



LE FEVRE HIGH SCHOOL

NEWSLETTER

ISSUE 5 | December 2022



Dear Parents and Caregivers,

We have, yet again, had a busy year. It has been filled with so many learning opportunities, and with every learning comes growth. This year has certainly been a year of growth and, despite the tumultuous year we have had, we have seen our young people show resilience, perseverance and bravery.

We have held forums, camps, excursions, events and, most recently, some wonderful transition days. These have been for the new students who will join us next year but also for those transitioning to a new year level in 2023.

We have just received the first edit of our Le Fevre High School Acknowledgment of Country which sees some of our Aboriginal Students shine. What a proud moment to witness these superstars share their culture with pride and respect for the Kurna Land we learn on every day. We look forward to sharing this with you in the near future.

There are always so many people to thank throughout the year so I will start with a thank you to our wonderful Governing Council for their dedication and ongoing support throughout the year. Our meetings have inspired me. The conversations are rigorous, the reflections are thoughtful, and everything we do always has the students of Le Fevre High School at the core.

Thank you to the staff. What an outstanding group of people they are. They continually strive to do their very best to ensure our students have every opportunity to learn in a variety of ways. They put in long hours beyond the call of duty and often at the expense of their own families. They meet many challenges and care unconditionally for every learner in our school without exception or any expectation of reward or thanks. I am thankful every day to have landed in a school where there is such a high level of professionalism and passion.

Thank you to our students, who come every day despite whatever obstacles they may face. They are not afraid to make mistakes, support one another, and are, more often than not, willing to have a go and try new things. They have shown resilience and bravery in this ever-challenging world. They demonstrate pride and advocacy for Le Fevre and, as I said to them not so long ago, Le Fevre is not the walls or the buildings or the grounds...it's the people in it who make it truly unique.

The journey of a school is not an easy one and at times we may not see eye to eye, but be assured every choice we make, idea we have, or change we implement is to ensure the young people we work with every day have the opportunity to be the best version of themselves. It is an important time for us all to appreciate the positives and resilience learned.

Please note that there will be a staggered start for 2023. Year 7 and 12 students will start on Monday 30/1/2023, with Year 8-11 joining us on Wednesday 1/2/2023. Thank you for your support regarding this.

I would like to wish you and your family happiness and love over the Christmas break. Enjoy this special time with those you love and take some time, even if it is 5 minutes, to do something you love.

I look forward to seeing you all back at the school in the new year.

Take care, and Merry Christmas.

Kirri Minnican
Principal



TERM DATES 2023

- 1 30 January - 14 April
- 2 1 May - 7 July
- 3 24 July - 29 September
- 4 16 October - 15 December

COMING EVENTS

- Monday 30 January**
Term 1 Beginning for Year 7 and 12
- Wednesday 1 February**
Term 1 Beginning for Year 8–11
- Thursday 16 February**
School Photos
- Wednesday 22 February**
Photo Day Catch Up
- Tuesday 7 March**
Year 7/8 Immunisations
- Friday 10 March**
Student Free Day
- Monday 13 March**
Public Holiday
- Wednesday 29 March**
Open Night
- Thursday 6 April**
Interschool Athletics
- Friday 7 April**
Good Friday Public Holiday
- Monday 10 April**
Easter Monday Public Holiday
- Friday 14 April**
End Term 1
2:15pm early dismissal



Government
of South Australia
Department for Education



Like us on Facebook

Le Fevre High School | 90 Hart Street, Semaphore South SA 5019
P +61 8 8449 7004 | E dl.0814_info@schools.sa.edu.au
lefevreh.s.a.edu.au

YONDR PROGRAM

Le Fevre High School acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognize that, if used inappropriately in an educational environment, they can adversely affect the core business of teaching and learning as well as student and staff wellbeing. In particular, mobile phones have some inherent social dangers and there are possible legal implications if used inappropriately.

After carefully considering the results of a parent and community survey, student survey, information gathered at the student Forums, and Governing Council, Staff and Executive Team consultation, we are writing to share the exciting news that we will be making our school a mobile phone-free space to improve learning and engagement.

In 2023, we will be using a system called Yondr. Yondr is currently used globally in over 2000 schools and 150 schools throughout Australia. The Yondr Program employs a simple, lockable pouch that stores a mobile phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school each morning. They will maintain possession of their phones, and will not use them until they are unlocked at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

We are encouraged by the effects of this system in education settings. In 2019, Yondr surveyed over 900 school partners to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

69% of schools saw an improvement in academic performance,

84% of schools saw an increase in student engagement in the classroom,

80% of schools saw a decrease in behaviour referrals.

We believe the Yondr program will allow our students to:

- Be more mindful and less distracted,
- Be more engaged in classroom activities,
- Improve their communication and interpersonal skills.

In addition, we expect there will be a decrease in bullying and harassment through social media.

In an effort to best support your child, we appreciate your full support in adoption of the Yondr Program at Le Fevre High School. This program will be implemented Day 1, Term 1, 2023.



POUCH

Students will unlock their personally allocated pouch at the contact stations located at the entrance areas of the school



SECURE

Place mobile phone in pouch and close. Mobile phone will remain locked in pouch and in the student's possession for the day



EXIT

Students tap contact station as they exit the school to unlock and access mobile phone

YONDR PROGRAM

FREQUENTLY ASKED QUESTIONS

What if I want to reach my child during the school day?

We want our students to be engaged in their learning. Please refrain from contacting your child during the school day unless it is necessary. Contact Student Services on 84497004 to reach your child.

What if there is an emergency?

In the case of an emergency, we direct our students to safety first. School staff will be able to unlock a Yondr pouch in a matter of seconds for students once they are in a safe and secure location.

Will my child's phone be safe?

Students are in possession of their phone - in their Yondr pouch - for the entire school day. We will encourage students to store the pouch where it is safe (backpacks, lockers, on person).

What if the pouch gets damaged?

The Yondr pouch belongs to the school. If a student damages a Yondr pouch, they will be held responsible and will be required to purchase a replacement. The student's phone will be confiscated, and a parent must come to school to retrieve it.

What if my child requires their phone for medical reasons?

The school policy will allow for an exemption for students that require the use of phones for medical purposes; E.g. students with Type 1 Diabetes measuring blood sugar levels. Phones will still be stored in pouches however can be accessed throughout the day.

What if classroom teachers want to complete research tasks using phones as a tool?

Mobile phones are not required at school and students have access to more suitable technology such as laptop banks and computer rooms for most tasks. If deemed suitable, portable unlocking stations can be utilised in the classroom to allow for the use of phones for educational purposes. The phones will then be locked back into the pouch after the lesson has finished.

CURRICULUM UPDATE

This semester the school has reviewed our Curriculum framework, thinking about future directions and alignment with our Site Improvement Plan. Following consultation with a range of groups, the school has determined that we will cease our delivery of the IBMYP framework at the end of this year. Engagement with the IBMYP has been a long and very positive journey for our school, which enabled the sharpening of teaching and learning processes over this time and delivered the content of the Australian Curriculum effectively. However, it was determined that moving forward, the IBMYP did not provide the required levers necessary to deliver on our actions in the improvement plan and restricted deeper engagement with our department's recently released high quality learning resources.

Following this decision, Learning Area teaching teams have been auditing the current curriculum, reviewing the department's model curriculum units of work, and mapping how 2023 will look. This work is progressing well to ensure that our changeover to Australian Curriculum through the department's teaching and learning framework is smooth. Some small changes will be noticed by students and families next year, such as using the Australian Curriculum Achievement Standards for assessment rather than the IB Criteria. We believe that these steps will enable clear alignment and understanding for families on their education journey from Primary School through to the SACE.

Troy Barker
Assistant Principal Curriculum



The Challenge for 2022 has finished. This year, 40 students across years 7 to 10 completed reading 12 books from January through to September.

This has been a fantastic effort and we congratulate the students below who have been issued with a medal or certificate.

In addition, two students deserve a special mention and congratulations:

Sophie F in Year 9, for completing 10 years of the challenge, and Caitlin F in Year 10, for completing 11 years of the challenge.

Well done to all!

