



LE FEVRE
HIGH SCHOOL

NEWSLETTER

ISSUE 2 | July 2023



Dear Le Fevre High School Community,

As we bid farewell to another successful semester, I am delighted to share some remarkable highlights from our vibrant school community. From the exhilarating Power Cup competition to the creative accomplishments of our talented students, and the unforgettable experiences offered by our year 11 camp to Woodhouse and Maritime Immersion Camp to Tasmania, it has been a truly eventful and rewarding semester. There are always so many people, accomplishments, events and successes to share however many of these are showcased in this newsletter so I will focus on a couple.

Firstly, I want to extend my heartfelt congratulations to our students who participated in the SAASTA Power Cup. This annual sporting event brings together schools from across the region, fostering friendly competition, sportsmanship, and camaraderie. Our team demonstrated incredible dedication and determination, competing with passion and skill. Their commitment to teamwork and their unwavering spirit were truly inspiring. I am immensely proud of their achievements and the positive representation they brought to Le Fevre High School. Furthermore, I would like to recognise the outstanding achievement of two of our talented students, Shaye G.L whose design was printed on the shirts worn by all SAASTA students across SA and the prestigious Guernsey Design was won by Erin W.W. The Guernsey, was worn by students at the event. Both designs can also be seen adorning the trams of Adelaide. This accomplishment is a testament to the creativity and artistic talent within our school community. I commend the girls for their exceptional contribution, which has not only become an emblem of our school but also showcases the artistic prowess of our students to the wider community.

Our Maritime Immersion Camp to Tasmania provided an incredible opportunity for personal growth and exploration. These camps allowed our students to develop a deeper understanding of the marine environment, participate in hands-on learning experiences, and foster strong bonds with their peers. The immersive nature of these camps offered valuable insights into different career paths and helped students cultivate skills such as teamwork, leadership, and problem-solving. I would like to express my gratitude to the dedicated staff who organised and accompanied our students on these enriching journeys.

In week 7 we held our Le Fevre Showcase. The event served as a platform for our students to showcase their school, in various fields, including performing arts, visual arts, robotics, and sports to name a few. The Showcase was also an opportunity to showcase career pathways including defence industries and universities. We will continue to build upon this event to strengthen our school's reputation as a hub for excellence in education.

This week I was lucky enough to be invited to the Year 12 Food & Hospitality Luncheon – what an incredible experience this was. The students culinary skills were exemplary and the event was a monumental success.

I want to extend my heartfelt appreciation to our incredible students, staff, and parents for their unwavering support and dedication. It is through your collective efforts that Le Fevre High School continues to thrive. I encourage everyone to take some time to rest and recharge during the upcoming break, as we look forward to an exciting and action packed new semester ahead.

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 24 July
Term 3 Begins
- Monday 7 August
Governing Council
- Tuesday 29 August
Year 10 Course Confirmation Day
- Wednesday 30 August
Year 11 Course Confirmation Day
- Wednesday 30 Aug–Friday 1 September
Year 9 Camp Woodhouse
- Monday 4 September–Tuesday 5 September
Year 7 Camp Aldinga
- Tuesday 5 September
Parent Teacher Interviews
- Thursday 7 September
Student Free Day
- Friday 8 September
Wattle Day School Closure
- Monday 18 September
Governing Council
- Wednesday 20 September
Year 8 Immunisations
- Friday 29 September
Last Day of Term 3 - 2:15 Dismissal



Government
of South Australia
Department for Education

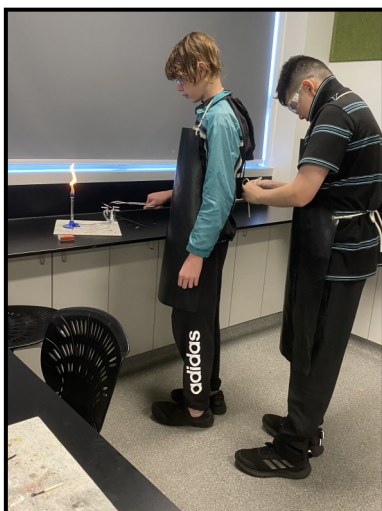
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INCLUSIVE EDUCATION CLASS

Science

The Inclusive Education Class was fortunate enough to have Mr Au again this term for a double lesson every week. As Mr Au organised different experiments for students to participate in, it allowed them to continue developing their passion and interest for science. This term, students have been learning about chemical reactions. They first learnt about how mixing different chemicals together can cause a hot or cold reaction (exothermic and endothermic). Students then had the opportunity to use the bunsen burner, where they learnt about blue and orange flames. Using the bunsen burner, they also did an experiment using copper to discover how long it takes to heat the metal. Again, using the bunsen burner, the students learnt about how spraying different chemicals into a burner causes the flame to turn different colours such as yellow, red and orange. The changing-coloured flame had students mesmerised! For the last part of the term, students are responsible for researching their own science experiment, planning it and then performing it. Many of the students have chosen 'make your own ice cream' – they're super excited to eat it! It has been great watching students' confidence bloom in unfamiliar environments around potentially dangerous chemicals. They take safety very seriously and are very careful when carrying out their experiments.



INCLUSIVE EDUCATION CLASS

Swimming

The Inclusive Education Class has started their swimming lessons again this term. Through the swimming program, students have been learning about different aspects of water safety, in and out of the water. They have had the opportunity to develop their social skills, build their confidence and their self-esteem. It has been wonderful to see their confidence in and around the water grow. Not only did they have heaps of fun, but they also got a great workout!



Cooking

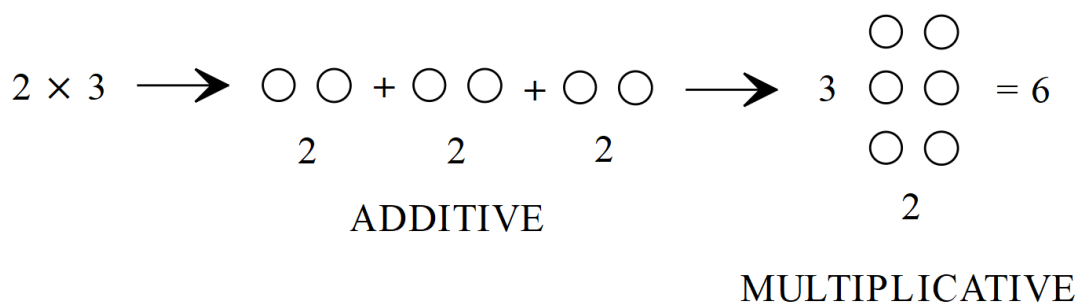
This term, students have been fortunate to have a line of Home Economics with Mrs Vandana. On some weeks, both Inclusive Education classes were also able to get into the kitchen together for an extra lesson of cooking. Students are learning many important life skills in the kitchen. They have learnt how to work together as a team, communicate with one another, develop the confidence with their knife skills and around hot ovens. They used their critical thinking to discuss what worked and what didn't work when they were cooking, and they improved on their independence skills. They have created many dishes including fried rice, omelettes, toasties, muffins, and apple turnovers. Students also had their own 'Master Chef' competition, where they researched a dish of their own, organised the ingredients, cooked their food and presented it to Mrs Vandana and Miss Janet for tasting and judging! They had lots of fun getting creative in the kitchen. Mrs Vandana also taught students how to sew buttons onto fabric. Students were super excited to learn how to sew and one of them announced she would finally be able to fix the eye that fell off her toy!

Gina Tawfiles
Inclusive Education Teacher

NUMERACY @ LE FEVRE HIGH SCHOOL

Let's talk multiplicative thinking?

What is multiplicative thinking! Well, multiplicative thinking is where a student sees the repeated addition of numbers as a multiplication and not a series of additions. For example, if a child sees 2 multiplied by 3 as adding 2, 3 times and using fingers to count up, that child is in the additive world. What we want the child to see is that 2 multiplied by 3 as an array of 2 rows of 3 columns, visually it may look like the example below.



There is a crucial ingredient for students to shift from the additive to multiplicative world, and that is knowing your times tables. It is because of this that we have, at the school, implemented a whole school focus across the middle school to encourage students to know their times tables. We have implemented the use of Numerical Acumen so that students can practice their tables in a structured way. We are asking that students spend 10 minutes, 3 times a week on separate occasions to reinforce their times tables. If a student displays mastery in their tables, they should be able to recite random multiplications at any time (that is the ultimate goal).

Data shows that the drop off from students occurs at around year 9, this is the age where the curriculum guides students into work where multiplicative thinking becomes crucial. I hate thinking about how many mathematicians have been lost because a student may not know their times tables.

As a staff we will check that students are completing this task each week, if a child has not completed this, your child's teacher will put a process in place to ensure that this happens.

As a parent or care giver, the types of things you can do with your child to encourage them to complete this may be a reward or time together as you all relive the wonders of learning your times tables!

TEN PIN BOWLING



Year 9 student, Riley F participated in a Tenpin Bowling tournament with his team called Red Devils from Woodville Tenpin Bowling Club. The tournament held in June at Noarlunga comprised of doubles, singles and teams Tenpin Bowling.

Riley had a lot of fun and loved participating in this bowling tournament. If you or anyone you know are interested in taking up tenpin bowling, please contact Woodville tenpin Bowling.

