



LE FEVRE
HIGH SCHOOL

NEWSLETTER

ISSUE 1 | April 2023



As we come to the end of Term 1 I would like to thank everyone for their hard work and continued support of Le Fevre High School and the community. This term has been filled with opportunities for our students to grow and develop, both academically and personally and as a result they have flourished.

We place great emphasis on student wellbeing as a key component of successful learning. This term our wellbeing program has focused on building resilience, managing stress, and developing positive relationships. Our students have been engaged in a range of activities, through The Resilience Project, designed to promote positive mental health and a safe and supportive learning environment.

In addition to our wellbeing program, our students have had a range of exciting opportunities this term. Our school has hosted a number of camps and excursions, allowing our students to experience new challenges and adventures. From hiking and camping in the great outdoors to visiting museums and galleries, our students have had the chance to broaden their horizons and learn beyond the classroom.

In line with the Government mandate regarding mobile phone bans across South Australian schools, Yondr pouches have been successfully implemented at LFHS. Since the implementation of the Yondr pouches, we have noticed a decrease in distractions caused by mobile phones, and an increase in student engagement in class activities. Students are more focused on their learning. Overall, the Yondr pouches have been a successful addition to our school's policies, promoting a positive learning environment and enhancing student well-being.

I would like to take this opportunity to thank Nicole Adji for her work as Aboriginal Education/South Australian Aboriginal Senior Training Academy (SAASTA) Leader. Her passion and dedication to Le Fevre High School and the community has been exceptional. She has been lucky enough to have been asked to join the SAASTA team for the remainder of 2023. We will welcome Adam Eustace in Term 2 who will continue to lead Aboriginal Education at LFHS.

As we prepare for Term 2, we are excited about the opportunities that lie ahead for our school community. Our focus on student wellbeing will continue, with new programs and initiatives designed to support our students' being implemented throughout. We are also planning a range of exciting events and activities, including Year 12 Formal, Sports Day (which was cancelled in term 1), more camps and excursions and a Le Fevre Show Case focussing on curriculum, careers and opening our school for all to see.

I wish you all a safe, happy and much needed break and look forward to seeing everyone back in Term 2.

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

- Friday 14 April
Last Day of Term 1 - 2:15 Dismissal
- Monday 1 May
Term 2 Begins
- Friday 5 May
Year 12 Formal
- Monday 8–Wednesday 10 May
Year 10 Outdoor Ed Camp
- Thursday 11 May
Sports Day
- Wednesday 17–Friday 19 May
Power Cup
- Wednesday 31 May–Friday 2 June
Year 11 Camp
- Wednesday 7 June
Open Night /Careers Expo
- Monday 12 June
Public Holiday
- Tuesday 13 June
Student Free Day
- Thursday 22 June
Year 10 Immunisations
- Monday 26–Friday 30 June
Maritime Immersion Week/AMC Camp
- Friday 7 July
Last Day of Term 2 - 2:15 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
lefevrehs.sa.edu.au

DAYMAP

REPORTS AND ACADEMIC PROGRESS

At Le Fevre High School, we provide continuous reporting through the learning platform Daymap to keep you informed about your child's progress. On Daymap, you will be able to view your child's timetable, attendance records, assessment results, and teacher comments. This information is updated regularly, giving you a real-time insight into your child's academic progress.

To easily access this information, download the Daymap app, which is available for free on the App Store and Google Play. Once you have downloaded the app, you can sign in using your email and child's student ID. If you have not received this information, or need to update your email, please contact student services.

Alternatively, you can also access Daymap through the website <https://lefevrehs.daymap.net/daymapconnect>. This website is mobile-friendly and can be accessed from any device with an internet connection.

We understand that some parents may not have extensive experience with digital platforms. If you need assistance accessing Daymap or have any questions about how to use the platform, please don't hesitate to contact the school administration office. Our staff will be more than happy to assist you.

Christopher Peters
Assistant Principal - School Operations and Pedagogical Practice

CURRICULUM UPDATE

Following the decision to move away from the International Baccalaureate (IB) Middle Years Program delivery, staff teams have been working hard on migrating to new or revised Australian Curriculum units of work. This has also seen staff leverage the Department for Education's curriculum resources to inform development work and re-mapping of the curriculum. Our assessment task sheets have been overhauled with a consistent format being deployed across all year levels, with assessment aligning to achievement standards rather than IB Criteria. Keep an eye on Daymap for ongoing information on student achievement throughout each semester.

Learning Area teams have been focused on implementing actions from the School Improvement Plan (SIP) through a revised professional learning structure. A number of Tuesday afternoons are used for teams to meet and collaborate about how the SIP actions are being implemented and to plan 5 week teaching 'sprints'. Student work is collected and reviewed collaboratively by the teams, reviewing outcomes and teaching practice to understand and inform next steps for the teaching sprints. Our SIP implementation is being monitored through leadership 'walkthroughs' where students are asked about their understanding of these strategies to provide feedback about the effectiveness of the SIP actions. One major focus at present is the use of Learning Intentions and Success Criteria across all classes. This will be a sustained body of work as it requires change to teaching approaches and incremental development of understanding by students around how to use the success criteria.