James KM
Hailen M
Eva M
Tasiana M
Tighe S
Abbie W
Crisanto V
Kayla S
Fatima H
Allanah C

Stepahnie B
Martino P
Sam G
Ziva G
Olive S
Jayde S
Daksh S
Caitlin J
Tahlia V
Summer G

Owen E
Mariuan A
William G
Ruby M
Charli MK
Mudabir P
Eva P
Rhys PC
Brayden Pk
Liam C

Austin HP
Frank M
Riley S
Nam B
Patrick DM
Joshua DL
Isabelle H
Thomas K

Troy Barker & Roxanne Clare
Resource Centre Team

INCLUSIVE EDUCATION NEWS

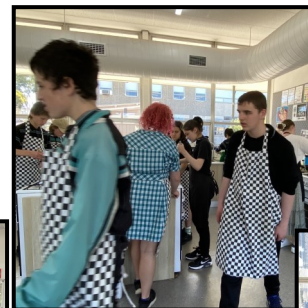
Aquatics

This term, our Inclusive Education classes participated in 4 sessions of aquatics. Out of the 4 sessions we went to, 3 of them were met with wet, wild and windy weather, and only one day we had some beautiful sunny weather. This didn't stop the students from having a great time. They showed great resilience and persistence, even in the face of freezing temperatures. They participated in a session of kayaking, canoeing, sailing and boogie boarding. On our day of boogie boarding, it was wet, windy and freezing cold, but all of the students still got in the water and gave it a go, demonstrating determination and resilience. They learnt about water safety, the 4 different sides of a sailboat, and how to work collaboratively with others to paddle in a canoe and kayak. All students are looking forward to more aquatics and swimming sessions next year.



Cooking

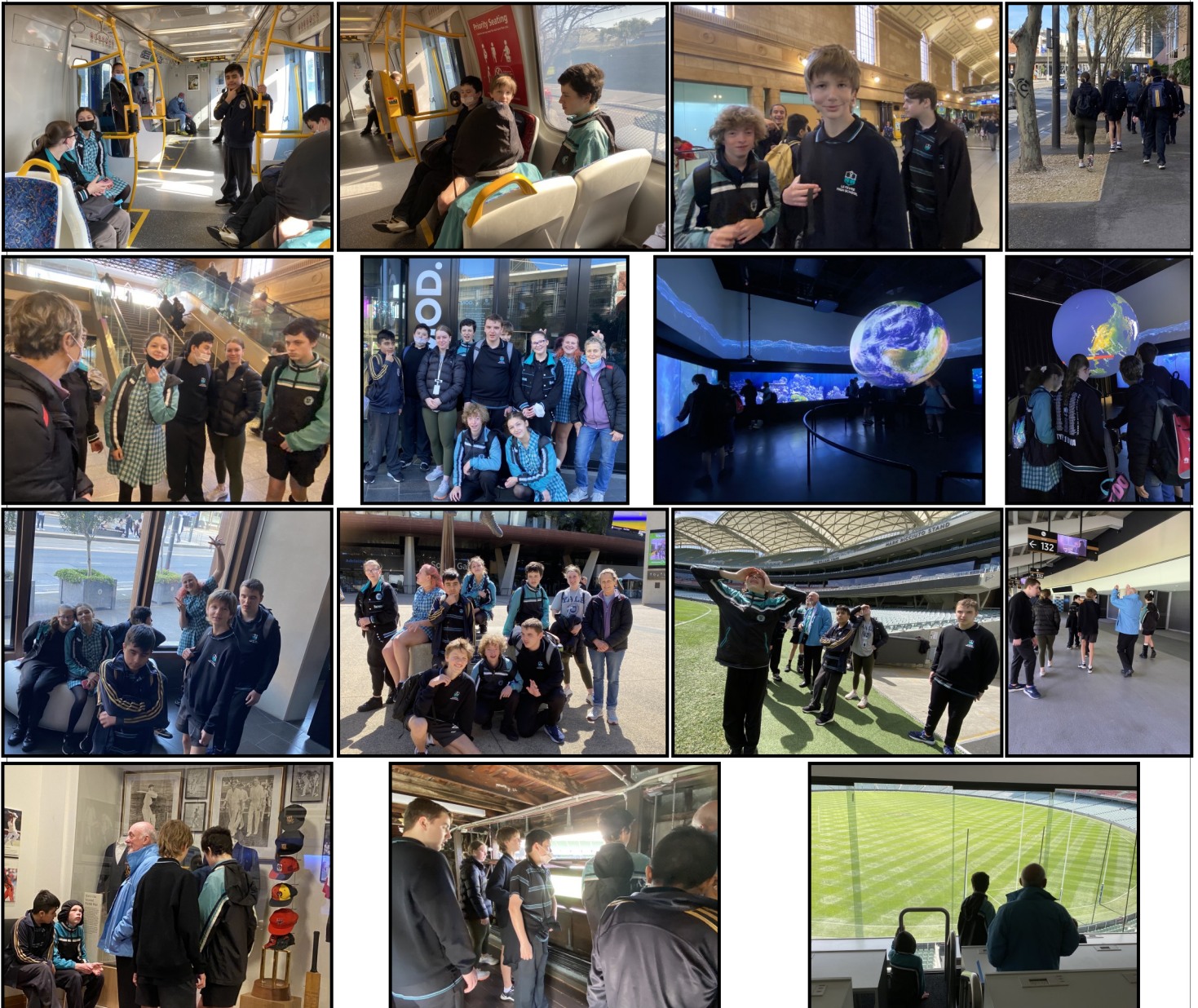
This term, our Inclusive Education classes teamed up to do some cooking lessons. We cooked different dishes including vegetable fritters, sausage rolls, appleberry tarts, toasties, and chocolate cupcakes. Cooking is an important life skill and is something that students have been very excited to learn about. Students worked collaboratively that helped build relationships and developed their teamwork skills. Students were responsible for measuring, chopping and frying, which aids in the development of their fine motor skills, confidence, and knowledge about measuring tools in the kitchen. The students' favourite part about our cooking lessons is definitely eating the food.



INCLUSIVE EDUCATION NEWS

MOD Museum and Adelaide Oval Tour

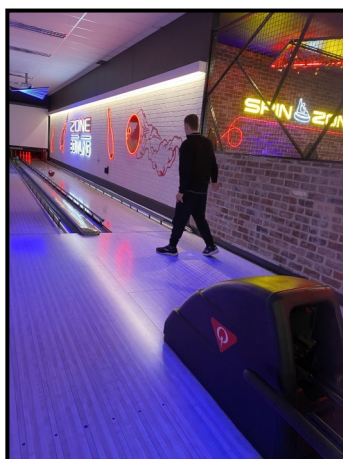
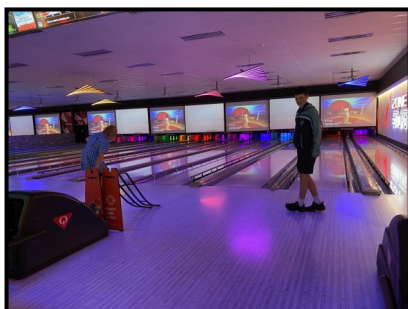
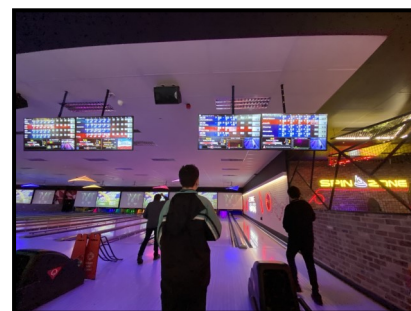
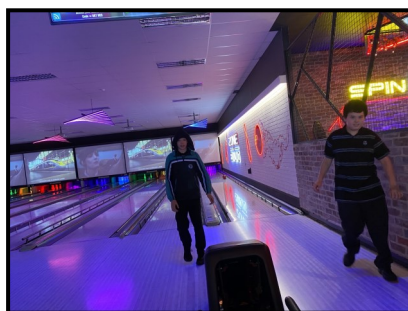
The Inclusive Education classes combined to embark on an excursion into the city to visit the MOD museum and Adelaide Oval. The excursion was organised to enable students doing Stage 1 Society and Culture modified to visit tourist destinations of their choice to gain information with the aim of making a pamphlet to promote the location. Many of our students are fascinated and passionate about trains, so what better way to build their passion than to catch the train into the city. They used the school bus to the Ethelton train station and caught the train into the CBD. Their first stop was the MOD museum – Museum of Discovery. Here, students were exposed to many different works of art and educational resources. There was an Aboriginal exhibition, an immersive light show, interactive science show, and an artificial intelligence demonstration. Students had a great time exploring the centre. After this, we had some recess and then made our way over to Adelaide Oval for our VIP tour. Students were split into 2 groups and were taken on a 2-hour up close and personal tour of Adelaide Oval. Students had a great time exploring different parts of the Oval and learning about some of the history. They then made their way to Myer Centre, where they had the opportunity to purchase their lunch. This was great for students to develop some confidence in public and use their initiative. They all walked back to the train station and headed back to school. This excursion enabled students to develop their confidence in using public transport, communication skills, direction awareness and learn about different aspects of the exhibitions at MOD.



