



# LE FEVRE HIGH SCHOOL

# NEWSLETTER

ISSUE 4 | September 2022



What a whirlwind term it has been. We have been incredibly busy with a number of areas of focus throughout this term in amongst the learning, supporting students and their wellbeing and pathways and general day-to-day running of a school.

My belief is that student agency is vital in ensuring our school is the best it can be so throughout the term I have held forums with all year levels. While the format looked a little different, depending on the year level, the topics and questions were the same. We had three key areas we were focussing on: learning, behaviour and wellbeing. An external consultant, Anna Bartsch, is collating this information and once we receive the report we will strategise and prioritise where our focus will be.

We are currently undergoing a review regarding the International Baccalaureate Middle Years Program (IBMYP) and Australian Curriculum to see what best supports our students' needs and outcomes. When Le Fevre High School became an IBMYP school we were needing a solid framework to support learning that had accountability measures in place. It was also embedded across our feeder primary schools so students would come to us with the knowledge, language and skillset needed to be successful in high school.

We have come to a fork in the road where we need to make a decision about whether being an IBMYP school is right for us now. There are a number of contributing factors for this question, some of which include:

- We have a IBMYP Review in 2023 which we need to be prepared for
- Our feeder primary schools are no longer IB schools so students are not coming to us with the same skill set and language acquisition as they once were
- We are zoned so students can no longer choose to come here because we are an IB school
- The Australian Curriculum now offers high level framework and accountability measures with a myriad of resources, assessment tools and units of work to support our practice which mirror many of the IB elements

Governing Council and staff have had conversations and a survey published to seek parent opinion. Based on all feedback received we will support consensus. Regardless of which choice we make rigor and a high-level approach to learning will continue.

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## 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 30th September  
Last day Term
- Monday 17th October  
First day Term 4
- Thursday 20th-Friday 21st October  
Year 7 Camp
- Friday 4th November  
Yr. 12 Final Assembly and Last Day
- Monday 7th-Thursday 17th November  
SACE Exam Period
- Tuesday 15th-Thursday 17th November  
Yr. 10 Outdoor Ed Camp
- Monday 21st-Friday 25th November  
Year 11 Exam Week
- Friday 25th November  
Yr. 11 Last Day
- Yr. 10 into Yr. 11 Transition day
- Thursday 1st December  
Yr. 12 Graduation
- Friday 9th December  
Yr. 10 Last Day
- Friday 16th December  
Last Day Term 4



Government  
of South Australia  
Department for Education



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One of our current projects is to support our students at break times and with the transition of year 7's to high school this year we felt we didn't have a lot of play space. We have employed the services of Playground + and in February 2023 our Ninja Course will be built. It looks like lots of fun and students will be able to run, jump, climb, swing and be challenged by the warp wall.

Term 4 sees the continuation of camps, the Year 12 Graduation as well as the Site Improvement Plan Review. It will be another busy term but the more we do the more improvements we can make for our students, staff and school community.

Thanks for your continued support this term and have a wonderful break with your child/ren.

Kind regards

Kirri Minnican  
Principal

## SITE IMPROVEMENT PLAN UPDATE

This term, our teaching staff have continued to work together on our improvement journey actions. Following on from the earlier work on writing and publishing Learning Intentions in a format that support student understanding, staff have been developing Success Criteria. The purpose of the Success Criteria is to ensure that both teachers and students know how the learning will be assessed. There are two types of criteria. Process Criteria which outline a series of steps that students need to work through in order to complete a task. Performance Criteria which outline a form of evaluation of the quality of the work. Rubrics are often a common form of Performance Criteria at our school. We see these provided with summative assessment tasks in the IBMYP and SACE.

Our teaching staff are now continuing work on refining Learning Intentions and Success Criteria, including development of common approaches and using these with students in classes. They are being published to Daymap so please keep an eye out for them.

During Term 4, we will be reviewing the success of our improvement actions, determining the next steps and through broad consultation, developing the implementation plan for 2023.

Troy Barker  
Assistant Principal  
Curriculum

# INCLUSIVE EDUCATION NEWS

## Swimming

This term, our Inclusive Education classes have continued with their swimming lessons. They have been lucky enough to participate in a lesson each week for 6 weeks. Through the swimming program, students have been learning about different aspects of water safety, in and out of the water. They have had the opportunity to develop their social skills, and build their confidence and self-esteem. It has been wonderful to see their confidence in the water grow. Not only did they have heaps of fun, but they also got a great workout!



## Cooking

This term also witnessed our Inclusive Education classes teaming up to do some cooking lessons. We cooked different dishes including omelettes, fried rice, and apple and cinnamon muffins, to name just a few. We alternate between savoury and sweet dishes weekly. Cooking is an important life skill and is something that students have been very excited to learn. Students had the opportunity to learn about hygiene and safety inside the kitchen and to build relationships and develop their collaboration skills. We have also seen a development in their fine motor skills, confidence and teamwork. The students' favourite part about our cooking lessons is definitely eating the food and sharing it with staff. It was very rewarding to see many of them transferring these skills to home and cooking these dishes again with their families.





# INCLUSIVE EDUCATION NEWS

## Aviation Museum

Many of our students in the Inclusive Education classes have a passion and fascination with all things relating to airplanes and machinery, so what better way to build their passion than a trip to the local South Australian Aviation Museum. This was a self-guided tour, but we met with some of the well-educated staff who were able to shine some wisdom on us. We had the opportunity to learn about the many different aircrafts and their history, mechanisms, machinery and equipment, rockets and missiles, and some history about Australia's involvement in the war. We even had the opportunity to explore the inside of many different aircrafts which was very exciting for everyone.



Deb Wareing and Gina Tawfiles  
Inclusive Education Teachers





# MIDDLE SCHOOL NEWS

## Year 7

We've had a busy term with lots of learning and exciting experiences.

A few highlights of the term have included designing sustainable cities during Individuals and Societies lessons. This incorporated students' map making skills and allowed students to think creatively about solutions for our future. During Science, students have been learning about forces and wind resistance. Students designed parachutes that were then tested with raw eggs that were dropped off the top of the stairs. (Some eggs survived). Students in English have been exploring poetry and poetical devices, with students creating an anthology of poetry for assessment. Year 7 students have shown some excellent creative writing skills including writing limericks, haikus and odes.

The transition process is now in full swing. Earlier this term, we were delighted to welcome students from our local feeder primary schools to attend our half day transition experience.

Students were exposed to a number of different subjects, such as Health and P.E., Visual Art, Individuals and Societies and Science. With many subjects offering hands on activities and practicals. We also had a number of willing volunteers from our current cohort of students who wanted to show off their high school to old classmates. We received some amazing feedback from the students and we can't wait to see them again at the end of Week 8 in Term 4 for their two-day transition into high school.

