, our sister school Sekolah Pilar in Indonesia and Olifant School in Yogyakarta. It will be wonderful to increase opportunities for Le Fevre students to make connections with students overseas. We are always looking for opportunities to promote international mindedness in our school. Families are welcome to contact Pru Pole with any suggestions: pru.pole334@schools.sa.edu.au

Pru Pole
Coordinator Languages and EALD

YEAR 12 FOOD AND HOSPITALITY

The Year 12 Food and Hospitality (F & H) class catered a three course Asian-inspired banquet for Governing Council Members. The menu reflected the true ethos of Asian cuisines and was a celebration of cultural food diversity in Australia. Each course was excellent and was a perfect blend of flavor, texture, and visual presentation. The students displayed outstanding vigour, professionalism, and culinary skills in preparing and serving iconic Asian dishes. The setup of the restaurant was done beautifully, and the Governing Council Members were highly impressed with the hospitality skills of Year 12 F&H class, even counted it as one of most spectacular dinners. Special thanks to Jackson G (Year 11 F&H student) for showing exemplary leadership qualities in presenting the quiz and making it a more enjoyable event.



Vandana Mahajan
Year 12 Food and Hospitality Teacher

COMMUNITY ADVERTISING




PORT ADELAIDE PLAZA SPORTS EXPO

12 - 24 JULY | NEXT TO SPORTS POWER




PORT ADELAIDE PLAZA SPORTS EXPO SCHEDULE



Date	Session 1	Sport	Participating Clubs	Session 2	Sport	Participating Clubs
Tuesday 12 July	10am-12pm	Pickleball	One Culture	12pm-2pm	Football	SANFL
Wednesday 13 July	10am-12pm	Golf	Glanville Golf Course (Belgravia Leisure)	12pm-2pm	Lacrosse	North Adelaide Lacrosse Club
Thursday 14 July	10am-12pm	Golf	North Haven Golf Club	12pm-2pm	Golf	Glanville Golf Course (Belgravia Leisure)
Friday 15 July	10am-12pm	Lacrosse	North Adelaide Lacrosse Club	12pm-2pm	Football	Portland Football Club
Saturday 16 July	10am-12pm	Sailing	Royal South Australian Yacht Squadron	12pm-2pm	Karate	GKR Karate
Sunday 17 July	10am-12pm	Karate	Maya Karate Academy	12pm-2pm	Karate	Maya Karate Academy

Date	Session 1	Sport	Participating Clubs	Session 2	Sport	Participating Clubs
Monday 18 July	10am-12pm	Rhythmic Gymnastics	Allegro Rhythmic Gymnastics	12pm-2pm	Basketball	Western Magic Basketball Club
Tuesday 19 July	10am-12pm	Football	SANFL	12pm-2pm	Pickleball	One Culture
Wednesday 20 July	10am-12pm	Basketball	Western Magic Basketball Club	12pm-2pm	Little Athletics	Little Athletics SA
Thursday 21 July	10am-12pm	Baseball	Port Adelaide District Baseball Club	12pm-2pm	Golf	North Haven Golf Club
Friday 22 July	10am-12pm	Surf Life Saving	North Haven Surf Life Saving Club	12pm-2pm	Karate	Maya Karate Academy
Saturday 23 July	10am-12pm	Sailing	Royal South Australian Yacht Squadron	12pm-2pm	Karate	GKR Karate
Sunday 24 July	10am-12pm	Karate	GKR Karate	12pm-2pm	Little Athletics	Little Athletics SA

COMMUNITY ADVERTISING



School Holidays @Lefevre

Want to register for a program?
 Email peter.todd@cityofpae.sa.gov.au or call 8405 6908.
 541 Victoria Rd, Osborne SA 5017 @LefevreCommunityStadium



Kids Connect Program

FREE - Ages 5-12
 Arts and Craft - Tuesday 12th July 1pm-3pm
 Sports & Board Games - Tuesday 19th July 1pm-3pm
 Please register by emailing peter.todd@cityofpae.sa.gov.au



Roller Skating Sessions

1pm-3pm - \$3.50 (includes skate hire)
 Wednesday 13th & 20th July
 Friday 15th & 22nd July



Netball 'Come n Try' Skills Clinic

FREE - Ages 5-16 10am-11:30am
 Tuesday 12th July
 Session will be run by the Semaphore Centrals Netball Club



Basketball 'Come n Try' Skills Session

FREE - Ages 5-16
 Wednesday 13th July 4pm-5pm
 Session will be run by the West Adelaide Basketball Club



'Come n Try' Sessions

Tuesday 19th July
 FREE for Ages 5-7 - 9am-9:45am
 FREE for Ages 8-10 - 9:50am-10:20am
 Please register by emailing peter.todd@cityofpae.sa.gov.au



Zumba for Kids

FREE - Ages 5-12
 Thursday 21st July 3pm-4pm

OSHC Sports & Activity Sessions
 Book your OSHC group in for one of our fun sports & activity sessions. Taking bookings NOW for term 3.
 To enquire please email: peter.todd@cityofpae.sa.gov.au



WEST ADELAIDE BEARCATS



Lefevre Community Stadium AND West Adelaide Basketball Club
 'PRESENT'
3 ON 3 BASKETBALL @LEFEVRE

Monday Nights 6pm-7:30pm
 High School Age Boys & Girls
 \$5 per player
westbearcats.dleague@gmail.com
www.westbearcats.net
 'Turn up and play'



Lefevre Community Stadium
 541 Victoria Road, Osborne
 Ph 8405 6908



The Air Force Cadets are RECRUITING now!

The AAFC will teach you valuable life skills and will help you develop qualities including but not limited to, leadership, self-reliance, confidence, teamwork and communication.

This is achieved by delivering educational lessons in a range of subjects as well as unforgettable experiences in the air and on the ground.

APPLY NOW
airforcecadets.gov.au

OR CONTACT YOUR LOCAL UNIT:
No. 620 Squadron
 Fridays 1800hrs to 2130hrs
 275 Grand Junction Rd, Ottaway
620sqn@airforcecadets.gov.au or 0422 667 918