INCLUSIVE EDUCATION NEWS

Laser Skirmish and Bowling

As a farewell and congratulations to the Year 12s this year, both of the Inclusive Ed classes went on an excursion together to do bowling and laser skirmish at Woodville Bowland. Students were treated to 2 hours of bowling and were put into mixed groups to compete against each other. After bowling they had some lunch made by Bowland, a choice of hotdogs or spring rolls and chips and a drink. After lunch, students played a few rounds of laser skirmish. At first, they were put into 2 teams to work together, and then played a few rounds of free for all. Students had a really great time, and it was wonderful to see them building relationships and bonding.



Gina Tawfiles
Inclusive Education News

QUICKSMART NUMERACY PROGRAM

When you see $5 + 3$, the answer of 8 comes automatically. For some, the answer does not come automatically. Time and effort are spent solving the calculation. Knowing the basic number facts of addition, subtraction, multiplication and division forms the foundation of Maths.

Thirteen students in Year 7 and 8 have been working on learning and practising their number facts in multiplication so that they come effortlessly. The aim is to achieve 100% accuracy and a quick response to 30 Flash Cards in a minute or under. Over 30 weeks, the students have made rapid gains in their confidence and ability in knowing their times tables. Students attend 3 sessions of QuickSmart Numeracy face-to-face per week of 30-minute duration. They carry out 5 activities of Focus Facts, Flash Cards, OZCAAS (a software program quiz), independent work, and a Game per session, working in pairs.

Positive feedback has been received from students. Rhys says the program has improved his Maths. Tamika agrees seeing improvement in her division. Kayla loves the rewards after successfully getting 30 cards or more in one minute on two successive days. Haylee found the program long but her post-test results are very impressive. Tahlia has excelled on the program completing the multiplication, division and square number facts.

Students are selected on their PAT-M results if they are sitting at or just below the level expected in Year 7 and Year 8 in Maths. Regular attendance and a desire to improve their number facts are also considered. Many students have completed the program while at primary school so we prefer to give the opportunity of participating to another student.

Next year, I welcome a new instructor, Jayden Casabera, to our QuickSmart team. This year's students were keen learners, their progress has been impressive and positive, demonstrating the program works. Students have gained automaticity in number facts in speed and accuracy. We look forward to another successful year with the arrival of our new Year 7 students in 2023.

Karen Kleinlagel
Quicksmart Coordinator
Inclusive Education teacher



ENGLISH AND HUMANITIES NEWS

English

As we wrap up the year in English, students have been hard at work finishing the more creative applications of language. Across the board, second semester English is all about delving into specialised and creative applications of the skills we focus on in Semester 1. In Year 7, students have been performing motivational speeches and analysing the hero's journey in stories like Moana. In Year 8, students spent Term 3 in mixed classes exploring different applications of poetry and in Term 4 have explored persuasive texts. In Year 9, students have delved into making videos and interviewing people about how they use language on a day-to-day basis. In Year 10, students have been tackling poetry, creating documentaries and analysing the gothic genre. Year 11 students have been wrapping up their SACE by analysing short stories.

Humanities

The second semester of Humanities in most year levels has been focussed on Geography, Business and Economics, and Civics and Citizenship. In Year 7, students have been learning about water in the world and the importance of managing it. They have also been planning what their own version of a sustainable city would look like. In Year 8, students have been learning about landforms, landscapes, housing developments and the role of councils in our system. In Year 9, students have been examining food security, surviving in various biomes and investigating the impact of technology such as mobile phones on populations and the environment. Lastly, in Year 10, students have been investigating history with a focus on World War II and its impact on the world, and the freedom rights movements throughout the 60s, 70s and 80s.

REMEMBRANCE DAY AND THE SPIRIT OF ANZAC AWARD

On the 11th of November, we held our annual Remembrance Day Assembly. This event was commemorating the end of WWI where we observed the traditional minute silence in remembrance of those who have lost their lives in serving this country. This event was attended by guest speakers from the Australian Defence Force. Petty Officer Rebecca McIlroy and Warrant Officer Class Two Tina McLachlan both spoke to students about the importance of Remembrance Day. Major Kathryn Presser and Captain Mardi Tomlinson from the Army Cadets spoke about the Army Cadet depot which will be held at Le Fevre High School in 2023. We thank the enormous support and involvement from the armed forces this year.

Whilst this assembly was taking place, 3 of our year 10 students, Max, Diesel and Michaela, accompanied by Ms Kalatzis and Ms Penekelis attended the Largs Bay RSL Remembrance Day ceremony. These students were invited to attend this ceremony as the finalists of the Spirit of ANZAC award promoted by the Largs Bay RSL. Early in Term 3, all year 10 students were given the opportunity to participate in the Spirit of ANZAC competition. They were required to write a short piece responding to the question "Australians commemorate both ANZAC Day and Remembrance Day. Why do these days continue to be important to Australians?" Our finalists participated in the RSL's ceremony by laying a wreath. They also found out the winner of the competition as judged by the RSL.

Congratulations to Max who won the competition for their outstanding commitment to the ideals represented by the ANZAC spirit. Special commendations go to Diesel and Michaela who also presented outstanding submissions.

James Dekort
English/Humanities Coordinator

MATHS AND SCIENCE NEWS

Congratulations to all of our Year 12s on completing their studies. A huge thanks to Nick Kyriazis (Physics and General Mathematics) and Nicole Adji (Biology) for their incredible work in 2022 with their classes. I am very excited that in 2023, Le Fevre is offering Math Methods and Chemistry in Year 12 for the first time in my role as Curriculum Leader.

Nick is also hard at work putting together a plan for the Le Fevre High School STEM Academy being introduced next year. This pilot program will run in Year 9, with the interview and selection process well underway. If successful, the Academy may be rolled into further year levels in 2024 and beyond. This program aims to increase the number of our students selecting senior Maths and Science subjects by developing a rigorous program where Science, Technology, Engineering and Mathematics are interwoven with an industry pathways focus.

Currently, our teachers are working through the move from the International Baccalaureate to the Australian Curriculum, getting our heads around new units to teach, developing new assessment tasks and ensuring we are all ready to hit the ground running in 2023.

Our students have been working just as hard!

In Year 7, students have been investigating experimental probabilities in Maths, and are discovering how the motion of the Earth and Moon cause eclipses in Science.

Our Year 8 students are currently finishing off the year studying Linear Equations and putting their learning into practice by modelling real life situations using straight lines. Our Science classes have been investigating different chemical reactions and how different types of rocks form.

Students in Year 9 are also looking at Linear Equations and are graphing how lines can change depending on a range of different factors. In Science students have been learning about how their bodies respond to the world around them, including how the senses work and body systems keep them healthy.

Year 10 has seen teachers setting students up for the move into SACE in 2023. Students are finishing the year investigating the effect of melting glaciers on sea levels in Science and have been looking at a range of different topics in Maths depending on whether they have decided to study Essential Maths, General Maths or Math Methods in Year 11. There has been a lot of work behind the scenes redeveloping this year's program to better prepare and support students continuing their Maths and Science studies in Stage 1 and beyond, and I thank all teachers involved for their work in this area.

I would like to take this opportunity to thank our lab manager Ricky Magnani for all his tireless work this year. Ricky is starting his holidays early to undergo surgery, and we all wish him the best for his recovery. Ricky always puts students first, and actually delayed his surgery as long as possible to ensure that our teachers were able to run lessons where students could participate in hands on, engaging activities in Science.

I hope you all enjoy the holiday period and look forward to continuing to lead the teaching and learning of your children in 2023.

Corey Witjas
Maths and Science Leader

DEPARTMENT FOR EDUCATION

STUDENT FORUM DAY



This term, Thomas (Year 7) and Hazel (Year 8) participated in the Department for Education Student Forum at the Convention Centre.

The day involved students from across metropolitan Adelaide joining together to discuss the current operations of schools and what improvements could be made. We were joined by staff members from the Department for Education, who facilitated the analysis of student data including the Wellbeing and Engagement Collection (WEC) Data set. Thought-provoking points were made from all students at our table, and we came away from the day with a lot of new ideas. Additional highlights of the day included being able to mingle with other school students to discuss their experiences at their sites as well as hearing from the Minister for Education Mr Blair Boyer. Minister Boyer spoke about the commitment to delivering world class education to all students in South Australia.

We are proud of Thomas and Hazel for the participation in the Student Forum and we can't wait to see what change is actioned.