We are also looking forward to the Year 7 camp at AFL Max in Week 1 of Term 4 and can't wait to see what Term 4 brings!

## Year 8

Year 8 students have engaged in a variety of learning activities this term, with some highlights including a Poetry in the Port Exhibition, STEM workshops, scavenger hunts, art displays, organ dissections, inter-school soccer tournaments, and more. Meanwhile, the introduction of the Accelerated Intervention Class (AIC) has provided new avenues to engage students with relevant and meaningful curriculum.

Late in Term 4, the Year 8 cohort will have the opportunity to attend a celebratory end-of-year camp to the Murraylands Aquatic Centre for 2 nights (7<sup>th</sup> to 9<sup>th</sup> of December). The students will be able to participate in a variety of aquatic activities under the direction of qualified instructors, with a day-trip to Monarto Zoo planned for the journey home on the Friday. By this stage of the year all academic work has been completed, and the camp will no doubt prove to be a fun, relaxing way to reward finishing challenging first year of high school. Consent forms and more information, including cost, will be available early Term 4.

## Year 9

This term, Year 9 started with a 3-day year level camp at Woodhouse Activity Centre in the Adelaide Hills. Students had the opportunity to develop team building skills, play laser tag in the woods, go bouldering and take on Challenge Hill. We had just under 50 students attend, and we thank Ben Earle, Amy Coughlan, Jonny Daughtry, Angela Yiannis and Rhiannon Carter for travelling with the group and facilitating what was a chilly, but very worthwhile experience.

This term also saw the final session of the GOALS Program commence. This program aims to connect 10-12 students with professionals in the work force and build their interpersonal skills as well as strategies to overcome adversity and set goals for their future.

## Middle Years Forums

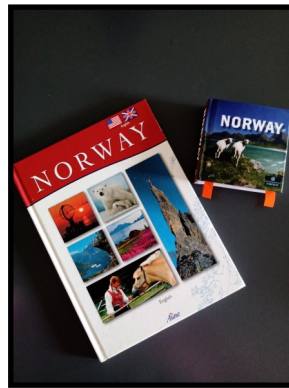
During Week 8-9, Le Fevre High School has taken the time to run Year Level Forums. This has provided teachers and leadership with insights in to how Middle Years students feel about their learning and their schooling environment. The feedback from the students about the forums suggests that they feel empowered and appreciate the opportunity to give suggestions and feedback. The forums have provided LFHS staff with 'food for thought' about what our students want to get out of their learning experience at Le Fevre High School. A massive thank you to our young people for their participation in this process.

The Middle Years Team wishes everyone a fantastic holidays. See you next term!

# INDONESIAN NEWS

Student social worker Maryanne Heggstad was a guest speaker early this term for Bu Ash's year 8 Indonesian class.

Maryanne is from Norway, and she showed us some photos and spoke about Norwegian life and culture. We learned about some different letters in the Norwegian alphabet, and Maryanne taught us a bit about Scandinavian and European languages. She even taught us some Norwegian words. *Tusen takk* (A thousand thanks) Maryanne!



Bu Sarah's y10 Indonesian students baked delicious cupcakes as part of our school celebrations of the 77th Indonesian Independence Day. Students happily undertook service as action and we sold the cupcakes to raise funds for a health clinic in Bali. We raised \$126.90, after costs. Even a small donation helps others. Well done LFHS students! And huge thanks to all staff who supported. The project was an interdisciplinary effort by home economics teachers and the Indonesian faculty. Great team work!

Students in the photos are some of our year 10 cupcake bakers extraordinaire Indi Wilder, Brooke Jewels and Lucy Grice, and in the second photo year 10 cupcake appreciators Aiko Morgan and Jessie Andrews, and fabulous baker Caitlin Ford.



Ash Gill  
Indonesian Teacher

# INDONESIAN NEWS

Our Indonesian teachers continue to work hard to make lessons informative and engaging, and help students develop the skill of speaking an additional language. During term 3, our Year 7s and 8s are learning to discuss school subjects and personality traits. The Year 9s are involved in our new interdisciplinary unit, collaborating with Health to learn about nutrition in Australia and Indonesia. They will share their learning with our sister school Sekolah Pilar. Students had the opportunity to sample some *jamu* (traditional medicine).

The Year 10 Indonesian class are a group of amazing students looking to open their minds to what a bilingual world could be like. Their dedication and commitment to their language learning is commendable. This term they are exploring the world of milestones, ceremonies, and celebrations. We have taken a journey back to losing their first tooth, first broken bones, graduating primary school and looking at these in comparison to rites of passage experienced by Indonesian teenagers. Every lesson is an adventure, opening a door to new information and learning.

Bu Sarah  
Indonesian Teacher

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This semester the Year 11s and 12s have been learning about the history of education in Indonesia, from before Dutch Colonisation, through to today. They have focused on an important historical figure, Kartini, who towards the end of the 19<sup>th</sup> Century, advocated for women's rights and education for those who previously didn't have this privilege under Dutch colonial rule. They have enjoyed two Indonesian films and are preparing responses to the film 'Kartini – Princess of Java'. Singing has been part of the fun with the learning of the hit song 'Laskar Pelangi'.

The Year 12s are now in their last phase of learning at high school and we are very proud of the level of skill they have developed since Year 8. It is wonderful to be able to chat with them about such a wide range of topics now! We wish them all the best in this last part of the journey.

Bu Kylie  
Indonesian Teacher

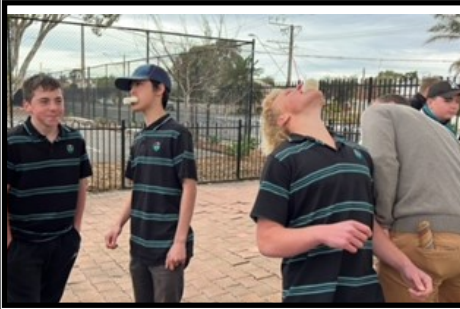


# INDONESIAN NEWS

## INDONESIAN INDEPENDENCE DAY



Thanks to Bu Isabella and Bu Ash for coordinating our INDOpendence Day frivolities on 17<sup>th</sup> August. This was the 77<sup>th</sup> year of independence from Dutch and Japanese occupation. Our Year 10 Indonesian students made red cupcakes to represent the Indonesian flag. These were sold to raise money for Bumi Sehat, a health clinic in Bali that Bu Ash will be visiting in October. For more information, see <https://bumisehat.org/>. The Year 9s participated in traditional games that reflect the history of Indonesia, such as *Makan Kerupuk* (cracker eating), *Balap Karung* (Sack Race), *Tarik Tambang* (The Pulling Rope Game/ Tug of War) and a relay with a variety of challenges at each station.



