



LE FEVRE HIGH SCHOOL

NEWSLETTER



Each year must come to an end and with that brings an opportunity to reflect and review the year that was. There have been some incredible highlights; Ice factor Spectacular, Student Forums, The One and All experience, Operation Flinders, Year 9 STEM Academy, The Specialist Soccer Program, Year 12 Formal, ABCN Award Winners, Sekolah Pilar Exchange...the list is endless.

In a world where times are tumultuous and life can be hard our school continues to show resilience. Our school community rallies together to make Le Fevre High School (LFHS) a place of transition and change...all with the ambition to make it a brilliant school. We have our battles, and not everything goes according to plan, but we learn, assess, reflect, change. We couldn't do this without the support of all.

The students have shown tenacity and rigour. They have challenged and been challenged. There have been countless opportunities offered to them and many students have shown exponential growth as a result. We have been a Resilience Project School for 2 years now and the year 12 students who spoke about Gratitude, Empathy and Mindfulness at their Graduation ceremony wowed my socks off. They were raw and real and spoke with heart and soul. This is why we are so unique and special.

Throughout the year our staff have shared thoughts, ideas and contributed to the planning that will continue to shape the future of Le Fevre High School. All staff are equally passionate about LFHS and like me, their reason for working where we do is for the students. This is what a school community is about. We will always ensure the students are at the centre of all we do.

Each year we call for parents/carers to join our Governing Council and this year we have had a stellar group join us. They have been so honest and open. They have asked questions and pondered ideas. I am incredibly grateful to this group and look forward to seeing them next year. If you would like to be a part of this group there will be information regarding this opportunity sent home at the beginning of 2024.

The end of the term is a busy time for us and we are working tirelessly to ensure we are ready for 2024 and for it to be the best year yet. We have teams of staff working on curriculum, wellbeing, engagement and community culture. We are planning camps and looking into a trip to visit our sister school. Exciting time ahead and none of which would be possible without all of you.

I wish you all a wonderful festive season. I hope the break gives you an opportunity to reset, recalibrate and rewire.

Merry Christmas and see you in the new year.

Kirri Minnican
Princpal



TERM DATES 2024

- 1 29 January - 12 April
- 2 29 April - 5 July
- 3 22 July - 27 September
- 4 14 October - 13 December

COMING EVENT

- Monday 29 January**
Begin Term 1 Year 7 and 12
Parent Morning Tea Year 7 and 12 - 9am-10am
- Wednesday 31 January**
Begin Term 1 Year 8-11
School Meet and Greet Evening
- Friday 9 February**
Student Free Day
- Tuesday 27 February**
Year 7 Aquatics
- Monday 11 March**
Public Holiday Adelaide Cup
- Monday 11—Wednesday 27 March**
NAPLAN
- Wednesday 13 March**
Open Night
- Monday 18—Friday 22 March**
Harmony Week
- Monday 18—Wednesday 20 March**
Year 10 and 11 Camp
- Friday 22 March**
Year 12 Formal
- Tuesday 26 March**
Learning Conversations
- Thursday 28 March**
Sports Day Pt Adelaide Athletics Club
- Friday 29 March—Monday 1 April**
Easter Public Holiday
- Friday 12 April**
End Term 1—2.15 Dismissal



Government
of South Australia

Department for Education

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MIDDLE SCHOOL NEWS

Year 9 Kayaking

This year, all year 9 students have participated in the Kayaking and Ecology unit as part of their compulsory curriculum. Year 9 students have been able to develop knowledge on ecosystems and this directly to experiences on the water while exploring the ecology of Garden Island and the Port Adelaide River. Many students learned the basic skills of kayaking at West Lakes where they learned about how to paddle effectively and be safe while on the water. At Garden Island, students explored the region (including the mangroves and shipwrecks), observing the flora and fauna of the ecosystem and collected water samples which were tested to establish the overall health of the waterway. Most students engaged well with the opportunity. Well done to all who participated.



Middle School Academic and School Value Awards

This semester, we have been dedicated to acknowledging the great work of students in the Middle Years. At the end of Semester 1, academic data was collected and reviewed and the top performing students at each year level were established. These students were then acknowledged at a Middle School assembly. At the end of Term 3, teachers nominated students who they believed were displaying attributes which aligned with the school's values of Care, Commitment, Cooperation and Respect. These students were acknowledged at a Middle School assembly at the start of Term 4. Well done to all the students who have been working hard this year both inside and out of the classroom.



MIDDLE SCHOOL NEWS

Middle Years General

2023 has been a busy year for Middle Years Le Fevre High School (LFHS) students. Thankfully, 2023 resembled life without the major disruptions of COVID that caused inconsistencies for many aspects of school and personal life over the last couple of years. This meant that students were able to better engage with their learning and have opportunities to experience success within their given year level. Students have been challenged and worked through a variety of learning experiences, where staff have been able to meet the needs of a variety of learning styles and abilities.

Throughout 2023, staff have been working tirelessly to prepare for our new Year 7s who will be very welcomed additions to the LFHS student body in 2024. This has involved staff visits to feeder primary schools, primary student visits to LFHS and important 'behind the scenes' work so that staff, parents and students are prepared for an exciting new chapter in the lives of our 2024 Year 7s next year.

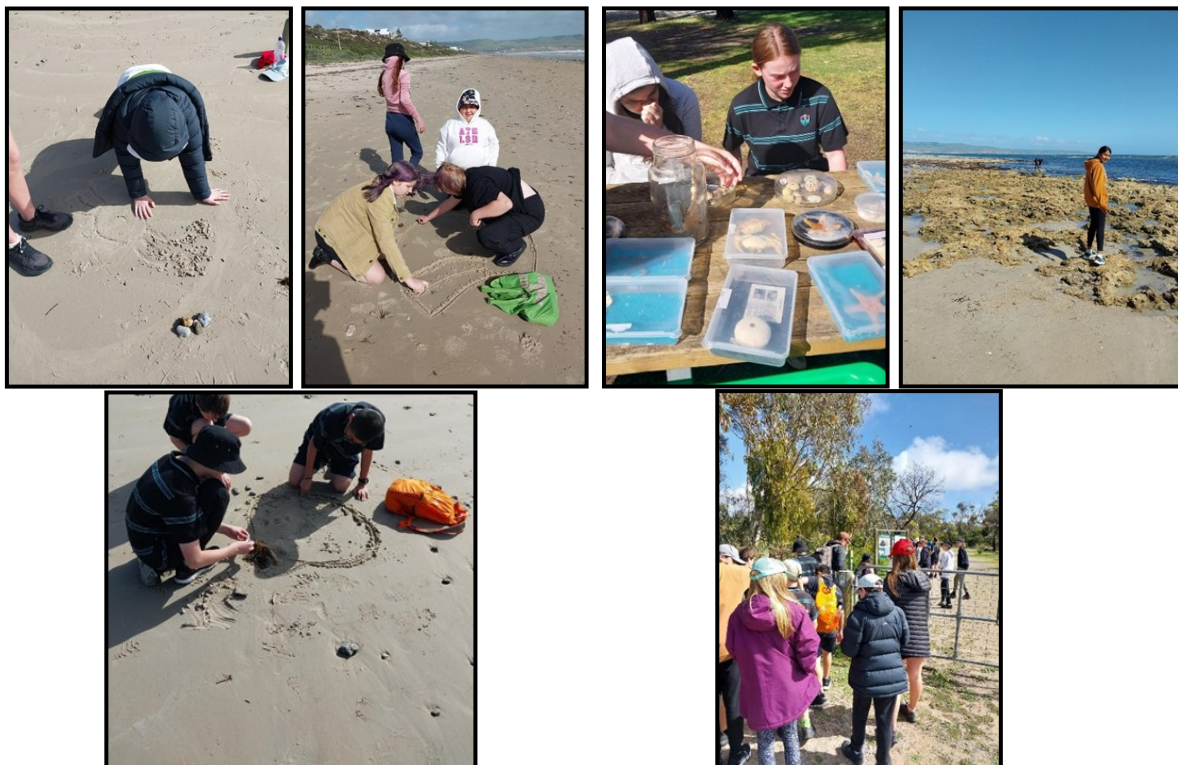
The Resilience Project has played a large part in Care Group work this year and students have worked on their understanding of self and explored the importance of striving to adhere to the school's values of Care, Commitment, Cooperation and Respect. The growth that many students have shown this year has been amazing to witness.

As the Christmas holidays approach, we encourage all Middle Years students to take the time to reflect on the year, celebrate positive achievements and identify areas of focus for 2024. We hope that all students enjoy a well earned break with family and friends and we look forward to a new learn of learning and personal development next year!

Year 7

On 4 and 5 September, a group of Year 7 students travelled to Aldinga Beach Caravan Park for the Year 7 Camp with Active Education, with a focus on marine life. Students raced each other through an orienteering course, explored the Aldinga Beach rock pools, and learnt how to classify different shells. Students also had the opportunity to work together in small groups to create 'theme parks' that were tailored to specific marine animals.

This term, the year 7 cohort has had a specific focus on screen time as part of The Resilience Project. Students discussed the concept of screen time, how much screen time they individually have each day, and what strategies they could implement to reduce their screen time. Students learnt that there are two types of screen time: 'active' (either physically or cognitively engagement while using screens ie coding or editing documents) and 'passive' (sedentary screen-based activities ie scrolling Tik Tok). While mobile phones are not allowed in class, students found that on some days their laptop use for schoolwork was higher than the amount of time spent using their mobile phones on social media!



MIDDLE SCHOOL NEWS

Year 8

There is no slowing down for the Year 8 cohort, with camp and activities week to round off an exciting year. Camp was held at Murraylands Aquatic Centre in week 8, and once again proved to be a fun time filled with new maritime experiences for the students, such as kayaking, boat handling, and sailing. The camp is a timely reward for the efforts of our students, and serves to cement and forge new friendships as they head in to the challenges of year 9 in 2024.

In Care Groups students have participated in The Resilience Project, developing personal and interpersonal skills with a focus on gratitude, empathy, and mindfulness. Recently they have been exploring the connections between physical and emotional health through a Body, Mind, Connection Inquiry Project. This has involved small groups analysing their physical activity and making links to wellbeing, designing programs and activities with the aim of forming new habits to carry with them into the future.

Term 4 has also included opportunities for our Year 8 students to demonstrate their creative side in Courtyard Sessions. A high number of brave students have taken the stage to showcase their musical talents, much to the enjoyment of their peers and staff. It is fantastic to see so many young people socialising and engaging with the arts.



Year 9

Throughout this semester and especially in Term 4 our Year 9 students have been focussing on Gratitude through The Resilience Project. Students have penned letters to their future selves highlighting their current qualms, interests, hopes, and happenings. They wrote to themselves with wishes and goals, with advice and ambitions hoping that these would be reached by the time they re-read them.

One of Year 9 Care Groups; 9.04 worked hard throughout Term 3 to end up with the highest attendance rate. This came with a monetary reward for the class to use. 9.04 chose to head to Bounce to celebrate their win. They invited students from our IEC unit to be involved as runners up.

Across week 2 and 3 of this term, 9 of our Year 9 students were lucky enough to spend 7 nights in the Flinders Rangers completing the Operation Flinders challenge. These students had their resilience tested with 120km of walking carrying 20kg packs. The level of growth that was shown throughout the experience was amazing. They learned organisational skills and practice their teamwork along the way. They also had the chance to climb the famous Mount Rose and eat lunch with a view.

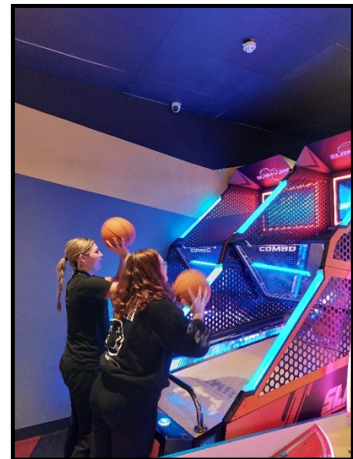
Ben Earle
Middle School Leader



SENIOR SCHOOL NEWS

On Tuesday of Week 8, 35 Year 10 students attended The Year 10 Rewards Excursion at Zone Bowling. Students were selected to go on this excursion using their academic snapshot data throughout the first half of semester 2. Students who had achieved 4 or more "greens" were celebrated and invited to attend. Students played 2 competitive rounds of bowling and then played various arcade games, as well as engaging in bumper cars and laser tag. It was a fantastic way to wrap up the year and spend time together with their caregroup teachers Mr Alchin and Ms Mishra.

Elle Penekelis
Year 10 Learning Engagement Leader



SENIOR SCHOOL NEWS

School Based Apprenticeship Spotlight: Alicia, Apprentice Hairdresser



Can you provide an overview of your school-based apprenticeship program and the specific role you are currently in?

I am currently in my second year of my school-based apprenticeship with the MAS Experience Apprenticeship Company and I'm completing a certificate III in Hairdressing while finishing high school and completing my SACE. As an apprentice my job is to clean, answer the phone and assist my senior stylists. I do these things while completing in salon training, observing and learning from my seniors, and completing trade school. I go to trade school at Clipjoint once a week and I study the theory aspect of hairdressing education as well as completing practical assessments and trainings.

What made you choose this particular a school-based apprenticeship program?

Hairdressing is something I have always had an interest in however when I got my first job as a salon assistant (only working on Saturday mornings), I was able to see firsthand exactly what the industry is like, what it's like to be behind the chair and how hairdressers are able to be creative and support people. Working only as a salon assistant initially gave me time to understand what an apprenticeship entails and some of the opportunities that they are presented with. After being at my salon for a year as an assistant, I considered an apprenticeship and how it would work for me. The salon I worked at had never taken on a *school-based* apprentice before however it was extremely important to me that I finish school and get my SACE. After a discussion with my mum and the salon owner, we determined that it was a possibility and I decided that I wanted to take on a school-based apprenticeship in hairdressing.

How long have you been working as a school-based apprentice in this role?

I started my apprenticeship in January of 2022 and have almost completed my second year.