YEAR 7 CAMP

Year 7, students were given the opportunity to participate in a whole year level camp in Week 1 of Term 4. Students were treated to a stay at AFL Max.

Highlights of our time at AFL Max included using the trampolines, challenging ourselves on the rock-climbing wall, working together to problem solve, playing AFL against the teachers and watching a movie on the big screen. Students also slept on the AFL Max 'oval' which was a new experience!

The second day of camp saw the Year 7's, make their way to Glenelg where they played on the playground and used sporting equipment at the park. A bakery lunch was quickly eaten before students went off and completed a scavenger hunt around the Glenelg area. The winners of the scavenger hunt received chocolate as their reward.

The camp was a great way to start the term!



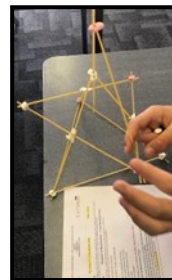
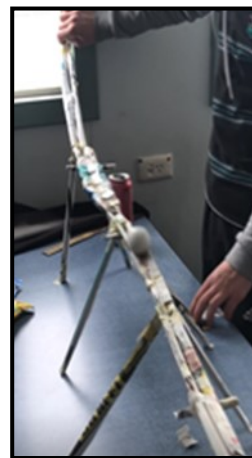
Amy Newbound
Year 7 Learning and Engagement Leader

YEAR 7/8 AIC CLASS

Throughout the Semester, the *Year 7/8 AIC Class* has been offered a range of STEM Challenges – combining Design and Engineering concepts to construct structures & apply ‘real-world’ Mathematics.

Students have constructed ‘Paper Towers’, ‘Newspaper Roman Aqueducts’ with a golf ball to simulate water flow, Spaghetti & Marshmallow Structures & simulating Sub-Floor Construction using 3, 4, 5 Triangles to achieve Right Angles. These students have demonstrated growth in Mathematical Understanding using shapes & various ‘everyday’ materials to achieve outcomes. We have also been learning how to cook simple meals - homemade Pizza, Tacos & Spaghetti Bolognese, with varying degrees of taste success.

Scott Deverson
Teacher



TRADITIONAL NAVIGATION IN POLYNESIA

At LFHS we embed in lots of interactive and cross-curricular experiences for our students. One of the highlights this year was when Mr. Herman, our Maritime Studies teacher, took time out to deliver a special session on traditional navigation in Polynesia for our year 8s, who were learning about the Polynesian expansion in I&S. The session was very interesting and informative and he brought in Aboriginal perspectives, making it relatable for all our students. It was a very successful interdisciplinary collaboration.

Thank you so much Mr. Herman for giving us your time and sharing your expertise and wisdom. It was a great session, and students were fascinated. We all learned a lot from it.

Ashley Gill
Indonesian Teacher



image credit: Kuringai Emu in the Sky. Images courtesy Barnaby Norris and Ray Norris.

8 TO 12 INCLUSIVE DESIGN TECH CLASS

During the course of this year, students of the Year 8 to Year 12 Inclusive Class have been designing their model sail boats which we took to the pond at Bonython Park and raced on the water.

In Semester 1, having first done some research about the desirable characteristics of sail boats (buoyancy, stability and aerodynamics applied to sail technology), students designed the parts needed to build their boats which included 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 have been impressed by the seriousness and care that the 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.

In Semester 2, students finished shaping their hull, fitted their rudder, mast and sails and finally decorated their boats before testing them and evaluating how well they fulfilled their technical expectations. Students gained an appreciation of how much time and effort needs to go into doing all these things well and of course, this increased their pride in being able to complete their boat in time to a high standard.

The excursion to Bonython Park Pond was the crowning moment of the efforts the students deployed during the year, and it was a resounding success. Seeing the smiles and hearing the excitement in my students voice as they were commenting to each other on how well their boats sailed was really the best reward for me as a teacher.

I am immensely proud of the Inclusive Class achievements this year, and I wish them all the very best for themselves and their families in their future endeavours.



Painting the boats: Amy and Cameron



Testing boats in the test tank in the Maritime room: Jacob, Amy and Tarnesha



A very proud moment just before putting the boats on the water: Ria, Jacob, Amy, Tarnesha, John and their proud Teacher



Here they go on their merry way across the pond: John, Ria, Jacob, Amy, Cameron



Boats working properly and according to design, keeping straight on their bearing

Thierry Herman
Naval Engineering/Specialist STEM Teacher

YEAR 7 DESIGN TECH STEM AERONAUTICS

During term 4, Year 7 Design Tech STEM Aeronautics students have followed the design cycle to investigate the properties of flight, designed their own balsawood gliders, built them, and tested them to evaluate their product. They also have experienced flight for themselves by flying an F/A 18C Super Hornet in our flight simulator.

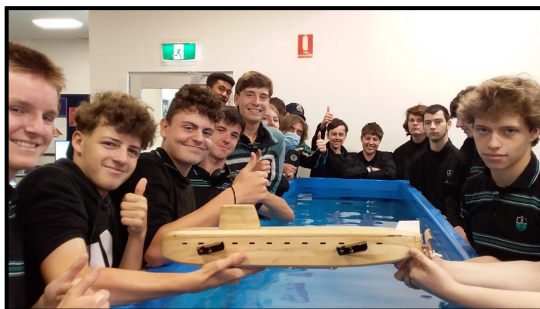
Students learnt about aerodynamic principles and had fun at the same time as thinking about what would make their plane successfully fly. Overall, it was a great outcome.



Student planes

YEAR 11 NAVAL ENGINEERING

During second Semester, the Year 11 Naval Engineering students produced a 1000 word essay on a topic of their choice. They presented their research to the rest of the class and have taken part in practical activities covering Aerodynamics and Physics of propellers and rotating objects by studying gyroscope technology and propeller technology. Students have also learnt about density, and the engineering principles needed to design and produce working underwater vessels such as submarines and ROVs (Remote Operated Vehicles). Students have been able to calculate the linear speed of the tip of propellers (out of interest, the biggest wind generator in the world, has blades 126 meters long), needs to turn at a rate less than $\frac{1}{2}$ turn per second, otherwise the tip of the blades become supersonic and chatter because of the vibrations and shock wave forces generated by the supersonic speed. Likewise, students calculated the linear speed of the tips of the blades of an Air Warfare Destroyer to be around 150 km/h when the ships propellers were turning at their maximum RPMs. They were also able to calculate the mass of objects such as steel plates used in the industrial world (ASC) and do experiments regarding density and buoyancy as applied in particular to submarine technology. It was great to see students gaining new knowledge and having fun at the same time.



Studying Density and its applications to submarine technology



Using a remote controlled ROV

Thierry Herman
Naval Engineering/Specialist STEM Teacher

YEAR 12 ADVANCED NAVAL ENGINEERING

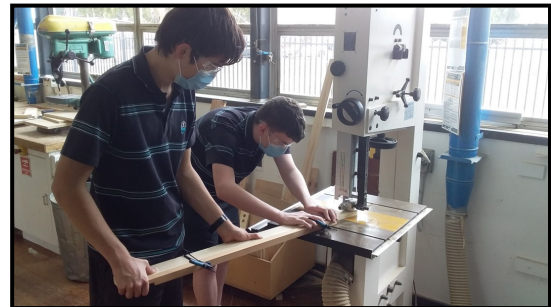
During Second semester, Year 12 Advanced Naval Engineering students have produced collaborative research which they presented to the rest of the class as a group activity. Students have also taken part in practical activities covering Ballistics and the study of the trajectory of projectiles in the Earth's gravitational field, with applications in replenishment at sea missions and the science used by Aboriginal ancestors to develop their spear throwing technology. Students have also taken part in activities centering around Snell's law and the ability to calculate the deviation of the path of a ray of electromagnetic waves and ocean waves. We have also studied the Radar Equation during which students got a good understanding of the reason why radars consume high levels of electric energy to be able to detect their targets efficiently.

Students have also been building the frames needed to build their full-scale rowing and sailing dinghy, and have mounted them on the support beam. Students have worked hard, with a special mention for Bailey who chose to keep coming to school to carry on working on the full-size boat even when he had finished year 12 and did not have to come to school anymore. All students got an appreciation for the time, planning and effort needed to build a wooden boat.

It has been a real pleasure to teach this group of young people, and I wish them and their families the very best in their future endeavours.



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



Lachlan and Taishi working together to make the parts for the frames that will be placed at different stations along the keel of the boat.



Thomas, Lachlan, Mojeed and Taishi working together to build the frames that will be placed at different stations along the keel of the boat.



Bailey with frames on the support beam.