# INDONESIAN NEWS

## VISIT FROM SUARA INDONESIA DANCE—PAK JACK AND IBU KARINA

We were incredibly lucky to have Bu Karina and Pak Jack from Suara Indonesia Dance, in Sydney, visit our school on Monday, week six. Students learnt *Ratoh Duek*, sitting body percussion dances from Aceh. They also wore galembong pants for Randai, a West Sumatran performance which creates patterns together, and learnt some basic pencak silat (martial arts). Jack and Karina performed a number of dances, one highlight being Tari Topeng (mask dance). In the evening Bu Ash attended a workshop for Indonesian Teachers held at the Education Development Centre. Terima kasih Suara Indonesia!





# INDONESIAN NEWS

Are you from a different language or dialect background?

**ayuda** **aiuto**  
**کمک** **English language support** **help**  
**مرسته** **tulong**  
**मद्दत** **auta** **Cứu giúp**  
**αρωγή** **ជួយ**  
**msaada** **मदद करना**  
**يساعد** **Egba Mi O**  
**Pomozite** **भदद करे**  
**ជួយ** **ПОМОЩЬ**

Support with classroom work  
 Arranging interpreters and Cultural Liaison Officers  
 Celebrating cultural events  
 Advocating for students and families from diverse backgrounds

Contact Pru Pole, EALD Coordinator: [pru.pole334@schools.sa.edu.au](mailto:pru.pole334@schools.sa.edu.au)

GCCC: Starting again, term four! Opposite week to Fork in the Road.

ARE YOU INTERESTED IN LEARNING ABOUT AND CELEBRATING OUR TRANSCULTURAL WORLD??

## LFHS GLOBAL CITIZENS' CULTURE CLUB

Films, guest speakers, activities, cultural celebrations, working together to make a strong and supportive school.



**EVERY SECOND FRIDAY LUNCHTIME  
 WELLBEING HUB (UPSTAIRS B BLOCK)  
 ALL WELCOME! BRING YOUR LUNCH**

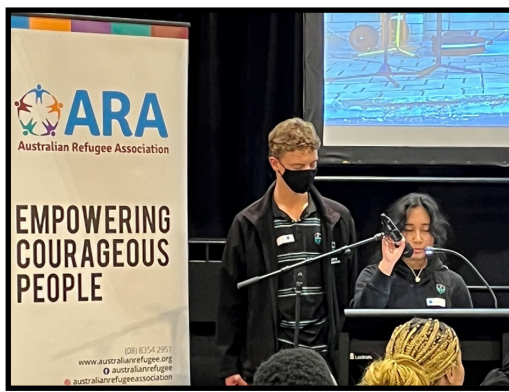
For more details, send a Daymap message or email [pru.pole334@schools.sa.edu.au](mailto:pru.pole334@schools.sa.edu.au)



# INDONESIAN NEWS

## POWER INTERCULTURAL PROGRAM (PIP) AND AUSTRALIAN REFUGEE ASSOCIATION (ARA) YOUTH AMBASSADORS

Our ARA Youth Ambassadors and other invited students attended the Youth Creative Leadership Workshop at Northern Sound Systems, Elizabeth. We participated in a Kaurna welcoming dance, a drumming workshop and spoken word poetry session. It was wonderful to meet students from other school with very different and rich experiences to share. Will and Grace shared an update on the LFHS ARA Youth Ambassador's activities so far this year.



ARA and PIP students spent a day to focus on completing their SACE tasks. We were lucky to have a special visit from Muzafar, Nagina and Sughra after watching the film "The Staging Post". This film is about Hazara Afghan refugees in Indonesia, where they have set up the Cisarua Learning Centre. Muzafar got us to think deeply about what actions we can take to help others and make the world a better place. The students decided to make a video about racism and interviewed students and staff as well as Muzafar and Nagina. Stay tuned for the viewing!

Muzafar also shared with us details of his next film: "Watandar: My Countryman". This will be shown at the Adelaide Film Festival. Tickets can be purchased here: <https://adelaidefilmfestival.org/event/watandar-my-countryman/>



# INDONESIAN NEWS

## VISIT FROM HELEN CONNOLEY - COMMISSIONER FOR CHILDREN AND YOUNG PEOPLE

Helen, her assistant Nicola and Ma-Musu from ARA came to talk with Student Voice, ARA Youth Ambassadors and Power Intercultural Program participants as part of a state-wide investigation into racism in schools. Helen will collate feedback from Le Fevre and hundreds of other schools for her report to parliament. This was a great opportunity for our student leaders to have their voices heard and discuss some positive ideas for promoting inclusivity in our school.



## WELCOMING AUSTRALIA—WALK TOGETHER

Walk Together is Welcoming Australia's annual national celebration of Australia's diversity, designed as a tangible expression of the welcoming, fair and compassionate society we are committed to building. Celebrating its tenth anniversary in 2022, Walk Together [returned] to the streets to bring together communities from around Australia in celebration of our shared humanity, regardless of our background, culture or faith. (from <https://welcoming.org.au/initiatives/walk-together/>)

Bu Pru and Subarana attended the Adelaide walk.

Pru Pole  
Indonesian Teacher





# YEAR 10 CAMP

Last term (Week 9), Year 10 students travelled to Wiiraway Homestead with their Care Group teachers as part of their whole cohort camp. Students engaged in 3 days of activities including horse riding, sheep mustering, bush cooking, hiking, archery and a whole lot more. From a Year Level Coordinator's perspective, this was a very special experience, seeing students outside the walls of the school and in a different setting. Students came out of their comfort zones and engaged with staff, other students. Positive relationships were built between staff and students and memories created to last a life time.



Semester 2 has brought forward a range of opportunities for our year 10 students. Students participated in 2 Subject Expo's presented by our curriculum leaders during pastoral care time. The Curriculum Leaders showcased Stage 1 subjects on offer for 2023, as well as what opportunities, assessments and experiences the subjects have to offer. These information sessions were crucial for students in informing their pathways into the senior years of their schooling. Following on from these sessions, students booked meeting times with relevant leaders around subject selections, school based apprenticeships and VET Pathways for 2023.

The beginning of Semester 2 saw many Year 10 students receiving subject awards for academic excellence. An academic excellence award consists of receiving a score of 35 or more in the IBMYP. This was based off of 6 subjects including receiving an A for PLP. Congratulations to these students, this is an enormous given the complexities of 2022.



Elle Penekelis  
Year 10 Coordinator



# HEALTHY LIFESTYLES

## GOLF LESSONS

This semester has seen the implementation of the first ever girls only Health and Physical Education class at Year 10. As part of the Healthy Lifestyles course, the Year 10 cohort went down to North Haven Golf Club to have professionally instructed lessons from Golf Coach Christine Burton.