What are the main responsibilities and tasks associated with your apprenticeship?

As an apprentice my main responsibilities are to learn and work on clients/models to train however as I slowly acquire the skill set to become a hairdresser it is also my job to help the salon run smoothly. This includes answering the phone, cleaning, and any hospitality services like making coffee or tea.

Can you describe a typical day or week in your apprenticeship?

I arrive at work at 8:45am, 15 minutes before we open. I start the day by turning everything on, folding the towels and listening to any messages left on the salon phone. As clients make their way in for their appointments, I begin to assist my seniors by grabbing anything they need, starting their services for them, organising admin, etc. Throughout the day I clean, train on mannequins and models, answer phone calls and do admin work. I finish the day by ensuring that all tools are clean and put away, wash colour bowls and dishes, the salon is tidy, and the surfaces are sanitised.

What skills or knowledge have you acquired during your apprenticeship that you believe will be valuable in your future career?

I have learned how to be a reliable employee and team member and acquired communication, teamwork, cooperation, and customer service skills. As a hairdresser I have learnt so much about people and service. My apprenticeship has taught me valuable skills that will support my career and my future as an employee.

What challenges have you encountered during your apprenticeship, and how have you overcome them?

Balancing year 12 while working as an apprentice has been one of my biggest challenges and has been something I've really had to prioritise and try and make time for outside of my busy work schedule. Going from school days 9am – 3pm to 9am-5pm as well as working on a Saturday morning in the salon made me realise that time is valuable and time management is important. This was real test for myself as, admittedly, time management is not one of my stronger qualities. The support and patience I received from my parents, teachers, coordinators, and school staff helped me to overcome this challenge and stay on track with my learning goals and career aspirations.

Learning to work with difficult clients and complex situations within the salon is challenging and is definitely a skill that has been hard to learn at such a young age while being so new to the work force however I carry myself professionally and either handle the situation in the best way I know how to or ask for advice or help from a senior stylist. Once the situation has been dealt with, I often reflect and evaluate with a co-worker or senior hairdresser.

SENIOR SCHOOL NEWS

School Based Apprenticeship Spotlight: Alicia, Apprentice Hairdresser

What support or guidance have you received from your employer or the school throughout your apprenticeship?

Throughout my apprenticeship Mr Jones, my care group teacher and my subject teachers have been incredibly understanding and supportive. Managing a school-based apprenticeship at times can be quite difficult as I am still quite new to working and have a lot to manage due to being involved in so much. I am grateful that the school has made communication easy and support accessible, helping me manage my apprenticeship on a whole. I've been given strategies, options, and insightful advice from teachers and SSO's that encourage me and embrace my thoughts, feelings, and passions.

How do you manage your time and balance your apprenticeship responsibilities with your schoolwork?

Communication is really important, so I do my best to keep my teachers and coordinator (John) up to date with how I am managing my schoolwork and what I need help with. I try and utilise my time and resources well, stay organised, ask questions, focus on productivity, and make my schoolwork a priority. I like to make a to do list, set a timer, listen to music, or plan my evening to time manage and keep track of what needs to be done. Setting a timer and/or listening to music helps me to really focus on what I am doing and drown out distractions. Sometimes I procrastinate when it comes to my schoolwork and don't know where to start. When I feel overwhelmed or stuck, I put my phone down, put a timer on (usually for half an hour) and try and get as much done within that time frame, just writing down whatever comes to mind. When the timer goes off, I take a brain break and I come back and edit my work.

What do you enjoy most about your apprenticeship?

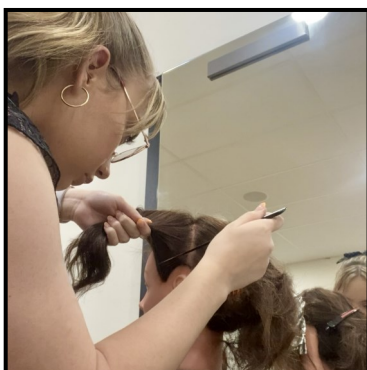
I love learning and hitting milestones or ticking boxes. In hairdressing there's always something new to learn or progress in and trends are constantly changing and adapting in today's society. You can always go further with hairdressing, you can always step it up or continue to grow and I love being creative and brainstorming or bringing a vision to life with co-workers, fellow hairdressers, and clients. The connection with clients is more than an exchange its personal and fun. I really enjoy the community that comes with hairdressing.

How do you see this apprenticeship fitting into your long-term career goals?

I'm an extremely ambitious person so while I love what I'm doing right now and I'm committed to my apprenticeship, I know that I will do more. Completing an apprenticeship supports my long-term career goals. Completing a certificate IV provides a pathway into university for me, after completing the cert IV and enrolling in university, I will have a stable career as a fully qualified hairdresser meaning I can support myself as I go through university and can continue study while simultaneously doing something I love and that I'm passionate about. By starting my apprenticeship while I'm still at school, not only do I have access to great support and community within my teachers and my peers, but I also get a head start on my career, reaching my qualification sooner and learning in a way that aligns with my personality and most successful learning style.

What advice would you give to other students considering a school-based apprenticeship?

Apprenticeships, especially school-based apprenticeships are great opportunities. They provide a creative outlet and engaging learning opportunities and are a great way of taking control of your learning in a way that is adaptable to you as an individual, while maintaining friendships, completion of year 12 and having a wider support network. It means you can have the best of both worlds and enjoy the last years of your youth while setting yourself up for the future. Completing SACE not only equips you with valuable skills and education but is also an achievement that says a lot about you as a person, that you are determined to finish the things you start and you are dedicated, even when its tough. Starting my apprenticeship at young age, while I am still supported by my family has also been incredible as they do come with risks and sacrifice. An apprenticeship or a trade is a fantastic skill that will present you with ample opportunities and is an artistry that you will forever be equipped with. Don't be scared to push yourself, make sacrifices and take risks.



SENIOR SCHOOL NEWS

Senior School Corner

Year 10 News

We are delighted to advise that one of our very own students has been awarded a 2023 ABCN Accelerate Scholarship. This year, students were selected by the Scholarship Selection Panel from all over Australia and he was one of 3 students from South Australia to be selected. It is a fine achievement, and we congratulate him on a successful application.

The ABCN scholarship provides scholars with:

- \$7000 for educational expenses over years 11, 12 and the first year of further education, or training.
- A business mentor selected by ABCN from our network of member companies
- A 3-year leadership program comprising regular facilitated sessions, one-on-one meetings and a 2-day Leadership Summit
- A network of role models and like-minded students outside the scholar's existing community
- Workplace and tertiary education access and opportunities



Year 11 News

The Year 11's deserve congratulations for their achievements this year. It doesn't seem all that long ago that we were telling them about getting their SACE compulsory English, Maths and all their credits to enable them to move up to Year 12. Now we are looking at the rate of completion and were very proud.

Many students chose to do a VET course this year, which has contributed to their SACE and career readiness. Others have chosen to take part in the variety of opportunities on offer at Le Fevre to enable them to grow and develop a variety of skills and attributes for their future.

Some of the opportunities our Year 11s have been involved in are the One and All Rotary Sail, Peninsula Shield, Indonesian Exchange Program, Navy and Ship Building Careers Expo and a range of Headspace Sessions that have been on offer.

Research Project

We are at the halfway mark and students are producing incredible work on this. It is amazing seeing the highest-level research skills being developed across the whole cohort. Asking them about their topic always lifts my day as I listen to them share what they want to explore, what are learning and their findings. Looking forward to seeing the completed products in 2024.

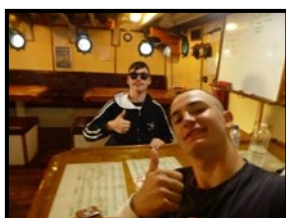


Rotary Sail Challenge

During the last term break, two of our Year 11s, Ronin and Jakob, sailed on the One and All thanks to the generous support of Rotary. They had an unforgettable experience, made new friends, and learned many life lessons. Being responsible as a team for the safety of your crew cannot help but expand one's capacity as a human being. It was great seeing them get off the ship and share their experience with their family with such enthusiasm. We are proud of them both



and thank for their support.



Rotary

SENIOR SCHOOL NEWS

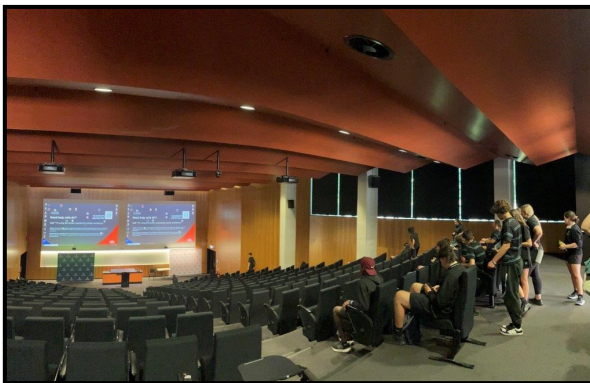
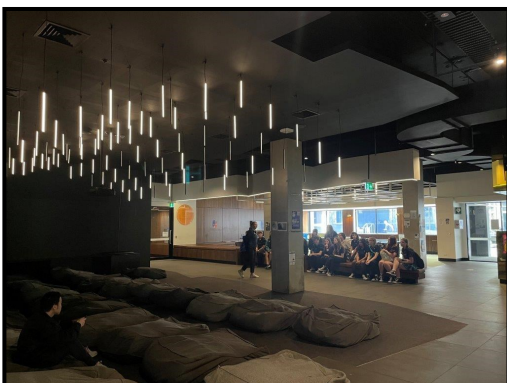
Senior School Corner

Year 11 University Visit

During the last week for Year 11's, students were invited to attend campus tours of the University of South Australia – City West Campus and The University of Adelaide City Campus. This was an excellent opportunity for students to see a tertiary institution and be exposed to potential future university options.

The students were blown away to see some of the facilities both universities had to offer, getting to see the Campus Hubs, Libraries, study spaces and specialist teaching areas like The Moot Court, gymnasium and sporting complex at UniSA and the Douglas Mawson Geological Museum, Health Hub and Barr Smith reading room at the University of Adelaide.

Students had a great day exploring and learning more about what each university has to offer while also gaining some insights into the eventual merger of the two institutions.



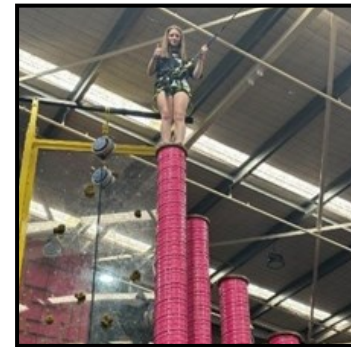
SENIOR SCHOOL NEWS

Senior School Corner

Reward Excursion to Bounce



Halfway through the term a group of Year 11s went to Bounce at Greenacres, as a reward for their work throughout the year. The group had a ball and after 2 hours of bouncing were well and truly ready for some food and a rest. It is always wonderful to be able to reward such consistent commitment by students.



The Resilience Project

This term in Pastoral Care we focused on problem solving. Lessons on problem solving strategies, looking at how we respond to problems, knowing what is in and out of our control and tools to put our problems into perspective. All of this allowed for lively discussion and the opportunity to cross a few problems off the list!



SENIOR SCHOOL NEWS

Senior School Corner

Transition Week

Week 7 was in reality, the beginning of Year 12 for our Year 11s. They moved into their new space, the 'Senior Learning Centre' and in that space they had their Care Group each morning, experienced exams and did their regular lessons. On the Wednesday a group of students visited University of Adelaide and Uni SA to explore those campuses. The week ended with Year 12 Transition Day where they learned about their subjects for next year and were able to forward plan for success as a result. We also had a BBQ lunch.

During the week each student wrote a mini-reflection, a '2023 note to 2024 self'. They were asked to identify three 'ingredients' of this year that served them well, 3 that didn't and a piece of advice they'd like to give themselves. They sealed it in an envelope, and this will be opened at the start of next year.

Some of our students will not be on site very often next year as they have chosen a Traineeship or School Based Apprenticeship pathway. This means that the only subject they need to complete is Research Project and the rest of their SACE is achieved through their program. Even though we will miss seeing them around, we wish them all the best, will keep in touch and celebrate with them at events through the year.

Year 12 News

2023 Graduation Ceremony

The annual Le Fevre High School Graduation & Prize Ceremony stands out as a key event of the year, providing the school community with an opportunity to acknowledge the accomplishments of the graduating year 12's and recognising the recipients of various special awards. Taking place this year at the elegant Woodville Town Hall, the Graduation and Prize Ceremony serves as the culminating moment to commemorate the completion of 13 years of education for the students. This occasion holds significant meaning not just for the students themselves but also for their families, who have encouraged and supported them throughout their educational journey.

Expressing our pride in this cohort of students goes beyond mere words, especially considering the challenges they have encountered in recent years. Your unwavering determination, resilience, and dedication to your studies have served as a source of inspiration for all who have witnessed your journey.

A heartfelt congratulations to all the deserving award winners from the night and to the graduating class of 2023.