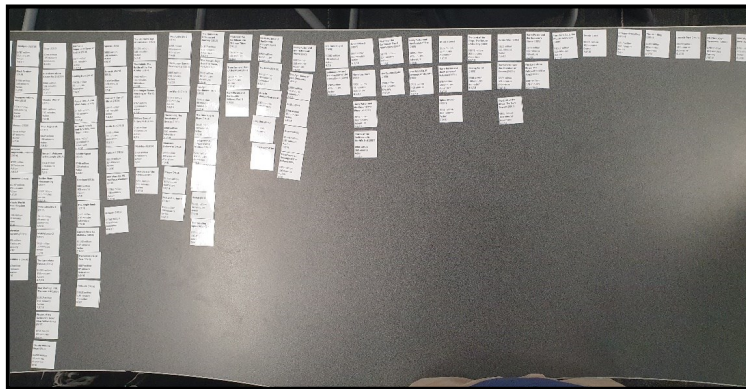
NUMERACY @ LE FEVRE HIGH SCHOOL

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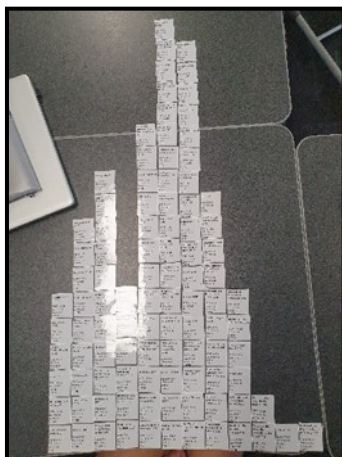
Year 9 Mathematics – Histograms

This term in year 9 mathematics, students are learning about data and how to interpret that data. They learn things about the different kinds of data and how to categorize along with the different ways of displaying that data.

One of the tasks the students played with was data from movies made over a long period of time. Students were given cards with movie information on them, title, genre, year made, money made and length of movie. Students had to decide how on which property they were going to analyze. Some students chose year made while others chose money made and so on. They learnt that histograms were the best way to display this data and came up with some histograms. Some examples are shown below:



In this example, students have grouped the movies in the year they were made. Students learnt that more movies were being made more recently than in years past.



In the example to the left, students sorted the cards depending on the money they made. This then gave students the opportunity to ask some questions about the data, such as, "What type of movie makes the most money?", "Do longer movies make more money than shorter movies? And so on.

When students had their histograms on display, they were able to cross reference and compare their histograms and ask other questions, such as, "Do the movies that make more money made more recently?", "If a movie doesn't make much money, are they longer or shorter?"

Tasks such as this one can really elicit some rich conversations which can guide some very deep thinking about the data. This is one of the key aspects of teaching at our the school.

Nick Kyriazis
Year 9 Mathematics, Numeracy Leader

TRANSITION VISITS

During Week 2 and 3 of this term, year 6's from 4 primary schools visited Le Fevre High School and participated in half day programs. Students from Westport, Largs Bay, Le Fevre Peninsula and West Lakes Shore visited on different days and participated in activities run by teachers from different subject areas to provide a 'taste' of what Le Fevre High School life is like. Students were engaged and had opportunities for learning. Thanks to all staff and students who helped make this program a success. Students from Westport are pictured below engaging in science and art activities.



Ben Earle
Middle School Senior Leader



SPORTS DAY 2023

We finally had the opportunity to run our Sports Day, after some poor weather in Term 1 postponed the event to Term 2. It was wonderful to see so many students and their families at the Port Adelaide Athletics Club supporting each other, getting dressed up in their house colours and participating in the activities on offer. Overall it was an excellent day, and we would like to congratulate the following students and teams on their achievements:

Individual Champions

Under 13 Boys: Hayden K
Under 14 Boys: Reuben P
Under 15 Boys: Ashton M
Under 16 Boys: Dylan C
Open Boys: Ratu S

Under 13 Girls: Kaylee F
Under 14 Girls: Maddy R
Under 15 Girls: Dakota D
Under 16 Girls: Sophie F
Open Girls: Angel G



House Champions

1st Place: HART [995 points]
2nd Place: SWAN [970 points]
3rd Place: ROBIN [755 points]
4th Place: PARK [747 points]



Spirit Award: SWAN

Thank you to the House Captains and all the staff who helped make the day a success. Looking forward to an even more exciting Sports Day next year!

Jo Petrov
Healthy Lifestyles Leader



WELLBEING NEWS

Chill Out

Here at Le Fevre High School, we recognise the importance of all aspects of wellbeing. This includes having access to a consistent source of food. Le Fevre High School has acknowledged that not all students and families have the capacity to have this consistent food in their household. Not only this, but some students may feel judgement or fear asking for food and support. To combat this, every Monday, Wednesday and Friday, at lunch time the well-being team facilitate Chill Out. It is a time and space where all students can access food including toasted sandwiches, apples, chips and other snacks that are all donated to Le Fevre High School for this exact purpose. It is also a great way to engage with students and staff and help build positive rapport.



Year 7 Wellbeing Group

Throughout Terms 1 and 2 Chantelle and Emily, social work placement students, have had the privilege of developing and facilitating a weekly wellbeing group for year 7 students. By promoting a sense of belonging this wellbeing group aims to enhance student wellbeing and increase their ability to learn.

"Our group has delved into important topics such as emotional intelligence, self-esteem and confidence building. The feedback from participating students has been overwhelmingly positive, emphasising how the group has provided a safe and supportive environment to share their schooling experiences and foster new friendships. Each session concludes with a collaborative puzzle activity that encourages mindfulness and self-expression. At the end of the term, these puzzle pieces will come together to form a larger puzzle, symbolising both individuality and interconnectedness." - Emily Hall and Chantelle Fava.

IDAHOBIT Day

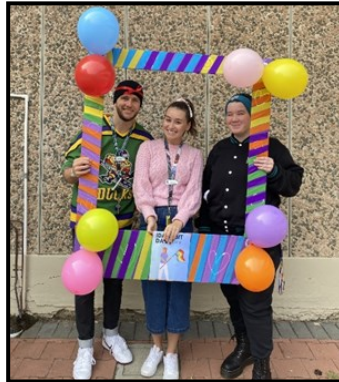
On May 17th Le Fevre High School celebrated IDAHOBIT Day. IDAHOBIT Day stands for International Day Against Homophobia, Biphobia and Transphobia and is an important day to show support for the LGBTQIA+ community. The date of May 17th was chosen as the date for IDAHOBIT Day as it marks the day 30 years ago in 1990 when the World Health Organization removed homosexuality from the International Classification of Diseases and Related Health Problems. This year, at Le Fevre High School, the well-being team organized a cookie creation station during lunch time where students were able to decorate biscuits in rainbow colours and lollies. We also went rainbow with staff dressing in bright colours, balloons and streamers. It was a great day filled with lots of joy and happiness!



WELLBEING NEWS

CONTINUED

IDAHOBIT Day



Sports Day

This Term Le Fevre High School celebrated Sports Day at Port Adelaide Athletics Club! The wellbeing team at Le Fevre High School facilitated a wellbeing tent for any wellbeing needs as well as water and muesli bars for students and staff. Students competed in a wide range of events including track, field and novelty events. It was a great day where both students and staff got involved in. Congratulations to Hart who were the winners of this year, 2023 Sports Day!



Placement Student Farewell

As Term 2 ends, we say goodbye to Le Fevre High School's Social Work Placement Students, Chantelle Fava and Emily Hall. Chantelle and Emily have been working alongside the Wellbeing Team during all of Term 1 and 2. They both developed and hosted a weekly wellbeing session for a group of Year 7 Le Fevre High School students which was extremely successful! The wellbeing team hope they enjoyed their placement here at Le Fevre High School and wish them all the best for their future careers!

"We, Chantelle and Emily, are immensely grateful for the invaluable experience we have gained as social work students at Le Fevre High School during Terms 1 and 2. Our time with the Wellbeing Team has provided us with diverse learning opportunities, enabling us to apply our social work knowledge into practice. One of the highlights of our placement has been the opportunity to engage in individual sessions with the students, helping them develop strategies to regulate their emotions and enhance their overall wellbeing. These one-on-one interactions have proven incredibly rewarding and influential in our learning experience. We would like to express our appreciation to the Le Fevre staff and students for warmly welcoming us into their school community during this placement, and we wish everyone the very best for the future." – Emily Hall and Chantelle Fava

WELLBEING NEWS

CONTINUED

Wellbeing Tips

With the school holidays nearing, it is important to keep your mind healthy and engaged. The Wellbeing Team encourage students during this time, to learn a new skill or hobby to stimulate your brain! Maybe you should try learning a new instrument or starting a new sport? Whatever you start just remember practice makes perfect!

Along with this, self-care and downtime is extremely important. We all have busy lives and thus, engaging in self care and downtime activities are important in limiting stress and avoiding burnout. Some examples include starting a journal, talking to someone you trust, staying active, eating healthy, reading a new book, making sleep a priority and even meditating. Give them a try during these upcoming holidays!

Claudia Lamberto and Ryan Langcake
Wellbeing Team



Wellbeing Staff Spotlight

My name is Amy Newbound and I am the Wellbeing and Flexible Learning Options (FLO) Leader at Le Fevre High School. This role is new for the school in 2023 and I am very excited to be working with the Wellbeing Team to support the young people that attend Le Fevre High School.