The female class learnt how to drive the golf ball using 7 irons, with a focus on technique and accuracy, then they learnt how to chip and putt before learning how to combine all the isolated skills into a Par 3 golf course.



Lesson 1: technique



Lesson 2: Using different irons



Holly

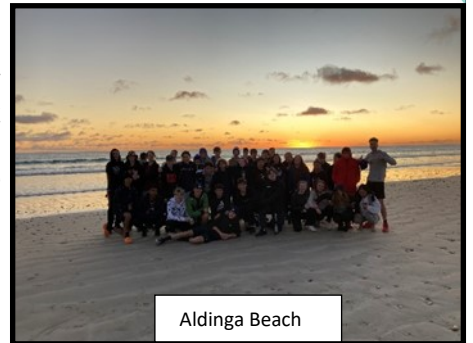
The students were very lucky to have such lovely weather for their lessons and learnt a lot about Golf and the technicalities behind the golf clubs and how important technique is to accuracy. I think the class benefitted from the professional lessons and would really enjoy continuing to explore their golf skills in the future.

Heather Westwood  
Healthy Lifestyles Leader



# TERM 3 YEAR 11 NEWS

After a fun and successful camp at Aldinga Beach to end of Term 2, our Year 11s started second semester strongly. Whether they have a full SACE load, are involved in VET or School Based Traineeships, they dived straight in to learning. They started work on their Research Project, an exciting, personal, and enriching subject which is compulsory in the completion of their SACE. With the support of teachers, they developed a research question and are now very much in the midst of the journey of inquiry.



Aldinga Beach

We started the term by acknowledging students who received Outstanding Academic Achievement Awards for Semester 1. We congratulate these students on their hard work and commitment.

Sumah, Jasmine, Foxx, Finn, Max, Natalie, Molly, Hamish, Ariana, Amy - creative writing and effort in English, Jacob - outstanding drumming performances in Music and Cameron - sportsmanship and effort in P.E.



Semester 1 Award Recipients

A huge focus of Care Group (CG) has been the conversations which support students to choose Year 12 subjects. This involved subject expos, student research, conversations with subject and Care Group teachers, and working with the Web Preference form online. The process culminated in our Course Confirmation Day where parents and students joined our Course Confirmation Team to finalise choices. It was a new way of doing things but it has worked very well. A huge thank you to students and parents!

Our last few CG sessions for Term 3 returned to The Resilience Project, exploring *procrastination* and *stress*. The resources and learning which accompany these conversations are so valuable, and we hope they have been not only beneficial to students but also have provided them with an opportunity to reflect on their own routines and habits. We wish them all the best in their final weeks of Year 11.



Kylie Hill  
Year 11 Coordinator



# 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 Research Project faculty members for 2022-23 include: Ms. Andee Kalatzis, Mr. Ty Duerden, Mr. James Dekort and Mr. Nick Brown.

## Stage 2 Research Project

The Year 11 Cohort commenced the Research Project in Semester 2, 2022 and will finish the course in Semester 1, 2023. The Research Project comprises 3 assessment tasks, the first of which is a 10-page folio showcasing the research processes and sources relevant to the research question. The final copy of The Research Folio is due in week 6 of term 4. The Research Outcome and Evaluation will be completed in terms 1 and 2 of 2023. All students who successfully complete the subject with a C- grade or better will be awarded 10 Stage 2 SACE credits.

The students started the semester by brainstorming topic ideas for their project. Preliminary research, peer interaction and teacher input supported learners to refine their topic of interest to a specific question. Proposed areas of student inquiry include, *'To what extent are 'earth ships' a viable housing solution in remote areas?'*, *'To what extent is 'stealth' a key component of modern submarine design?'* *'How have social media apps like 'tik tok' encouraged individuals to take up reading?'* and *'How does the overuse of technology affect the cognitive and social development of children?'*. Such exemplars are a pleasing indicator of research project diversity in our school.

So far this term, students have brainstormed ideas on a lotus chart, developed a question, completed a mind map and written a research proposal. They are currently conducting interviews and surveys to gather expert, and community data relevant to their research project question. The data will be collated, analysed, and suitably presented in the folio. Moving forward, learners will locate and examine secondary sources which will be annotated and included in the folio.

Andee Kalatzis  
Cross Curricular Leader



# YEAR 12 NEWS

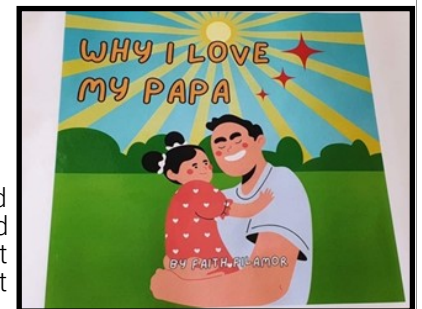


This term students have been continuing our Care Group Program with a special focus on The Resilience Project. This term Year 12s have also had the chance to visit numerous University Open Days. These days were used to familiarise themselves with "Uni Life" and see what the universities have to offer in regards to courses.

This term our Year 12s have also spent time in Care Group commencing and finalising their SATAC applications. It has been great to see our Year 12s be so thorough and professional when entering these applications. Offers from universities will start to come out from Term 4 onwards.

## Subject Spotlight – Stage 2 Child Studies

This term our Year 12 Child Studies students have focused their time on their external investigation, these topics are very broad and look in depth into child development including, cognitive, social, emotional and physical wellbeing of young children.



Neve J a student in the class has really enjoyed her time, here is what she has said about her learning this year "During our Child Studies class we have completed numerous assignments which focused on the early development of children. A highlight of this year would be creating story books for children to demonstrate how significant literature is for the development of children.

## 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 8 students participated in their 6th module. This module was based around Innovation in Engineering and was very "hands on" which engaged the students throughout. They were fortunate enough to meet an Innovation Engineer from Sydney who helped the girls with The Robot Challenge. Laing O'Rourke have flagged a potential partnership for these students and work experience next year and beyond, we look forward to furthering this relationship with such a prestigious company.



## ASC – Work Experience

This term the school has further developed its relationship with the ASC. Students have had the chance to spend time at the world class shipyard taking part in a One Week Work Experience Program. Students develop their skills in trades such as electrical, fitting and turning and metal fabrication. The students were lucky enough to have seen one of the Collins class Submarines at the facility as it continuous the dry docking stage. We look forward to the ASC spending a day at LFHS next term to engage more students in the metal fabrication trades.