SENIOR SCHOOL NEWS

Senior School Corner

Year 12 Subject Award Winners

John Moriarty Aboriginal Studies Award	Bianca Williams
Late Ron Krieg Biology Award	Ariana Somido
Chemistry Award -	Natalie Lewis
Child Studies Award	Jasmine Berggren-Levitt
English - Design Notion	Ariana Simodo
Food and Hospitality	Molly Oaten-Hempworth
General Maths Award	Lachlan Mcgair
Alan Pearson Memorial Indonesian Award	Natalie Lewis
Material Solutions Award	Jordan Stanyer
Mathematical Methods Award	Max Howard
Naval Engineering Award	Max Howard
Physics Award	Max Howard
Research Project Award	Ariana Simodo
Val Thompson Society and Culture Award	Ariana Simodo
Specialist Mathematics Award	Max Howard
VET in Schools Award	Sumah Austin
Visual Art Award	Jordan Stanyer
Shirley Dally Women's Studies Award	Emmalene Athersmith
Workplace Practices Award	Jasmine Bergrenn-Levitt

SENIOR SCHOOL NEWS

Senior School Corner

Special Awards and Presentations

Inclusive Education Award	Amy Jobson
The Cannon Percy McDonald Smith MBE Indigenous Student Achievement Award	Sophie Fatchen
Department for Education Transition to Work Program	Jacob K, Amy J and Cameron C
Lynne Fullston Sports Award	Jasmine Bergrenn-Levitt
Vince Copley OAM Sports Award	Jaakko Sopianene
Katherine Celligoi Arts Award	Jordan Stanyer
Australian Defence Forces Long Tan Leadership Teamwork Awards Year 10	Xander Rawlings
Australian Defence Forces Long Tan Leadership Teamwork Awards Year 12	Ariana Somido
Australian Defence Forces Innovator Awards Year 10	Farah Azaizi
Australian Defence Forces Innovator Awards Year 12	Max Howard
Old Scholars Association Leadership Award	Molly Oaten-Hepworth
Muriel Matters Award	Jackson Gaylard
Adelaide Lodge No 2 Leadership Award	Matilda Van Rens
Student Voice Community Spirit Award	Jackson Gaylard
Maritime Studies Scholarship	Immogen Hallett-Lowe
Ampol Allrounder Award	Ariana Somido
DUX	Jasmine Bergrenn-Levitt

Farewell Year 12's

Week 3 saw the end to official classes for year 12 students with an emotional yet heart warming final day on Friday. The class of 2023 started the day sharing breakfast with their teachers and peers at High Tide Café before gathering at together back at school for their final assembly in the afternoon. Here students were recognised by the wider school community, featuring a mind blowing rock performance by Jacob. The assembly concluded with a guard of honour as the year 12's left the gymnasium for the final time before gathering again to share lunch, giving the students time for them to personally thank their teachers and support staff who had help make their time at Le Fevre High School such a memorable experience.

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

Ben Jones
Senior School Leader

ABORIGINAL NEWS

As a part of Stage 1 Aboriginal Studies students were provided the opportunity to access local knowledge and perspective of Aboriginal culture through 3 tours. The first was at the South Australian Museum where we were taken through the First Nations exhibit with a private guide who was able to share a range of perspectives on artifacts and significance of cultural traditions such as Initiation and sharing of knowledge. We then went to the Botanic Gardens where we were taken through the gardens focussing on native plants and their many uses, from food, medicine, water, tools and fire. Our last visit was to the Art Gallery of South Australia for the 2023 Tarnanthi Exhibition which celebrates Aboriginal artists. We had previously welcomed Harley Hall (AboriginalArtDesigns) to speak with SAASTA and the Stage 1 class about his journey and his career as an artist. Harley showed us a range of his work and explained the importance of community being about respect for all. These art experiences gave students a wider range of narratives and stories that can be shared through many different art forms, to then apply that into their learning at school when tasked with deconstructing Aboriginal perspectives through songs and poems.

These experiences were extremely valuable for students to gain first hand knowledge and experience from First Nations people. Allowing them to connect with culture and the broader community of Aboriginal knowledge.

Adam Eustace
Aboriginal ED/SAASTA Leader



Trelleale attempting to make fire



Group in front of a Boab Tree

ABORIGINAL NEWS

Kids on Country Program

In week 9 of term 3, a group of 14 students and 2 staff members (Joseph Egan and myself) were fortunate enough to participate in the Nature Foundation's Kids On Country program.

This year the Kids on Country Camp was held at one of Nature Foundation's largest nature reserves: Hiltaba Nature Reserve, which is located on the traditional lands of the Gawler Ranges People – Kokatha, Bungala and Wirangu, 750 km North West of Adelaide.

The program provides Aboriginal young people the unique opportunity to participate in 'on-country' camps, where they have the space to develop, nurture and grow their ambition to pursue further study particularly in the area of the environment. The program has a culture-first approach, where the students are afforded the opportunity to grow under the mentorship of senior Aboriginal people, whilst engaging in practical on-country studies in conservation and land management.

Students experience a range of activities from bush-walking, camera trapping, researching local birds and exploring First Nations approach to land management.

One of the most popular activities we participated in was the fence removal. This activity, which is held on every camp, requires us all to remove fences from the property to support regeneration of wildlife. Emus and kangaroos can suffer a slow and painful death after becoming entrapped in fences. As a group we removed every second wooden fence post and all the wires were cut, bundled up and thrown into the trailer. Some posts were put in the ute for use as firewood. The students developed great teamwork heaving out posts and winding up the wires. 255 metres of fencing and 1,020 metres of wire removed. In some places a second (old) fence meant the total of wires removed was about 1,500 metres. As a result of this long-term activity, Hiltaba Nature Reserve is now teeming with all sorts of animals, especially wombats because they can now roam free without the danger of getting caught up in wires. A great achievement!

As a participating teacher it is always great to see the students enjoy being part of such rich learning, embedded in First Nation's culture. The students develop a sense of pride, teamwork and confidence in being able to share culture and learn from elders.

In addition to this, the camps are always held in remote locations where there is no mobile phone service. This means the 5-day digital detox, the peaceful natural environment, campfires and conversations provide us all with a most memorable highlight of 2023.

I wish to thank Joseph for his attendance and support during the camp and congratulate each and every-one of our students for their engagement, participation and excellent conduct. They made us very proud!

Lina Ruggiero
Aboriginal Education Teacher- Middle Years



ABORIGINAL NEWS

Kids on Country Program



ABORIGINAL NEWS

Kids on Country Program



ABORIGINAL NEWS

Kids on Country Program

Student Statements

In week 9 last term on Monday, I had to wake up very early to go to the Kids on Country Camp. Waking up so early just to go on a 10-hour trip to Hiltaba was very much worth it. When we arrived the people from Nature Foundation were very welcoming. We found out that we were going to be spending the whole week with someone that grew up around that area and we were all pleased to meet her. There were numerous activities we did every day. We learnt how to check the engine of a car, change a tyre, and even learnt how to check a bus properly so that it runs smoothly. That activity was the most interesting one for me. There were a couple of other highlights too. We went spot lighting where we went looking for animals in the dark and we also did a couple of walks through the hills. I have never spent that long away from home or from my family and now I had spent a whole week away with my friends. I also made new friendships and have better connections with the others that attended. We took lots of photos of the views and with each other, trust me it was a lot of photos! I really thank the Nature Foundation and our Aboriginal Education Team for making this possible for us.

Valeshia

If you have the chance, you should go to Kids on Country Camp because it is so much fun. I know everyone had an amazing time there, but I bet some students' favourite memory was getting phone service up on the hill. My favourite activity was driving around at night trying to find kangaroos, emus, and birds so we could do an animal count. You might need warning though, we spotted so many dead wombats on the dirt road while looking for the animals.

I thought the camp was really fun with friends and staff members.

Marika

Night time animal survey at Hiltaba.

On the last night we were out on the station we did a night survey of the animals living in the area. The survey meant driving 6.5Km slowly and counting all the animals we saw. The focus being kangaroos but also counting other wildlife as well. We achieved this by having two people (one on either side of the car) shining a hand-held spotlight into the open area on the sides of the road trying to find animals in the space. Before my group had even started the survey, just as we left the shearers quarters (the dorm/camp area), we pulled over and watched as a baby wombat and its parent crossed the road. We hadn't even started the survey yet! On the drive we swapped roles between spotlighting and recording the animals that had been spotted. Our group had seen over 40 animals in under 7Kms. These animals included kangaroos, wombats, rabbits and even an owl. The biggest number that was recorded came from another group who had seen over 70 animals that night. I personally loved this activity so much, but my favorite part was looking out at the scenery that was around us and just feeling at peace out on country and witnessing the wildlife from a different perspective, living in their own environment.

Sophie

In term 3 I went to Hiltaba Nature Reserve for the Kids on Country Camp. I learnt a lot of new things at this camp, things I thought I already knew but actually didn't. I connected a lot with my peers and also got to talk with people from different friendship groups which was great. We got to cook kangaroo tails on the camp fire with Auntie Jaylene, something which I really enjoyed. It was so delicious. We also got to experience how to cook and clean (not that I didn't already know how to do that) because we were rostered on as groups to do meal preparation and clean up every day. I also learnt how to identify ancestors' stories, some are still hidden and unfound to this day. I

recommend going on this camp. I enjoyed the experience and I am grateful that I got offered the opportunity to attend. I had the best time in Hiltaba.

Myeisha

ABORIGINAL NEWS

Aboriginal Career Exploration (ACE) Week

In Week 3, our Year 10 SAASTA students were involved in the ACE Industry Immersion Week. Students completed a survey where they selected a range of industries that they were interested in as a post school pathway and were allocated to groups. There was a huge range of industries that students explored including; Animal Care, Arts, Automotive, Early Childhood and Education, Hair and Beauty, Health Supports, Hospitality and Tourism, Screen and Media Production and a whole range of Trades.

Students were immersed in the career choices, engaging with on site activities, interviewing and conducting sessions with professionals in the area. Due to many of these pathways requiring university qualifications, most groups attended Flinders University or Adelaide University to explore the various pathways in to tertiary study. Students also attended various worksites to gain insight in to the day to day happenings of their chosen career.

To finalise the ACE Program, students attended a team building day at the Le Fevre Community Centre. They were awarded their graduation certificates and competed in team building exercises against the other schools who participated in the ACE Immersion Week. This was a valuable opportunity for our students to connect with their peers from other academies and an enjoyable day for all.

Feedback from the students was very positive, although not all found their pathway through the program, it provided insights in to what they don't want to do once their time at school is finished.

Thanks to The Workabout Team for a fantastic week and we look forward to our next cohort of Year 10s exploring their post school pathways.

Adam Eustace
Aboriginal ED/SAASTA Leader

ABORIGINAL NEWS

SAASTA SHIELD

The culmination aspect of the SAASTA Program this year was a Netball Carnival hosted by the Kaleteeya Netball Club at the Lights Community Centre. This was followed up with team building and cultural sessions. Students received an invite by achieving the key performance indicators (KPI) of the program in regards to attendance, academic achievement, behaviour and respect. The winner of the SAASTA Shield was judged on the above KPIs as well as performance and participation across the event.

On Day 1 was the Netball Carnival. Our first game was a resounding victory over the Hills/Victor Harbor Academy winning 18-8. This was led by a clinical effort in the shooters ring by Shaneeka Jones and Kira Warren. Trelealle Miller, Roy Sinclair and Shaye Goldsmith were solid in defense, providing a springboard for our attacked restricting space and causing turnovers which were converted by our shooters. and Leah Rigney, Felicity Knowles and Erin Wanganeen-Weetra provided elite support from the wing positions. This put us in a strong position going in to our second game. Students then participated in a cultural workshop lead by former AFL player and SANFL coach and player, Paul Thomas. They reviewed their values and were collaborated with this with other academies. Our 2nd Netball match saw line up against Mark Oliphant College. MOC were dominant in the first half but unable to convert chances taking a slim 3-1 lead in at half time. The second half saw a rejuvenated Le Fevre team come to the court and convert a few early chances. Tied at 4-4 the game was in a stalemate until an interception by Roy Sinclair was taken quickly up court and converted by Kira Warren. This put us in good stead and we thought we were a chance at winning the netball carnival aspect, but this was taken out by the Para Hills Academy.

Day 2 saw the Le Fevre Academy take to the various challenges set out by SAASTA including Jump Rope for Heart, a basketball challenge, dodgeball, inclusive volleyball and yoga. Students eagerly engaged in all challenges with a chance at taking home the SAASTA Shield within the academy's reach. At the settling of the dust though, the Whyalla SAASTA Academy were crowned the champions. Students were eager to share their thoughts on the event and are listed below but all wanted to remain anonymous. See if you can guess who shared their thoughts;

This year's SAASTA Shield was an amazing and exciting experience to have, especially for my first time doing SAASTA Shield. In this fun event, I had opportunities that I got to enjoy being able to netball with different schools and trying out various activities with other schools along with meeting new people. What I had liked about the two days of the SAASTA Shield was playing netball with the other schools but hoped there would be more than two games, so I hoped to play more netball games and had more opportunities to play with the other academies.

This is my first year attending SAASTA Shield and I really enjoyed it I liked doing the activities, seeing my family and competing against my cousins and seeing new people and making new friends overall it was just really fun experience. But I think there should have been more netball games and more time in each activity SAASTA Shield was extremely enjoyable for me. The food was really meh, overdoing it on the salad but the people were really enjoyable to be around. I didn't play much netball, but I participated a lot during practice and other activities. I loved playing Sitting Volleyball and Dodge Ball and meeting new faces was really fun. Now to talk about the elephant or should I say shark in the room (haha), I wore an inflatable shark costume to SAASTA Shield and overall, I'd say I brought up the mood of the event and people loved it. Overall, I'd say I loved SAASTA Shield and everything I participated in.

SAASTA Shield was super fun! We didn't play as much netball as I thought we would but the activities like the colouring, badge making, discussion on language importance, the inclusive volleyball where we had to sit and the dodge ball too! It was overall super deadly and the lunch provided (especially the cold rolls the second day) was AMAZINGG! 9/10 would do again.

Adam Eustace
Aboriginal ED/SAASTA Leader

ABORIGINAL NEWS

SAASTA SHIELD



ART NEWS

Year 11/12 Wizard Tone Excursion

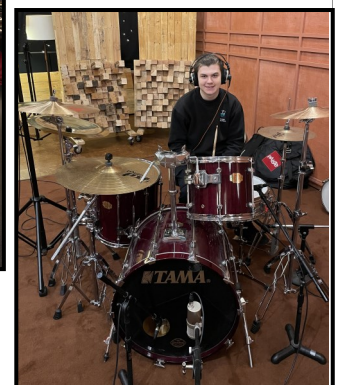
Year 11 and 12 music students recently embarked on a captivating musical journey at Wizard Tone Studio, immersing themselves in the art of professional recording. Guided by skilled sound engineer, James Brown, the students meticulously recorded their favorite covers and original compositions. The day was filled with hands-on learning, from setting up instruments to mastering the intricacies of sound mixing.