This role encompasses two aspects of the school, the first being wellbeing support for students. A part of my role is to facilitate services and mental health supports for young people when they have experienced a traumatic event or are going through a difficult time, these supports include referrals to outside agencies, our Mental Health Practitioner Shannon, our Youth Workers or other on-site services. I am also available for meetings with students who are having trouble regulating their emotions. Students can book in times to see me for wellbeing check ins through the school website or at Student Services.

I work closely with the Wellbeing Team and I support the Youth Workers in their roles by regularly meeting with them and discussing outcomes for students. I manage the use of the Wellbeing Hub and oversee the bookings for this space. When we have Social Work Placement Students onsite, it is my responsibility to act as a mentor and supervisor and I meet regularly with them to analyse their progress.

A part of my daily work is organising Team Around The Child meetings which involve key government agencies who are currently supporting families or young people. These are important for transparency and information sharing. I also organise meetings with staff members to discuss wellbeing concerns for specific students.

In collaboration with the Inclusive Learning Team, I assist in collecting data from staff about students who may need extra support in their learning. This also includes supporting staff to write One Plans.

Flexible Learning Options is an Education Department program, which sits as a separate enrolment. Students who are enrolled into FLO access case management from an external provider and can study either on or off site depending on their learning goals. Many FLO enrolled students go on to higher education, gain apprenticeships or gain fulltime employment. There are a number of criteria for students to be able to enroll into the FLO program, and this can only be done at the start of the school year.

In my role, I work very closely with our external case management providers to ensure students are engaged in learning programs and are meeting their goals. We have approximately 40 students who are FLO enrolled or who are engaging in an alternative learning program.

I love working in this space and feel honoured that I get to work with such a wonderful team and in an awesome and supportive space.

FLEXIBLE LEARNING OPTIONS (FLO)



Our FLO enrolled students have achieved some amazing things over the past few months. Our students work with the following providers Studio West, Relationships Australia, Workskil and Harbor View.

We have had students complete Try-a-Trade courses at Western Technical College. This course gives students a taste of different trades before they decide which career path they may want. There is a huge amount of hands on experience offered as well as accreditation in courses such as White Card.

Students have also been busy completing their SACE, including subjects such as English, Math, PLP and Research Project. Many students also obtain SACE Credits through the Duke of Edinburgh award and VET courses.

Obtaining a driver's license is a shared goal for most of the young people we work with. Case managers often support this by booking in driving lessons and helping students sit their written tests. Many students have now obtained their L plates and some have even achieved getting their P Plates

We have been excited to see many of our FLO students reaching their goal of obtaining full time employment and we wish them the best in their careers.

Amy Newbound
Wellbeing and Flexible Learning Leader



RECONCILIATION WEEK

This year's Reconciliation Week theme is "Be a Voice for Generations". Middle School and Senior School had different focuses over this week around significant topics for Reconciliation Week. National Sorry Day which opens Reconciliation Week fell on a Friday and was ideally timed to teach all of our school cohort about significant dates relevant to our First Nations communities.

Middle School students then learned about the government policies that have impacted our First Nations communities beginning with the Frontier Wars followed by segregation and assimilation. Students also listened to the songs "From Little Things Big Things Grow" and "Took the Children Away" which relate directly to the themes of Reconciliation Week. Care Groups were then tasked with creating a classroom "Deadly Door" with messages towards Reconciliation.

Senior School students learned about the Voice to Parliament and both sides of the argument. There is a lot of misinformation around the media currently and the program was set up to inform students from direct sources what the Voice is and review the current information out there. The Voice is based of a recommendation from the "Uluru Statement of the Heart" back in 2017 which was the theme of the first session. This was followed by reviewing the publicly made information in terms of the Yes and No campaigns as well as the Voice Parliament website itself. They were then tasked with creating their own version of the "Deadly Doors".

During break times students learned some traditional games including modified versions of Marngrook and Parndo. Students who participated in the care group activities were invited to a BBQ held on Friday afternoon and were questioned about the topics they learned about in Care Group.

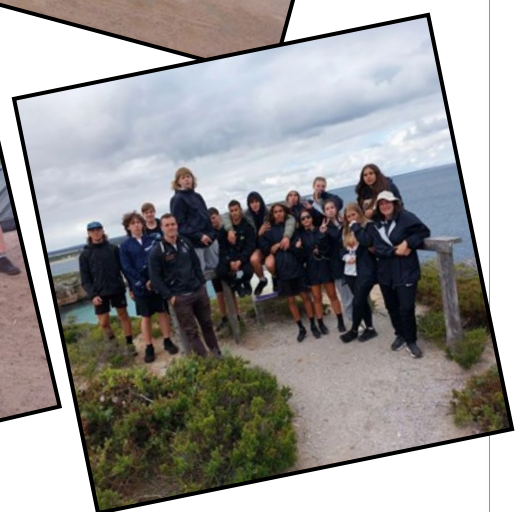
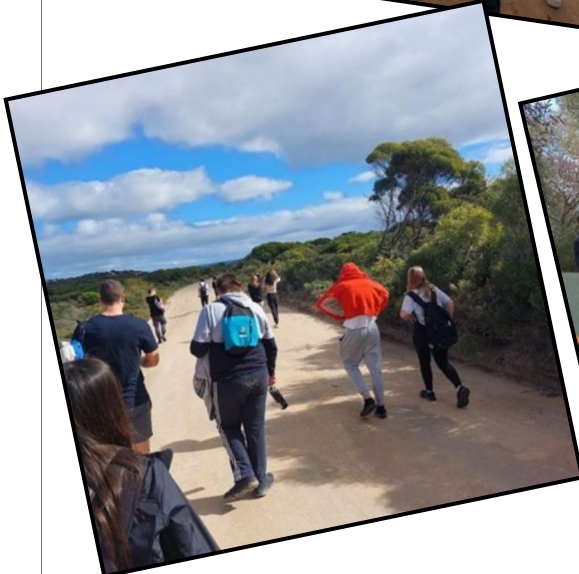


OUTDOOR EDUCATION NEWS

Year 10

This semester Outdoor Education students in Year 10 have been planning and preparing to attend their adventurous journey at Dhilba Guuranda (Innes National Park), located in the Yorke Peninsula. Students researched the local area, prior to the 3 day camp, conducted risk assessments and created a nutritious meal plan to keep them fueled for their bushwalking experience.

All up students traveled a total of 20 km by foot through the Stenhouse Bay Walking Trail, Gym Beach Hike and Royston Head Walking Trail. Each hike had its challenges, including rocky terrain, undulating hills and dense sand dunes, but this was always matched with incredible scenery, magnificent coast lines, animals and natural vegetation. Students cooked all of their meals on Trangias (Swedish camp stoves), played competitive games in the afternoon, went fishing at the Marion Bay Jetty and slept in tents overnight. Our next unit of work will be First Aid, where students will engage in real life learning and apply their knowledge and understanding in practical situations.



OUTDOOR EDUCATION NEWS

Year 11

This Semester in Stage 1 Outdoor Education (Aquatics) students have been participating in a range of aquatic experiences. Students prepared for their adventurous journey by spending a whole day learning all the various strokes and maneuvers to steer a canoe, as well as learning how to capsize safely. Late last term, our class embarked on a journey to Renmark where students paddled double canoes and used maps and grid references to navigate around the Murray River (Ral Ral Creek area). The class teamed up with instructor Jim from Canoe the Riverland who assisted us on our 3 day journey around the river. The class was very fortunate to experience stellar weather conditions which made the journey very enjoyable. In the afternoons students played games, went for night hikes and chose to fish for carp- an invasive species they learned about in one of their Investigations earlier in the year. We were also fortunate enough to visit the World War 2 Internment Camp.

Most recently, students have been learning how to surf locally (practical) and how to prepare for a safe surfing experience. In class we have been studying surf forecasts, interpreting wave heights, wind direction and swell.



