



LE FEVRE
HIGH SCHOOL

NEWSLETTER

ISSUE 1 | April 2024



The start of the year has seen term 1 filled with very busy range of successful events, camps and excursions. We have welcomed our year 7 families, held a well-attended 'Meet and Greet' night, participated in the Walk of Awareness, held a superb Sports Day, have focussed on the structure of the learning day with new class routines, new reminder bells and common expectations. Year 6 students from our local primary schools have visited us, our Arts team has supported student performances in lunchtime courtyard sessions, NAPLAN was completed during Weeks 7 and 8 along with Harmony Week activities with guest speakers and representatives from the Past Students Group in attendance. The lunch time cultural food offerings were superb and well received.

Camps and year level activities continue to occur. Students have had the opportunity to attend and participate in the year 10 camp at Wirraway and the year 11s at the Mylor Adventure Camp, which from all reports were fabulous. Further details are provided later in this newsletter. The year 7 students attended the Aquatics Day at Port Noarlunga, to encourage building relationships with their peers and teachers. The Year 12 Formal was well attended and an energetic celebration, supported by our very own student DJ.

Our new school values of Respect, Integrity and Thrive are being actively promoted. This has seen the rollout of 'Values in Action' learning where teachers and students are working through specific lesson plans during both Care Group and class time to understand what our values look like, sound like and feel like during the day, across the school in three week blocks. The lessons are linked directly to our revised Positive Behaviours for Learning framework. To assist and remind everyone of the current focus, classroom charts that summarise the requirements of the Values in Action, were created and placed around the school. This work will continue into Term 2, such as a focus on Respect by using technology in a way that maximises learning.

The professional learning work of our staff continues unabated. This year, our Professional Learning Communities (PLCs) have changed focus following the rollout of the department's Strategy for Public Education. Staff are working collaboratively to deepen their understanding and implementation of revised policies and new or continuing programs that connect with the strategy. Following the successful application for grant funding, we have commenced learning about the Berry Street Education model on our recent Pupil Free Day. Much of the day was interactive with colleagues learning the many practical, classroom-based strategies to increase the engagement of all students. Allied to this work, Care Groups continue to implement The Resilience Project and we look forward to continuing the further refinement and embedding of this program across the school.

Late last year, our Assessment Task Due Date practices were reviewed. This resulted in an updating of our practices to better leverage the capabilities of our Daymap system. Families will be noticing more regular notifications and emails, the aim being to ensure that students are managing their workload and submission timelines. Clearly defined follow up processes, which have been explained to students, are deployed when published due dates are not met. As with anything new, we are all learning and aiming to ensure consistency of practice. Please be in touch with subject teachers or leaders if you have any questions or concerns so we can work together to support our students and their success.

Troy Barker
Acting Principal

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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 April**
Begin Term 2
- Wednesday 1 May**
Indonesia Trip Parent Info Evening
- Tuesday 7 May**
Open Night
- Friday 10 May**
Year 10 Career Expo
- Monday 13 - Wednesday 15 May**
Year 9 Camp
- Monday 27 - Friday 31 May**
Reconciliation Week
Dental for Schools Program
- Monday 27 May**
Reconciliation Assembly
- Tuesday 28 - Thursday 30 May**
Power Cup
- Friday 31 May**
Student Free Day
- Monday 10 June**
Kings Birthday Public Holiday
- Tuesday 11 - Wednesday 12**
Year 7 Camp
- Monday 24 - Friday 28 June**
Maritime Immersion Week/AMC Camp
- Monday 1 - Friday 5 July**
NAIDOC Week
Year 10 Work Experience
- Friday 5 July**
End Term 2 - 2.15 Dismissal