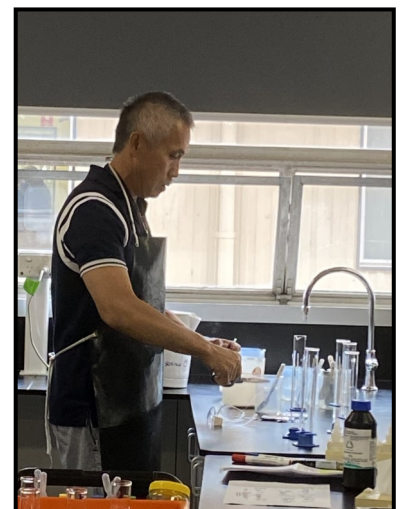
Troy Barker
Assistant Principal - Curriculum

INCLUSIVE EDUCATION NEWS

Science

This year, the Inclusive Ed class has started doing some practical science experiments with Ms Gina. Students have been learning about all different kinds of forces. Students learnt about gravity, why objects sink or float, and how displacement causes huge cruise ships to float. Students enjoyed the experiments and were very proactive in anticipating and analysing the results.

In the second half of the term, Mr Au, one of Le Fevre's great science teachers, was kind enough to take on the class to allow the students to have the full science laboratory experience. Last week Mr Au took the class into the laboratory and discussed the safety rules before getting into the experiment. Students were learning about an experiment called 'The Elephant's Toothpaste'. Hydrogen peroxide, yeast, soap, and water were mixed together to create a reaction which quickly expanded and foamed up. Students were mesmerized by the reaction and are excited to continue their science discovery journey.



INCLUSIVE EDUCATION NEWS

CONTINUED

Aquatics

The Inclusive Ed Class (IEC) has been participating in Aquatics again this term since it was such a hit last year. They have participated in sailing, kayaking, snorkelling, and surfing - growing their confidence, skills and abilities in and around the water. These activities have allowed them to work independently at times and with their peers at other times, emphasizing the importance of being an effective team member. Kayaking gave students the perfect environment to develop their teamwork skills and build relationships with their classmates. During snorkelling, students were able to get all their gear on, have their heads under water, feed the fish and see them living in their natural habitat. Surfing was a little cold, but that didn't stop the students from getting in the water and having lots of fun!



INCLUSIVE EDUCATION NEWS

CONTINUED

Cooking

The IEC students have again been fortunate enough to get into the kitchen again this term to continue developing their cooking skills. They are assigned random groups to allow them to work with different classmates each time and help develop relationships. They have made different dishes such as mini pizzas, banana muffins, and toasties, to name just a few. Many more are to come. The students have loved being able to get into the kitchen and make their own food. It has been wonderful to see their cooking skills and teamwork in the kitchen develop over the past year; their confidence is really blooming.



Physical Education (P.E)

For the P.E lessons, the Inclusive Ed classes were fortunate enough to join in with Mr Page's Year 8 class. The teachers set up an obstacle course and separated the students from both classes evenly into 4 groups. The aim was to get across the course using a mat that the students stood on but otherwise couldn't touch the ground. This was a fantastic inclusive opportunity to get students with different abilities working together. It was heart-warming to see how welcoming, encouraging and accepting the mainstream class was. All students worked really well together, developing their teamwork, communication, and leadership skills. The Inclusive class loved the obstacle course and working with the students from the other class. Thank you, Mr Page, and thanks to your great year 8 students.

Gina Tawfiles
Inclusive Education Teacher



WELLBEING NEWS

STAFF INTRODUCTIONS—ADDITIONAL SUPPORTS ON SITE



SCHOOL MENTAL HEALTH SERVICE



Hi all – my name is Shannon and I am the School Mental Health Practitioner for Le Fevre High School (LFHS). The School Mental Health Service sits within Student Support Services in the Department for Education, though the practitioners are based onsite at local schools.

It is a new initiative offering confidential mental health assessment and brief intervention for students who might be experiencing emerging, mild to moderate mental health difficulties. The pilot program commenced at LFHS in term 4 of 2022 and the service is in the process of expanding to many more secondary schools across the state. The service is funded by the DfE and is offered with no out of pocket costs to families.

I have training in psychology and social work, and have spent my entire career so far working in the child and adolescent mental health space within health sectors both here in Australia and the UK.

I have really enjoyed the transition to education. It has been fantastic getting to know the students and broader school community who have all been so welcoming. I love all things pets and sports, more so when my teams are winning (and to clarify, I definitely enjoyed the recent showdown!!)

If you have any questions about the School Mental Health Service you can speak with the brilliant Wellbeing Team who I work closely alongside, and receive the referrals from.



Hi, I'm Nicola

I enjoy supporting the growth of young people and am committed to helping you reach your full potential. I am an experienced Youth Worker with a history of assisting children under guardianship and those involved in Community Corrections and Youth Justice. I have worked in Flexible Learning Options since 2021.

I enjoy

A good book and a quiet place to read, the ocean and time with my family.

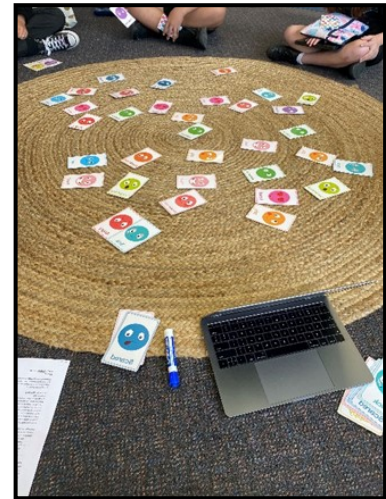


WELLBEING NEWS

TERM 1 PROGRAMS AND GROUPS

Weekly Wellbeing Group

In The Hub once a week with our social work placement students, Emily and Chantelle. The purpose of this program is to allow for the students to learn about emotional intelligence and self-regulation. This week we used 'feeling cards' and spread them out on the floor. Everyone picked two emotions and shared to the group about why we felt this way. Following on, we had some group discussions about what they think emotional intelligence means and then showed them a video on what it is. We finished the session with a fun, interactive activity based on the movie 'Inside Out'. After the discussion, we allow time for the students to do their collaborative puzzle piece craft activity. At the end of the 6 weeks, we will put their colourful puzzle pieces together and hang it up in The Hub. The puzzle is meant to represent individuality and connectedness but is also a mindfulness activity at the end of each session.