The collaboration between students and professionals was a highlight, fostering an environment of boundless creativity. After hours of dedication, their tracks were expertly mastered, resulting in polished pieces of musical artistry. This unique experience not only enhanced their technical skills but also provided a profound insight into the world of professional recording. As they left the studio, each student carried with them not just recordings, but a newfound confidence and a deeper passion for their musical craft. This excursion was excellent at helping students see wider employment pathways in the music industry.



You can listen to the session tracks via the QR code.

Simela Petridis
Arts Teacher



ART NEWS

Courtyard Sessions

During week 5 at the concluding lunchtime Courtyard Sesh of the year, performing arts students from Le Fevre High School showcased a diverse array of talents. Their repertoire ranged from vocals to an instrumental rendition of Metallica, featuring drums and guitars, along with impressive solo drumming and beatboxing.

Looking ahead to 2024, we're excited to see what new magic they'll bring to the stage!



ART NEWS

As we bid farewell to another remarkable year, we extend our heartfelt gratitude to the students and staff who have poured their time, creativity, bravery, and passion into the Arts. This year, we witnessed the incredible outcomes that arise from unwavering commitment, occasional discomfort, and the inevitable path of growth.

Our students exhibited exceptional bravery, overcoming setbacks to deliver outstanding performances at The Year 12 Graduation, excel in their classes, and captivate audiences during lunchtime Courtyard Sessions. Their resilience and dedication have not only showcased their talents but have also left an indelible mark on the wider community.

The Arts at Le Fevre High School has concluded this year on a high note, with exceptional achievements across various disciplines. Notable highlights include:

- The combined Year 10 Dance Performance, featuring Ethan O's soulful singing at Graduation, left us mesmerized by its beauty and emotional depth.
- Senior school films not only made it to the shortlist but also clinched local film industry awards, a testament to the cinematic prowess of our students.
- Jordan S and Shakaya B earned nominations for the SACE Art show in 2024, highlighting their exceptional talent in art and design.
- A mini Opera created by year 9 students, performed at The Parks Theatre in collaboration with CoOpera, showcased the impressive artistic capabilities nurtured within our school.

The ongoing success of Courtyard Sessions has provided a platform for numerous talented individuals to bravely showcase their skills in music, dance, and spoken word, fostering a vibrant lunchtime atmosphere and instigating a positive cultural shift in the yard.

Looking ahead, the future of Le Fevre Arts is exceptionally bright, thanks to our remarkably talented students who continue to rise to creative challenges. The Arts team is excited to share that we are collaborating with the Port Adelaide Enfield Council and the Local and Live initiative to create more opportunities for our students to showcase their work within the community in 2024.

Internally, plans are underway for an Arts Showcase, open to the community in early June. Stay tuned for further details as we prepare to celebrate and share the incredible artistic endeavors of our students.

Thank you for your unwavering support and enthusiasm for the Arts at Le Fevre High School. Here's to a year filled with growth, creativity, and the continued success of our talented students!

Jackie Reichstein
Arts leader



CoOpera group

ART NEWS



CoOpera group



AIR, EARTH, FIRE, WATER by Shakaya



Tiered world by Jordan

CROSS CURRICULAR

Cross Curricular Studies at LeFevre High school comprise *Stage 1 Personal Learning Plan, Stage 2 Research Project, Stage 1 Workplace Practices 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.

Cross Curriculum staffing update November 2023: Research Project teachers include, Ms. Andee Kalatzis, Ms. Pru Pole, Mr. James Dekort and Mr. Nick Brown. The Year 10 Personal Learning Plan teachers are Ms. Elle Penekelis, Mr. Ben Abbott, Mr. Robert Button and Ms. Pru Pole. Workplace Practices is currently being taught by Ms. Andee Kalatzis and Mr. Ben Jones.

New in 2024—Exploring Identities and Futures: Beginning in 2024, *Exploring Identities and Futures (EIF)* will replace *Personal Learning Plan at Stage 1*. Students who achieve a 'C' grade or better in the subject will be awarded 10 SACE credits. EIF is a compulsory subject and is a requirement for SACE achievement. EIF supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning. EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for *Stage 2 Research Project*:

Key Dates:

Research Project Folio (30% no word limit) due week 2, term 4, 2023.

Research Outcome (40%, 2,000 words) draft due week 6, term 4, 2023. Final copy due week 4, term 1, 2024.

Research Evaluation (30%, 1500 words) Draft due week 4, term 2, 2024. Final copy due week 6, term 2, 2024.

The year 11 cohort commenced the Research Project in Semester 2, 2023 and will finish the course in Semester 1, 2024. *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. A draft of the folio is due at the end of term 3, with the final copy of the research folio due early in term 4. The research outcome and evaluation will be completed in terms 1 and 2 of 2024. All students who successfully complete the subject with a C- grade or better will be awarded 10 Stage 2 SACE credits.

The students started the semester by brainstorming topic ideas for their project. Preliminary research, peer interaction and teacher input supported learners to refine their topic of interest to a specific question. Proposed areas of student inquiry include, *"how do genetics affect the development of lung cancer?" "How do parenting styles affect childhood development?" "How have international leagues and players impacted the development of basketball globally?" and "How does vaping affect the wellbeing of young people?"* Such exemplars are a pleasing indicator of research project diversity in our school.

Students submitted their final Research Project Folios in week 2 of term 4 for marking and internal school moderation. Moving forward, learners will decide on a format for their *Research Project Outcome*. The Research Project Outcome requires students to 'answer' their research question or 'hypothesis'. The Research Outcome could take the form of a feature article, an academic report, a multi-modal presentation or informational brochure.

The final part of the Research Project is the Evaluation which requires students to evaluate their research processes and responses to challenges and opportunities, whilst assessing and reflecting on the quality of their final Research Outcome.

Andee Kalatzis
Cross Curricular Leader



CURRICULUM

This semester the school has continued working on refining and further developing our Curriculum framework as well as learning about how well our School Improvement Plan is being implemented in classes. This has seen leaders undertaking Learning Walks, talking with students about their learning and connected goals, developing and sharing feedback with staff and implementing strategies. Learning Area Teams have worked together to develop and implement five weekly learning sprints that connect an aspect of curriculum, learning walks feedback and improvement actions. Staff have worked together to share the outcomes from these practices to refine their practice or develop consistency where needed.

We are presently reviewing our latest whole school data to understand the growth points requiring development, along with curriculum teams reviewing their overviews and progress. These reviews will inform and will be reflected in our updated improvement plan, lesson plans and assessment tasks for 2024.

In addition, we are commencing the journey of understanding the Department for Education's new strategy and what that means for our work. Two elements will impact on curriculum and learning into next year, these being the components of the areas of impact and a new SA Curriculum. Our curriculum systems and structures are well placed to be adapted during the gradual implementation of these new initiatives.

Troy Barker
Assistant Principal—Curriculum



The Challenge for 2023 has now finished. This year, 41 students from Years 7-11 have completed reading 12 books from January through to September. This has been a fantastic effort, with a slight improvement on last year and is a great base upon which to achieve higher in 2024. All students participating in this year's challenge have received medals or certificates.

Two students deserve a special mention and congratulations:

Sophie F in year 10 for completing 11 years of the challenge and Caitlin F in year 11 for completing 12 years of the challenge.

The following students have completed 9 consecutive years of the Premiers Reading Challenge:

Sirikan M	Ziva G	Stephanie B
Tasiana M	Sam G	Tighe S

The students below were successful challenge completers in 2023. Well done to all.

Kitanya V	Riley S	Noah M	Jonathan W
Cailin H	Lucas H	Ethan N	Tarnesha B
Maddison T	Haydn K	Finn O	Murtaza H
Gwenaisha A	Jamie P	Marika WW	Mary I
Cody M	Hannah N	Hayden K	Nikola A
Daksh S	Natalia A	Teilah H	Isabella H
Charlie F	Sean D	Gabriella H	Hailen McF
Eden T	Patrick DM	Liam C	Lucas H
Joshua DL			

Troy Barker and Roxanne Clare
Resource Centre Team

DESIGN AND TECHNOLOGIES

A Nutritious Meal for Children—Stage 1 Child Studies

Students Cook Up Nutritious Meals for Toddlers

In a world filled with fast food and sugary snacks, a group of Year 11 students is taking a stand for healthier eating by creating nutritious meals for toddlers. These young chefs-in-the-making have embarked on a culinary journey that not only benefits our youngest community members but also serves as an inspiring example of youth empowerment. Our Year 11 students

understand the importance of providing toddlers with wholesome, well-balanced meals. They have been hard at work, researching the dietary needs of these little ones and collaborating to design menus that offer the perfect blend of nutrients and flavors. From colorful fruit salads to mini whole-grain pancakes and homemade yogurt parfaits, the students have come up with creative dishes that are both delicious and nutritious.

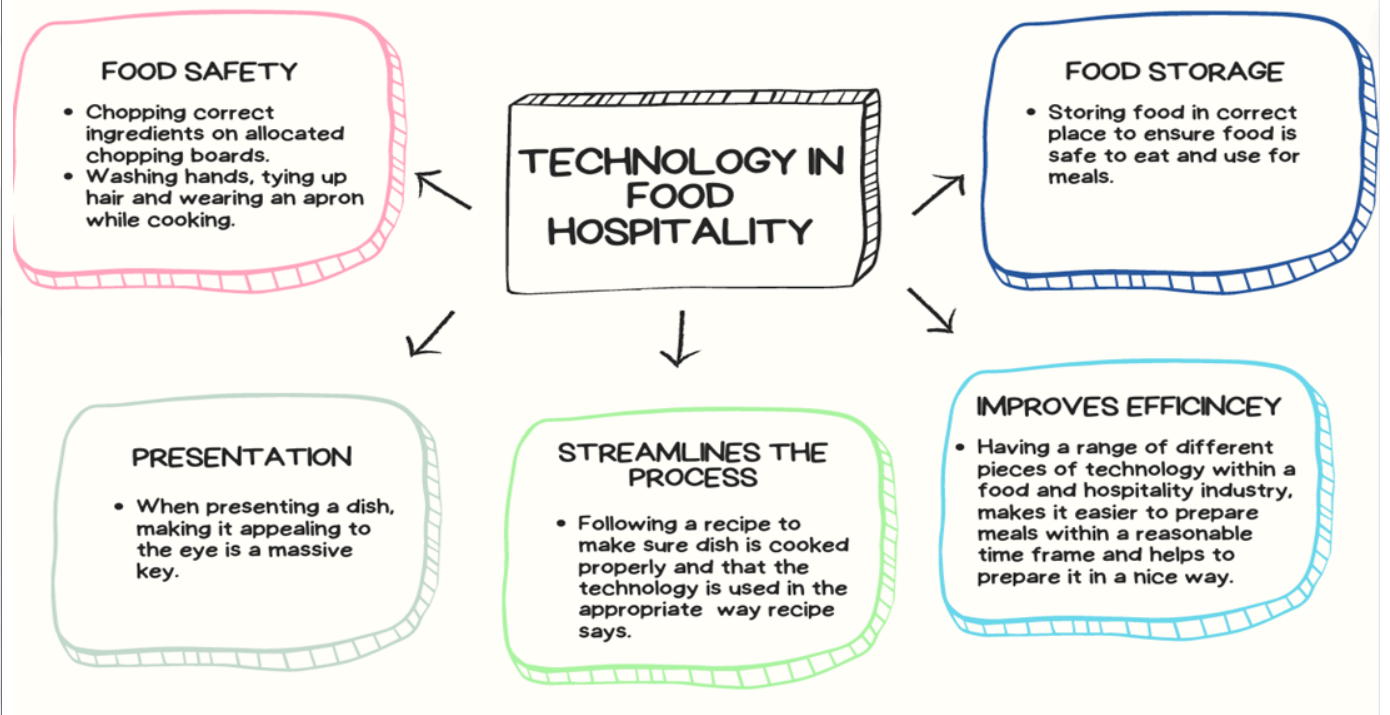
What makes this initiative even more remarkable is that it's entirely student-driven. These young chefs have taken it upon themselves to contribute positively to our community. Their enthusiasm, dedication, and innovative approach are a testament to their passion for making a difference in the lives of toddlers and their families. As these Year 11 students continue to experiment with recipes and refine their culinary skills, they remind us all that age is no barrier to making a positive impact. Their journey is an inspiration for us to embrace a healthier approach to food and to support the young minds who are driving positive change in our community.

Liza Vassos
Stage 1 and 2 Child Studies Teacher



DESIGN AND TECHNOLOGIES

Year 11 Food and Hospitality–Technology in Food and Hospitality



Year 11 Food and Hospitality students utilized graphic organizers as a powerful tool for structuring information and enhancing comprehension in various educational and professional contexts. These visual aids help individuals organize and represent complex ideas, making them indispensable for a wide range of tasks. It promote effective learning, enable students to dissect and synthesize information, fostering a deeper understanding of subjects. Whether it's creating concept maps, flowcharts, or Venn diagrams, these tools encourage critical thinking and knowledge retention.

In addition to education, graphic organizers are invaluable in problem-solving, project planning, and brainstorming. They provide a clear visual framework for ideas and concepts, aiding in decision-making and enhancing creativity.

DESIGN AND TECHNOLOGIES

Year 11 Food and Hospitality–Technology in Food and Hospitality

For professionals, such as project managers and content creators, these tools streamline tasks and foster better communication within teams. Furthermore, graphic organizers cater to various learning styles, ensuring inclusivity and accessibility. Visual, kinesthetic, and auditory learners can all benefit from these aids. The importance of graphic organizing cannot be overstated. Its versatility and effectiveness in promoting comprehension, problem-solving, and communication make it an essential tool in education and various professional fields.