Government
of South Australia
Department for Education

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MIDDLE SCHOOL NEWS

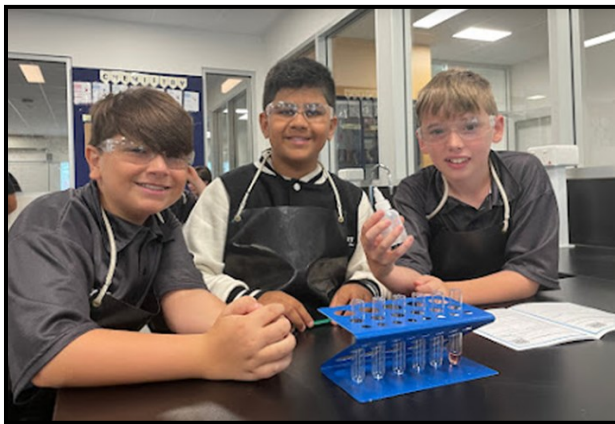
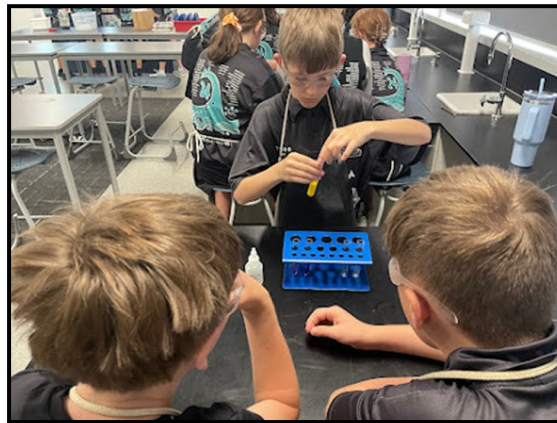
Primary School Transition Visits



Ben Earle
Middle School Senior Leader

Friday of Week 6 marked the last day of the first stage of the transition process for our feeder school students. Weeks 3-6 have been filled with LFHS staff/student visits to primary schools and 6 primary school half day visits to Le Fevre High School. The primary schools that were involved in the process included Largs Bay, North Haven, Le Fevre Peninsula, Westport, Alberton and West Lakes Shore. The feedback from primary school staff and students has been very positive, and our hard work has been successful in promoting LFHS as a welcoming, productive and engaging high school. A MASSIVE thank you to all the staff and students who helped with the different aspects of the process.

Pictured below are Westport Primary students, engaging in Science and Tech activities during their visit to LFHS.



Pre Service Teacher

I am pleased to announce that I'll be joining Le Fevre High School as a Preservice Teacher, starting in Term Two. I am now in the last year of my teaching degree and will be collaborating with my mentor teacher, Jason Page, to enhance and further develop my teaching abilities. I will mostly be instructing Year 8 students in Physical Education and English while here. I am eager to become a part of the team and make a valuable contribution to the academic development of the students. Please don't hesitate to reach out with any questions or concerns.

Thank you for welcoming me into the Le Fevre High School community.

Ruby Luders

MIDDLE SCHOOL NEWS

Year 7 Aquatics

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

Erin Strong
Year 7 Learning and Engagement Leader



MIDDLE SCHOOL NEWS

Year 8 News

The year 8 cohort have begun the year using Care Group time to engage with The Resilience Project, discovering their character strengths, learning about themselves and how they learn best. Recently, in the build up to Sports Day, we were privileged to be visited by an Olympic volleyball player, courtesy of the Olympics Unleashed program. Our students were able to listen to and be inspired by the commitment it takes to work after goals and reach the highest level of a sport. Over the term various groups of students have participated in school sports, art club, volunteered for programs such as Chill Out, and even performed for staff and students at our Courtyard Sessions and the recent Harmony Day Assembly, which was fantastic to see.

Next term will feature a whole range of new programs and cohort-wide activities, including participation in the Love Bites Respectful Relationships program, which focuses on gender roles and stereotypes, positive relationship building and harassment.

Lyndon Parham
Year 8 Learning and Engagement Leader

Year 9 NAPLAN

During weeks 7 and 8, our year 9s participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. These assessments cover four key areas: reading, writing, numeracy, and conventions of language. NAPLAN provides valuable insights into student progress and helps tailor teaching strategies to individual needs. It's an opportunity for students to showcase their skills and for educators to identify areas for improvement. Remember, these tests are just one part of our learning journey, and they help us strive for excellence in all areas of study. Well done year nines, this is the last time you'll have to sit the NAPLAN tests.

All year 9s have been given information about their upcoming camp to Woodhouse Activity Centre. We held a very quick assembly in the heat where Bu Amy spoke about what to expect on the camp in Term 2. From Monday to Wednesday of week 3 next term all year 9s are invited to join us at Woodhouse in the Adelaide Hills. While on camp students will get the opportunity to hike, tube slide, boulder, cook, play laser tag, learn bush survival skills and learn team building skills. This has been a wonderful camp in the past where friendships develop and students show some true personal growth. All students have been given permission notes, please contact Amy Coughlan for more details.