Hoops 4 Life

The Hoops 4 Life program started earlier this term and will be running each term for the course of this year. Hoops 4 Life is an integrated community focused basketball program that is specifically designed to utilise the sport to engage students within the school community. The program uses the sport of basketball as the engagement tool and education platform. The program assists students in developing positive social, behavioural, and emotional skills. The Hoops 4 life Team will be on site every Monday during lessons 3 and 4.

Reminders

Remember that Chill Out is open lunch times every Monday, Wednesday and Friday! This is located in Home Ec.

WELLBEING NEWS

CONTINUED

PROJECT 

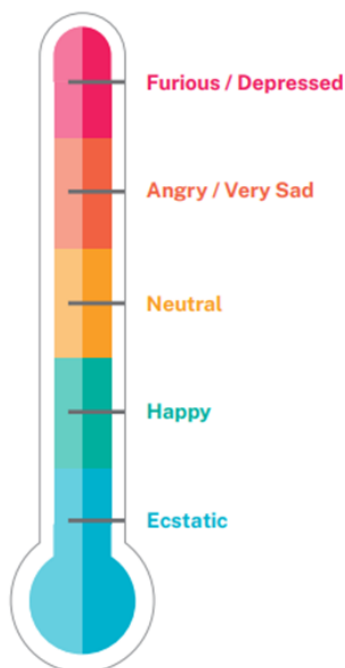
Parents & Carers



Emotional Literacy

Emotional Literacy is being able to **recognise and name our emotions**. If we can label our emotions, then we can start to understand the why and begin to problem solve to work through what it is that we're going through.

It is important to know that it is okay to feel all the emotions! **The key is to understand these and be able to use strategies to manage our emotions effectively.** Below is an example of a mood scale; this is a handy visual to use with children but can also be a handy tool to use for adults! Throughout the day we will move up and down the mood scale as we feel different emotions.



REFLECTING ON EMOTIONS

- Have a think about times when you have felt like you were at the top end of the mood scale, in the orange or red.
- What were the triggers that made you feel like this?
- Think about the emotions you were feeling, it could have been anger, extreme sadness, furiousity, high anxiety, etc.

MOOD CHANGERS

- Now think about how you were able to bring yourself back down on the mood scale.
- Do you already have strategies in place, or could you build up your 'mood changer' toolbox?
- Some examples of mood changes could be:

DEEP BREATHS

PLAYING WITH YOUR PET

PLAYING MUSIC

A HUG FROM YOUR CHILD/REN

MINDFULNESS

A WALK

Click here or scan the QR code to download a catastrophe scale template that you could print and use as a family.



Click on the image or scan the QR code to listen to **Dr. Emily**, a psychologist who talks about **Emotional Awareness** on the podcast, **'the imperfects'**.



Click on the image or scan the QR code to listen to **Lael Stone** on the podcast, **'the imperfects'**. Lael is an educator and a parenting expert.

If you enjoyed that episode, [click here](#) to listen to her most recent episode too.



Proudly supported by

coles

The Resilience Project is proud to partner with Coles to support students, teachers and parents to become happier, healthier and more resilient. We are grateful for the commitment and shared vision of Coles to support the mental health of all Australians.

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THE RESILIENCE PROJECT

WELLBEING NEWS

CONTINUED

International Women's Day

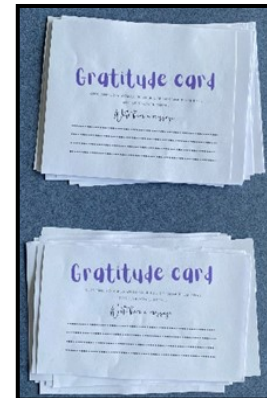


March 8th was International Women's Day! International Women's Day is a global holiday highlighting the women's rights movements and brings attention to many key issues such as gender equality, reproductive rights and violence against women. This year's theme was #EmbraceEquity in order to get everyone involved in regard to why equal opportunities aren't enough.

On this day at Le Fevre High School, the Well-being Team organised some recess and lunch time activities for staff and students to celebrate the amazing women in their life! The Wellbeing Hub was decorated in the theme colour, purple. Staff and students could participate in writing letters of appreciation or even gratitude cards to the important women in their life. They also engaged in many other fun activities and games.



Youth Workers, Claudia Lamberto and Ryan Langcake with UniSA Placement students, Emily Hall and Chantelle Fava.



Harmony Day



Harmony Day is celebrated annually on March 21st. Typically it goes for the entire week from March 20th to March 26th. It is a week to celebrate diversity and inclusiveness. It is a big celebration of belonging for all Australians regardless of cultural or linguistic background.

All of Le Fevre High School collectively celebrated Harmony Week. The Wellbeing team and the Languages team organized many fun activities during recess and lunch time for both staff and students. On Friday the 24th of March, staff and students were encouraged to wear the colour orange or something to represent their culture, further promoting inclusiveness.

The Youth Workers, Claudia and Ryan also made a Harmony Day sign with the handprints of staff and students to celebrate and promote diversity.

Claudia Lamberto and Ryan Langcake
Youth Workers



PREMIER'S READING Challenge

All students from Year 7 to 12 can participate. To complete the Premier's Reading Challenge students need to read 12 books between the beginning of the school year and week 7 Term 3 (8th September 2023). Students who complete the challenge are eligible for an award in late November.

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

All of our Year 7, 8 and 9 students have been set the challenge through their Library visits, in conjunction with their English classes, early this term. Completing the challenge is quite an achievement so we look forward to seeing the growth in reading throughout this year.