Thierry Herman
Naval Engineering/Specialist STEM Teacher

ICE FACTOR WRAP FOR 2022

Le Fevre High School celebrated its 15th year of involvement with the Ice Factor program in style. After starting the season in Division 2, Le Fevre Karndo Lightning managed to finish in Division 1, where we were highly competitive across the 6 games during the Term 4 tournament. This was a fantastic effort as half of the team are in their first year of the program and will only continue to improve in coming years.

The purpose of the program goes far beyond success on the ice (although that is a bonus). Each week students attend the Ice Arena for training sessions and Factor Focus, where they focus on developing life skills such as leadership, teamwork, resilience, and respect. I must commend the team on their development throughout the year, which was highlighted in the letters that they wrote to sponsors of the program.

Some highlights for the year include....

- The senior members of our Le Fevre Karndo Lightning were invited to attend Government House. They had the opportunity to tour the grounds as well as recognise and celebrate the efforts of all students in the program.
- Montana M joined the Kurna Boomerangs, Australia's first Aboriginal based Ice Hockey team. She was lucky enough to travel to Darwin to participate in the Spirit of Place Tournament, where she represented the team and her school extremely well.
- At each tournament the students had the opportunity to be the MC and present to special guests at the ceremony. I was incredibly proud of our students who would continue to put their hand up to do this.

I thank Kirri Minnican and the leadership team for their support of the program at Le Fevre High School and look forward to many more years of successful outcomes for students.



Hands in.....3,2,1,
LIGHTNING!!!!



Training hard



Lightning players
presenting at the
tournament ceremony



Senior players at
Government House



Term 4 tournament

Ty Duerden
Ice Factor Manager

ARTS NEWS

YEAR 10 ARTWORK



Grace



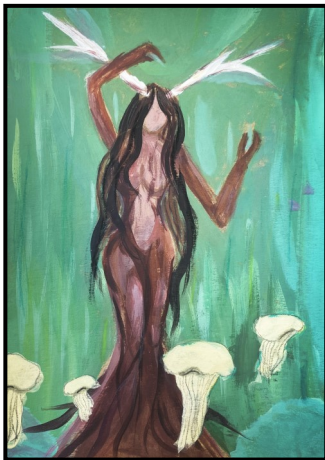
Kenny



Mia



Natasa



Sam



Sam



Shakayne



Sophie



Sophie

ARTS NEWS

STAGE 1 ARTWORK

2022 saw Arts get back into our core business after COVID times, with our annual Arts showcase at the end of semester 1. This event was attended by a large community/ parent audience and was a highly successful experience for our Music, Dance and Drama students. We plan on expanding on this event in 2023 to include a Visual Arts exhibition and a streetwear fashion show from our year 10 Design class.

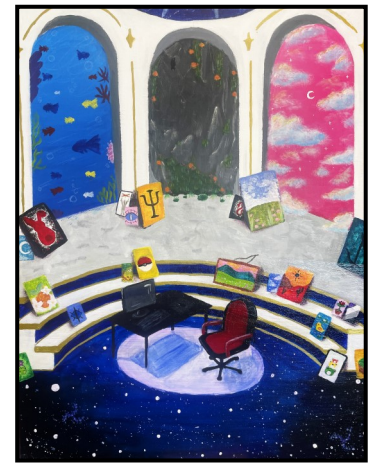
Included in this newsletter is a selection of final artworks from our senior school, Visual Arts classes. We are proud to showcase these high quality final works which are the culmination of student learning, after exploring themes of place, nature, cultures and personal perspectives.



Lucy



Ruby



Jordan



Shakaya



Sienna

Jackie Reichstein
Coordinator of Arts & Technologies



Online Art Exhibition

<https://lefevrearts.wordpress.com/>



YEAR 11 AND 12 ART, DESIGN AND CREATIVE ARTS STUDENTS ARE EXHIBITING THEIR FINAL WORK FOR 2022 ONLINE. YOU CAN VIEW THE WORK OF:

YEAR TWELVE: **Lottie, Samantha, Mojeed, Jess & Nick**

YEAR ELEVEN: **Shakaya, Seth, Rhydian, Bethany, Molly, Sienna, Jordan & Ruby**

YEAR 9 IBMYP KAYAKING INTERDISCIPLINARY UNIT



This year, all Year 9 students participated in the Kayaking Interdisciplinary Unit as part of the International Baccalaureate Middle Years Program at Le Fevre. Year 9, Students have been able to develop knowledge in both Science and Physical Education and link aspects of the disciplines to learn about and explore the ecology of Garden Island and the Port River. Students learned the basic skills of kayaking at West Lakes and explored different aspects of Garden Island. At Garden Island, students explored the region (including the shipwrecks), observed the flora and fauna of the ecosystem and collected water samples which were tested to establish the overall health of the waterway. Most students engaged well with the opportunity. Well done to all who participated.



Ben Earle
Middle School Senior Leader

OPERATIONS FLINDERS EXPERIENCE

2022

In Term 3, 10 Year 9, students participated in the Operation Flinders experience. The experience aims to transform young people's lives through a world leading, evidence-based remote, outback intervention program. Operation Flinders' objective is to affect a positive life change for young people by improving self-esteem and confidence. This experience took place at the Yankaninna station, deep in the Flinders Ranges. Students spent 8 days roughing it, with only a backpack and a few belongings and were exposed to demanding outdoor challenges to help them develop their personal attitudes and values of self-esteem, motivation, teamwork and responsibility. Over the experience, students walked close to 100kms, climbed demanding peaks, participated in a high ropes course over 12 metres off the ground and were generally pushed beyond their comfort zones daily. The young men who participated in the experience should be proud of their achievements. A great effort!



Ben Earle
Middle School Senior Leader

HEALTHY LIFESTYLES



This term the Year 10, Healthy Lifestyles class undertook some water safety lessons at West Lakes in the form of Dragon Boating. The class began learning how to row in time, which sounds easier than it turned out to be. The first rowers keep the time for the rest of the boat and the students need to pay attention to the rower at the front of the boat and the person opposite them.

The Year 10, classes practiced race starts in preparation to compete against each other. The competition was fierce and the students displayed excellent perseverance through out the water safety unit.

Other than the odd clash of the oar, the Year 10, students did an amazing job learning a new movement skill, which tested their muscular endurance.



Heather Westwood
Healthy Lifestyles Leader



INDONESIAN NEWS

Year 7's and 8's this term have been learning to confidently engage in a conversation about the people closest to them. If you walked past the language centre during week 6 and 7 you would hear the students chatting to their teachers in Bahasa Indonesia. They have also been learning to read quite long texts in Indonesian and answer questions in English about the text, showing their comprehension skills. The range of vocabulary and the skill in speaking, reading, writing and listening shown by many of our students is outstanding and shows the growth that can happen in just one year.



Our year 9's, have been learning to find their way around a place in Bahasa Indonesia! A very handy skill. They have been following directions on maps, all in Indonesian, and learning that you do not need to know every word in a sentence to work out the meaning. Learning a language helps us reflect on the skills we have gained in our first language and prediction of meaning based on context and other clues, is one of those skills.

Our year 10's, this term have been dipping their toes into the world of Year 11, Indonesian. With many of the Year 10, students continuing with Indonesian next year, we introduced a modified version of the Investigation task that a Year 11, student would generally undertake in a semester. The students found this task to be a great outlet to explore a topic of personal interest. Our students have tackled topics such as: traditional farming, the impacts of natural disasters, animal welfare, social justice, tourism, pollution, and true crime.

Our year 11 and 12 students have been analysing Indonesian film and looking at the history of education in Indonesia. They learnt about the journey of Indonesian people (particularly women) during and after Dutch colonisation to gain an education. Students enjoyed re-watching 'Laskar Pelangi' from year 8, and 'Kartini-Princess of Java'. The year 12's, then discussed the latter with their teacher as an assessment, while the year 11's, wrote a review.

INDONESIAN NEWS

The final task for the year 12's, was their exam where they showed off their speaking, listening, reading, and writing skills. We have such linguistic talent at Le Fevre High School!

The Year 11/12 group recently visited the oldest mosque in Australia, the Adelaide City Mosque. We studied Islam in Indonesia during term 2 so it was great to finally visit a Mosque, especially one with such a story. We then had lunch at Pondok Daun Indonesian Restaurant. It was a lovely way to farewell the Year 12's, and celebrate 2022.



INDONESIAN NEWS

CAN YOU HOST AN INDONESIAN STUDENT NEXT YEAR??