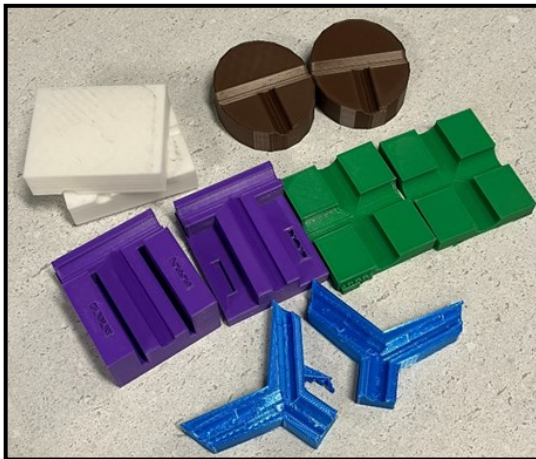
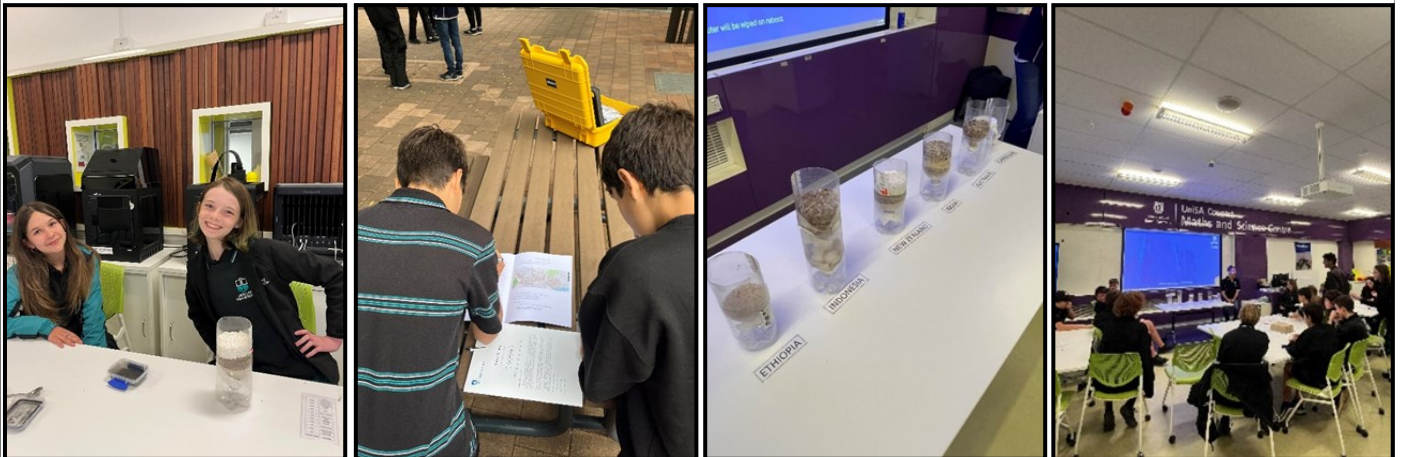
We are very excited for Semester 2, with two new classes of Outdoor Ed students joining our mission!

Elle Penekelis
Year 10 Coordinator

YEAR 9 STEM ACADEMY CLASS

On Wednesday 17 May, the Year 9 STEM Academy class visited the UniSA Mawson Lakes Campus to participate in a 'STEM for Humanity' day. Students learnt about how scientists can work in collaboration with communities in developing regions to assist them in gaining access to knowledge, resources and technology to improve their lives.

They learnt about how creating maps can assist communities in third world countries to find resources they may need, they then put their own map making skills to the test and used GPS's to map out key areas of the UniSA campus. They also designed a 3D-printed object that could be used to repair a broken water pipeline in earthquake-stricken countries, and designed and constructed a water filter using the budget that was given to their designated country. The students learnt how to work individually and collaboratively throughout the day and had many successful solutions to the problems presented to them!



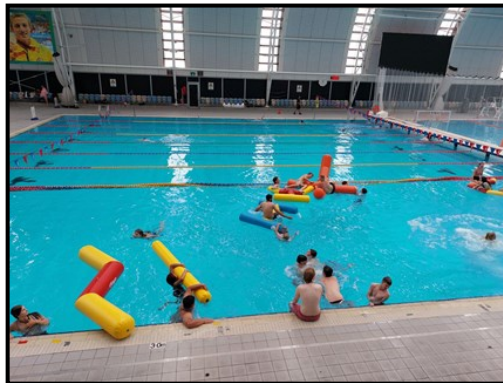
Prescilla La
Maths/Science Teacher



SEMESTER 1 RECAP FOR YEAR 10

Wellbeing Week Excursion

Our cohort of year 10 students started the year with a splash, attending the Marion Aquatic Centre as part of our Wellbeing Week. Students attended the facility with their Care Group teachers and spent the day having fun on the diving boards, using a variety of pool equipment, competing against one another in water polo, and developing the foundations of positive relationships between staff and other students.



Year 10 Camp

Our bonding experience was quickly followed by the annual Year 10 Camp at Wiiraway Homestead. Students traveled to Strathalbyn, accompanied by their Care Group teachers and year level leader. The group spent 3 days/ 2 nights engaging in a variety of activities and learning experiences. Students engaged in team challenges such as "The Amazing Race", sheep mustering, which involved students herding sheep into different pens and also, night games including tug of war.

Our days were spent in various groups participating in other activities, including horse riding and care, archery, shelter and hammock building. Wiiraway Homestead always provides a wholesome camp for our year 10 students and we look forward to returning next year.



SEMESTER 1 RECAP FOR YEAR 10

CONTINUED

Power to End Violence

During Pastoral Care in Weeks 1 & 2 students in Year 10 have engaged in The Power to End Violence Against Women (PTEVAW) Program. The PTEVAW initiative was launched to encourage whole-of-community change and tackle the prevalence of domestic and family violence. Students learn how to safely stand up to disrespectful behaviour and challenge gender-based norms that can lead to abuse.



Power to End Violence against Women Leadership Day

The program is focused on encouraging participants to become an active bystander and is designed to develop a student's knowledge, understanding, skills and confidence to have a safe and effective conversation with someone and/or group of people when they see or hear them engaging in behaviours that are directly and/or indirectly disrespectful to women.



The event aims to empower participants by encouraging them to think about their core values and beliefs, and the qualities that make a good leader.

Participants learn about respect, trust, gender equality, healthy relationships and the dangers of abusive behaviour.



SEMESTER 1 RECAP FOR YEAR 10

CONTINUED

My Career Rules Program

Earlier in the year Year 10 and 11 students attended the My Career Rules Program facilitated by ABCN.

My Career Rules gives students the opportunity to prepare questions and interact with a panel of professionals from specific jobs and industries, opening their minds to careers that reflect the current workplace. Providing a link between classroom learning and the real world of work, it aims to reinforce messages about the skills and mindsets needed to make a successful career in the future workplace. Mentors shared their own career journeys and challenges can make an enormous impact as students consider their options for the future.



SEMESTER 1 RECAP FOR YEAR 10

CONTINUED

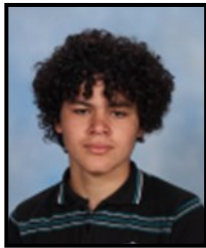
Try a Trade Programs and Work Experience

This semester we have had a range of students engage in a variety of career immersion experiences which have afforded students opportunities for work experience and a taste of various trades, and how they work. The students have attained their White Cards in preparation for any future VET experiences.

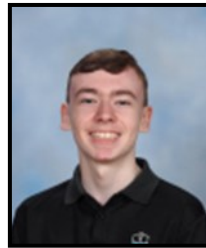
Congratulations to the following students:



Hunter



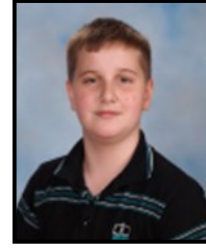
Patrick



Liam



James



Royce



Jeramiha

Construction Awareness Program

This program is delivered over 1 day. The program provides students with practical activities focusing on multiple trades and para professions within the construction industry and enhances students' awareness and interest into the industry. This is a non-accredited program. This includes:

- Information on the construction industry and employment options
- Exploring the construction industry and viable career pathways
- Practical activities designed to allow exposure to construction tasks
- Safety induction and working safely within the construction industry

We provide students with practical skill knowledge building activities to provide exposure to actual workplace tasks. This includes:

- Planning and drafting projects
- Safety induction in use of hand and power tools used in construction
- Bricking and building frameworks (Carpentry)
- Operating basic construction tools and equipment
- Demolition planning and execution.

Introduction to construction

This program is delivered over 4 days.. The program focuses on trade careers within the construction industry and provides students with practical activities in carpentry, bricklaying, plumbing, tiling, sheeting and flushing and demolition. This includes:

- Safety induction training (Obtainment of White Card) CPCCWHS1001 Prepare to Work Safely in the Construction Industry.
- Excursion to visit a live construction site and explore scope of works. SYC Building Links project in partnership with South Australian Housing Authority.
- Hands on activities to experience roles including Carpentry, Plumbing, Bricklaying, Sheeting & Flushing, Tiling and Demolition.

We provide students with practical skill knowledge building activities to provide exposure to actual workplace tasks. This includes:

- Drafting and planning construction projects
- Building framework to meet project scope
- Bricking framework to build wall structures
- Integration of plumbing system within wall structure
- Sheeting and flushing wall surfaces
- Tiling and grouting

Although this program includes (Obtainment of White Card) CPCCWHS1001 Prepare to Work Safely in the Construction Industry, the remainder of the program is non-accredited.

SEMESTER 1 RECAP FOR YEAR 10

CONTINUED

Student Spotlight—Bailey



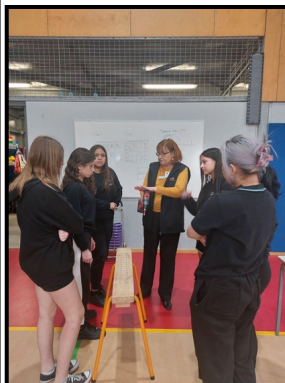
I'm doing an electrical apprenticeship. I go to work 4-5 days a week and go to school once a week. I was offered an opportunity from a family friend to do a school based apprenticeship. After 4 years I will be a fully qualified electrician.