Troy Barker and Roxanne Clare
Resource Centre Team

AUSTRALIAN CITIZEN

Congratulations to Subarana R, Le Fevre's newest Australian Citizen! Subarana arrived from Nepal a few years ago but as a refugee has never had citizenship of any country. Her Australian Citizenship opens up huge opportunities such as travel, higher education, and job opportunities. Australia is so lucky to have this wonderful young woman as part of our country.

Pru Pole
Coordinator Languages and EALD



INDONESIAN NEWS

It was thrilling to meet students from our sister school, Sekolah Pilar, through the video they sent us to play at the Harmony Week assembly on Monday. These students will be visiting Le Fevre High in Term Four (23rd October to 3rd November). We still need host families! Participating in student exchanges and study tours is an invaluable, life-changing experience. We have so much to learn from our closest neighbor and they are super excited about coming to Adelaide.

As always, our Indonesian teachers are working hard to provide an engaging program to foster a love of language learning. We have also spent a lot of time working on adapting our program for the Australian Curriculum.

Year 7s have been learning the basics of how to interact with an Indonesian friend, and Year 8s and 9s have been designing dream homes.

Our Year 10s are travelling the world as an Indonesian tourist before discovering mystery parts of Indonesia.

Year 11s and 12s have been on a journey watching two significant films: 'Ada Apa Dengan Cinta?' and 'Ada Apa Dengan Cinta 2?' They are looking at key themes around relationships across time and generations.

More students and staff have visited or are planning to visit Indonesia now that Covid restrictions have lifted. There are some bargain airfares out there if you would like to join as Le Fevre ambassadors!

Even if you can't get overseas, we encourage everyone to experience a taste of Indonesia at Indofest in May.



Pak Jonny and Bu Pru visited Sekolah Pilar in January. The students can't wait to come here!

Pru Pole
Coordinator of Languages and EALD

INDONESIAN NEWS

CONTINUED

INDONESIAN

at Le Fevre High School

- We have an exceptionally strong Indonesian language program at Le Fevre HS.
- All students study Indonesian in years 7 to 9, and can continue to study through to year 12.
- Students who continue language learning into senior school earn bonus SACE points.
- Opportunities to interact with our sister school
- Indonesia is our closest neighbour
- learning Indonesian opens up opportunities for travel and employment.
- Language learning enhances cultural awareness, brain development and literacy.



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>

Enhancing Australia-Indonesia Partnerships through Arts, Cultures & Creative Economy

Pinky Flat, Adelaide CBD
Sunday, 21 May 2023
10AM - 4PM

www.indofest.com.au

@indofest

FREE EVENT!

THEATRE PERFORMANCE:

Three members of our school community, Lachlan B, Ronan C and Bu Pru are performing in "The Corn is Green" with Independent Theatre Company. Book your tickets here:

<https://www.trybooking.com/events/landing/1015247>

THE CORN IS GREEN

BY EMLYN WILLIAMS

APRIL 8-15

AUSTRALIAN REFUGEE ASSOCIATION YOUTH AMBASSADORS (ARAYA)



Last weekend Aiko, Shinji, Trelealle, Jessie and Aysha attended the ARA YA Camp at Woodhouse. They had an amazing time meeting a diverse range of people from different schools and different cultural backgrounds. They participated in many workshops, concerts and developed their understanding of refugee issues so that they can advocate for this cause. Their speech on Monday demonstrates this:

“Harmony week is a time to celebrate diversity in all communities. Culture and religion are aspects of someone which we all should be proud of and encourage people to express. Let’s all take this special week to celebrate Australia’s multiculturalism, we are all so lucky that our country has been improved by countless cultures, thanks to the integration of migrants and refugees into our community. However, this shouldn’t only be celebrated this week, we should all celebrate harmony day every day.”

Do you actually know what a refugee is? A refugee is someone who is attempting to seek safety due to a dangerous occurrence or environment, becoming a refugee isn’t a choice. Only 11,545 refugees have been accepted into Australia from 2021-2022. If someone resettles in Australia, they immediately become labeled as a person who has a refugee background, or someone who has had a refugee experience. But most if not all refugees want to move past that title, being honest, why would anybody voluntarily want to be stereotyped because of a past experience? There is so much more to a person than what they have been through in the past.

Over the weekend we were all lucky enough to attend the ARA Youth Ambassador Camp at Woodhouse Activity Centre. ARA is the Australian Refugee Association; they are a community-based organization that assists refugees in becoming settled in their new home and participating Australian citizens.

During this camp we participated in numerous activities like, cultural dancing, drumming, and poetry, each of these activities originated from different countries. We didn’t only learn how to do the activity; we were told about the story behind them. This gave us more of an understanding, allowing us to engage with purpose.

We not only had an enjoyable time with all our new friends partying over the weekend, but we learnt so much about all of them and their life experiences. We were told different stories about the battles they had to face when moving countries, acknowledging different cultures, and facing racism.

Speaking of racism, it has unfortunately been generalized not only in this school but in Australia. Instead of standing up for what is right people shrug off these hurtful stereotypes. This is understandable because it takes a lot of courage to take a stand alone, nonetheless this has made the situation escalate. All should be granted the human right of expressing their culture without receiving negative comments from others. If you haven’t seen this pledge it’s usually located in student services, throughout Harmony Week you can sign this pledge against racism. Let’s take a stand together, because we as one, a community, are stronger together and can make a change. Not only by ending racism in our own school, but in our communities, making our country a safer place for everyone to embrace their cultural identity freely.”