Our sister school, Sekolah Pilar, is ready to reinstate our study visit program, but we need homes for them! The duration of the visit is usually around 2 weeks. Please complete the survey to let us know how many families are able to be involved. This is a magnificent opportunity for our school community.



Bu Pru and Ms Minnican chat to Ibu Imar, Ibu Wulan and Ibu Nila about a potential visit to Le Fevre.



LE FEVRE
HIGH SCHOOL

INTERNATIONAL STUDENT HOME STAY SURVEY

We are asking parents and caregivers to complete the linked survey about potentially hosting students and staff from our Indonesian sister school, Sekolah Pilar in the future.

Please scan the QR code
or click the link
<https://forms.office.com/r/CgRU5WnQVa>



INDONESIAN NEWS

CROSS CURRICULAR: NDONESIAN & INDIVIDUALS AND SOCIETY

On Wednesday 2 November Bu Isabella's Year 7, Indonesian and I&S class went on an excursion to the city where they took a tour of Christie Walk which is a sustainable village. Students were able to learn more about ways to live sustainably, which tied in with their Individuals & Societies unit from last term, 'Place and Liveability'. Students also had lunch at an Indonesian restaurant, "Hello Indo" on Gouger Street, where they tried some authentic Indonesian food and practiced some of their Indonesian language skills with the staff. They finished the day at Festival Theatre where they viewed "Batik Sangiran", an exhibition showcasing cloth cultural motifs designed by a team of thirteen researchers and ten women batik artists, as part of the OzAsia Festival.



Photo Credit: OzAsia Festival



INDONESIAN NEWS

INDONESIAN AND HEALTH

This year as part of our Growing Global Citizens grant finding, we introduced an Interdisciplinary Unit (IDU) across Year 9, Indonesian and Health. We ran a focus group with Year 9, students to gauge growth areas for their engagement. A huge thank you to Bu Ash for coordinating the creation of this unit and sharing her extensive knowledge of health gained from her midwifery background, and thanks also to Mr Page and Bu Amy for concentrating on this new unit and assessments with their classes.

Student reflections:

"I have engaged in this IDU subject positively. My positive engagement has let me learn about lots of topics and it has allowed me to reflect on my lifestyle and on the differences and similarities between the Indonesian and Australian food health guidelines. This topic has taught me a lot, and I wish I could have done it for longer". – Henry

"I worked with Trelealle and Xavier and we created a podcast. In our podcast we included information on the average person's level of cholesterol. However, in Indonesia it is very rare to find someone with diabetes as the main food that they consume is rice. As Indonesia doesn't have much food supply, they consume rice for every meal and limit the food they don't have much of." – Farah

"The consequences of eating unhealthy foods are stress, tiredness, and the ability to work. Over time it would impact your health by illness and other health problem like obese or overweight. Some solutions to resolve unhealthy eating would be getting at least 60 minutes of exercise every day and also eating healthy foods instead of a fast-food restaurant like McDonald's, Hungry Jacks, or KFC. I feel like I engaged quiet well because I wanted to know about being healthy. The reason for this is because I wanted to know how to improve my health." – Raman

"I think it is important to learn about different countries lifestyles and how they keep healthy because you never know what the future holds. You may decide one day to move country and already having that knowledge will go a long way." - Oliver



Annabelle



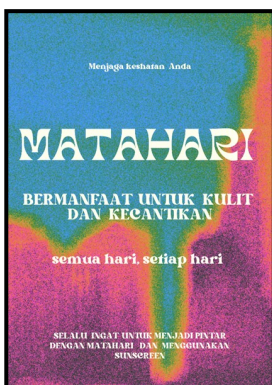
Sam



Thida



Amelia



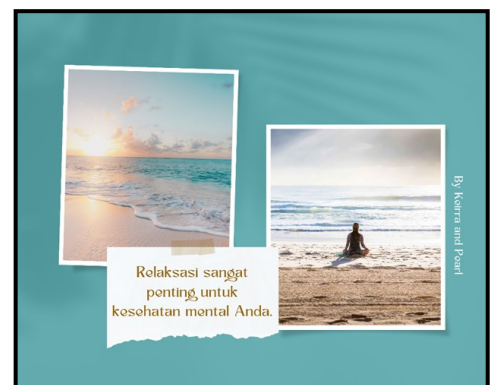
Sophie



Fern



Jasmine



INDONESIAN NEWS

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EALD) NEWS

Le Fevre High School is lucky to have a diverse community, with students and staff from many different backgrounds, both overseas and Indigenous. We treasure this diversity and it is something we need to celebrate in many ways. Recently we welcomed Ronan, from France, into our Year 8, cohort. We are excited that Liza, from Ukraine, will be one of our new year 7's, in 2023.

Students who have a language or dialect background other than English receive support in a number of ways. Some have been participating in the Macqlit Program in the Wellbeing Space. Bu Pru is available to offer support to students and staff. We can also access the help of Community Liaison Officers and Bilingual School Support Officers through the Department. Please contact pru.pole334@schools.sa.edu.au with any queries or feedback.

Recently our Australian Refugee Association Youth Ambassadors graduated from the program. Grace and Subarana made a beautiful speech, highlighting the work they have done this year to raise awareness around refugee issues.



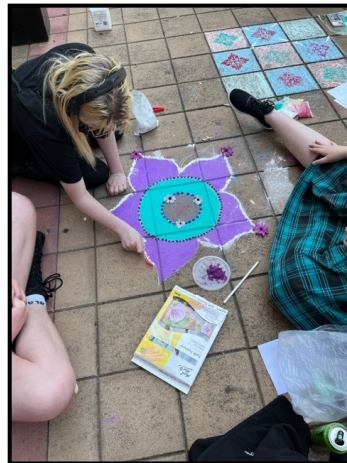
INDONESIAN NEWS

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EALD) NEWS



We celebrated two significant cultural events this term: Diwali/Tihar and Loy Krathong. Diwali (in India) or Tihar (in Nepal) is the Hindu festival of lights, celebrating the triumph of good over evil. Enormous thanks goes to Ms Sarika Khurana and Ms Shona Mishra for coordinating the Rangoli art competition, and Ms Vandana Mahajan, Ms Liza Vassos and Ms Khurana for helping our students cook delicious Indian Food. A week later, our Thai students and their friends made krathongs – floating lotus candle flowers – from banana trees. The ceremony of floating krathongs give people an opportunity to reflect, and wish for good luck and new beginnings.

Thank you to the students and staff who participated in these fun and informative activities. Next year will be even bigger and better!



Pru Pole
Languages and EALD Coordinator

INDONESIAN NEWS



AUSTRALIANREFUGEE.ORG
EMPOWERING COURAGEOUS PEOPLE

Will you be in year 10 or 11 in 2023?
Do you want to earn 10 SACE credits and attend a brilliant camp?
Are you from a refugee background or interested in learning about refugee issues and helping those in our community?
Talk to Bu Pru about this fantastic opportunity
email pru.pole334@schools.sa.edu.au



YOUTH AMBASSADOR PROGRAM

For successful applicants this program will run throughout terms 2 and 3 and include public speaking workshops, opportunities to be involved in key ARA events, fundraising and developing advocacy skills.

"Listening to other people's story has helped me to understand more about people from different cultures and to really think about what I want to do to help people from refugee backgrounds. Being involved in the ARA Youth Ambassador Program, inspires me to set my goals for the future because there are so many people who won't have the opportunity to do this."

- ARA Youth Ambassador

"Joining ARA has been amazing because it has helped me build my confidence in public speaking and also to understand about other cultures and religions. I have learnt about other people that are like me and how I can get along with others. A good life comes from helping people and bringing happiness and by sharing my story I can really make a change and open up someone's life."

- ARA Youth Ambassador

Are you from a different language or dialect background?

English language support

ayuda

مرسته

मदत

msaada

يساعد

Pomozite

ជំនួយ

ПОМОЩЬ

Arranging interpreters and Cultural Liaison Officers

Support with classroom work

autā

Cúru giúp

aiuto

help

tulong


Advocating for students and families from diverse backgrounds

ជួយ

मदद करना

Egba Mi O

भरद करे



Contact Pru Pole, EALD Coordinator: pru.pole334@schools.sa.edu.au

CROSS CURRICULAR STUDIES

Cross Curricular Studies at Le Fevre High school comprise **Stage 1 Personal Learning Plan, Stage 2 Research Project, Stage 1 Workplace Practices (new in 2023) 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. The cross curricular focus for Semester 2 2022 was Stage 2 Research Project.

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 complete 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.