Technology in the kitchen has transformed the way Year 11 students produce delicious food, creating a modern culinary experience that blends tradition with innovation. The integration of technology in the kitchen has yielded numerous benefits, revolutionizing the learning process and enhancing cooking skills. The introduction of smart appliances and digital recipe apps has made it easier for students to access a wide range of recipes and cooking techniques. Moreover, technology has improved safety in the kitchen with automatic shutoff features, temperature sensors, and timers, reducing the risk of accidents. Students can focus on their culinary creativity and techniques without constantly worrying about safety concerns. Overall, technology in the kitchen has significantly elevated the culinary experience for Year 11 students. It has made cooking more accessible, precise, and safe while fostering a sense of community and creativity in the culinary world. This integration of technology ensures that young chefs can produce delicious food with confidence and skills.

Vandana Mahajan and Liza Vassos
Food and Technology Teachers

DESIGN AND TECHNOLOGIES

The Longest Table

The Longest Table is The Hospital Research Foundation Group's annual cancer fundraiser where you can host a night or day of fun and feasting to fight for a future free from cancer for your loved ones. LFHS students in the Year 12 Food and Hospitality class hosted his even as part of their curriculum this year. I am proud to say LFHS won the Most Enticing Menu award for the longest lunch hosted this year. Many staff were invited to this event that the Year 12 Food and Hospitality class put on in July. Credit should also go to the amazing 2 teachers Vandana and Liza for their incredible work in teaching and supporting the students throughout. The Longest Lunch is a national fundraiser and to be voted The Most Enticing Menu in the country is a huge achievement. Please see the write up below that was done pre awards. As a school we also raised \$214 so thanks to all who contributed.

<https://www.thelongesttable.com.au/blog/le-fevre-high-school-longest-table>

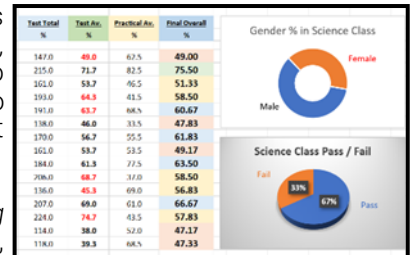
Vandana Mahajan and Liza Vassos
Food and Technology Teachers



DESIGN AND TECHNOLOGIES

Digital Technologies

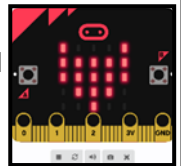
The purpose of the Curriculum Plan for 2023 to a range of Digital Technologies processes & practical skills applying the premise of *Input, Processing & Output, within various Computer-based Systems*. Students have been introduced to manipulating data within *Microsoft Excel Spreadsheets* by applying formulas to perform calculations (e.g. SUM & AVERAGE), applying a basic MACRO to convert numeric data to text data & present calculated data using Graphs & Charts.



The major focus area has been introducing students to *Programming Constructs & Processes* to control outcomes through Sequence, Selection & Iteration. Students have accessed & designed 'block' coded examples via *Online Learning sites lightbot.lu & code.org*. Students have completed a range of self-paced lessons by applying IF Statements & DO Loops to problem-solve selected computer-based problems.

Upon completion of 'block' coded exercises, they have been exposed to the *General-purpose Programming Language – Python*, in order to understand how to position coloured objects on screen & to convert inputted numerical data to outputted text data.

A key component of this year's learning activities has been the planning & construction of coded solutions to problems. Year 7 students have been exposed to Basic Robotic Operations using *BBC Microbits* to perform Block Coded Robotic Interactions.



Year 8 students have used *LEGO Mindstorms Robots* to perform operations such as automated actions of sensing objects & moving them to different locations as well as extending their ability to write basic Python Code. Year 9 students have been modifying existing Multi-user Domain (MUD) Games to achieve different outcomes based on User interaction with the program – similar to the 'Choose Your Own Adventure' series of books.

```
***** The Dark Mountain Snow Adventure Game *****
*****
You have entered the Forbidden Forest
Who are you are going for an evening hike through the forest
You will need to choose ONE item to take with you --
log(s), torch(t), chocolate (c), rope (r) or sticks (s)
Which item do you choose? r
You hear a humming sound
Do you follow the sound? Enter y or n
You start walking back to the starting point.
You now realize you are SLEEP
The sound is behind you and is getting louder. You panic!
Do you start running (r) or stop to make a call (c)?
```

Scott Deverson
STEM Digital Technologies, Science Teacher

ENGLISH AND HASS

(Humanities and Social Sciences)

In the English and HASS subjects this semester students have been hard at work learning about how to use language better and delving into both history and economics and business.

In year 7 students in English have been studying motivational speeches, magazines and class texts such as “The Witches” by Roald Dahl. In HASS students have been learning about why we do history, some of the deep history of Australia and First Nations Peoples and a depth study on Ancient Egypt. Please see later the article written about hieroglyphics that our year 7s have done.

In year 8 students in English have been studying film and TV through WALL-E and drama shows. In HASS they have been learning about how civilisations progressed from the ancient time to just before the industrial period including Medieval Europe, The Vikings and The Polynesian Empires. Students were introduced to building their own museum artifacts which you can find out more about in the article below.

In year 9 students in English have been studying poetry, debates and persuasive texts. They have been concentrating on filling gaps in their knowledge based on their PAT results. In HASS they have been learning about World War I, civics and citizenship and economics and business.

In year 10 Students in English have been studying poetry and literacy skills in preparation for year 11 English. Some students have also participated in Justice, Power and Politics as an elective where they have studied some of the skills needed to take on the senior HASS subjects, such as Legal Studies and Society and Culture.

Finally In the Senior School students have been completing their compulsory English at year 11 as well as Modern History, Society and Culture, Women’s Studies and Aboriginal Studies. The year 12 subjects English, Society and Culture and Women’s Studies also wrapped up earlier this term. Students worked hard to complete their external assignments and did well across the board. We wish these students luck in their overall results coming later this month.

James Dekort
English and Humanities Leader

ENGLISH AND HASS (Humanities and Social Sciences)

Year 8 Artefact Museum

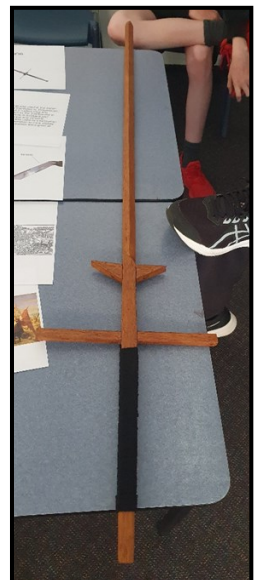
Earlier this term, students in year 8 complete an artefact creation for a class museum. Students were able to channel their creativity into crafting artefacts from the eras of Renaissance Italy, The Ottoman Empire, The Viking Period, or Medieval Europe.

Crafting these items for a museum assignment allowed students to step into the shoes of historians, archaeologists, and curators. It provided a fantastic opportunity for students to not only learn theoretical knowledge of their chosen period, but also transform this into practical skills. Students made a range of items, including Viking shields and axes, an Italian Spadone, Renaissance style art, and an ottoman from the Ottoman Empire.

This museum assignments emphasize teamwork as students collaborated with each other and their families to ensure the best possible items were shown at the exhibit. Various staff and students from other year levels attended the museum to see the hard work and dedication that had been put into this learning.

This was a fantastic experience and students loved the opportunity to show off their creativity and see history come alive.

Ryan Alchin
Teacher



ENGLISH AND HASS (Humanities and Social Sciences)

Ancient Egypt

As part of the Year 7 Humanities subject, students have been learning about Ancient Egypt and the use of Hieroglyphics. Students practiced the alphabet and learnt how to decode messages in class. Students in 7.01 took advantage of the warmer weather and were given the opportunity to practice writing their name in hieroglyphics outside the staffroom.

Erin Strong
Teacher and Year 7 Learning and Engagement Leader



HEALTHY LIFESTYLES AND PE

Outdoor Education

A key part of the Outdoor Education programs is the experiential learning that happens on camps. And boy oh boy did the Stage 1 Outdoor Education class learn a few things on this camp. On 20th September the Stage 1 Outdoor Education class participated in the major practical for the semester, a bushwalk at Deep Creek National Park.

During Outdoor Education camps, students are responsible for cooking their own meals, carrying all of their equipment with them and setting up their own tents as well as completing the days walk. Students were well equipped, and some would say too well equipped, with everything they need leaving Le Fevre High School. An hour bus trip later we arrived at Goondooloo Cottage and had final preparations. The decision of what to leave and take occurred here with some important choices being made to reduce pack weight.

Students completed the first day from Goondooloo Cottage to Trig Campsite where we were camped alongside two other schools. The walk turned out to be more difficult than anticipated, made more difficult thanks to the way some bags were packed. A packing masterclass would be held the next day to improve this and when arriving at camp, students promptly dropped their packs... And everything else. A steep learning curve would be had in regards to sustainable practice as rubbish was left around the place. Students cooked dinner by the fireside and were quickly in to bed after the exertion of the day.

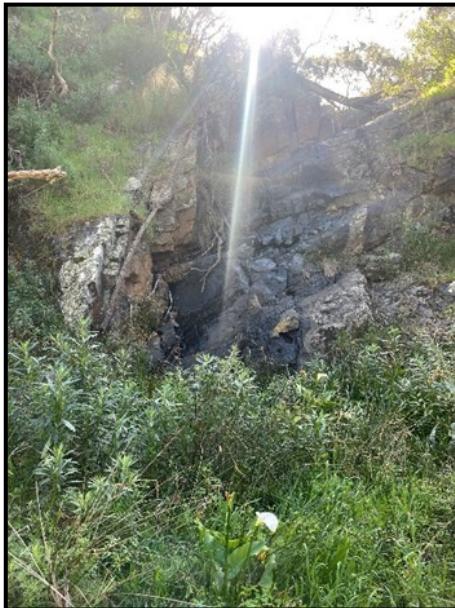


Day 2 began early as many students left things outside their tents and local animals were quick to seize the opportunity of an easy meal. Mr Walton and Mr Eustace were first awake and quick to see how comfortable these animals were in making themselves at home around the campsite, another lesson for the students. The group began the day with a "packs off" walk to Deep Creek Cove and were witness to another school's crossing of the water inlet.

Upon spending sometime at this spectacular location students returned to Trig Campground and began the trek to Cobbler Hill Campsite. This was the real test of the camp as we traversed over where we had already been and further trekked along the ridgelines of Deep Creek National park, providing spectacular views of Kangaroo Island. Many students found their physical limits on this day as weather was in the mid 20s and the day would total over 15km of walking on various gradients. Upon arriving at Cobbler's Hill campsite, students demonstrated a huge improvement in camp conduct as they were quick to set up tents and prepare themselves for cooking dinner. The group bonded over some time around a campfire as well as a few games of Mafia.

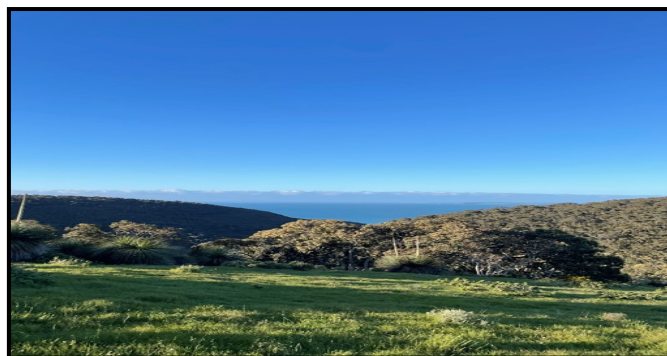
HEALTHY LIFESTYLES AND PE

Outdoor Education



Day 3, students were eager to finish the walk and were awake ahead of the teachers. In fact, some of the students were even completely packed around dawn. After a scour of the campsite to ensure we had not left behind any equipment or rubbish, students began the final ascent up Cobbler's Hill on the return to Goondooloo Cottage. A quiet bus trip home as many students found solace in sleep on the return trip. A great trip, with many new skills learnt, camp conduct improved and memories created for all students.

Adam Eustace
Aboriginal ED/SAASTA Leader



HEALTHY LIFESTYLES AND PE

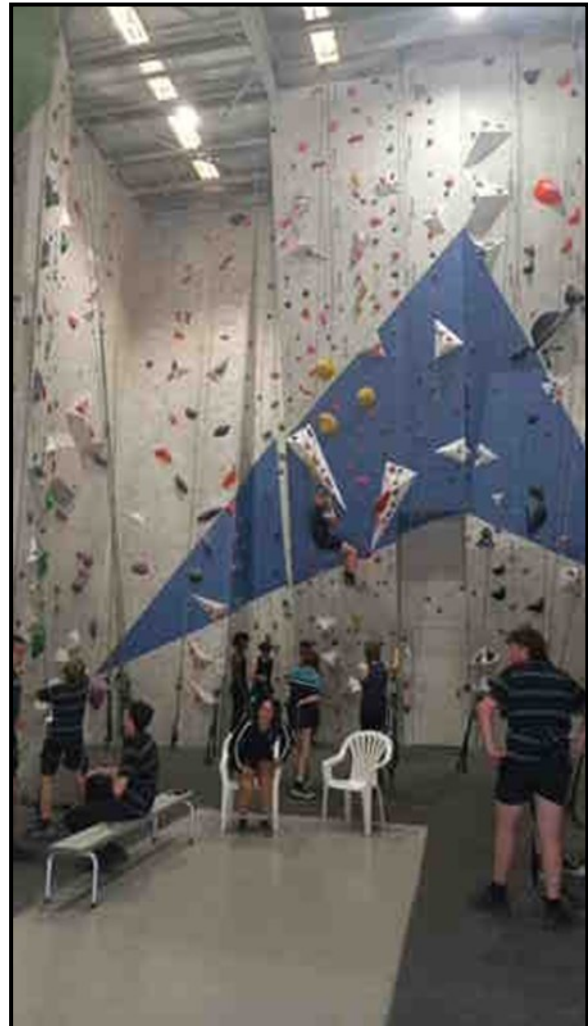
Stage 1 Orienteering and Rock Climbing Excursion

On 2 November, Stage 1 Outdoor Education students participated in the second practical of the course by attending an Orienteering Course in North Adelaide and a Rock Climbing experience at Vertical Reality Indoor Climbing Gym.