Liam Narcys  
Year 12 Coordinator

# YEAR 12 HEALTH

## P.A.R.T.Y PROGRAM

On Friday September 16, the Year 12 Health class was given the opportunity to visit the Royal Adelaide Hospital to be involved in the Prevent Alcohol and Risk-Related Trauma in Youth (PARTY) Program. This program saw the Year 12 Health class learn about the risks of decisions they make around speeding, unrestrained driving, drink driving and risk related behaviours around alcohol.

After speaking to a trauma response doctor, the students were asked to be the trauma response team and perform an emergency response to a 19 year old (mannikin) who had presented to the hospital after a car accident where the victim had experienced head trauma from speeding.



The students were asked to control the patient's breathing and monitor the injuries with pain relief and (pictured right) the Airways Doctor Hannah was in charge of intubation with Nurse Neve.



While the patient's breathing was managed the patient's heart rate dropped and needed CPR given by the Nurse Manager (pictured left) Cooper. Unfortunately, after scans came back the trauma response team had to decide whether they could continue to CPR or whether the patient was not able to be saved. The Trauma Nurse Stella (pictured below) needed to make the final call and confirm the patient's time of death.



Le Fevre High School students were given the opportunity to see what happens if the patient can make a recovery from hospital and what the rehabilitation process that could be involved at the hospital before the patient can be discharged to home. Students were blindfolded and required to steer a wheelchair through the hospital (pictured left: Callum and blind folded Costa).

Some injuries can be extremely difficult to rehabilitate and (pictured right) Callum has a severe neck injury and fracture in his hip. He has been lying in bed for 6 weeks and this rehabilitation process on the right shows how the hospital bed can support the patient to learn how to get back on to their feet after lying down for such a long period of time.



The students had an opportunity to learn from a Speech pathologist who regularly needs to treat patients with head injuries who need to relearn how to use their tongue in order to communicate and the students tried some liquid fluids (pictured left Damon feeding Byron) and mashed food to understand the troubles with such an injury.



The Year 12 Health class definitely had a great day at the Royal Adelaide Hospital and learnt a lot about the impact of decisions and this will not only save their lives but the lives of the people around them.

Heather Westwood  
Year 12 Health and Wellbeing Teacher

# SENIOR SCHOOL AND LOOKING AFTER YOURSELF:

## SCHOOL FATIGUE, STRESS AND BURN-OUT

As many of our students approach a significant time of the school year, particularly senior students completing final assessments and preparing for exams, many may begin to feel snowed under or feeling burnt out. Not just from an exhausting school schedule, but an accumulative emotional toll that has come with the past two and half years. It is important students recognise and acknowledge the signs of being worn out and are able to manage their physical and mental health as the year draws to a close.

During the final stages of the year it is not uncommon for students motivation, performance or school attendance to diminish as feelings of exhaustion, fatigue, lack of motivation and creativity set in. It is important students take the time for self care to avoid or reduce these feelings by assessing their own wellness and being proactive in seeking strategies to reduce fatigue, stress and burnout.

Strategies for Students Self Care:

### *Eat Healthy*

While eating healthy is important all the time, it can make a world of difference during times of stress. Choosing a balance diet rich in fruits, vegetables, whole grains, and lean meats, while avoiding sugary snacks and fried or processed foods. Not only will it help you get the vitamins and minerals you need, but it will also improve digestion, sleep, and energy levels, which can have a domino effect on your emotional state.

### *Exercise*

Any sort of physical activity raises endorphins and serotonin levels. This can improve emotional state and can help take your mind off your problems. Try to exercise for 30 minutes per day, even if it's just a long walk.

### *Get enough sleep*

Sleep is important for mental health. It's even more effective if you plan your bedtime for roughly the same time every night. Aim for eight to nine hours of sleep every night. Developing a routine at bedtime can help you relax and ensure better quality sleep. Limiting caffeine can also have a positive impact on your sleep schedule.

### *Practice Mindfulness*

Mindfulness is a term you probably hear a lot, but mindfulness techniques are much more than just a fad. They're scientifically recognised to reduce stress and anxiety and can be the key to balancing your emotions. There are many ways to practice mindfulness. Examples include: meditation, yoga, breathing exercises, going for a walk, especially in nature and keeping a journal to write down your feelings and thoughts.

Researchers recently even found evidence that a single session of mindfulness meditation can help reverse the effects of stress on the body.

### *Connect With Friends*

Spending time and talking face to face with friends is a wonderful way to relieve stress. The person listening doesn't necessarily have to fix your issues. They can just be a good listener. A trusted friend or family member can listen without judging you.

Continued over page



# SENIOR SCHOOL AND LOOKING AFTER YOURSELF:

## SCHOOL FATIGUE, STRESS AND BURN-OUT

### *Take Regular Breaks*

Everyone needs a break at some point. Plan for study time and work completion to include regular mental and physical breaks.

### *Seek Support*

When things are feeling a bit much, seek the support of your loved ones or the supports that are available through school. Your Care Group Teacher, Year Level Leader, Wellbeing Leaders and Support Staff are there for when you need.

<https://www.healthline.com/health/emotional-exhaustion>

### **Resources for Students:**

#### [5 steps to study success](#)

We've done the homework on studying so you don't have to. These are your scientifically-proven steps to study success.

#### [How to prioritise and get stuff done](#)

Here's a simple tool to help you prioritise tasks and get stuff done.

#### [How to nail your study/life balance](#)

It's important to study, but it's just as important to find balance and have fun along the way.

### **Resources for Parents and Carers:**

#### [7 tips for managing exam stress](#)

Top tips for parents and teens to manage exam stress.

#### [How your teenager can manage distractions](#)

Help your teenager manage distractions by encouraging these tips.

#### [Quiz: Reflecting on your expectations](#)

Take this quiz to reflect your expectations at exam time.

#### [What happens after high school](#)

Hear from four families about what they did after exams and high school.

Ben Jones  
Senior School Leader  
SACE, VET & Career Education

# WELLBEING NEWS

## Wear it Purple Day

On Friday 26<sup>th</sup> August Le Fevre High School Celebrated- Wear It Purple Day. The Fork in the Road Group worked with staff the create safe and inclusive activities for all students. Wear It Purple strives to foster supportive safe, empowering and inclusive environments for rainbow young people. The key focuses are awareness, opportunity, environment, collaboration.



Kai and Hazel



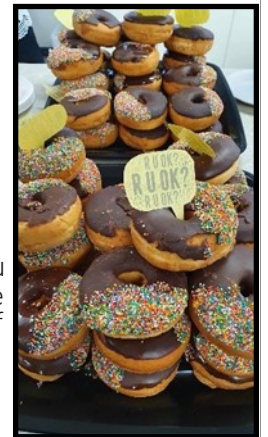
Matilda, Anabelle, Isabella and Nea



Max, Tori and Caitlyn

## R U OK? Day

It's our national day of action when we remind Australians that every day is the day to ask, 'are you OK?' and start a meaningful conversation whenever they spot the signs that someone they care about might be struggling with life. We celebrated by running activities and celebration food for staff and students. Congratulations to Milla for winning the voucher for her participations.