At the beginning of my apprenticeship I was learning the names of all the tools so I can learn everything I need to know about the job. At the moment I am doing multiple tasks e.g. installing powerpoints, fitting downlights, and doing 1st and 2nd fixes for building companies. This includes taking solar panels off and putting them back on. On a typical day I start work at 7am, then attend 1-4 jobs a day doing everything I know. I am learning more and more everyday and am definitely enjoying my apprenticeship.

Year 10 and 11 Career Immersion—Women In Trade

Year 10 and 11 female students engaged with MAS National during their Care Group lesson in Week 8. The focus - Women in Trade. A non-traditional trade is one where women represent less than 25% of apprentices or workers. These include horticulture, automotive, building and construction, manufacturing, butchery, boilermaking, electrical, carpentry, plumbing, engineering and more!

There has never been a better time than right now for women to enter into a trade career. Trade careers deliver stable employment across a wide range of industries with good pay and great options for career progression beyond the apprenticeship.



Trades offer possibly more benefits than any other career path and women all around the country are now taking advantage of this opportunity. Whether you want to find an industry with great future prospects or something with good pay where you can be your own boss – trades are the answer. Presently there are 64 trades listed as skills shortages. This means that around the country, there are more vacancies in these trades than there are qualified people looking for employment. Becoming qualified in these trades means that you will have your pick of employers for a long time to come.



For students that anticipate having a VET pathway moving into their senior years of schooling, or even if they might not have an idea of what they would like to do with their career paths after school, we recommend as much exposure to a variety of career paths as possible.

If you'd like to know more, contact Mr Ben Jones-Head of Senior School or regularly check your emails for exciting opportunities that are sent out.



SEMESTER 1 RECAP FOR YEAR 10

CONTINUED

Hospitality Cooking and Tourism

To support the interest and uptake of the Hospitality & Cookery Flexible Industry Pathway, and a pipeline of skilled workers into the Hospitality, Cookery & Tourism Sector, students will be immersed in a range of activities related to the sector..

Following the immersion activities, various key personnel from the industry will bring a wealth of experience and will present in person as an industry mentor information about their career, a typical workday, and the knowledge, skills and attributes required to pursue and be successful in the field of work. They will talk to students about their career-transitioning from school into a successful career within the industry and why they decided to go down this career path.

This engagement activity is to generate uptake of the Hospitality & Cookery FIP within the WASSN cluster of schools.

Elle Penekelis
Year 10 Learning Engagement Leader

Hospitality Immersion Day

Today 16 year 10 students who are currently enrolled in Home Economics were given the opportunity to participate in the PLP Hospitality Immersion Day. We were welcomed with a traditional Kaurua smoking ceremony which involved smoking saltbush and blue bush which grows naturally along the sand dunes along semaphore.

We took part in various activities such as, front of house operations, back of house operations, catering, barista skills and a taste of tourism promotion.

Organisations presented to us about their experiences within their particular pathways. We were given the chance to express what we were interested in while they fed us a bigger insight on what that would entail. We specifically had the chance to talk to the organisation, maxima. Their aim was to educate and enlighten us on the services they are able to provide. As a group we learnt about the different steps we can take to excel further into reaching our potential.

They demonstrated to us the different branches of hospitality that lead us to barista work where we got to partake in the making of our own hot drinks. Alongside that we learnt about the skills needed to fill this position. We were informed about what temperature the milk should be textured at and some of the popular coffee styles.

There were many interesting activities throughout the day but there were a select few that stood out the most; they were wood oven pizza catering and non-alcoholic beverages and bar operations. We were shown ways we were able to cater to people's needs as well as our own. This knowledge was all taken in while we experienced today's fun and inclusive work experiences.

The day ended with a few guest speakers further informing us on life within hospitality and the ups and downs that may be crossed. Along the way there were many opportunities to communicate with other schools. The whole experience was very much appreciated within the selected year 10 students.

Pearl and Amelia

YEAR 11 CAMP

On Wednesday 31 May, our Year 11's went to Mylor Adventure Camp. There were 79 year 11's accompanied by Mr Brown, Mr Duerden, Mr Pham, Ms Vassos, Mr Alchin and Bu Kylie, with a visit from Mr Jones. It was a fun 3 days packed with so many activities like raft making. The Giant Swing, challenge course, archery and Archery Tag, low ropes, and bridge building with a quiz night, Storm the Lantern, Spotlight, a beautiful campfire with roasted marshmallows, and movie for the night activities. No doubt everyone slept well and enjoyed hot showers once they got home!

Some reflections from students...

"Camp was so much fun! I loved going on the giant swing and the challenge course - overall an amazing experience :)"

"I want to do it again".

"Year 11 camp 2023 was a rewarding and worthwhile experience. Over the course of three days, we had the opportunity to participate in a range of outdoor and water-based activities. Each day was jam packed, filled with fun activities, delicious food, and free time to explore the camp site. Camp was a time of team building, stepping out of our comfort zones, meeting new people, and making new friends. Camp 2023 was certainly one that will not be forgotten".

"Had a great time with my mates at camp. Loved making the rafts and then racing them, and to learn a few knots from that. Loved the experience."

For the teachers who went, the experience reaffirmed the belief that there is nothing like a camp to bring students together and bring out a side of them we rarely see in the classroom. To see them taking on every activity, supporting each other and fully immersing themselves was inspiring. This group of year 11s certainly made memories and they all contributed to creating a cohesive, supportive group to share the journey with, right to the end of year 12.

Thank you, *Class of '24* for making this a wonderful camp!



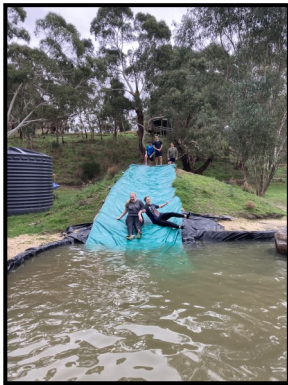
YEAR 11 CAMP

CONTINUED



YEAR 11 CAMP

CONTINUED



Kylie Hill
Year 11 Learning and Engagement Leader

ROTARY YOUTH SAIL 4TH-10TH JUNE



On Saturday year 11 students Reece, Charlie and Ej flew to Melbourne to sail back to Adelaide on the One and All Rotary Youth Sailing Challenge. To be given this opportunity they had to apply, writing about why they wanted to be considered for the challenge. Being accepted is something for which all of them are grateful.

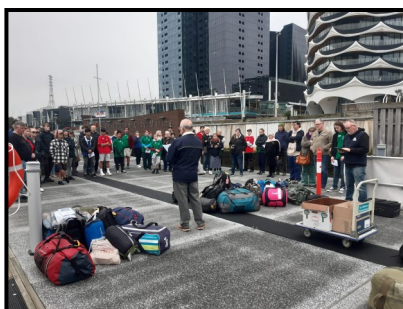
They were met at the airport by Rotarians Godfrey Evans and Romain Dawson. After being hosted overnight in Melbourne, they boarded the One and All on Sunday 4 June for a 7-day sail back to Adelaide.



They returned on Saturday 10 June. It was quite a sight seeing this beautiful ship sail up the Port River with students hanging off the rigging. They all had tales to tell of an amazing trip – Reece even caught a Blue Fin Tuna which fed the whole crew as sashimi for dinner. All three spoke about the 4 hourly watches and the amazing time they had. We are proud of these three and grateful to the Rotary Clubs who sponsored them.

Thanks to these generous people and their clubs for supporting this incredible experience.

Rotarians David Binks (Chair of Rotary Youth Sailing Challenge), Geoffrey Knights, Godfrey Evans and Romain Dawson Port Adelaide Rotary Club, Seven Seas Club, District 9510, St Peters Rotary Club.



Kylie Hill
Year 11 Learning and Engagement
Leader

CROSS CURRICULUM STUDIES

Cross Curriculum 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 Curriculum Studies are a compulsory part of the SACE certificate.

Cross Curriculum Showcase

On Wednesday the 7th of June, LeFevre High School hosted the first ever 'Showcase'. Education and industry professionals set up information kiosks and spent the night talking to students and parents about opportunities and programs. Likewise, Cross Curriculum Studies provided an informative display of resources and exemplars of student work to give potential students an idea of what to expect from the subject area.



Stage 1 and 2 Workplace Practices

On Friday the 12th of May, the Stage 1 Workplace Practices class attended the Adelaide Careers and Employment Expo at the Royal Adelaide Showgrounds. Thousands of students from around the state converged at Wayville to meet with the representatives of over 130 organisations present on the day. Students took the opportunity to gain free career advice, experience career seminars and consider what makes a winning resume. Students could 'Try a Trade' and spend time in various interactive zones. The MFS, SAPOL, ADF and other vocational representatives from numerous public and private organisations were also present to talk to young people about possible pathways. The students enjoyed the day and collated a classroom display of information.



Career Expo

The *Stage 2 Workplace Practices* class spent the first few weeks investigating work related issues such as the dispersed employment model, the impact of self-serve checkouts in retail and the rise of 'Uber'. The remainder of the term involved the writing and collating of performance journals. These make for fascinating reading, as students are employed across several industries including, motor mechanics, child care, hairdressing and retail.

Stage 2 Research Project

The Research Project focus this term was on the third and final assignment for the subject; the Evaluation. This task 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 was 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.