Amy Coughlan
Year 9 Learning and Engagement Leader



SENIOR SCHOOL NEWS

School Based Apprenticeship Spotlight: Dylan, Certificate III Metal Fabrication

“Currently, I’m enrolled in a school-based apprenticeship with BAE Systems, focusing on Boiler Making/Fabrication. While working full-time, I operate on a 9-day fortnight schedule. On my scheduled day off every other week, I attend school to complete my Research Project and fulfil my SACE requirements. Opting for a school based apprenticeship stemmed from realising that I could continue my SACE alongside starting my apprenticeship and gain all the benefits from finishing school while also beginning my career in the ship building industry.

While at work, my primary responsibilities involve developing essential skills in welding, machinery operation and related tasks to prepare for production duties. My typical week follows a 6:00 AM to 3:30 PM schedule, with every second Friday spent at school focusing on my research project. The skills I’ve gained and will continue to develop are not only beneficial for my career advancement within the company but also for personal growth. These include developing communication skills, fostering teamwork skills, and learning valuable insights from experienced tradespeople that enhance efficiency and having a good work-life balance.

I’ve received significant support from my supervisors, trade trainers and Mr. Jones at school, who regularly checks in on my progress and offers assistance when needed. Balancing schoolwork and my apprenticeship has been seamless, largely due to maximising the time spent at school every fortnight.

What I find most rewarding about my apprenticeship is the diverse yet unified community of individuals who share a passion for their work and earning a living. This apprenticeship aligns perfectly with my future aspirations, starting from the ground up as a tradesperson and gradually advancing to project management.

For those contemplating a school-based apprenticeship, my advice is simple: seize the opportunity. Rather than waiting until the end of year 12, if you have a clear career path or even if you’re disenchanted with traditional schooling, beginning an apprenticeship early offers a head start, while still preserving avenues for further education through your apprenticeship certificate and SACE qualifications” - Dylan.

Le Fevre High School would also like to acknowledge and congratulate Dylan for his recent recognition as Certificate 2 in Engineering Pathways - Student of the year at the annual PEER Graduation and Awards Night held at the Adelaide Convention Centre.

Ben Jones
Senior School Leader



SENIOR SCHOOL NEWS

Year 10 Cohort Camp

Our Year 10 student headed to Wiiraway Homestead for the inaugural cohort camp. Over three days students participated in a range of challenging/ rewarding individual and cooperative activities.

Some activities included mustering sheep, horse riding, archery and many more!!

Starting the year off with a cohort camp is important in developing positive relationships between students and with their care group teachers. Staying away from home for 2 nights and 3 days was a first for some students, a challenge for some and an adventure for others. This camp ties in with our pastoral care program developing Gratitude, Empathy, Mindfulness and Resilience.

Ben Jones
Senior School Leader



SENIOR SCHOOL NEWS

Year 11 News : The Resilience Project

Our year 11s started this term by watching GEM – a documentary about Hugh Van Cuylenburg and the ‘why’ behind this work. After this we explored the little things we are grateful for, looked at ‘resilience’, emotional literacy and stress. Our year 11s have approached these lessons with a new level of maturity, and I commend them for taking them on with the goal of personal growth.

Camp 2024

From March 18-20, we were at Mylor Adventure Camp for our Year level Camp. It was a fun and action-packed program with archery, raft making and racing, giant swing, flying fox, challenge course and so much more. It is always a very special opportunity to experience our students outside of the classroom and the staff who attended all agreed that it was a pleasure to spend this time with our year 11s. Please enjoy some of the photos capturing the fun and the student responses which speak for themselves.



SENIOR SCHOOL NEWS

Year 11 News

Our Values

Many of our year level chats have been around our values – Integrity, Respect, Thrive. Given this group started the year ready to step into their new identity as role models in the school, they have risen to the challenge. Conversations about the **Integrity** and **Respect** underpinning punctuality, wearing the uniform, putting phones in Yondr pouches, making the most of lesson time, adhering to deadlines and more, have been valuable. Students will definitely **Thrive** by putting this learning into practise.

SACE

Students are halfway through Semester 1 and there's a mission they all need to have – to make sure they have a healthy SACE Pattern! Learning Conversations were a positive way for parents to check in with teachers but if you didn't manage to get to that in Week 7, staff email addresses can be found on the school's website. Sending an email to check on progress is always welcomed.