## Year 7 Wellbeing Group

This term the social worker students Marianne and Bridget have been hosting a weekly wellbeing group for some students in year 7. During these sessions, the students have each been given a wellbeing journal to work on after the day's activity. One week we had a Norwegian day. They got to learn some new words and phrases and did an excellent job cooking some Norwegian waffles for our lunch together. Each session we start talking about what has been good this week, and what we look forward to in the week to come. And of course, our new favorite game: HI HA HO!

Ellie Simmons and Ryan Langcake  
Wellbeing Coordinators



# SOCCER NEWS

Our Soccer Program here at Le Fevre High School, re-introduced in 2022, is designed to provide a unique opportunity for talented football (soccer) players from Years 7-11 to develop their individual skills, knowledge and attitude allowing them to play the game at the highest level possible. The program provides opportunity to develop leadership skills and civic responsibilities in the later years.

Students will be able to represent the school in their respective teams and compete in the school's knockout competition as well as zone carnivals. Playing against visiting teams and having the opportunity to represent the state in the state school boys and state school girl's national competition held yearly by the School Sport national body.

Our start to the program has been a success with many competition's, knockout and zone school sport in which our senior team are Western Zone champions. Our junior futsal team both boys and girls had an incredible tournament in semester 1 with the boys winning their group and girls runners up.



All our players represent clubs within the western zone and are an asset to Le Fevre's Soccer Program.

What does the program entail?

In 2022 the Year 8 program was soccer focused in the practical aspect with the theory in line with our Health and Physical Education and SHINE IB units. In 2023 the program will be totally soccer focused, practical and theory.



Pictured is our year 9/10, 5 a-side teams



The Soccer Program is designed to continue to develop players ability both physically and mentally, becoming independent and resourceful players, able to communicate and show leadership, instilling confidence in their ability as a person and player.

It enables students to do what they love at the same time having a positive impact in their learning in numeracy and literacy and their chosen capabilities, communication and personal development.

Our Year 10 and 11 program run in both semesters with each semester either having Community Studies 10 SACE credits or Integrated Learning 10 SACE credit subject. Both of these subjects are soccer focused. So far, our senior teams have

won all their knockout competitions as well as the zone championships and head off to play at the new Services FM Stadium at Gepps Cross, in week 10 Tuesday. Our uniform for the Specialist Soccer Program is different to the school PE uniform. It is specially designed to reflect the specialist soccer program, students wear it with pride. It is also the requirement that they wear this for all practical lessons and games. This year it was only available to the year 10's and 11's. In 2023 it will be available to all successful participants.

We congratulate one of our players Liam (pictured on right) for making the 2022 State School Boys U/16 team.

He will be accompanied by Team Manager and Assistant Coach Tony Burns (Le Fevre High School Coach) to Glenwood, NSW to compete against the best from around Australia for a spot in the Australian School Boys Team.

Tony Burns  
Le Fevre Soccer Coach





# ABORIGINAL EDUCATION NEWS

Term 3 has been a whirlwind!  
There have been so many great opportunities for our students.  
Here are just some of the amazing events our students have experienced this term.



Students in Witchelina nature reserve on their annual 'Kids on Country' Camp

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

When it rains outside at lunchtime, our students arrive inside, with a range of activities to keep them dry and busy. Our latest lunchtime activity in the Tirkanthi Kuu space has been word search competitions on Wordsearch Wednesdays. We have also started Mindfulness Mondays with a creative focus. We continue to meet with our students and there has been a consistent buzz of work catch-up and creativity this term. Our SAASTA Academy continue to meet in our room for both the Senior SAASTA Program and the year 10 ACE Program.

## The Workabout Centre

The Workabout Centre has provided even more opportunities for our students this term with five of our students receiving their Learner Driver's permits in week 8! Angie, our school liaison, is visiting our site on a weekly basis to check-in with our students and link them with training and work experience opportunities. If you have any inquiries about this service please call us to chat about what the Workabout centre can offer your child.



# ABORIGINAL EDUCATION NEWS

SAASTA NEWS (SOUTH AUSTRALIAN ABORIGINAL SENIOR TRAINING ACADEMY)



## ACE Career Immersion Week

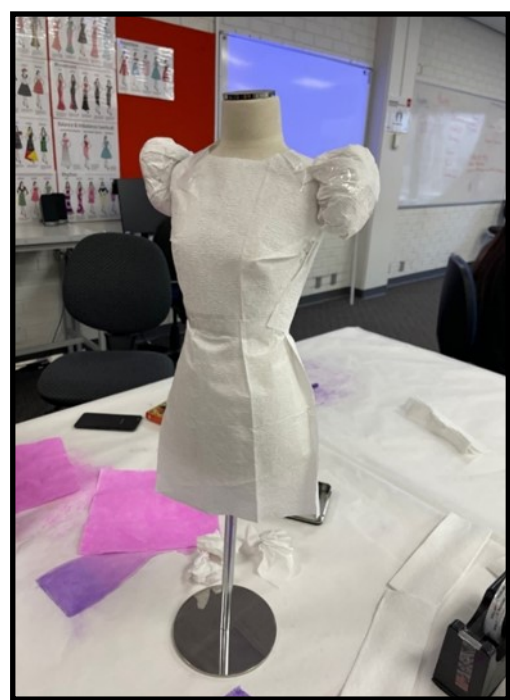
During week 5 our year 10 SAASTA students participated in the ACE (Aboriginal Career Exploration) Immersion Week.

The week began at the Lights Community Centre for a brilliant day of cultural activities including weaving, traditional and modern dance activities, crafts and deeper discussions about what cultural identity means to students.

Students were also given the opportunity to converse with successful people from a range of sectors from business owners to law to gain information on how to make any future they envision a reality.

From Tuesday onwards, our students branched off into their selected interest areas including Beauty and Fashion, Construction, Agriculture and Hospitality where they visited some amazing locations in Adelaide such as Urrbrae Agricultural School, Adelaide College of the Arts and Carmine's Restaurant in Port Adelaide.

Facilitators were so impressed with our students that we received positive feedback from staff and businesses as well as an opportunity for employment and additional training. We would like to congratulate the students involved on an intensive and rewarding week in trialing their chosen pathways.





# ABORIGINAL EDUCATION NEWS



## Kids on Country Camp to Witchelina Nature reserve

During week 3 of this term, a group of 13 Aboriginal students and 2 staff members had the privilege of visiting the Witchelina Nature Reserve, one of the largest properties in the state belonging to the Nature Foundation. Witchelina was a former sheep station (1,000,000 acres) which is located about 50 km south of Maree in the north of the state.