Pru Pole
Coordinator of
Languages and EALD



HARMONY WEEK

We have come to the end of a huge week of Harmony Celebrations. These include:

- Whole-School Assembly with guest speakers Cliffy Wilson, Sajad Abbasi and Shedrick Yarkpai, and speeches from students and staff.
- Special guest visitors Bala Bhattarai to share about Nepali and Indian culture, and Camille Castillon to share about France and her career as a visual artist with influences from Japan and Australia.
- Fundraising for the Red Cross Earthquake Appeal for people in Syria and Turkiye – henna body art, tarot card readings and our Cultural Dress Day.
- Musical performances from Nexus Arts: Noriko, Farhan, Satomi, Maryam and Zhao.
- Lunchtime music playlist.
- Spanish quiz and dancing lessons with Ms Claviera-Gomez

Please see the following pictures for an idea of the vibe!



Sajad Abbasi



Liza



Aysha, Jessie, Trelealle and Shinji



Shedrick Yarkpai



Shedrick, Olivia and Pearl



HARMONY WEEK

CONTINUED



Ms Claveria-Gomez



Ms Claveria-Gomez teaching
Ash some Spanish dance-
moves



Jessie and Imogen



Grace, Maya, Ante, Eve, Reuben, Ronan



Bala



Liza



Sienna and Dimitri



Jackson



Subarana



Anh

HARMONY WEEK

CONTINUED



Lucas



Paieton, Kate, Abby and Emily



Henna and tarot card station

Pru Pole
Coordinator Languages and EALD

WHAT TO DO IF YOUR CHILD IS VAPING

Parental As Anything, with Maggie Dent

With more and more kids getting into vaping - even in primary school - what can you do if your tween or teen is busted with a vape? And should you talk to younger kids about vaping? Paul Dillon from Drug and Alcohol Research and Training Australia joins parenting author Maggie Dent to talk about the risks of vaping and why a growing number of kids are doing it. Plus, what to do if your child gets hooked on these addictive, lolly-flavoured devices and how parents can help them quit. The advice provided in this podcast is general in nature and does not take into account your personal situation. If you require further advice specific to your needs please consult a professional. Host: Maggie Dent Producer: Josie Sargent Consulting Producer: Carmen Myler, Executive Producer: Kim Lester, Sound design: Simon Branthwaite and Field recordings: Rebecca McLaren.

Listen on Apple Podcasts: <https://podcasts.apple.com/au/podcast/parental-as-anything-with-maggie-dent/id1464488062?i=1000606143748>


HARMONY WEEK

CONTINUED



Harmony Week Fundraising

THANK YOU FOR SUPPORTING EARTHQUAKE VICTIMS IN SYRIA AND TURKIYE. WE RAISED \$231.55 THROUGH HENNA PAINTING, TAROT READINGS AND CULTURAL DRESS DAY.



Are you from a different language or dialect background?

ayuda English language support aiuto help

مرسته मदت ヘルプ Arranging interpreters and Cultural Liaison Officers Celebrating cultural events tulong

Support with classroom work

auta Cúru giúp Advocating for students and families from diverse backgrounds

арγωή msaada مساعد Pomezite Pomozite ជំនួយ ПОМОЩЬ Egba Mi O மசுட வதே

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

THE BENEFITS OF READING BOOKS

„A book is like a garden carried in the pocket.” (Chinese Proverb)

exercises your brain

provides knowledge and information

books are a good topic of conversation

better writing skills

reduces stress, puts you in a better mood

great and free entertainment

improves concentration and focus

enriches the language and vocabulary

correlation

develops creativity

books are a window to the world

books pose questions to stimulate further reflection

good for memory

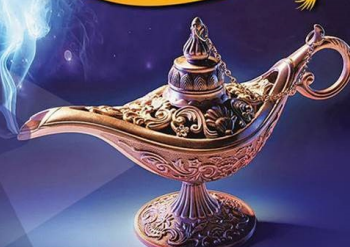
introduces to the unknown fantasy world

increases your ability to empathize with others

designed by: gosariysuje.pl

The Parks Theatre Production of

Disney Aladdin JR.



SCHOOL HOLIDAY THEATRE PERFORMANCE: ALADDIN

<https://www.trybooking.com/events/landing?eid=993378&>

Disney's Aladdin JR. is based on the 1992 Academy Award®-winning film and the 2014 hit Broadway show about the "diamond in the rough" street rat who learns that his true worth lies deep within.

Join the Parks Youth Theatre for this popular and energetic show!

STEM CLASS

This year we have seen the implementation of the Science, Technology, Engineering and Maths (STEM) class in Year 9. These students applied and then sat an interview at the end of 2022 to be part of the class this year. The students have showed an outstanding commitment throughout the first Term and as a school are extremely proud of these students.

Part of the commitment to this class was to ensure we had industry and academic partners. This Term students were lucky enough to visit Flinders University – Tonsley Campus, for a STEM experience. The day consisted of two separate tours. The first of these tours was called The Line Zero Tour and this is hosted by BAE – Shipbuilding. This gave students an exclusive opportunity to see how a “Factory of the Future” would look with the inclusion of Advanced Manufacturing. This gave students a look at where the advanced manufacturing technologies are tested and trialled before being adapted to the shipyard. They also were given access to behind the scenes insights to the Hunter Class Frigates Program.

The second tour was hosted by Micro-X, the students were lucky enough to tour the manufacturing facilities of a world-leading X-ray technology company in the Tonsley Innovation District.

In Term 2 we look to many more opportunities for our STEM class to experience industry and universities, starting with STEM days hosted by The University of South Australia.



Liam Narcys
Maritime/Technologies and Careers Leader

LE FEVRE IN THE NEWS

Le Fevre High School featured heavily in the news leading up to the Federal government's announcement of the future Submarine Program. Our students were featured in the Advertiser as well as on National Television. Students, Aiko and Seth, featured on The Today Show on Chanel 9 and William featured on SBS World news.