Students used a range of navigational skills and techniques to find their way around the North Adelaide Orienteering Course. A short sharp session with students finding some of the locations was followed with a dash to Vertical Reality Climbing Gym.

Students had an extended induction session before attempting as many climbs as they could. Each student achieving their own definition of success with some just getting off the ground while others completing climbs with overhangs requiring specific climbing techniques. To all students who were involved, well done on your conduct on the excursion, may it lead you to success in Stage 2 Outdoor Education.

Adam Eustace
Aboriginal ED/SAASTA Leader



HEALTHY LIFESTYLES AND PE

Soccer Excellence at Le Fevre High School

Le Fevre High School stands out as a dominant force in soccer within the western suburbs, boasting a highly successful program that consistently produces exceptional athletes while nurturing a culture of teamwork, discipline, and sportsmanship.

Training Facilities:

Investing without hesitation, LeFevre High School ensures its soccer program operates with the best available resources available to the school, within budget. From well-maintained training pitches at John Hart Reserve to the utilisation of club and academy-grade equipment, the school prioritises providing its athletes with good facilities to further enhance their skills and physical conditioning.

Comprehensive Player Development:

The program places a significant emphasis on holistic player development, extending beyond technical proficiency. Players are actively encouraged to cultivate leadership, communication skills, and a strong sense of responsibility. LeFevre High School's soccer program aims to produce well-rounded individuals who excel not only on the field but also in academics and community engagement. In the current academic year, classes for years 8-9 and 10-11 involved integrated learning in stage 1.

Competitive Achievements:

The school's soccer teams excelled across all levels, with notable improvements seen in the year 8's and 9's. Demonstrating unwavering commitment, players shared goalkeeping responsibilities, showcasing versatility. The mixed-gender group consistently finished in the top three in all competitions, culminating in a beach soccer event at Largs beach where both boys' teams secured 3rd place, and the girls finished 2nd.

SACE Team Highlights:

The SACE team for years 10/11 had a dynamic year, engaging in competitive knockout competitions that invariably reached penalty shootouts, unfortunately resulting in elimination during round 2. In indoor competitions, the boys team secured a respectable 2nd place, while the girls faced challenges due to a shortage of players and injuries. In addition to their athletic pursuits, the group successfully completed integrated studies tasks and attained certification for refereeing through the Football Federation Laws of the Game certificate. Their competence was further validated by refereeing the state SAPSASA country competition and undergoing assessment by a Football Federation assessor. The support network proved invaluable, with special thanks extended to Port Adelaide Enfield City Council, Service FM, Football Federation of South Australia, School Sport SA, Croydon Kings Soccer Club, and the SA Football Academy for their support throughout the year.



HEALTHY LIFESTYLES AND PE

Peninsula Shield Carnival

Each year, Le Fevre High School students compete in various sports against students from Ocean View College in the Peninsula Shield Carnival. This event has grown to include a Junior and Senior competition, which in 2023 were spread across terms 3 and 4.

During the Senior Carnival, our students were triumphant in 7 out of 9 sports, taking home the shield for 2023. The carnival was played in great spirit and sportsmanship, and our students had a wonderful day. Results are as follows:

- Volleyball: Le Fevre defeated OVC in all three matches. MVP winners: Tyson E, Daniel J, Trae M
- Girls Netball : Le Fevre defeated OVC. MVP Winner: Chloe B-G
- Boys Soccer: Le Fevre defeated OVC. MVP Winner: Liam G
- Boys Basketball: OVC defeated Le Fevre. MVP Winner: Max H
- Girls Soccer: Le Fevre defeated OVC. MVP Winner: Tori C
- Girls AFL: OVC defeated Le Fevre. MVP Winner: Leah R
- Boys AFL: Le Fevre defeated OVC. MVP Winner: Jackson C



HEALTHY LIFESTYLES AND PE

Peninsula Shield Carnival



HEALTHY LIFESTYLES AND PE

Peninsula Shield Carnival



The Junior Competition was undertaken across three consecutive weeks in term 4. Years 7-9 students competed in a variety of sports, and overall Ocean View was triumphant in winning the Shield. Sport results were:

- Girls Netball: Le Fevre defeated OVC 27-22
- Boys Basketball: OVC defeated Le Fevre 54-29
- Girls Soccer: OVC defeated Le Fevre 4-0
- Boys AFL: OVC defeated Le Fevre by 4 goals
- Girls AFL: OVC defeated Le Fevre 51-30
- Boys Soccer: Le Fevre defeated OVC 3-0



HEALTHY LIFESTYLES AND PE

Empowering Inclusivity: Year 11 Physical Education Students Transform Sports in Term 4

As we near the end of Term 4, it brings us great pleasure to share the remarkable achievements of our Year 11 Physical Education students. Throughout term, The Year 11 Physical Education Class has been engaged with learning more about inclusive sports and physical activities, a topic that not only challenges their physical abilities prowess but also cultivates their critical thinking, research, and collaboration skills.

Students experienced playing a range of modified sports designed for people with varying degrees of ability, including blind cricket, sit down volleyball and goalball before engaging in a task that encouraged students to delve deep into the world of sports and propose modifications to enhance inclusivity for players with a range of abilities. Working either individually or in groups, our students demonstrated their dedication to making sports more accessible to everyone, selecting a sport or physical activity and proposing thoughtful modifications to its rules, equipment, or environment.

This process was not just about adapting the game but also about understanding the intricacies of each sport and considering the diverse needs of potential players. It was a true test of their ability to think critically, innovatively, and empathetically.

The significance of this assessment task extends beyond the confines of the classroom. It challenges students to consider the broader implications of inclusivity in sports, promoting a culture of acceptance and appreciation for diversity. By engaging in this project, our Year 11 students are not just learning about physical education; they are becoming advocates for inclusivity and positive change in the world of sports.

We look forward to witnessing the continued growth and success of our Year 11 students as they carry the lessons learned this term into their future endeavours.

Jovana Petrov
Healthy Lifestyles Leader

HEALTHY LIFESTYLES AND PE

Year 10 Outdoor Education Camp

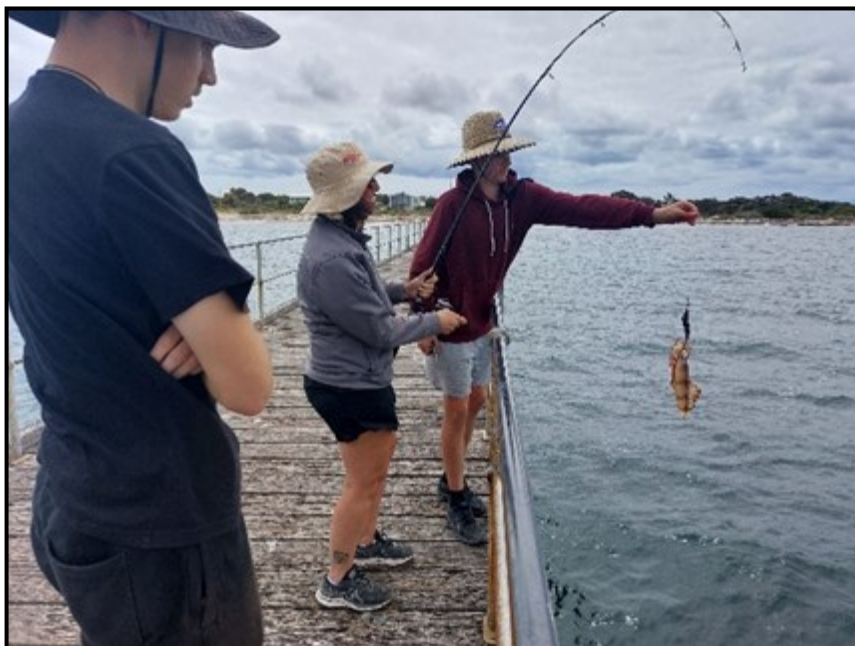
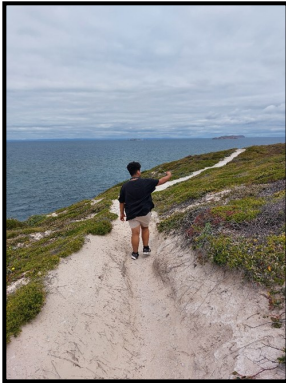
Students in Year 10 Outdoor Education have finished the year off with a camp in week 6 to Innes National Park. Students walked a total of 19 Kilometres travelling to Royston Head, Stenhouse Bay, The Inneston Township and completing the Gym Beach Walking Trail. Students practiced cooking on their Trangias during class and planned their meals throughout Term 3 which influenced their diets and provided energy for their walks. We saw a variety of wildlife, ranging from Emus, Kangaroos, Birds and even a Blue Belly Snake. We look forward to students continuing on next year and extending their skill sets in more challenging environments.

Elle Penekelis
Year 10 Learning Engagement Leader



HEALTHY LIFESTYLES AND PE

Year 10 Outdoor Education Camp



INCLUSIVE EDUCATION

Adelaide Goal and Museum of Discovery

The 2 Inclusive Ed classes took a trip into the city to visit the Adelaide Goal and the Museum of Discovery. Students caught the train into the city, then took a tram to Bonython Park and walked to the Goal. They did a 2- hour guided tour where they learnt about the history of the Goal, the different types of convicts, and those who escaped. They also had the opportunity to explore the cells, canteen, library and execution centre. After the tour they had their recess out in the sunshine. They then walked to the Museum of Discovery and explored the displays before heading to the Myer Centre to buy some lunch. The students loved travelling on public transport and were able to develop their directional skills, public awareness and learnt a lot about the history of the Adelaide Goal and convicts.

Gina Tawfiles and Deb Wareing
Inclusive Education Teachers



INCLUSIVE EDUCATION

Adelaide Goal and Museum of Discovery



INCLUSIVE EDUCATION

Footy Carnival



The Inclusive Ed students participated in Students with Disabilities Footy Carnival hosted at Henley High School. There were several other schools that attended the carnival, so our students had the opportunity to make some new friends and connect with old friends from other schools. Fortunately, the weather held up and it was a beautiful sunny day. The Henley oval was divided into 4 footy fields, and they played 5 rounds of 20-minute games. It was a fierce but friendly competition and all the students who got involved had lots of fun.

LeFevre High School played our first game against Wirreanda and struggled to defend the goals; however, we went in to our second game feeling like we were ready to win and Modbury were unable

to stop us from kicking goals. After a short break we had a very friendly game against Woodville High School, where both teams were supporting each other to develop their skills and be competitive.

Our last match was against Nurioopta High School and while we were getting very tired, we were all participating with good friendly spirits.

Congratulations to all students who participated in their first AFL carnival, you were exemplary students representing LeFevre High School.

Gina Tawfiles and Heather Westwood
Teachers



INCLUSIVE EDUCATION

Performing Arts and Rock and Water

Hello, so far in Term 4 the amazing students in Inclusive Education have been involved in two different activities.

Firstly, all students have participated in the Rock and Water program. This is a physical, mental and resilience focused program that encourages all students to be 'rock' strong, focused and balanced and 'water' which is flexible, creative and empathetic.

The program involves learning to work closely with each other in games and activities that are designed to produce balanced, focused behavior that builds mental and physical strength. We have even used strike pads which are used for developing strength in punching and kicking – no students harmed in the process.

We have also been using melting beads to create colourful patterns in various shapes and designs. It takes patience and creativity to produce these objects and we are hoping to create gifts for chosen people for the end of the year.

Ben Abbott
Teacher



INCLUSIVE EDUCATION

Maritime Museum

At the beginning of the term, the 2 Inclusive Ed classes joined up to go on an excursion to the Maritime Museum. They caught the bus into Port Adelaide and walked to the museum where they were greeted by a friendly tour guide. He took students through an extensive walk through and talked about different historical aspects of the museum. They learnt about the arrival of the first fleet, the history of the settlers in SA, colonization and life on board the sail boats. After our museum tour, students went on The Archie Badenoch Port River Cruise. Students then walked to the nearby playground for some outdoor play in the sunshine. They all loved the flying fox and the slide. It was lovely to see their social skills and inclusivity blooming.

Gina Tawfiles and Deb Wareing
Inclusive Education Teachers



INCLUSIVE EDUCATION

Maritime Museum



INCLUSIVE EDUCATION

Cheerleading and Hip Hop



Tarnesha competed at her dance and cheer competition on Saturday 4 November. She was awarded 4 medals, 1 for hit zero, 1 for a second-place dance, 1 for second place hip hop and the other was the Aussie Gold medal.

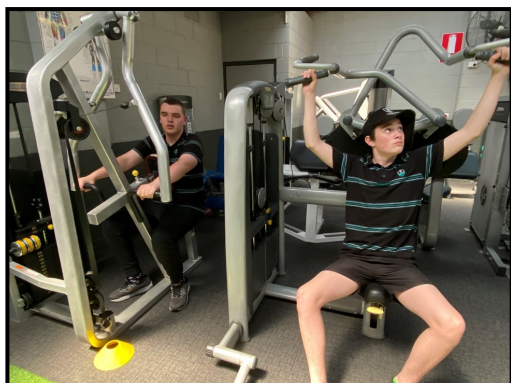
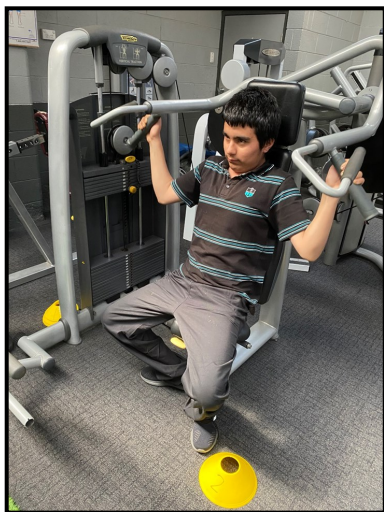
Tarnesha has worked tirelessly on her routines, and it paid off. We are all incredibly proud of her efforts.