Harmony Day Representation

A number of our year 11s spoke at our recent Harmony Day Assembly. Their leadership and messages of kindness, respect and intercultural understanding inspired those in attendance and made us all proud.

Kylie Hill
Year 11 Learning and Engagement Leader



ABORIGINAL NEWS

Walk of Awareness

Each year, to celebrate the National Apology to the Stolen Generation, local organisations and schools around the Port Adelaide area participate in the *Walk of Awareness*. The *Walk of Awareness* is to show a united community remembering the past and working towards a brighter future for all. Student leaders from all grades participated in the walk across the Birkenhead Bridge. We were able to connect with the wider community, show our solidarity in support of the Stolen Generation. Students were able to participate in a traditional smoking ceremony and were able to celebrate the day with a shared morning tea with all present having the opportunity to listen to Kurna elders imparting knowledge on this significant day.

All students represented the school with true Integrity and Respect and are to be commended on this!



SAASTA (South Australian Aboriginal Secondary Training Academy) and Port Adelaide Visit

The key part of the SAASTA Program is the SANTOS Power Cup hosted in the middle of Term 2. Each academy has a set of challenges to achieve and obtain the maximum number of points including highest attendance, best academic achievement, and participation in the Port Adelaide workshop.

On 21 February, the Le Fevre Academy (partnered with Woodville High School) completed their workshop with maximum participation in all aspects of the visit. Students were involved with Yungkurrinthi (Flinders

Uni), SAPOL and SAASTA HQ staff to explore the Key Performance Indicators (KPIs) of the program, be involved a football skills clinic and workshop activities around cultural identity, Reconciliation and NAIDOC week themes.

Everyone in our academy was heavily involved in all parts and this inspired excitement for SANTOS Power Cup with a chance to meet some of Port Adelaide's Aboriginal players as well as a wonderful opportunity to connect with the wider community.

Adam Eustace
Aboriginal ED/SAASTA Leader



ART NEWS

Arts Term 1 Buzz!

What an incredible term it's been for the Arts at Le Fevre High School! We've been a hive of creativity, and I'm thrilled to share some of the exciting things that have been happening.

Lights, Camera, Action!

Our drama students haven't just been learning about theatre, they've been experiencing it firsthand! Multiple excursions to Adelaide Festival and Fringe shows exposed them to a diverse range of performances, sparking their imaginations and igniting their passion for the stage. Thank you to drama staff for supporting our students to access quality performances to complement learning.

Courtyard Sessions resume:

Friday lunch got a whole lot more artistic in Term 1 with the re launch of our Performing Arts and Music Courtyard Sessions. A few times a term, Friday lunchtimes are now filled with the sounds of music and the energy of live performances. It's a fantastic opportunity for our talented students to showcase their skills and for the whole school community to come together and appreciate the arts. Thank you to music staff for organising performers, setting up and packing up of gear and helping students to showcase their talent.

Standing Ovation for Shakaya!

Huge congratulations to 2023 Year 12 Visual Art Design student, Shakaya! Her incredible "Spirit Character" designs are currently on display at the prestigious SACE Art Show at Light Square Gallery. Don't miss this opportunity to see Shakaya's work – the exhibition runs until mid-April! Images of her great work are included in this newsletter.

And the Beat Goes On...

Our Year 12 Formal was a resounding success, and a big part of that success goes to Harrison, our very own student DJ! Harrison's impressive music knowledge kept the dance floor pumping all night long.

Calling All Artists!

Are you (or someone you know) interested in a career in the Arts? We encourage you to visit the Port Adelaide Enfield Council website (Port Arts Exchange) to register your skills and learn about future employment opportunities in the Arts within our local area:

<https://www.cityofpae.sa.gov.au/pax>

<https://www.cityofpae.sa.gov.au/forms/artist-database>

<https://www.cityofpae.sa.gov.au/forms/live-music-database>

Guildhouse: Nurturing Young Talent:

For our aspiring young visual artists, we have a fantastic opportunity! Guildhouse, the South Australian professional artist association, offers courses and mentoring programs specifically designed to help students launch their careers in the visual arts. Registrations for students are currently free, so this is a fantastic way to get involved.

Student Membership: For students enrolled at secondary, tertiary or postgraduate level.