We left early on Monday (6:30 am), for our 8-hour journey on the bus to get to the property. We enjoyed the trip through the Flinders Ranges, stopping along the way for food and short breaks from sitting.

We arrived before dusk and settled ourselves in. The property was incredibly vast (the size of Kangaroo Island) and unusually green, due to all the rain that had fallen up north this year. For some of us the remoteness and isolation were a bit overwhelming, especially because we were off the grid. No phones, internet, or social media. A completely unplanned digital detox.

The first thing we experienced was a welcome to country by Warren (a traditional owner who worked with us all week), and then we were given a safety talk and shown around our living quarters.

The students participated in many activities like camera-trapping, geo-caching, bird watching, orienteering, a property tour, and several night walks. We learned about the stars, ecology, saving water, recycling, and many aspects of traditional cultural knowledge

We also did some work while on camp. We took part in fence removal for a few hours because part of the Nature Foundation's mission is to return their properties to their natural state so that the animals can wander around without getting caught in fences. We removed about 1km worth of fencing in a few hours and it was good to know that we were helping get the birds and kangaroos back onto the property.

All in all, it was a wonderful week. A great opportunity for all who were involved with lots of learning, laughter and new friendships made. Hopefully we will get to go again.

Lina Ruggiero





# ABORIGINAL EDUCATION NEWS



## ABORIGINAL EDUCATION NEWS

### Student Reflections from the 'Kids on Country' Camp

*Geocaching was an activity we did where we used GPS to go to certain points which were spread around the property. There were about 13 spots we had to find, and in each place, there were packages hidden which had a question in them that had to be answered. We had to use the information that Warren gave us about the land to answer the questions. The whole route took more than 2 hours.*

*Hide and seek was a game we played each night on camp. We played around the property and had heaps of fun. There were so many prickles that were always getting in our shoes, which was so annoying. Overall, I loved the camp so much and I would love to do it again.*

*One of the activities we did was a four of Witchelina. We drove around for a couple of hours stopping at several places. The first stop was at a small 'dam' that was more like a large pond. It was surrounded by trees with birds and a rabbit also ran past all the cars. After stopping by the water we continued to an old horse pen that had the remains of a really old car. The car was mostly in bits and had gun shot holes in the doors. From there we continued to these hills that were like sand dunes. They were a deep red and had shrubs over them. After spending about 40 minutes there we started heading back but about halfway Warren stopped the car at a particular tree and got us to pick the sap out of it. The sap was edible and was extremely sweet, it tasted a lot like toffee.*

*I absolutely love this camp. It brings a lot of freedom to the participants whilst giving us so much experience. It's fun and eventful and there is always something to do, whether it is organized activities or our little group getting up to mischief. Playing chasey and hide and seek at night were an absolute high light. The camp was like building a whole new family and I would like to go again. I really recommend this camp to others in the future and hope that the Nature Foundation keeps inviting us to go along.*



## ABORIGINAL EDUCATION NEWS

### **Feel of The Countryside (sonnet)**

The complete freedom the country lands  
hold,  
With the hot sun rising over red dirt,  
Holding the silence of absolute gold,  
And no bird calling out a sign of hurt.

Driving upon these red and brown dirt roads,  
Taking part in a race with emus and 'roos,  
The quiet sound of some radio codes,  
Life like no other is upon my view.

Out here with my family by my side,  
A feeling that is so rare to enjoy,  
The best healing that nature can provide,  
But only mankind could ever destroy.  
This land is what I can always call home,  
My favourite place I can freely roam.

*During our 5 day stay in Witchelina we went on a night walk each night after dinner. This was a way for us all experience Witchelina once the sun was setting and get a feel for the property at night time. The first night we spent wandering around the shearers shed at sunset. We were able to see what was previously known as Witchelina's station woolshed. This woolshed was built in 1879 when the property was a sheep farm. Technically, we were unable to adventure through the shed as it was being renovated but we were given the opportunity to go inside a few nights later. We were shown around the building and got to see the old cars, old equipment and stuff that had been left there since it was last used a long time ago. During the other nights we were lead for a walk through the creek bed and were able to see the damage caused to the creek tree's due to heavy rainfall and flooding.*

*On our final night walk we walked through a trail that brought us to a lookout over Witchelina, we were asked to identify the stars and try and figure out where we were in terms of directions. We shared music with one another and were all able to have fun during these night walks. Overall, we all enjoyed our stay at Witchelina and were able to connect further with one another by these night walks. We are excited to visit again.*



# ABORIGINAL EDUCATION NEWS

## 2022 Aboriginal Learner STEM Congress

This term on the 18<sup>th</sup> and 19<sup>th</sup> of August, four Year 9 students were selected to take part in the state-wide Aboriginal Learner STEM Congress at the Adelaide Convention Centre. The Congress aims to engage students with science, technology, engineering and math learning and industry experiences, inspiring students to realise their aspirations and take on challenging subjects at school and in future learning. The congress is designed within an Aboriginal community context, enabling students to explore the skills needed as future STEM innovators and problem-solvers.

Throughout the 2-day Congress students connected with their cultural identity and explored Aboriginal STEM knowledge. Our group took part in workshops about 'Natural Fish Traps', 'Catching the Sun' and 'Space Technologies and the Wandering Stars' at Adelaide's Space Discovery Centre. The sessions were interactive and our students were excellent participants. The Congress also featured some amazing speakers such as Corey Tutt (the creator of Deadly Science), Bianca Issacson, Mikaela Jade and others.

The Congress has been going for a few years now and has grown from strength to strength, attracting Aboriginal students from both primary and high school levels all across the state. The exposure to Aboriginal knowledges and Aboriginal leaders is STEM was a fantastic learning opportunity for our students, and a chance for them to explore some scientific concepts in a hands-on and culturally-connected way. We are continually looking for ways to integrate Aboriginal perspectives across the STEM curriculum at Le Fevre High School, and the Aboriginal Learner STEM Congress continues to give us great ideas and resources. We look forward to attending the event again in future years.



# ABORIGINAL EDUCATION NEWS

## “Wild Dog” – Exhibition and Film Screening at Tandanya National Aboriginal Cultural Institute

Our students were gifted an amazing experience from the team at Country Arts SA this term in the form of a free screening and access to a range of activities surrounding a newly released local film ‘Wild Dog’.

The day began with students’ traveling to the Tandanya cultural centre in the city where they begun their experience under the stars. Staff from the Adelaide planetarium ran a session about Indigenous interpretations of the night sky and told students stories of the galaxies creation. It was a brilliant educational experience.