The Gym

The inclusive Ed classes were fortunate enough to participate in some personal training sessions held at The Physique Centre in Peterhead. The owner invited our students to participate in multiple weekly sessions across the term. Their personal trainer Jordan allowed them to warm up on the cardio machines before demonstrating various exercises using different machines, weights and equipment.

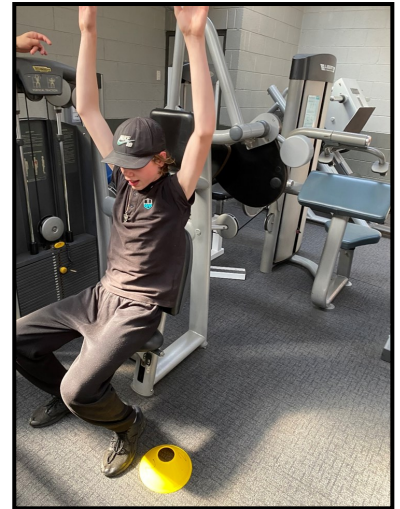
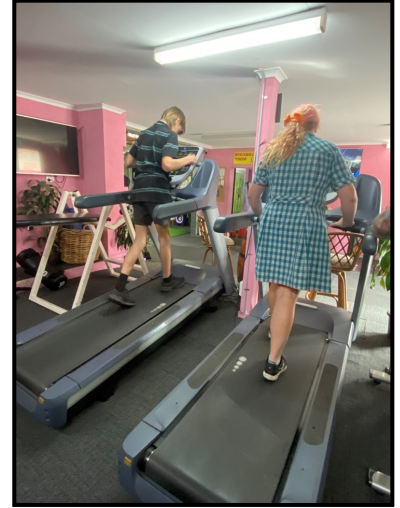
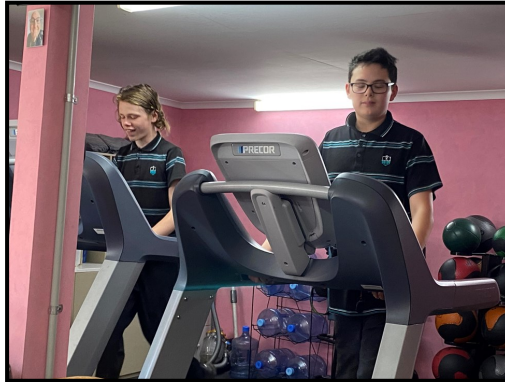
This has been a great experience for the students as it has provided them with an environment to work on their fitness, learn how to safely and effectively use gym equipment and explore possible ideas for future career paths. Many of the students really enjoyed the experience and are interested in developing their skills further outside of school.

Gina Tawfiles and Deb Wareing
Teachers



INCLUSIVE EDUCATION

The Gym



INDONESIAN NEWS

Le Fevre High School was honoured to host students and teachers from Sekolah Pilar Indonesia from 23 October until 3 November 2023. In addition to classroom activities, the students participated in a number of excursions including the Adelaide Hills, Flinders University, Kayaking around Garden Island, and a scavenger hunt around the city's cultural precinct, ending with a tour of Government House and afternoon tea with Her Excellency the Honourable Frances Adamson AC. My heartfelt thanks goes to Dr. Iwan Kresna Setiadi, Ibu Trias Widyaningrum and their son Mas Tyo for spending time with us in Adelaide and continuing this relationship. I would like to share the speech made at the farewell dinner on 2 November to our guests and host families.

Prudence Pole

Coordinator: Innovation in Learning Design, Languages and Intercultural Relationships

Families, Students, staff, and honored guests from Sekolah Pilar Indonesia,

Firstly, I would like to acknowledge that we meet on the stolen land of the Kaurna people. I acknowledge their elders past, present and emerging. This morning Bu Lina, Mr Eustace and Joseph spoke to our visitors about First Nations history and culture. Their presentation was met with empathy and understanding from Sekolah Pilar Indonesia, who have their own history of colonisation.

Today, we gather here to bid farewell to an extraordinary group of individuals who have embarked on a journey that goes far beyond geographical boundaries. This sister school program has not only been a bridge connecting two schools, but it has also opened our hearts and minds to the significance of global understanding, friendship, and intercultural cooperation.

The importance of sister school programs, like the one we have experienced, cannot be overstated. These programs serve as windows to our closest neighbours, allowing us to explore, understand, and appreciate the rich tapestry of cultures that exist just beyond our borders. In this room, we have individuals from diverse backgrounds, all coming together to celebrate the power of intercultural awareness. We have witnessed firsthand the beauty of language development, learning to communicate not just with words, but with understanding and respect.

Firstly, I would like to express our heartfelt gratitude to our host families here at Le Fevre, who opened their homes and their hearts to our visiting students from Sekolah Pilar Indonesia. You have not only provided a roof over their heads but have also given them a warm and loving environment where they could truly feel at home. Your generosity and hospitality have played an essential role in making this visit a success.

To our host students and buddies from Le Fevre High School, you have embraced the spirit of friendship, demonstrating kindness and compassion as you welcomed our Indonesian visitors into your lives. Your friendship transcends borders, and it's a testament to the positive impact of cultural exchange programs.

I'd also like to extend our gratitude to the Indonesian faculty for their unwavering support and guidance. Your commitment to nurturing cultural understanding and language development is truly commendable. Your dedication to this exchange program has made it possible for our students to immerse themselves in the rich Indonesian culture. Other staff members at Le Fevre have also supported in so many ways.

A special thanks to Le Fevre High School's principal, Kirri Minnican, for her exceptional support in not only continuing this sister school relationship, but for her dedication to the Indonesian program as a whole. Her enthusiasm and hard work have been instrumental in making this experience a reality, and I am so grateful for her guidance on this journey.

I must, most of all, acknowledge the Sekolah Pilar Indonesia teachers and students who have been actively engaged in this exchange. You have not only been our guests but have been our teachers, mentors, and friends. Through your stories and experiences, we have had the opportunity to see how people from Indonesia live, understanding their dreams, challenges, and aspirations. It is through such interactions that we develop empathy and a profound understanding of other cultures.

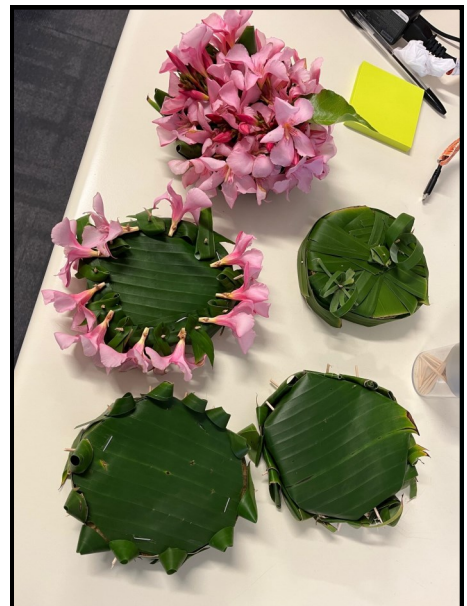
In a world filled with conflicts and misunderstandings, programs like this offer a glimmer of hope for world peace. They remind us that, at our core, we are all human beings with similar hopes and desires. As we part ways today, let us carry this message with us – the message of unity, empathy, and cultural understanding, as we strive for a more peaceful and harmonious world.

In conclusion, this exchange program has been a remarkable journey of exploration, learning, and friendship. It has reinforced the idea that understanding our closest neighbours and fostering relationships with people from different parts of the world can be a powerful tool in promoting global harmony. Thank you to each and every one of you for your contributions to this unforgettable experience. As we say our goodbyes, let us remember that the bonds we have formed and the knowledge we have gained will stay with us forever. Farewell and safe travels, teman teman. Terima kasih.

INDONESIAN NEWS



INDONESIAN NEWS



students making kratongs to celebrate the Thai Loy Krathong festival

INDONESIAN NEWS

Are you from a different language or dialect background?

ayuda aiuto

کمک English language support help

مرسته tulong

मदत ヘルプ Arranging interpreters and Cultural Liaison Officers

Support with classroom work Celebrating cultural events

auta Advocating for students and families from diverse backgrounds

αρωγή Cúru giúp

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يساعد Egba Mi O

Pomozite मदद करे

ជំនួយ ПОМОЩЬ

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

ARA
Australian Refugee Association

AUSTRALIANREFUGEE.ORG
EMPOWERING COURAGEOUS PEOPLE

Will you be in year 10 or 11 in 2024?
Do you want to earn 10 SACE credits and attend a brilliant camp?
Are you from a refugee background or interested in learning about refugee issues and helping those in our community?
Talk to Bu Pru about this fantastic opportunity ASAP!!
email pru.pole334@schools.sa.edu.au

YOUTH AMBASSADOR PROGRAM

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

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

Will you be in year 10 or 11 in 2024?
Are you interested in learning about different cultures and sharing and exploring your own?
Would you like to earn 10 SACE credits?
Are you interested in AFL football?
See this website for information on the
MULTICULTURAL POWER CUP:
<https://powerinterculturalprogram.com.au/>
Email Bu Pru if you are
interested in participating ASAP!!
pru.pole334@schools.sa.edu.au

MARITIME NEWS

Navy and Shipbuilding Careers Expo

On Friday the 3rd of November 20 of our students were invited to the NAVY and Shipbuilding Careers Expo at the Outer Harbour Terminal. Students learnt and asked numerous questions in regards to future careers as well as gained knowledge in the opportunities the Maritime Industry has to offer. Our students were also part of the Press Conference at the start of the day, that featured on all news channels and in the Advertiser. Students were also given the chance to tour a Navy Frigate HMAS Warramunga and Navy Submarine HMAS Dechaineux. This once in a lifetime opportunity was a great experience and the students returned to school with a story to tell.



Certificate II in Maritime Operations

Congratulations to 9 of our Year 11 students who throughout the year completed their Certificate II in Maritime Operations. These 9 students were joined by a further 13 students from school across South Australia who completed this qualification. Throughout the Year students learnt all about Shipboard Safety, Onboard Engineering, Firefighting on Vessels, Person Overboard, manoeuvring a vessel up to 12 metres, Navigation and much more.

Multiple students who have finished this Certificate have already gained Work Experience and employment opportunities within the Maritime Industry. Many working on Vessels already. The course still has vacancies for next year so if you are a Year 11 student and interested in Maritime and boats please register your interest.



MARITIME NEWS

Nuclear Powered Submarine Propulsion Challenge

The Department of Defence and STEM Hub ran a competition this year called the Nuclear-Powered Submarine Propulsion Challenge, a project-based learning experience.

The Challenge aimed to encourage young minds to think like engineers and scientists by engaging them in science, technology, engineering and mathematics (STEM) skills, inspiring innovation, self-confidence, communication, and teamwork. The Challenge also aims to develop students' interest in STEM subjects, the Australian Defence Force, and submariner careers in the Navy.

Five students from our Year 9 STEM Academy competed in the competition and did very well, finishing second overall out of 9 teams in South Australia. Congratulations to Ronan C, Annie N, Ante T, Darcy F and Grace A.

Naval Engineering

During this second semester, Year 11 Naval Engineering students have produced a 1000 word essay on a topic of their choice. They presented their research to the rest of the class and have taken part in practical activities covering Aerodynamics and Physics of propellers and rotating objects by studying gyroscope propeller technology. Students also studied the physics principles at play when a boomerang is flying through the air, and made their own boomerang.

Students have also learnt about density and the engineering principles needed to design and produce working underwater vessels such as submarines and ROVs (Remote Operated Vehicles). They have thus been able to calculate the linear speed of the tip of propellers. Studying real life examples, students were able to calculate the linear speed of the tips of the blades of an Air Warfare Destroyer to be around 150 km/h when the ships propellers are turning at their maximum 170 RPMs.

Students were also able to calculate the mass of objects such as steel plate used in the industrial world (ASC), megalithic stones, and do experiments regarding density and buoyancy as applied in particular to submarine technology.

Liam Narcys
Assistant Principal
Maritime and Whole School Career Development

MATHS/SCIENCE

STEM Academy Update

Recently our students have investigated the surface area to volume ratio of large boats. They did this to answer the question, "Why are cargo ships so large?".

The students began this task by investigating how the surface area to volume ratio changes for a simple solid, such as a cube. Through this simple shape, they developed a way to analyse. They recorded surface area and volumes of a cube for increasing size, graphed the results and then determined the surface area to volume ratio.

Students then analysed a more complex solid, such as the sphere and repeated the process. This enabled students to see that the surface area to volume ratio behaves similarly for all solids.

Students then took measurements of 5 rudimentary wooden boats that consisted of a triangular prism, rectangular prism and a trapezium prism. They used what they learnt from the earlier more simpler solids and transferred their knowledge. They determined the surface area to volume ratio for these boats. Armed with this knowledge, they were then able to answer the question, "Why are cargo ships so large?".

So why are cargo ships so large? Here is a student's response.



From what's been proven through my calculations, cargo ships are so large so that they are able to hold such an incredibly big amount of cargo. This is because the larger the surface of an object, the more volume. The volume can hold even up to 2 times its surface area. This, effectively, saves the amount of trips cargo ships would need to make.

So why don't we make cargo ships infinitely large for infinite space? To make a cargo ship infinitely large, we need an infinite amount of resources and space to create it, both things that we do not have. Hypothetically, if we did have such supplies there would be more dilemmas. For example, routes and waterways. The routes cargo ships take may not be large enough to hold an enormous ship. Supersized ships are also at the risk of having an exceeding amount of pressure on them and could break easily. Another thing affecting the size of cargo ships are the expenses to run them, there must be an infinitely large amount of fuel to run such a cargo ship. Something that, even with the needed fuel, would most likely lead to more pollution.

Nick Kyriazis
Numeracy Coach

MATHS/SCIENCE

Chemi-cool Reactions

This term in Year 11 Chemistry, students have been learning about redox reactions. A redox reaction is a reaction in which there is a transfer of electrons from one species to another. One molecule is reduced, while the other molecule is oxidized, thus a redox reaction. Redox reactions are common in many areas in life including photosynthesis, respiration, combustion, and rusting. They are also responsible for batteries, which are made up of multiple redox reactions that occur spontaneously to convert chemical energy into electrical energy.