Andee Kalatzis
Cross Curricular Leader

"...Your future hasn't been written yet. No one's has. Your future is whatever you make it. So, make it a good one"

-Doc Brown

YEAR 12 FORMAL

On May 5, Year 12 students celebrated their time here at Le Fevre High School at the annual Year 12 Formal. Everyone was all dressed up in their best-looking outfits and headed down to The Stamford Grand. The evening began with everyone arriving at the foyer (and talking about how good their friends looked), before students moved to the ballroom for a group photo, students had a buffet meal, then busted out their best moves on the dance floor, along with some teachers. Later in the evening, several mock awards were presented to the following people:

Most like to be an Olympian – Jaakko S

Teachers Pet – Ariana S

Always Late But Worth the Wait – Tabatha B

Most Likely to Be an Influencer – Bella A

Most Superb Personality – Jordan S

Most Resilient – Jackson G

Best Bromance – Riley H and Bailey M

Class Clown – Josh B

Ambassador for Kindness – Sienna S

Best Dressed & Best Dancer – Royce B

Most Likely to win an Oscar – Ruby S

Drama Queen – Jemima M

Quite Achiever – Molly O

Couple most likely to get married, high school sweethearts and formal King & Queen – Hunter B and Immi H

Special thanks go to Year 12 Coordinator Mr. Ly, and Principal Ms. Kirri Minnican, along with Year 12 Care Group and subject teachers, and the staff at The Stamford Grand for their support in making this wonderful night possible. Below are some of the photos from the night—Jackson G, Year 12 Student Voice Member



Jackson and Tilly



Immi and Hunter



Jemima, Mr Page and Angel

YEAR 12 FORMAL

CONTINUED



The Lads



Kayla, Emmalene, Ms Carter and Alicia



Mitchell, Hamish and Max



Justin and Shakaya



Ariana, Riley, Jaakko and Shae



Ariana and Jasmine

John Ly
Year 12 Learning and Engagement Leader

PREMIER'S READING Challenge

An update...the challenge continues! We have seen many students continue to borrow a range of books early this term. We now have about 7 weeks remaining to complete the challenge. Students are encouraged to complete the PRC record form and have each entry signed off. Spares are available from the Library desk. The Resource Centre team will check in with Middle Years English classes next term to assist with completing the challenge, the aim is to exceed the 2022 completion rate.

What is the 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 (8 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!

Troy Barker and Roxanne Clare
Resource Centre team

LE FEVRE KARNDO LIGHTNING: A REMARKABLE JOURNEY TO SECOND PLACE IN DIVISION 1

We are thrilled to announce the outstanding achievement of our ice hockey team, Le Fevre Karndo Lightning. After spending several tournaments in Division 2, they have risen to new heights, finishing an impressive second in the Division 1 tournament that was held on Monday, Week 9 (Term 2).

The key to their success lies in their exceptional teamwork and unwavering determination. Throughout the tournament, Le Fevre Karndo Lightning demonstrated incredible synergy, leaving their opponents in awe. This unity propelled them forward, securing a well-deserved place in Division 1.

Adding to the excitement, Hazel and Jake, two players new to the program this year, scored their first goals in a Division 1 game. Their achievements serve as a testament to the team's dedication and skill.

Congratulations to the Le Fevre Karndo Lightning team: Mitchall, Dashiell, Leandri, Jack, Tahj, Hazel, Lucy, Lucas, Montana, Levi, Ashley, Cornelius, Jake and Lakiesha, on their phenomenal achievement. We are immensely proud and eagerly anticipate their continued success. Together, they have proven that with teamwork, dedication, and perseverance, anything is possible. Go Lightning!

Ty Duerden
Teacher



ARA YOUTH AMBASSADORS NEWS

Our ARA Youth Ambassadors have been busy collating the many generous donations from South Australian businesses. Added to the hampers today were a signed Crows guernsey with certificate of authenticity, lollies from Seaside Sweets, jewellery and cards from Julie Corfe Studio and delicious healthy food mixes from The Gathered Bowl. These have been added to donations from Port Adelaide Football Club, Gypsy Rose Treasures, Nutrimerics, Craig Roberts Pharmacy, Semaphore Pets and Garden, Odeon Star Cinemas, Xanadu, Parlour Hair Semaphore, Zambrero Semaphore, MW Furnishings, Eclectic Liz, XO Co., Sacred8Design, Home Crystal Co, Trinkets and Beads, Handprint Alliance, Bohemian Habitat, Crazy Cat Coffee, Eclectic Earth Vintage, and Lifestyle Cocoon. There really is something for everyone here!

The raffle will be drawn in FIVE DAYS on Tuesday 4th July.

Buy tickets here (only \$2 each!): <https://raffleink.com.au/lfhsara2023>

If you'd like to join us at the gala screening of the film Watandar-My Countryman, book here: <https://wallis.com.au/films/watandar-my-countryman/>

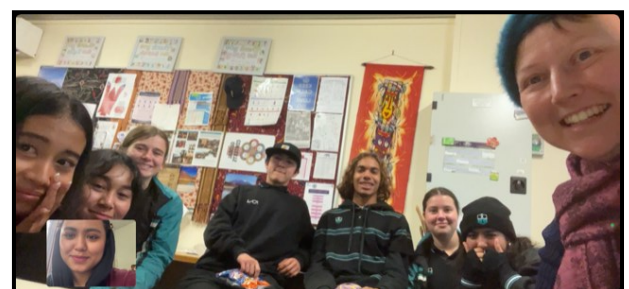
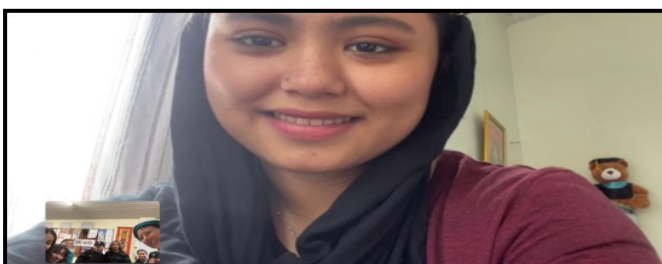


Last week our ARA Youth Ambassadors and friends participated in a video call to one of the teachers at Cisarua Learning in Bogor, Indonesia. Mariam is only 17 years old and teaches multiple subjects to primary-aged children at the school. The Cisarua Refugee Learning Centre was started in August of 2014 by a small group of refugees, It is entirely refugee-led and is the centre and pride of a refugee community.

ARA YA Jessie Andrews states: "It was lovely to speak to Mariam about the differences in schooling, I especially loved hearing about the resilience that she had as a 17-year-old running classes. She was a joy to speak to."

More information about Cisarua can be found here: <https://www.cisarualearning.com/home>

Profits from our raffle fundraiser will be shared between Cisarua and ARA. Tickets can be purchased until Tuesday evening here: <https://raffleink.com.au/lfhsara2023>



ARA YOUTH AMBASSADORS NEWS

CONTINUED

For Refugee Week, our ARA Youth Ambassadors and some of their peers were lucky to attend the annual event “Me, My School, My Community”. Students had the opportunity to engage in creative workshops including djembe drumming and creating their own podcast. They also met with state and federal members of parliament including Rhiannon Pearce, Matt Burnell and Tony Piccolo. The students engaged in some very mature and insightful discussions around making schools safe and comfortable learning environments for people of all backgrounds and beliefs.



Pru Pole
Coordinator: Languages and EALD

YEAR 8 ARTS



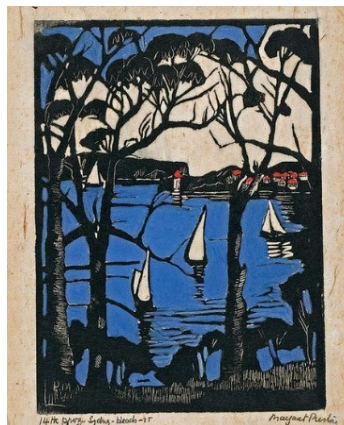
<https://www.artgallery.nsw.gov.au/collection/works/937/>

YEAR 8 ARTS 'BOTANICAL PRINTS' IN THE STYLE OF MARGARET PRESTON

ABOUT MARGARET

Margaret Rose Preston (1875-1963), artist, was born on 29 April 1875 at Port Adelaide, elder daughter of David McPherson, marine engineer, and his wife Prudence Cleverdon (d.1903), née Lyle.

Preston moved to Melbourne in 1893 where she studied at the National Gallery of Victoria School of Arts under the painter Fredrick McCubbin and the then Director, Bernard Hall. In 1904 she travelled to Europe where she actively sought out the work of Europe's influential modern painters. An Australian painter and printmaker who is regarded as one of Australia's leading modernists of the early 20th century.



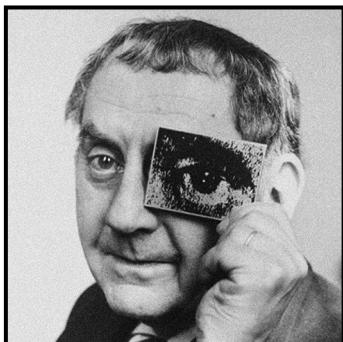
YEAR 8 ARTS

CONTINUED

Our year eight students have been working with lino blocks to produce a range of prints that are based on nature and the style of Margaret Preston. Below are a range of these prints produced in our year eight art class.