Benefits of becoming a Student Member:

- It's free! For the duration of your studies
- Being part of an iconic artistic community
- Invitations to Guildhouse Exhibition Openings and VIP events
- Invitations to exclusive Guildhouse and affiliated events and opportunities to meet your favourite makers, visual artists and designers nationwide
- Professional development opportunities
- eBulletins and eFlyers full of sector news and events
- Opportunities and freebies through our partners such as festival tickets · Free entry to Carrick Hill
- On Campus arts events with drinks and food
- Partner discounts Keep up to date and follow us on Instagram @guildhouse_au!

Link: <https://guildhouse.org.au/membership/student-membership/>

We're so proud of our students' achievements and the vibrant energy of the Arts program at Le Fevre High School. Stay tuned for more exciting news in Term 2!

Jackie Reichstein
Arts Leader

ART NEWS

Artwork by Shakaya

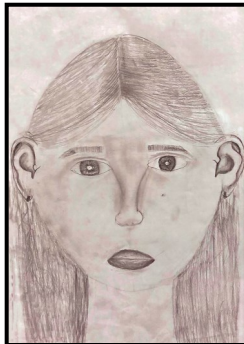


ART NEWS

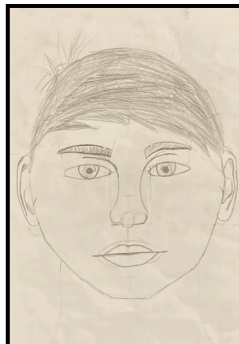
Year 7 Portraits



Angus



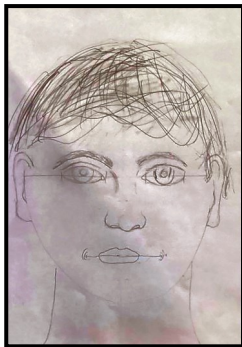
Aubree



Campbell



Tyson



face



Caspar



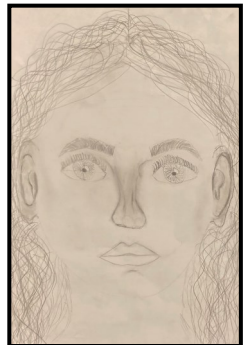
Emily



Grace



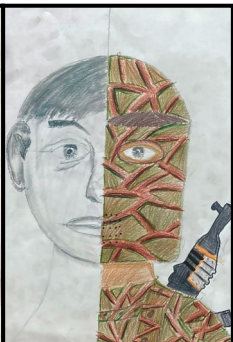
Indiana



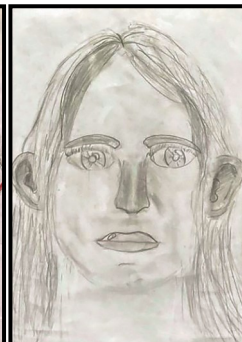
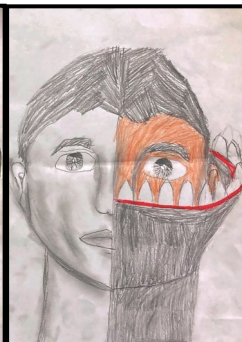
Shiralee