In week 6, students were able to participate in a redox reaction experiment in which a silver atom is reduced and a spectacular reaction can be observed in the form of a silver mirror. Through a series of steps, students performed an experiment that resulted in a silver mirror forming inside the surface of glass materials. Students coated things such as test tubes, conical flasks and bottles. Students enjoyed putting their chemistry learning into practice and were excited to take their creations home.



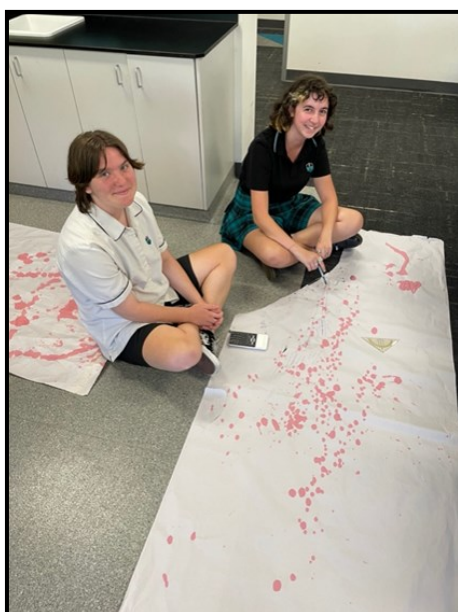
Year 11 Forensics

In Year 11 Forensics this semester our class has learned about a range of techniques that forensic scientists use to solve crimes, including how to match fingerprints to a person, how DNA can be used to link a person to a crime scene, and how a person's remains can help identify them years after death.

To finish our time together, we have been investigating what can be learned from blood stains left at a crime scene. Students understood how to determine the direction a blood drop was travelling when it hit a surface, how to work out where a victim was located when they were injured, and how to find the height a blood drop fell from. By determining this information the students were able to learn more about what could have happened at a crime scene.

Afterwards, we simulated injuries using fake blood, then analysed the patterns left to see if we could put our learning into practice.

Corey Witjas
Maths/Science Leader



MATHS/SCIENCE

First of all, a massive congratulations to all our Year 12s for finishing their secondary studies. I hope they have all enjoyed their time at Le Fevre High and will look back with fond memories of all their teachers. Unluckily the majority of our Year 12s studying Maths and Science subjects finished their journey with an exam or two, but I hope they studied hard throughout the year, revised well and had the success they deserved. I wish them all the best in the future, whatever they may choose to do.

Our Year 12s have been incredibly supported by our Year 12 teachers, who I cannot thank enough for their work throughout the year- Mr Nick Kyriazis, Mr Thierry Herman and Miss Aleasha Lane, who has done a fantastic job in her first year teaching a Year 12 class. We likely would not offer Chemistry in Year 12 without her encouraging her Year 11s to select it. Personally, taking over Year 12 Biology in Ms Nicole Adji's absence has been an incredible learning journey for myself that I have immensely enjoyed.

I want to thank Mr Nick Kyriazis, Miss Prescilla La, Ms Conchita Claveria Gomez and Mr Dung Pham for their work ensuring that an overwhelming majority of our Year 11s achieved a C grade or better in a Mathematics class this year, meeting the SACE Numeracy requirement. Miss La has done a great job stepping up into a SACE class for the first time. I would also like to thank Mr Adam Eustace and the Aboriginal Education team for their support of some of our First Nations students in the Tirkinthi Kuu Room, and our Year 11 Learning and Engagement leader Ms Kylie Hill for her ongoing support (and chasing up!) of students to get them across the line.

It has been fantastic watching teachers excel with new opportunities they have been offered this year. In addition to Miss Lane and Miss La taking on their new challenges, Mr John Ly has stepped up brilliantly into Year 10 Science (after moving to Le Fevre as part of the Year 7 to High School program!) and Mr Hung Au has been working with our Inclusive Education class, giving these students a taste of science with a range of fun experiments. Mr Scott Deverson has done an incredible job teaching Science after coming to the school to teach Digital Technology. While I know Mr Deverson will enjoy spending more time with the Design and Tech team in 2024, I hope we can steal him back in Science more often in the future.

Students in our Year 9 STEM Academy have excelled under the tutelage of Mr Kyriazis for Maths and a mixture of Miss La, Mr Deverson and Mr Ben Earle in Science. I look forward to watching these students continue to flourish as they move into the Year 10 Academy, as well as seeing how the Year 8s who are successful in their applications to join the Academy in 2024 travel. The success of this program will hopefully increase the number of students picking Maths and Science subjects in Year 11 and 12 over the next few years. As always I thank our Principal, Ms Kirri Minnican, for her support of the STEM Academy, and Mr Christopher Peters for his tireless work ensuring that these classes work within the schools timetable framework.

Work in the Maths/ Science faculty for 2024 is well underway, with the development of new assessment rubrics we feel are better suited to our cohort and a new school-wide practical report template already well underway that will hopefully better prepare students entering Year 11 for the rigours of SACE Science subjects. In the Middle School, our teachers have continued developing a new teaching plan aligned to the Australian Curriculum after our schools move away from the IB, providing feedback on the tasks being used in their classes with the aim of constant improvement. Under the supervision of our Numeracy Coach Mr Kyriazis, our Maths teachers have spent time collaborating in year level teams to construct shared lesson plans to ensure students have the best chance of success in each year level.

I would like to farewell Ms Jolly Matthews, who will unfortunately leave us at the end of the year. Ms Mathews desire to improve her teaching practices will certainly be missed, and the next school she works at will be very lucky to have her.

Finally, I would like to thank Mr Ricky Magnani for his hard work as our lab manager over the last few years and for always preparing last minute practicals for me.

I wish you all a happy holidays and look forward to seeing everyone back in 2024.

Cheers,

Corey Witjas
Maths/Science Leader

WELLBEING

Ice Factor Spectacular Shines Bright at The Hilton Adelaide

On November 4, 2023, the Hilton Adelaide was ablaze with talent and triumph as the Ice Factor Spectacular unfolded, leaving an indelible mark on all 600 guests. This fundraising event was not just an evening of glamour but a celebration of the remarkable achievements of the youth who have journeyed through the transformative Ice Factor Program.

The spotlight was firmly on the students as they took the runway by storm in a breathtaking fashion parade. Their poise, confidence, and newfound skills were a testament to the program's impact on personal growth and empowerment.

The evening resonated with inspiration, thanks to the dynamic combination of live music, thought-provoking speeches from celebrity guest speakers, and heartfelt stories shared by Ice Factor alumni. Yet, it was the students who definitely stole the show, captivating the audience with their charisma, determination and riveting catwalk moves.

By attending the Ice Factor Spectacular, guests not only enjoyed a night of entertainment but also played a vital role in supporting the program's ongoing mission to empower and uplift young individuals. Together, we celebrated achievements, embraced inspiration, and ensured a brighter future for the next generation.



WELLBEING

The Resilience Project



The Year 9s in the process of creating their gratitude web

As Le Fevre High School approaches the culmination of its second year as a Resilience Project school, reflections on the transformative journey abound. *The Resilience Project* delivers emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience.

While the transformation for students is a gradual process necessitating their active participation, there is no doubt that the program poses significant benefits for our young people.

Gratitude, empathy, and mindfulness, once abstract concepts, now seamlessly weave into daily discourse at Le Fevre High School. These ideas are explored through a range of activities during our Pastoral Care sessions each Tuesday afternoon, as well as during our morning Care Group time.

Staff have embraced the program, often adding their own creative flare, as they have delivered content most relevant to the needs of their cohort.

We look forward to delivering a revamped program for 2024 and the positive cultural change that will ultimately come to fruition.

Chill Out: Nourishing Wellbeing at Le Fevre High School

Le Fevre High School places paramount importance on comprehensive wellbeing, including reliable access to food. Recognising that not all students and families may consistently have this resource, the school is dedicated to addressing potential barriers such as judgment or fear in seeking support. To tackle this, the Well-being team organises Chill Out sessions every Monday, Wednesday, and Friday during lunchtime. These sessions not only provide a variety of donated or school-purchased snacks but also serve as a platform for skill development and responsibility, involving students in food preparation. Chill Out is a space fostering positive relationships and engagement among students.



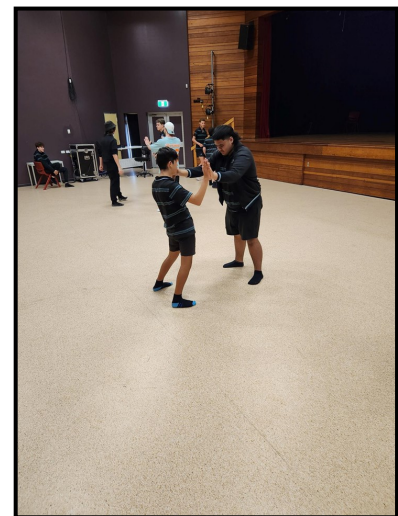
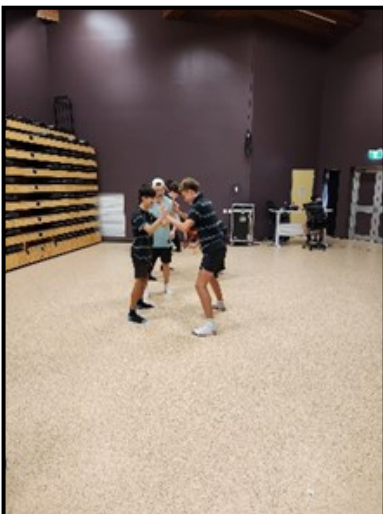
WELLBEING

Rock and Water Program

This term, two groups have begun the Rock and Water program with great success. Ben Abbott and Ryan Langcake are running the program with a focus on building strong minds and resilience. The purpose of this program is to provide opportunities through exercises and activities to raise body awareness, emotional awareness and self-awareness to improve students' confidence, emotional management and reflection skills.

The students involved in the IEC and a well being group of boys in years 7, 8 and 9 have become involved in the program with pleasing success. They have demonstrated the abilities of being a 'rock' - strong, knowing what's right and wrong, knowing where you're going and able to make own choices. They have also considered 'water' friendship, communication and connection.

We are hopeful that this program can continue into 2024 and the positive responses be seen across the school.

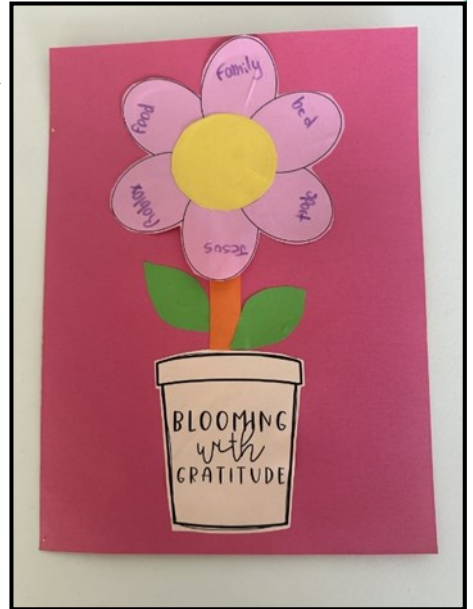


WELLBEING

Positive Progress: Nurturing Growth and Gratitude in Wellbeing



Throughout Term 4, the Positive Progress Group delved into the transformative power of developing a positive mindset, gratitude practices, and goal setting. Engaging in weekly group discussions, journaling, and teamwork, students experienced notable growth, evident progress, and the establishment of positive relationships with their Year 7 peers.



Collaborating with Nancy Niemann from the City of Port Adelaide Enfield, the Wellbeing Team worked to support our young people to gain confidence and a greater sense of self through the program. We look forward to continuing with this program in coming years to ensure that our students have a greater sense of belonging.



Farewell Vicki Woods

It is with much sadness that we farewell our Pastoral Care Worker, Vicki Woods. Vicki has accepted an opportunity to work as a Regional Manager for the Schools Ministry Group. Vicki has worked tirelessly with students, staff and parents/carers to make everyone's wellbeing has been attended to. She has demonstrated dedication to the wellbeing of the children and young people at Le Fevre High School, as well as their parents, carers and wider family members, this has been demonstrated by numerous coffee catch ups, wellbeing programs and contribution to Chill Out and Pancake Breakfasts.

Thank you, Vicki for your commitment to our school and the positive change you have made to the lives of so many. Good bye and good luck in your next chapter.

Ty Duerden
Wellbeing Leader



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Saturday 16th December 2023

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Christmas TWILIGHT MARKET

Time: 2pm-6pm
Where: Tinys Boxing Gym- Almond Tree Flat Reserve, Largs Bay.

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Cnr Oaklands Road & Rosedale Ave, Morphetville
TIME & AGE: 10.00am - 11.00am, 5- 7 years
11.30am - 12.30pm, 8 - 13 years
COST: Free

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when: January 8, 15, 22 & 29

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where: Le Fevre High School

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Port Adelaide

Chuffed States
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Mini festival / late arvo and into the evening.

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FREE! Ages 12-18

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DJs and live music • e-games

When 19/01/24 Lefevre Community Stadium 541 Victoria Rd
Time 3-9pm

For more info call 0437 509 703

Lefevre Community Stadium
Port Adelaide Council

Mini festival / late arvo and into the evening.

**Queensborough
SUMMER
MUSIC
FEST**

FREE! Ages 12-18

Experience the latest tunes from emerging young bands in a laidback setting under the trees. Enjoy free food while soaking in the good vibes.

FREE slushies and donuts
DJs and live music
e-games

When 25/01/24 Queensborough Reserve, Hillcrest
Time 3-9pm

For more info call 0437 509 703

Port Adelaide Council

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3pm-3.45pm

Saturday 16 December
Osborne Foreshore Playground (adjacent to Moldavia Walk)
BBQ & seating near playground

Saturday 23 December
North Haven Beach - Australia Two Ave, North Haven

Saturday 30 December
Largs Foreshore
Grassed area - South of jetty

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