Students submitted their final Research Project Folios in week 6 of term 4 for marking and internal school moderation. Moving forward, learners will decide on a format for their Research Project Outcome. The Research Project Outcome requires students to 'answer' their research question or 'hypothesis'. Learners will decide on the format of their Research Outcome. It could take the form of a feature article, an academic report, a multi-modal presentation or informational brochure. The final part of the Research Project is the Evaluation which requires students to evaluate their research processes and responses to challenges and opportunities, whilst assessing and reflecting on the quality of their final Research Outcome.

Andee Kalatzis
Cross Curricular Leader

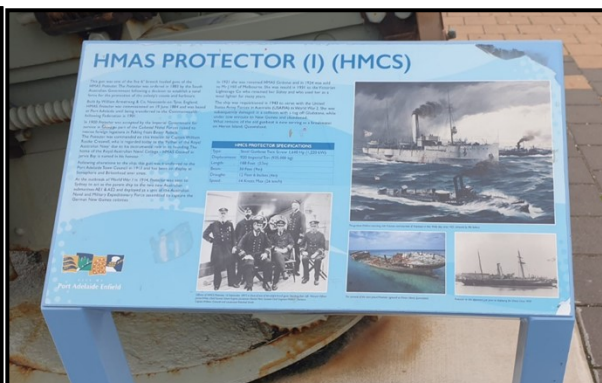
YEAR 10 INDIVIDUALS AND SOCIETIES

EXCURSION



Benjamin Franklin once said, "tell me and I forget, teach me and I may remember, involve me and I learn." Learning through experience is more powerful for students than reading a textbook or watching a video. During week 9 of Term 3, a group of year 10, Individuals and Societies scholars accompanied by Ms. Mishra and Ms. Kalatzis participated in a walking tour of Semaphore to investigate the array of World War Two artefacts in the local area. Our learning adventure commenced at a memorial located near the beach reserve at the end of Paxton Steet, Semaphore South. The plaque and small obelisk were erected by the mother of flying officer *Rodney Mellowship* in honor of the airman and his crew, "their duty nobly done" to commemorate their sacrifice during World War Two. Mellowship and his aircrew were killed in action when their Lancaster PD230 was shot down over Germany on the 13th of August 1944. Rodney and the crew are buried in a joint grave at Hotton War Cemetery in Belgium.

After a brisk walk we arrived at the clock tower on the Semaphore foreshore. The class quickly located the plaque on the northern side of the monument which honors Australian soldiers who served in *World War II, Korea, South-East Asia, Malaya, Borneo, Vietnam and in United Nations Operations*. Students paid special attention to the gun from the HMAS Protector situated in front of the tower and noted that it was deployed during World War Two.



Plaque near the HMAS Protector gun on the Semaphore foreshore



Plaque near the HMAS Protector gun on the Semaphore foreshore

YEAR 10 INDIVIDUALS AND SOCIETIES

EXCURSION

The Semaphore RSL supported student learning and provided a tour of their historic premises, beginning with the detailed mural that adorns the entry hall on the ground floor. The mural was painted by *Julie Meadows* and reflects actual events involving Australian servicemen over the past one hundred years. The group moved to the upper dining hall to appreciate the collection of artefacts on display including portraits, maps, photographs, books, uniforms and other related items. Exhibits were well labeled, and students enjoyed exploring the hall. RSL president *Derek Meadows* was our guide and spoke to students about the experiences of Australian servicemen at Tobruk and Kokoda and answered questions from the group.

The class valued the experience and completed a short reflection in the classroom upon their return to school. Students were surprised to learn that many of the young men who fought at Kokoda during World War Two were teenagers like themselves. The excursion supported students to connect with the World War II unit of work on a personal level, recognizing Australian servicemen and women as real people, many of whom also happened to live on the LeFevre Peninsular.



Murals in the entry hall of Semaphore RSL



Dining hall of the Semaphore RSL



Andee Kalatzis and Shona Mishra
Year 10 Individuals and Societies teachers

YEAR 11 NEWS

This term, the Year 11's, now understand why staff continually talked about SACE patterns, compulsory units, SACE credits and Research Project. Term 4 has been productive with wonderful partnerships seen between students and teachers. The 'Class of 23' are preparing for their final school year. Year 12, Retreat will be in Week 1, of Term 1, 2023. Year 12, tops have been ordered and they are ready to make the year count.



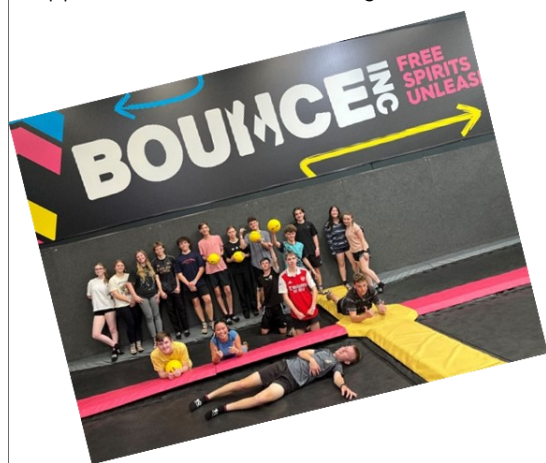
LEGACY MATTERS

Term 4 began with a visit from the Schools Ministries Group who presented a session on how to make the most of their final year. It was called Legacy Matters and delivered lots of useful and powerful information.



THE RESILIENCE PROJECT

We continued our work with The Resilience Project, looking at 'If...then' thinking, how it might get in the way of happiness in the present moment, and mindfulness. Great discussions happen every Tuesday during care group and the learning supports our students to navigate life. The lessons are invaluable and the kind of learning we all say 'wish we were taught that at school'.



REWARD EXCURSION

At the end of Term 3 a reward excursion was offered to all Year 11's, who were up to date in their Research Project Folio and displayed school values. This excursion happened in Week 4 and the group who went had a wonderful time.

The Year 11's, have been lucky enough to have been on many excursions happening in a variety of subjects with learning happening beyond the classroom.

CLASS OF '23

TRANSITION DAY

The last day for Year 11, students was Year 12, Transition Day. The students met their teachers, were given an overview of their various courses, met John Ly (Year 12, Coordinator), enjoyed a BBQ lunch and our final assembly and award ceremony.

We congratulate the Class of 2023 on a great year in their education journey. We wish them a wonderful break and all the best for their final year!



WELLBEING NEWS

Social Work Placement Student Recap

This term we had to say goodbye to Le Fevre High School's Social Work Placement Student's, Bridget Lovat and Marianne Heggstad. Bridget and Marianne have been working alongside the Wellbeing Team during all of Term 3 and the beginning of Term 4. They both developed and hosted a weekly wellbeing session for a group of Year 7, Le Fevre High School students which was extremely successful!

"Marianne and I will forever be grateful for our time as social work placement students at Le Fevre High School. Throughout our time here, not only have we been granted with a variety of different learning experiences that have allowed us to put our social work skills into action, but we also met some amazing people – both staff and students and these are people that we will never forget. Our major project during our time was the facilitation and maintenance of the Year 7, Wellbeing Group. This has not only allowed the students to build resilience but has also allowed us as social work students to develop our capabilities through exposure to all different kids, helping us to incorporate skills such as increasing confidence and motivation into our own practice to become the best social workers we can be. We would like to thank all the staff and the students of Le Fevre High School for making us feel so welcomed within the school community and we wish you all the best for the future!" -Bridget and Marianne

Hoops 4 Life

Hoops 4 Life is an introductory and skills development basketball program that is run at Le Fevre High School in order to further increase school engagement amongst a variety of students. Founded by coach, Tony Moore, the program helps students develop not only basketball skills, but life skills including leadership and teambuilding skills as well as confidence and mentoring.

Spencer, a Year 10, Student expresses that, Hoops 4 Life, "is a great experience to learn about life skills and how to express your emotions in a way of playing sports. I am a mentor for the program and I find it really beneficial and important to guide the younger kids. I can share my experience with the younger kids, helping them grow as both a student and a person. Manny is a great coach and leader for Hoops 4 Life and a role model to me."



Year 7 Transition Day

On the 8th and 9th of December Le Fevre High School hosted two transition days to welcome the new 2023 Year 7's. The day will be filled with many fun activities ranging from Tug of War to Bocce. It will be a great opportunity for the 2023 Year 7's, to meet both their cohort as well as the Le Fevre High School staff. The day's focus will be mindfulness, gratitude and kindness with prizes to be won for those declared Best on Ground in these particular areas!

Wellbeing Week

Le Fevre High School is looking forward to Week 1 of Term 1 which will be a wellbeing focused week. With the 2023 Year 7 and 12 students beginning on Monday and Tuesday it will give them a great opportunity to connect with each other and build long lasting friendships. This week for all Le Fevre High School students has a focus on all things wellbeing including teambuilding, connection, mindfulness, gratitude, kindness and more!