As the Maritime School of South Australia, we were very proud of our students who spoke very well and represented the school and the state in a fabulous manner. We continue to lead the state and provide fantastic opportunities for our students in the STEM and Maritime sector. I am sure you will see many more students featuring in the media in the near future.



Liam Narcys
Maritime/Technologies and Careers Leader

ABORIGINAL EDUCATION NEWS

This term we have hit the ground running, participating in The AMAZING RACE, heard from informative organisations including Nunkuwarrin Yunti, cooked some beautiful dishes with super healthy native ingredients from our own school garden and worked with an artist to produce amazing works of our very own.



Our SAASTA Academy on one of the stops of the Amazing RACE

SOUTH AUSTRALIAN ABORIGINAL SENIOR TRAINING ACADEMY (SAASTA)



The Le Fevre Academy have been busily preparing for the 2023 Aboriginal Power Cup. Students from Woodville High School, Warriappendi School and Findon High School continue to join us each week. SAASTA Students have been learning about the importance of our Elders and the significant roles Elders play in our culture and communities. Tasks in SAASTA have focussed on the NAIDOC theme for this year, 'For Our Elders' and we have talked at length about Elders in our families, locally known Elders and Nationally recognised Elders.

Students were required to produce their own creative piece, reflecting what Elders mean to them. The chosen designs will be placed into competitions for the SAASTA Polo and the Le Fevre Academy team guernsey.



Erin W 'Watching over Us



Shaye G 'Nana's Dreaming'

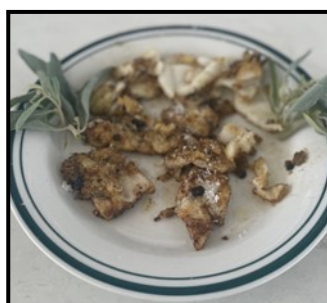
ABORIGINAL EDUCATION NEWS

Cooking for our Elders

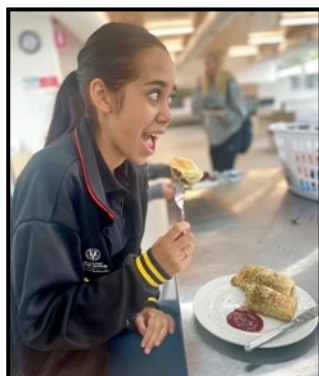
SAASTA Students will be hosting a morning tea for our local Elders in Term 2. In preparation for this event, our Academy has started the process of practising cooking the dishes we will serve at the morning tea. Our food will incorporate a range of native ingredients for additional health benefits and to showcase how our wonderful native food can be used in everyday cooking. Students cooked some beautiful, tasty food and had a wonderful time in the Home Economics space perfecting their personally chosen dishes. We are very proud of what we produced and look forward to cooking for our guests in the future.



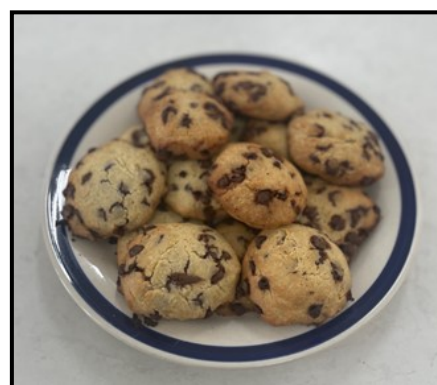
FOR OUR ELDERS
2-9 JULY 2023



Fresh Ingredients from our school Garden and Saltbush and Pepperberry Squid



Kangaroo Sausage rolls, Taste testing and Wattleseed Brownies



Lilly Pilly Lemon Myrtle Cookies, Making Damper scones and Choc-chip Wattle seed Cookies

ABORIGINAL EDUCATION NEWS

ACE with the Workabout Centre



Our year 10 SAASTA students attended their first block of the ACE (Aboriginal Career Exploration) program in week 9, earning SACE points for their participation.

The week started at Tauondi College where students heard from successful Aboriginal Business owners and professionals in their field.

Day two included a series of immersion activities including working on activities with staff from a variety of trades including, roads and infrastructure, animal care, plumbing, university pathways and disability support services. On day three, students travelled to the city.

Students participated in a range of cultural activities as Tauondi and had a chance to get to know students and staff from around the state.



Working on a collaborative silk piece



Weaving, exploring SA Museum and Learning about Animal Care

The biggest event of the week by far was the AMAZING rACE. This was an all day event which required the students to travel to sites around the city to answer clue questions and gain knowledge about Aboriginal businesses and support services throughout the Adelaide CBD.

By the end of the day we had visited and talked to over a dozen sites and services. Our feet were sore but our enthusiasm was strong as we were tourists in our own town and learnt so much along the way.

ABORIGINAL EDUCATION NEWS

CONTINUED



Students at the Central Markets

Emmarita Brown Contemporary Aboriginal artist visits our students



Emmarita giving our students some tips

Thankyou Emmarita!

We were so fortunate this term as a very talented artist, Emmarita Brown, proud Walpiri woman, visited our Academy to teach our students about the importance of Aboriginal art and the significance of the stories behind artworks. Emmarita told her own amazing story to our students and helped our students develop their own ideas for a creative task they are working on. Students learnt the importance of the different painting styles, the variation in artist styles and how different language groups use art, how to tell a story with art and how to write a personal artist's statement. Emmarita was an absolute joy to have in to see our students and we would welcome her back anytime.



Creating beautiful art

Nunkuwarnin Yunti - Health Education

As part of a Health and Wellbeing focus for our students, we invited local health service, Nunkuwarnin Yunti into school to talk to our students about Healthy (and not so healthy) decisions around their cardio vascular health. Students were educated on the many negative impacts of vaping and learned about the consequences of vaping. Overall it was a very impactful and informative session.