ART



MAN RAY

Man Ray was an American visual artist who spent most of his career in Paris. He was a significant contributor to the Dada and Surrealist movements, although his ties to each were informal. He produced major works in a variety of media but considered himself a painter above all.

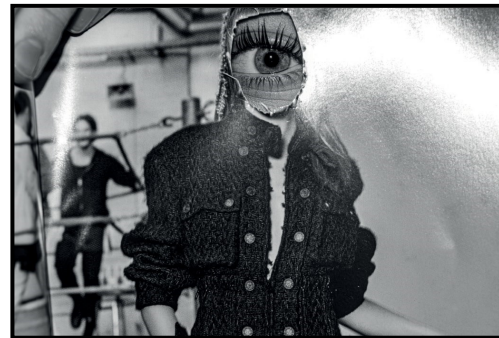
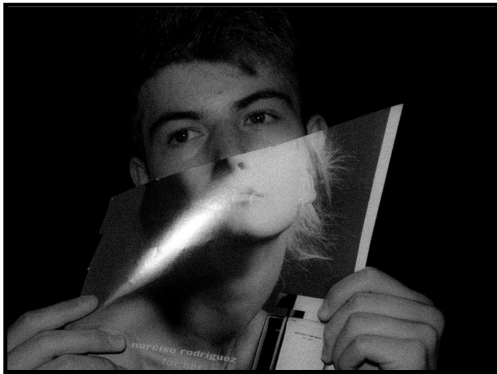
CHARACTERISTICS: Black and White, Contrast/Exposure, Uncomfortable Cropping, Grain and Strong Shadows

Students were tasked to take surreal photographs in the style of Man Ray, a surrealist photographer from the 1920s and 30s. We studied his characteristics and began by learning about the rules of composition. Then, students were given freedom to use a range of props (skulls, wire, magazines, irons etc) to use their creativity and photography skills to emulate Man Ray's style. They used artificial lighting and black backdrops to make highly effective thought-out compositions. Then, they used Photoshop to edit and enhance their photos in Man Ray's style - use of grain, unusual close cropping, contrast and, of course, black and white achieved the effect of 1920s style film photographs. The final results were very successful in using surreal techniques and editing processes to create striking strange photographs.

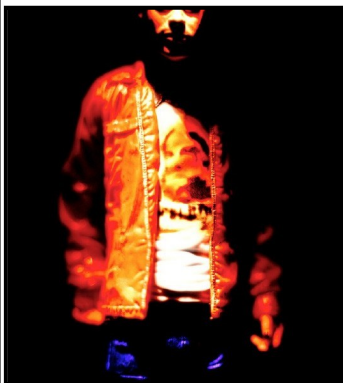


ART

CONTINUED



ART CONTINUED

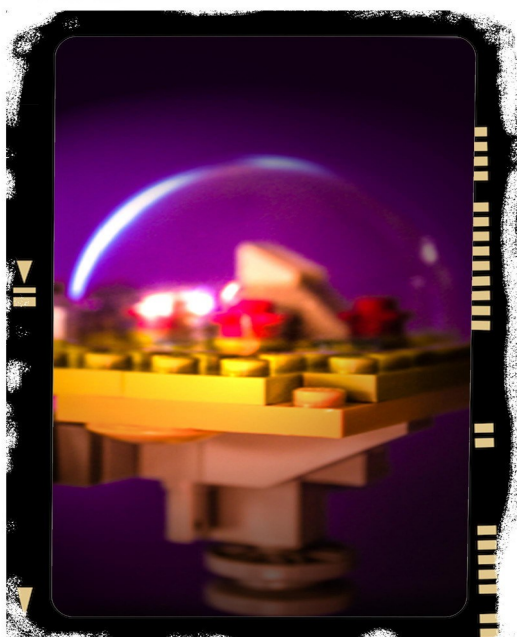


MARK KIMBER

Mark Kimber's work radiates drama and atmosphere. He creates scenes that suggest mysterious, epic narratives and often engage the unpredictable qualities of analogue techniques. Heightening photography's capacity to manipulate truth, he explores its relationship to the malleable realms of memory, illusion and fantasy. From intricate, handmade dioramas to life-size sets inhabited by actors, his images evoke a half-remembered, dreamlike quality.

http://www.stillsgallery.com.au/artists/kimber/index.php?obj_id=bio

CHARACTERISTICS: Strong Lighting, Night Contrast, Black/One Coloured Backgrounds, Vignette, Saturated Colours, Grain



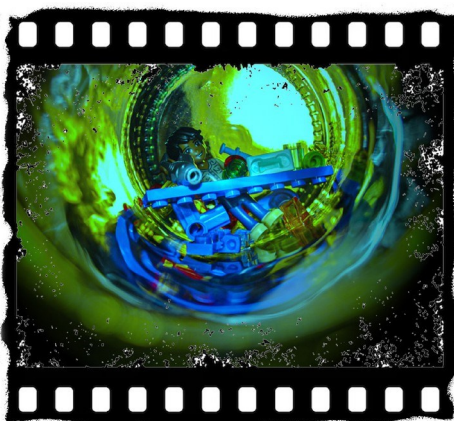
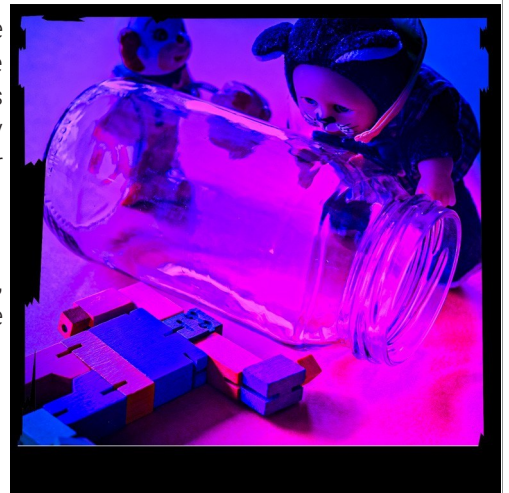
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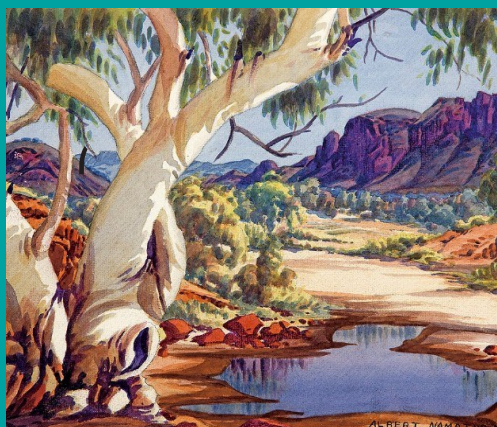
CONTINUED

Students were tasked to take surreal photographs inspired by South Australian contemporary photographer Mark Kimber. We studied how his style differed to Man Ray's - whilst Ray used black and white, Kimber used bright vibrant colours and high saturation. Students again were given relevant props - Kimber often shoots toys and figurines - to use as the subjects for their surreal photographs. Again, lighting and clear coloured backdrops enhanced the quality of the images. Students had to consider carefully their layout of elements in their shot, and work in groups to manipulate the lighting and backdrops.

All students had turns being the photographer and helping with the composition. Then, students edited their photos to further emulate Kimber's style. In Photoshop, students learnt how to add lighting effects to create spotlights and coloured lighting on their subjects in post. They also learnt how to add a fake film border edging to their photos, another characteristic of Kimber's style.

These results show the difference between Man Ray and Mark Kimber, and how students successfully used the camera and computer software in 2 different ways to achieve varying looks.





<https://www.newstatesman.com/culture/art-design/2023/02/albert-namatjira-outsider-australia>

YEAR 8 ARTS AUSTRALIAN LANDSCAPES'

IN THE STYLE OF HANS HEYSEN
or ALBERT NAMATJIRA

ALBERT NAMATJIRA COMPLIMENTARY COLOUR

The fundamental complementary pairs for painters are red/green, yellow/violet, and blue/orange, but each intermediate colour also has its unique complementary. <https://www.nationalgallery.org.uk/paintings/glossary/complementary-colours>

Albert Namatjira was an Arrernte painter from the MacDonnell Ranges in Central Australia, widely considered one of the most notable Australian artists. As a pioneer of contemporary Indigenous Australian art, he was arguably one of the most famous Indigenous Australians of his generation.



<https://www.hansheysen.com.au/product/summer/>

YEAR 8 ARTS with
Coordinator of Arts & Technologies Jackie
Reichstein

Our year eight students have studied the work of Albert Namatjira as a way of learn about complimentary colour. They have reflected on Hans Heysen's landscapes to understand colour work in harmony in painting. What they have learnt was then put into practice in their own landscape studies which can be seen on the page opposite.

HANS HEYSEN COLOUR WORK IN HARMONY

Color harmony is when the colors picked for a painting, blend well in a harmonious way and provide a sensation that the different elements of the paintings are in the same place. Colours are often next to one another on the color wheel.