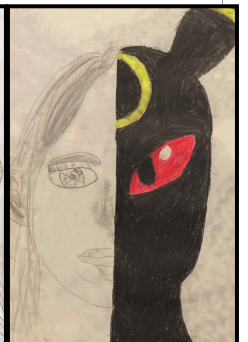
Jacob



Quinn



Tahlia



ART NEWS

Year 8 Faces



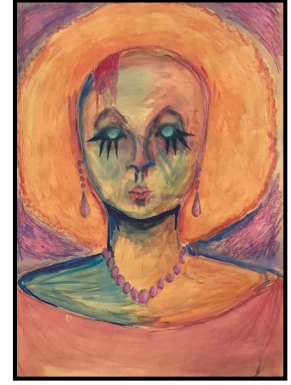
Akirra



Cailin



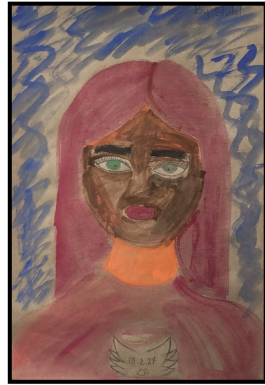
Hollie



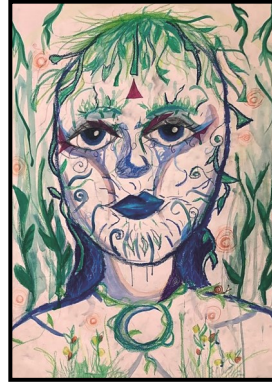
Kacia



Maddie



Shakel



Nyx



Sasha



Sway



Tabitha



Corni



Zeldaria

ART NEWS

Year 9 Pop Art



Bear



Birds and Girl



Cat



Decorative Hand



Dog



Fox



Panda



Lion



Swirls and Girl



Rabbit

ART NEWS

The Adelaide Festival and Fringe for our Performing Arts Students

Students from across the performing arts at Le Fevre High School attended a range of excellent theatre pieces on during the Adelaide Fringe and Festival in 2024.

Year 10, 11 and 12 Drama and Creative Arts students attended Adelaide Festival Performances of "Grand Theft Theatre" and "Who Killed My Father?" Both performances were profound and questioned moments that impact our lives and stay with us forever.

Year 7 and 8 Performing Arts and Drama students went to the Festival's "Guuranda" at Her Majesty's Theatre. "Guuranda" is a monumental new theatre work telling the Narungga Creation stories of South Australia's First Nation's People from the Yorke Peninsula of South Australia.

Our year 10 and senior performing arts students were again the only school to be invited to Holden Street Theatres Media Launch of their Fringe Season where they saw two acclaimed shows, "England and Son" and "The Portable Dorothy Parker".

In "England and Son" there are deep, dark laughs – & some deep, dark love – with the characters from actor's Mark's childhood & Ed's lived experience in jail. Dorothy Parker is set in New York City: 1943. Dorothy reminisces about her life and selects poems for a collection that is about to go to print.

These experiences have a profound impact on the students and are celebrated opportunities for gaining depth and experience in the vast offerings of the performing arts in Adelaide.

Rita Papillo
Teacher



Dorothy Parker



Grand Theft Theatre



Who Killed My Father



Guuranda

ART NEWS

Music: Year 10 Natural Soundscapes In Composition

Year 10 Music- Soundscape Composition

Earlier this term, Year 10 Music students visited the beach to record sounds for a Soundscape composition. They captured natural sounds and edited them in GarageBand to create music reflecting a particular emotion or location. Scan each QR code to listen to each student's final work!

Bu Emily



Deegan - Happiness

My soundscape was created to make the feeling of happiness and I did this by sampling things at the beach such as the wind, splashing and others to create this composition and integrate it with other sounds I made or used of water.



Charlotte-
The Beach

My soundscape was created to give the feeling of being at the beach and feeling of being calm and relaxed. Samples that I've gathered to create and integrate into this was the waves, the wind, walking along the sand and the dried-up seaweed along the shore.



Angas - Desert

My soundscape is desert/ the country. I sampled the wind, the seaweed and trees.



Jack - Space Journey

This is my Soundscape Assignment. I started with the feeling of peace, however as I was playing around with the effects and other instruments I ended up with something that sounded like going into space and returning to wherever you began.



Daniel - Grass

This soundscape was made to sound relaxing with the feeling of the grass, the wind blowing at you and the sound of dogs barking and playing at the beach. I chose this because it sounds like it can go well for listening on Spotify for those who want to relax and have a good time.



CROSS CURRICULAR NEWS

Cross Curricular Studies at LeFevre High school comprise *Stage 1 Exploring Identities and Futures, 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.

Staffing update Semester 1: Our *Research Project* faculty members for 2024 include: Ms. Andee Kalatzis, Ms. Pru Pole, Mr. James Dekort and Mr. Nick Brown.

Introducing Stage 1 Exploring Identities and Futures: In 2024, our school will introduce the new SACE flagship subject, Exploring Identities and Futures, which will be rolled out across South Australia in Semester 2. Exploring Identities and Futures gives students the opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. This subject will replace the current Stage 1 compulsory subject PLP.

Schools, teachers and students who experienced EIF during its creation across 2022 and 2023, have told us:

- there were more opportunities to deeply explore the things that matter to them
- students' learning shifted from passive to active
- relationships between students and teachers strengthened
- the learning was deeper, more authentic, and better reflected the volume of work required for a 10-credit subject
- they were able to transfer learning to other subjects
- they were challenged to take control of their learning.