The staff present to our students

AQUATICS

On the 14th March, year 7 students had an excursion to the Port Noarlunga Aquatics Centre. Students were split into small groups and had the opportunity to try their hand at snorkelling, paddle boarding, kayaking, surfing and body boarding.



Erin Strong
Year 7 Learning and Engagement Leader

YEAR 8

The Year 8s have enjoyed a busy start to the year, becoming familiar with new subjects, teachers, and class groups. We have focused on The Resilience Project during Care Group, and held regular assemblies and cohort discussions that reinforce our school values. Students have also participated in Harmony Day activities, celebrating cultural diversity with fantastic musical performances, and learning about the dangers of bullying and senseless violence through the Pat Cronin Foundation presentation.

Next term, families will receive detailed information about camp, which will be held late in the year at Murraylands Aquatic Centre, as well as an end of semester celebration to reward and acknowledge the efforts of our students.

Lyndon Parham
Year 8 Learning and Engagement Leader

YEAR 9

This term, year 9 students have completed four sessions of NAPLAN; Reading, Writing, Conventions of Language and Numeracy. Students had the opportunity to be nominated in a raffle after each session if they completed the test and was deemed to have given it their best effort. The winner of the raffle received a voucher to spend at our canteen.

Students have also been continuing lessons from The Resilience Project which aims to foster positive wellbeing through a focus on gratitude, empathy and mindfulness.

Ben Earle
Middle School Senior Leader

NUMERACY

Mathematics at the secondary level can be challenging for even the most confident student. At Le Fevre High School we are continuing to implement a conceptual approach. This involves staff undertaking the Thinking Maths program delivered by Dr Pauline Carter where they learn about a range of conceptual based activities that can be used in our classrooms. An example of this strategy is used in our Year 9 Mathematics classes where students learn about multiplying a pair of binomials together. The idea of this can be very daunting to a lot of students. Using a conceptual approach, we can help to not only alleviate some of the stress students feel but also improve understanding. An

example of this is to consider multiplying together the two factors $(x + 1)(x + 2)$.

"How do I do this?" you may be asking. What we get the students to think about is to consider the two factors as the length of the sides of a rectangle where the height may be $(x + 1)$ and the width is $(x + 2)$. It may look something like the image below.

We can see that the rectangle to the left has a height of $(x + 2)$ and a width of $(x + 1)$. When these two factors are multiplied they create four different regions of differing areas indicated in blue, green and orange.

Students first need to be convinced that the area of the large rectangle $(x + 1)(x + 2)$ is equal to the sum of the four smaller rectangles, $(x^2 + x + 2x + 2)$.

The sum of the smaller rectangle simplifies to $x^2 + 3x + 2$.

This conceptual approach using a geometry focus allows students to picture the multiplication in such a way so as to reduce cognitive load. Students are now able to solve problems such as these more effectively as the multiplications are organized in the rectangle.

This then leads to students developing the FOIL technique which is the short cut way of performing these multiplications. Without the conceptual development of the rectangle, some students may not ever understand the process of multiplying the two binomials together using the FOIL technique.

Another focus in our program is to improve the student's number facts. What we have found is that students who do not know their times tables are spending a lot of cognitive load on trying to work out 7×8 is 56 that they don't have anything left for the problem. The strategy that will be pursued next term will be for students to practice their number facts (times tables) 3 times a week for ten minutes. This will be recorded using some web based software and tracked by class room teacher through years 7 to 9. This is crucial for students to think multiplicatively rather than additively.

We look forward to working with all students during the year and encourage all of our parents to get involve in their child's learning.

Nick Kyriazis
Numeracy Coach

YEAR 11 NEWS

Wellbeing Week

It has been a HUGE term for the Year 11s! Starting the year with Wellbeing Week, there were lots of relationship building activities in classes, visits from Headspace, and SAPOL and a trip to Woodville Zone Bowling. It was a great start to the year and set a positive tone for all of us.



ROAD AWARENESS PROGRAM (RAP)

A few weeks into the term we had the Metropolitan Fire Service present their Road Awareness Program. The students learned the difference between a 'crash' and an 'accident' and were encouraged to consider how preventable accidents are. They heard from a mother who had lost her son in a car crash. Students were silent as she shared about how one decision changed her life and took her son's. They walked away reflective, more responsible, and accountable for their behaviour on the road, as passengers, pedestrians and drivers. The feedback they gave to the MFS was extremely positive and encouraging.



YEAR 11 NEWS

Patrick Cronin Foundation

Most recently we had Alan Latu from the Patrick Cronin Foundation give a presentation on anger, and the Coward Punch. Hearing Patrick's story, and knowing it could be any of us, really hit home for our students and many stayed back to chat more with Alan after the presentation.



The Resilience Project (TRP)

This term during Pastoral Care, we have focused on looking at what resilience is, learning about our character strengths and how they can support us, and looking at stress, how it helps us and how to deal with it if it becomes too much. We've also had a bit of fun with some karaoke, which I am sure will pop up regularly throughout the year. As Martin Heppell from TRP says, music is one of his 'happy tricks'.

Camp 2023!

Next term we will be reporting about all the fun we had on camp! Remember our new dates are May 31st to June 3rd. We will be heading up to Mylor Adventure Camp and it is looking like being awesome! Please make sure you get your form and deposit in, and keep those payments up so that we have everyone there.