Sir Hans Heysen OBE (8 October 1877 – 2 July 1968) was an Australian artist. He became a household name for his watercolours of monumental Australian gum trees. He is one of Australia's best known landscape painters

ART CONTINUED



ART CONTINUED



WORKSHOP with musician ADAM PAGE

On April 14th, all performing arts students were fortunate to witness a captivating performance and presentation by the exceptionally talented multi-instrumentalist, *Adam Page*.

With his diverse musical abilities and masterful control over looping technology, Adam mesmerised the audience as he effortlessly created intricate layers of sound, building beautiful harmonies and infectious rhythms in real-time. Our very own beat-boxer in residence, Year 9 student Lochlan Bryant-Lee, also jumped up on stage and beat boxed to Adam's sax, impressing Adam with his rhythmic prowess.

Not only did Adam astound the students with his looping skills, but he also generously shared his knowledge and expertise after his performance with the year 12 music class. His intimate workshop provided the seniors with invaluable insights on incorporating looping into their own compositions. Through his engaging teaching style and patient guidance, Adam empowered students to explore the creative possibilities of looping, opening up a world of endless potential. The experience was truly inspiring, leaving students with a newfound appreciation for the art of looping and a heightened enthusiasm for their musical ventures.



ART

CONTINUED



'Semaphore Centenarian'

BY LE FEVRE ART STUDENT JORDON S

Congratulations to Year 12 student Jordan S, as their oil painting of local, Semaphore centenarian, Ken is currently being exhibited in Canberra as part of The Centenarian Portrait Project by Teenagers. This federally funded project had 930 participants from across Australia and 100 works have been chosen for the final exhibition.

Jordan painted the portrait as their major work in Stage 1 Visual Art in semester 1, 2022. The 100 Canberra; The National exhibition will be on display for six-weeks until July 2nd.

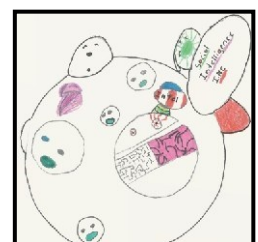
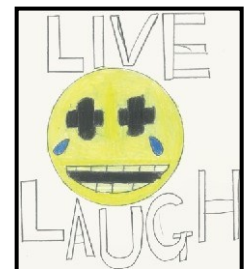
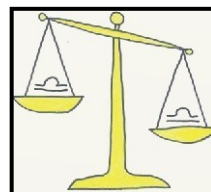
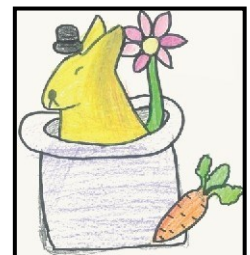
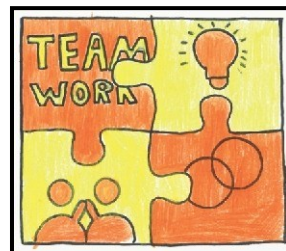
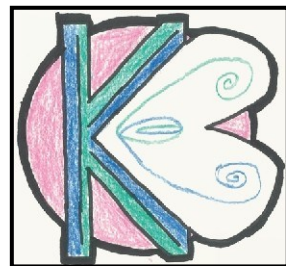
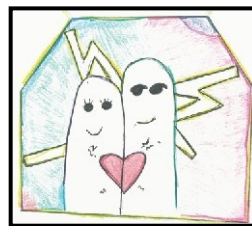
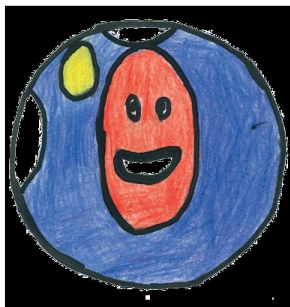
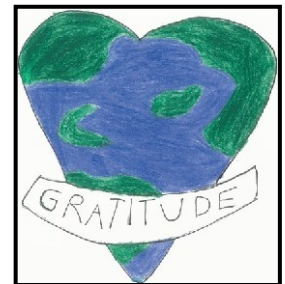
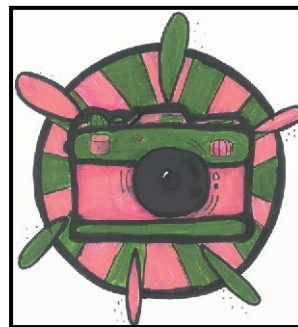
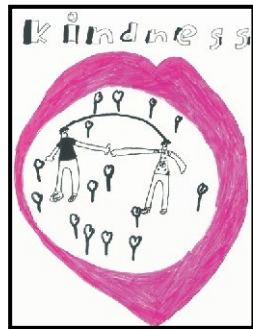
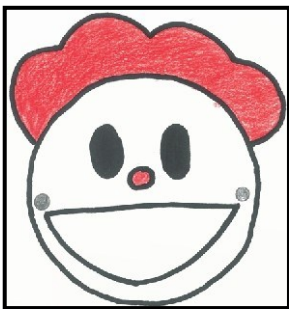
A huge congratulations to Jordan for being involved in the project and creating such successful work.

Jackie Reichstein
Coordinator of Arts and
Technologies



YEAR 7 ARTS

Our year seven students have been working on developing a logo to represent their personal character strengths. Below are a range of these logos produced in our year seven media art class. See if you can pick the strength for each character.



Shona Mishra
Media Arts Teacher

THE LONGEST TABLE LUNCHEON

The Year 12 Food and Hospitality catered for "The Longest Table #Fork Cancer" Luncheon, an event organised for the school community. It was a spectacular occasion, and the designed menu celebrated the culturally diverse modern Australian cuisine. The Year 12 Food and Hospitality students were exceptional in their preparation and plating up of their dishes as well as their all-round hospitality skills which made this community project a highly successful event!



Vandana Mahajan
Food and Hospitality Teacher



COMMUNITY ADVERTISING

Let's talk!

Intensive oral language program in the school holidays



This program will offer intensive and interactive language learning experiences for South Australian students enrolled in **Year 10, 11 or 12 language pathways** in a range of languages.



Register online at:

<https://www.ticketebo.com.au/letstalk>

Registration close 5th July 2023

Key objective of all sessions is to improve proficiency through engaging and differentiated language/cultural experiences. Given that the focus of all sessions will be on the oral use of the target language, groups are capped at 12 students.

Note: Students will be able to register for either 1 or 2 days as the program for each day will be different.

Each day runs from 9.30am (Registration/Sign-in)–3:30pm (Finish). Three sessions of 75 minutes duration will be offered by highly proficient speakers of Chinese, French, German, Indonesian, Italian, Japanese & Spanish.

VENUE:

School of Languages:
255 Torrens Road, West Croydon SA 5008

COST:

\$10 per day
School card / Healthcare card holders **FREE**

WHEN:

Tuesday 11th July and Wednesday 12th July 2023



Government of South Australia
Department for Education

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*All levels of ability welcome

*Cost: gold coin donation

9:30-11:15am Thursdays during school term

Your tutor, Claire Watson, has a Graduate diploma in Teaching English as a Second Language (TESOL).

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PORT ADELAIDE PLAZA SPORTS EXPO SCHEDULE

Date	Session 1	Sport	Participating Clubs	Session 2	Sport	Participating Clubs
Tuesday 11 July	9:30am-11:30am	Baseball	Port Adelaide Baseball Club	12pm-2pm	Volleyball	Xtreme Volleyball Academy
Wednesday 12 July	9:30am-11:30am	Soccer	Port Adelaide Soccer Club	12pm-2pm	Multi-Sport	Lefevre Community Stadium
Thursday 13 July	9:30am-11:30am	Netball	Semaphore Centrals Netball Club	12pm-2pm	Volleyball	Xtreme Volleyball Academy
Friday 14 July	9:30am-11:30am	Hockey	Hockey SA	12pm-2pm	Little Athletics	Little Athletics SA
Saturday 15 July	9:30am-11:30am	Basketball	Kevin Brooks Basketball Club	12pm-2pm	Karate	GKR Karate
Sunday 16 July	9:30am-11:30am	American Football	Port Adelaide Spartans Gridiron Club	12pm-2pm	Pickleball	Pickleball SA

Date	Session 1	Sport	Participating Clubs	Session 2	Sport	Participating Clubs
Monday 17 July	9:30am-11:30am	Soccer	One Culture	12pm-2pm	Golf & Disc Golf	Glanville Golf Course (Belgravia Leisure)
Tuesday 18 July	9:30am-11:30am	Rugby Union	North Torrens Rugby Union Club	12pm-2pm	Baseball	Port Adelaide Baseball Club
Wednesday 19 July	9:30am-11:30am	Rhythmic Gymnastics	Allegro Rhythmic Gymnastics	12pm-2pm	Dragon Boating	Adelaide Combined Dragon Boat Club (ACDC)
Thursday 20 July	9:30am-11:30am	Rugby Union	Port Adelaide Rugby Union Club	12pm-2pm	Hockey	Hockey SA
Friday 21 July	9:30am-11:30am	Little Athletics	Little Athletics SA	12pm-2pm	Golf & Disc Golf	Glanville Golf Course (Belgravia Leisure)
Saturday 22 July	9:30am-11:30am	American Football	Port Adelaide Spartans Gridiron Club	12pm-2pm	Karate	GKR Karate
Sunday 23 July	9:30am-11:30am	Basketball	Western Magic Basketball Club	12pm-2pm	Volleyball	Xtreme Volleyball Academy