We are More campaign: We firmly endorse the SACE Board's vision that students are more than grades, scores and the subjects they study. Each student is a unique individual with distinct skills, talents and capabilities able to become thriving learners, workers and citizens in our ever-changing world.

In the upcoming weeks, the SACE Board will be launching its 'We are More' campaign in the community. This campaign invites you as parents and caregivers to engage with the young people in your life, about their distinct skills, talents and capabilities.

We are excited about the possibilities that lie ahead and look forward to providing more information about how our school is developing capabilities in students and our plan to formally recognise them.

Stage 2 Research Project: The year 11 cohort commenced the Research Project in Semester 2, 2023 and will complete 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. *The final copy of the research folio was due in term 4 of 2023.*

The Research Project focus this term is the **Research Outcome**. The Research Project Outcome requires students to 'answer' their research question or 'hypothesis'. Learners decide on the format of their Research Outcome. It could take the form of a feature article, an academic report, a multi-modal presentation or informational brochure. *The Research Outcome is due week 10 of term 1, 2024.* The final part of the Research Project is the **Evaluation** which requires students to evaluate their research processes and responses to challenges and opportunities, whilst assessing and reflecting on the quality of their final Research Outcome. *The Evaluation is due in week 6 of term 2, 2024.*

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

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

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

I wish all students well in 2024 and beyond.

Andee Kalatzis
Cross Curricular Leader

"Do the best you can until you know better. Then when you know better, do better." — Maya Angelou

CURRICULUM NEWS



All students from Year 7 to 12 can participate. To complete the Premier's Reading Challenge students need to read 12 books from the beginning of the school year and concluding in week 7 term 3 (6 September 2023). Students who complete the challenge are eligible for an award in late November.

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

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

Troy Barker and Roxanne Clare
Resource Centre team

DESIGN AND TECHNOLOGIES NEWS

Year 7 Design and Technology

This Term Year 7 students have been introduced to CAD/CAM and Laser Technology. Students use special Computer Aided Design (CAD) programs to design a personalised key ring to be cut and engraved using the laser cutter. The key ring must meet the requirements of the design brief, so this gets students thinking and basing their learning around the design cycle. The year 7 students enjoyed this task immensely as this was new to them as they haven't used this technology before. The students first investigated numerous acrylic key rings through google images and then got to work in sketching, designing and creating their very own.

Design and Technology Team



Year 8 Home Economics

The Year 8 Home Economics class created some amazing stir fry dishes to help celebrate the Lunar New Year. The class put their knowledge of Asian food and culture to use by cooking vibrant Asian stir-fry dishes with traditional woks. They all worked in the kitchen very well together, ensuring a safe and friendly environment was demonstrated throughout the cook. Their creations were fresh, high-quality, and bursting with flavour, showcasing their amazing culinary skills.

Vandana Mahajan
Home Economic/Food and Hospitality Teacher



DESIGN AND TECHNOLOGIES NEWS

Year 9 Textile Technology

As year 9 students embark on the creation of beautiful boxer shorts as part of their summative task, a sewing machine becomes an invaluable tool, offering a range of features tailored to their needs. Firstly, stitch selection capabilities are crucial, allowing students to choose from various stitch types such as straight, zigzag, and decorative stitches. These options cater to different aspects of boxer short construction, from securing seams to adding aesthetic flourishes. Adjustable stitch length and width settings further enhance the machine's suitability for the task, enabling students to tailor stitches according to fabric thickness and desired finish. This flexibility ensures neat, durable seams essential for comfortable and long-lasting boxer shorts.

The inclusion of features like a built-in needle threader and a drop-in bobbin system streamlines the sewing process, making it more accessible and less time-consuming for students who are still mastering their skills. Additionally, the presence of specialized attachments like overlock or serger feet facilitates professional-grade finishing touches, elevating the quality of the final product.

Overall, the features of a sewing machine are carefully designed to support students in creating high-quality boxer shorts efficiently and effectively. By providing the necessary tools and functionalities, the sewing machine empowers students to explore their creativity while honing their sewing skills, resulting in a rewarding and educational experience.

Liza Vassos
Home Economics Teacher



DESIGN AND TECHNOLOGIES NEWS

Home Economics

Exploring the Art of Baking: Year 10 Students Dive into the World of Yeast

In a bustling kitchen, the rhythmic sounds of kneading dough and the tantalizing aroma of freshly baked goods fill the air. But this isn't just any kitchen; it's the classroom of year 10 students at Le Fevre High School who have embarked on a delicious journey into the world of baking.