South Australian Certificate of Education (SACE)

Students are halfway through Semester 1 and there's a mission they all need to have – to make sure they meet the SACE formula! 2 Semesters of English, 1 of Maths, their Personal Learning Plan (PLP) from year 10 and Research Project in Semester 2, and gaining enough Stage 1 Credits to move onto Stage 2. Learning Conversations were a positive way for parents to check in with teachers but if you didn't manage to get to that in Week 7, staff email addresses can be found on the schools website. Sending an email to check on progress is always welcomed.

I am grateful for all the support, interest, and presence our Year 11 families are showing in 2023. Looking forward to 3 more terms with these amazing Year 11s!

Kylie Hill
Year 11 Learning and Engagement Leader

CROSS CURRICULAR STUDIES UPDATE

Cross Curricular Studies at LeFevre 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.

Staffing update

Our Research Project faculty members for 2023 include: Ms. Andee Kalatzis, 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 was *due in term 4 of 2022*.

The Research Project focus this term is the Research Outcome. The Research Project Outcome requires students to 'answer' their research question or 'hypothesis'. Learners 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 Research Outcome is due *week 10 of term 1, 2023*. 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. The Evaluation is due in *week 6 of term 2, 2023*.

All students who successfully complete the subject with a C- grade or better will be awarded *10 Stage 2 SACE credits*.

Stage 1 and 2 Workplace Practices

Stage 1 Workplace Practices began in term 1 with a *career investigation*. Students considered the skills and personal attributes necessary for their chosen pathway in addition to the training and educational requirements essential for employment. Students consolidated this learning by interviewing someone already employed in their focus industry.

Stage 2 Workplace Practices began with an examination of the changing nature of work in Australia over the past 25 years. Students considered work processes, reforms, training and education, technology, and connections between workplaces in their focus industry. Learners moved on to boost their employability skills by developing a personal portfolio that includes a resume, letter of application, company research, targeted interview preparation and a real or mock interview followed by a reflection on their performance.

Students in both Workplace Practices classes have engaged positively with the curriculum and recognise that their in-class experiences will improve their employment opportunities and outcomes.

I wish all students well in 2023 and beyond.

Andee Kalatzis
Cross Curricular Leader

"I never dreamed about success. I worked for it." - Estee Lauder

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) refers to national vocational qualifications that are endorsed by industry that provides an opportunity for students to develop specific industry-related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships/ Traineeships), further education and training, and skilled employment that can support students towards a rewarding career and start them on their dream career pathway.

The flexibility of the SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

Le Fevre High School students have a range of pre-VET opportunities as a part of the curriculum through years 7-10 for students to participate in in preparation for a VET course. VET courses are offered through our Western Adelaide Secondary Schools Network <https://www.wats.sa.edu.au/> or can be sourced directly from independent Registered Training Organisations.

VET at Le Fevre High School—Students Experiences

Certificate II in Cookery by Caitlin

The Certificate 2 in Cookery course runs each week on a Wednesday in our Home Economics Centre at Le Fevre High School. The course is a one semester course, running throughout the first half of the year. The course is delivered by the Adelaide Institute of Hospitality (AIOH) as a part of Career employment Group. The instructor Cliff, is a highly qualified and trained chef who is passionate about cooking and teaching young people the skills to be confident in a commercial kitchen environment. The beginning of this VET course, we were given a full AIOH chef's uniform which we are required to wear during the practical cooking time each Wednesday. Throughout the course, we have been required to fill out a range of hardcopy different workbooks, as well as complete a series of topic-focused online training modules. These support us in developing our knowledge and understanding of cooking preparation, practices and techniques, how to work collaboratively within a team in a kitchen environment, and food hygiene and safety protocols. During the practical component, we have cooked a range of dishes, sauces, and stocks. From the classic Aussie Chicken Schnitzel and Panzanella Salad to Thai Green Curry and Nasi Goreng, we have practiced an array of cutting and cooking techniques through practical cooking. As part of this course, we are required to complete 70 hours of work experience as a kitchen hand at either a restaurant, hotel, café, or other negotiated place of work. Certificate II in Cookery is a great chance for students who are interested in exploring a career in the food and hospitality industry. This VET Course provides a qualification through first-hand kitchen experience, education in the latest hospitality knowledge, and employment opportunities within the food and hospitality industry in the future. I have very much enjoyed the course so far and would recommend it to anyone who is thinking about getting into the hospitality industry.

Certificate II in Engineering Pathways by Seth

Certificate 2 in Engineering Pathways is a great starting point when it comes to different trades and apprenticeship opportunities. This year in our VET course we have been learning many different skills and lots of hands on activities while in the workshop. We have learnt about renewable energy systems and materials and how they can better our future, we have learnt about hand and power tools and how to use them in a safe manner, and we have also learnt about all the different hazards and safety issues that can occur in the workshop which we of course learnt how to safely deal with those hazards and problems. We have started building a toolbox which requires basic knowledge like measuring and how to use basic hand and power tools as well as some very easy to learn machinery. This course can help me to get an apprenticeship in almost any metal working trade because of how the course teaches me the skills that I need for the apprenticeships. I can see myself either getting an apprenticeship or learning more about engineering/metal work to help me understand what I want to do in the future.

Ben Jones
Senior School Leader

VICKI WOODS PASTORAL CARE WORKER



Days at school: Monday and Wednesdays
Email: vicki.woods14l@schools.sa.edu.au

My role:

To work along side the Wellbeing Team and provide support and pastoral care to Students, Staff and Families

What do I do:

I connect with local agencies, such as:

- Lighthouse City Mission
- The Port Church
- Le Fevre Community Centre
- Smith Family

How can I help you?

- Support on excursions or camps
- Provide hampers
- Lunch time activities
- Just being someone who is willing to listen.

Who am I employed by?
Schools Ministry Group



Chaplaincy Services promote student wellbeing, engaging young people in activities that are preventative and which support early intervention, and referral of mental health issues.

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