Next, students got creative with staff from Tandanya to create shadow puppets. Students created their own storyline and characters to reflect their stories. This was followed by a viewing of the film ‘Wild Dog’ and a walk through of a series of art pieces created around the film.

Our students contributed to a large art piece on display at the Cultural institute in the form of messages of love. Overall, it was a unique and interesting experiencing showcasing the talent of our Aboriginal and Torres Strait Islander creatives.

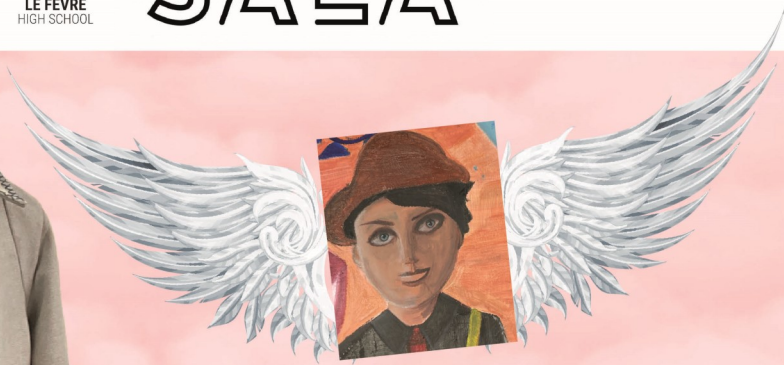
Nicole Adji  
Aboriginal Education/SAASTACoordinator







# SALA



# ART SHOW

## Exhibition at Le Fevre High School

As part of SALA Festival, Le Fevre HS held an art exhibition showcasing year 9, 10, 11 and 12 student work in our Art Department. Attended by students, family and friends, the exhibition has showcased the fashion work of Lottie one of our year 12 Creative Arts students. Currently on display her piece a grey suit with a matching blue shirt and decorative hand stitching was worn by her at the Year 12 formal earlier this year.

Also featuring in the exhibition is a recycling with bottles by year 9 students project, Narrative Portraiture by year 10 students and major artworks by year 11's. The exhibition will remain on show to students until the end of October.



# COMMUNITY ADVERTISING

## Become an L2P Drive with Me Volunteer (Mentor)

L2P Drive with Me is a low-cost driving volunteer mentoring program that has been created to help people gain their Ps while those that experiencing a disadvantaged stage in their life. We recognise that driving in Australia is a valuable skill, one that is difficult to gain if you don't have some to help you practice. This program is an opportunity for people to gain their required logbook hours through our vehicles. The Volunteers (mentors) give up their time & experience to engage with the learner driver and work with them in gaining their confidence in the driver's seat. Volunteers (mentors) will go through a mentoring program which includes education on how to appropriately use the left-hand brake which is fitted in each of our 4 vehicles. Are you interested in becoming a Mentor? Do you meet the below criteria?



- Can you commit to volunteering (at least) 2 hours a week?
- Do you hold a full driver's licence?
- Have you held a full driver's licence for two years past your probationary (P's) licence?
- Can you obtain a South Australian Police Clearance?
- Can you obtain a Working with Children's Check (Not Prohibited)
- Are you willing to complete the mandatory Left-hand brake training?
- Can you get to one of our locations where the cars are located?
  - o Ottoway o Salisbury o Glandore o Kilburn (soon to be located)

If you said yes to all the above questions and would like more information, please email us at [sarah@l2p.today](mailto:sarah@l2p.today) or call/text our SA Manager Sarah at 0404 751 632. Website: [l2p.today](http://l2p.today)

**FREE ENTRY**

Lefevre Peninsula  
**Family Expo**

**FREE Food, Drinks & Entertainment!**

Bring the whole family down to Lefevre Recreation Reserve for a FREE Family Fun Day. Community atmosphere, a jumping castle, face painting and more!

PLUS, local representatives from various community networks across the peninsula will be around for you to chat to and learn about what services and support are available to you and your family.

**Saturday 15 October from 10am-2pm**  
Lefevre Recreation Reserve | 541 Victoria Road, Osborne

For more information contact Peter on:  
☎ 8405 6908 or ✉ [peter.todd@cityofpae.sa.gov.au](mailto:peter.todd@cityofpae.sa.gov.au)

**ROYAL LIFE SAVING SOUTH AUSTRALIA**

**Holiday Swim**

**SWIM AND SURVIVE**

**THE ROYAL LIFE SAVING SWIM & SURVIVE PROGRAM YOU KNOW AND LOVE!**

**COMING THIS DECEMBER & JANUARY!**

**BRING YOUR LOGBOOKS AND GET READY FOR A WEEK OF FUN!**

**ENROLMENTS OPEN AUGUST 22nd**

**[WWW.HOLIDAYSWIM.COM.AU](http://WWW.HOLIDAYSWIM.COM.AU)**



# COMMUNITY ADVERTISING

## Kids Connect Program

Free - Ages 5-12 years

Arts & Craft - Tuesday 4th October 1pm-3pm

Sports & Board Games - Tuesday 11th October 1pm-3pm

Please register by emailing [peter.todd@cityofpae.sa.gov.au](mailto:peter.todd@cityofpae.sa.gov.au)

## Roller Skating Sessions

Wednesday 5th and 12th October

Friday 7th & 14th October

1pm- 3pm \$3.50 (includes skate hire)

Parents are welcome to skate with their children

## Netball 'Come n Try' Skills Clinic

Tuesday 4th October

10am-11:30am | Free - Ages 5-16

Session run by coaches from the Semaphore Centrals Netball Club

## Basketball 'Come n Try' Skills Session

Wednesday 5th October

4pm-5pm | Free - Ages 5-15

Session run by coaches from the West Adelaide Basketball Club please register via the club website [www.westbearcats.net](http://www.westbearcats.net)

## Allegro Rhythmic Gymnastics - 'Come n Try' Sessions

Friday 7th October - 4:45pm-5:30pm & 5:45pm-6:30pm

Monday 10th October - 4pm-4:45pm & 4:50pm-5:45pm

For more information contact Allegro through their Facebook Page

## Zumba for Kids

Thursday 13th October

Free - 3pm-4pm | Ages 5-12

## Cook 'n' Create - Creative Kids Cooking sessions

Friday 14th October

10am-11am | 11:30am-12:30pm | 1pm-2pm

For more info get in touch via their Facebook page: [Cookncreateadelaide](https://www.facebook.com/Cookncreateadelaide)

## OSHC Sports & Activity Sessions

Book your OSHC group in for one of our fun sports & activity sessions.  
Taking bookings NOW!

To enquire please email:  
[peter.todd@cityofpae.sa.gov.au](mailto:peter.todd@cityofpae.sa.gov.au)