Ryan Langcake and Claudia Lamberto
Wellbeing Team



Year 10 Students,
Max and Calais

2022 GRADUATION CEREMONY

The Le Fevre High School Graduation Ceremony is always a highlight of the year, allowing the school community to recognise the achievements of all Year 12's, and present the recipients of various special award winners. The Graduation and Prize Ceremony held at Elder Hall is the final occasion to celebrate student's completion of 13 years of schooling and is a special opportunity, not only for the students, but also their families who have been alongside them for their school journey.

To say we are proud of this group of students is an understatement, considering the hurdles they have faced over the past few years. Your determination, resilience and commitment to your studies have been an inspiration to watch.

Congratulations to all the award winners on the night and our graduating class of 2022.



2022 GRADUATION CEREMONY

YEAR 12 SUBJECT AWARD WINNERS

Aboriginal Studies - John Moriarty Award - SAATA
Samekah O

Biology - Late Ron Krieg Award - Laing O'Rourke Australia
Chelsea C

Chemistry - Kemp Carpenters
Matthew S

Child Studies - Premier Art Supplies
Faith F

English - Design Notion
Taishi M

Food and Hospitality - MSP Photography
Stella S

General Maths - ASC
Mathiew L

Health and Wellbeing - Servicing SA
Mathiew L

Indonesian - Alan Pearson Memorial Award - Australian Timbers
Lily B

Legal Studies - ASC
Lily B

Maritime Industry Pathways Program - AMFA
Immi HL

Material Products – Laing O'Rourke Australia
Bailey R

Maths Methods - AMC
Sarel V

Maths Specialist - AMC
Sarel V

Naval Engineering, Advanced - ASC
Taishi M

Physical Education - Adelaide Transport
Aleksandra C

Physics - Servicing SA
Sarel V

Society and Culture - Val Thompson Award - Servicing SA
Lily B

VET – Western Adelaide Trades School
Samantha J

Women's Studies – Shirley Dally Award - AMFA
Daniel S

Workplace Practices – Salute Better Solutions
William K

SPECIAL AWARDS AND PRESENTATIONS

Inclusive Education Award
John R and Hayley R

MAPW Peace Prize—Dr Amanda Ruler and Dr Richard Kwiatek
Daniel S

The Cannon Percy McDonald Smith MBE Indigenous Student Achievement Award
Samekah O

Department for Education Transition to Work Program
Hayley R

Lynne Fullston Memorial Female Sports Award - Hon Mark Butler MP
Stella S

The Late Vince Copley OAM Male Sports Award - Hughes and Loveday Sports Warehouse
Damon P

Katherine Celligoi Arts - Kmart Port Adelaide
John R and Jess M

Australian Defence Forces Long Tan Leadership Teamwork Awards Year 10
Caitlin F

Australian Defence Forces Long Tan Leadership Teamwork Year 12
Taishi M

Australian Defence Forces Innovator Awards Year 10
Ravi B

Australian Defence Forces Innovator Awards Year 12
Sarel V

Old Scholars Association Leadership Award
Cormac CD

Adelaide Lodge No 2 - United Service Lodge
William K

Student Voice Community Spirit Award donated by Hon Dr Susan Close MP
John R

Rob Shepherd International Mindedness Award
Erick H

Maritime Engineering Freemasons Maritime Studies Scholarship - Freemasons
Trinity R

Ampol Allrounder Award - Servicing SA
Aleksandra

DUX - ASC
Lily B

2022 GRADUATION CEREMONY

Farewell Year 12's

Week 3 saw the end to official classes for Year 12, students with an emotional yet heart warming final day on Friday 2 December. The Class of 2022 started the day sharing breakfast with their teachers and peers at High Tide Café before gathering at together back at school for their final assembly in the afternoon. Students were recognised by the wider school community, featuring an inspiring original music performance by John and Jesse reflecting on their school journey and moving off into the big, wide world. They were also treated to a stirring speech by Year 12, student ambassador Tai, full of fond school memories, humour and words of wisdom. The assembly concluded with a guard of honour as the Year 12's left the gymnasium for the final time before gathering again to share lunch, giving the students time to personally thank their teachers and support staff who had help make their time at Le Fevre High School such a memorable experience.

Congratulations to all the Year 12, students on your efforts throughout your time at Le Fevre High School and thank you for your contribution over the past 5 years.



Ben Jones
Senior School Leader
SACE, VET & Career Pathways

ABORIGINAL EDUCATION NEWS

Our final term has been exciting and rewarding. Our staff and students have certainly earned a break after a huge year full of hard work and many amazing events.



Le Fevre SAASTA Students at the Lights Community Centre for the 3 Day SAASTA Shield

SAASTA News (South Australian Aboriginal Senior Training Academy)



The Le Fevre SAASTA Academy wrapped up the year with an eventful three-day carnival at the Lights Community Centre in Lightsview. On day one, students participated in a range of individual and team activities to earn points towards the shield. On day two, our boys and girls teams competed in the basketball carnival with both teams making the finals. The final day saw all state SAASTA academies joining together to celebrate the end of another year for the SAASTA awards ceremony. Our SAASTA students delivered a huge effort at the shield. We are very proud of their participation and look forward to another year of Academy next year.

ABORIGINAL EDUCATION NEWS

ACE WITH THE WORKABOUT CENTRE



Our Year 10, SAASTA students completed their final block of the ACE (Aboriginal Career Exploration) program this term, earning SACE points for their participation.

All students involved in the ACE program developed a further understanding of the careers they wish to pursue in the future and gained invaluable experience in a variety of work experience fields.

Angie Hart continued to visit our site, providing our students with opportunities to earn their First Aid Certificate, Learner drivers' licences and connect with training. We thank Angie for all her support this year and look forward to working with the Workabout Centre again in 2023.



ABORIGINAL EDUCATION NEWS

LE FEVRE HIGH SCHOOL ACKNOWLEDGEMENT TO COUNTRY FILM PROJECT

Le Fevre High School students have created a site Acknowledgement of Country. The project was undertaken over the course of several weeks and was developed in conjunction with Clickfilms, a local Adelaide film creator. The experience was meaningful and memorable to staff and students alike.

Students and staff visited several meaningful sites in the community to create the Acknowledgement of country video. First we filmed at the foreshore of Garden Island. Students were able to join in on the task of creating the video by assisting with the introduction of scenes and encouraging each other to read memorised lines. We then travelled to Lartelare Park, a place of significant historical importance to the local Port Adelaide community. Students filmed scenes among the native vegetation and were interviewed for the 'making of the Acknowledgement' documentary. We ate lunch at Lartelare park, spotted a dolphin in the river and moved on to our final destination, the Semaphore beach and dunes where our final pieces of footage were taken, incorporating the water, beach and dunes. The weather provided the perfect day for filming and we absolutely look forward to viewing the final product which will be proudly viewed.



ABORIGINAL EDUCATION NEWS

OUR STUDENTS WELCOME THE 2023 YEAR 7 COHORT TO OUR SITE

On Monday the 21st November the Aboriginal Education Team held our special transition day for the year 6, students coming to our school next year. We welcomed Gwenaisha, Lequan, Tyson, Hollie, Coby, Darcy, Shakel, and Ruby.

We introduced the team, took the students for a long tour around the school and introduced them to our principal and other members of the leadership team.

As part of the program, we had the opportunity to get to know each other and encourage the students to make connections with students from the different primary schools. We also invited our current year 7, students to come and talk to the new students about their experiences when they first started high school.

It was great to see that many of our new students felt more at ease about coming to high school after meeting the team, meeting the other students, and familiarizing themselves with the lay out of the school.

We particularly enjoyed meeting and welcoming the ACEO's and families into our school and we look forward to working together to support our young people become the best they can be on their secondary school journey.



TIRKANTHI KUU—INCURSIONS FOR CULTURAL EDUCATION



One of our Aboriginal Education Team's favourite activities is educating young people about our Culture. We are privileged to have an amazing team with a diverse staff from a range of cultural backgrounds. Our team have invited several groups to hear about Aboriginal culture this year. We encourage our students and staff to ask as many questions as they have regarding our culture and answer their questions with cultural sensitivity and protocols in mind.

Students now have the opportunity to examine a variety of locally made tools and which were created at Kura Yerlo in Port Adelaide. We thank the staff at Kura Yerlo for the opportunity to teach our young people about important elements of our culture.

Nicole Adj
Aboriginal Education/SAASTA Coordinator

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