Under the guidance of their teachers, Ms. Vassos and Ms. Mahajan, these budding chefs are not only learning about the science behind baking but also gaining practical skills that will last a lifetime. To master the art of baking with yeast as the primary ingredient, creating a range of delectable treats including focaccia, bread rolls, cinnamon scrolls, traditional Georgian bread and pizza.

For many of these students, this hands-on experience goes beyond simply following a recipe. It's an opportunity to understand the chemical reactions that occur when yeast interacts with other ingredients, leading to the rise and texture of baked goods. As they carefully measure and mix ingredients, they're also honing their mathematical and scientific skills, applying concepts such as ratios and fermentation.

But the learning doesn't stop there. As they wait for their dough to proof and rise, students delve into the history and cultural significance of the baked goods they're creating. From the ancient origins of focaccia in Italy to the global popularity of pizza, and Georgian bread each recipe tells a story that transcends borders and generations. Moreover, the collaborative nature of the task fosters teamwork and communication skills among the students. As they work together to divide tasks and troubleshoot challenges, they're developing invaluable interpersonal skills that will serve them well in their future endeavors.

For the year 10 Home Ec teachers, seeing their students' enthusiasm and creativity in the kitchen is immensely rewarding. "Baking is not just about making delicious treats," "It's about fostering a love for learning and instilling confidence in students to explore new concepts and techniques."

As the aroma of freshly baked bread fills the classroom, it's clear that these year 10 students are not just baking – they're creating memories and skills that will last a lifetime.

Liza Vassos and Vandana Mahajan
Home Ec/Food Hospitality Teachers



ENGLISH AND HASS NEWS

(Humanities and Social Sciences)
Year 12 Essential English Excursion

Year 12 Essential English students attended a performance by Archangel Theatre Company at the Parks Theatre. The double bill, "Know Your Enemy/ Talking Underwater" was a highly impressive production, with the playwrights, cast and crew all local young people. Here are some samples of reviews written by our students:

"At the end of both of these plays some of the main cast came out and sat in the middle of the stage and told some of their stories why they started acting in plays and what their inspiration was to perform in front of all those people it was good to hear their story and probably inspired people that they can chase their dreams and never be too scared to act or do anything in your life. And the people who played in the theatre were very talented the youngest one was in year 10 so these people were really trained and ready to show their talent. People from the crowd asked questions and they answered with really good answers and the first play was written by a teen herself it was really good to hear their stories and watch their entertaining play I am very happy that I watched this play and I really recommend for everyone to watch this play I am going to rate this play overall 9.5/10 stars and the trip was worth it." - Liam

"The entire performance was well acted, with the character of 'You' being a major highlight. His constant snarky remarks and quick-witted humour as he chastised Alice's choices were very well voiced and his movements were lively, with lots of hand motions and facial expressions. Having the cast consist of teenagers and young adults aged 15-18 made the performance a lot more relatable, and as *Know Your Enemy* was written by a same-age member of the group, the production overall connected with me more than the standard adult-written performances aimed at teenagers that have become commonplace." – Harrison

"It resonated with me due to my current situation in high school and facing circumstances that are, or will, be similar. I felt that there were not a lot of moments in the play that didn't feel like it was not for a real-life memory from the director, which made it feel very personal". – Jericho

"The cast of *Know Your Enemy* is funny because the dialogue was amazing and it was spoken well. Also, none of the cast broke character while the props changed over and over during the whole performance that was watched by two schools and the public as well. The actor Sam Mills who played You in 'Know Your Enemy' was hilarious because he never broke his character at all." – Georgina (pictured)

"With the story of the show, I could relate and feel the emotions from the play and it was very touching for me as I have experienced the same thing before. I felt happy that I could relate to the show as it made me understand the show a lot more than the other show that I watched." - Taj

Pru Pole
Year 12 Essential English Teacher



HEALTHY LIFESTYLES NEWS

Year 7 Health and Physical Ed (HPE)

This Term in year 7HPE, students are focusing on Striking and Fielding Games. Both year 7 classes this term are fortunate enough to lock in 5 sessions with Baseball SA. Our students demonstrated high levels of engagement due to being coached by current players of the Port Adelaide Baseball Club. The school is also privileged to have use of the facilities, including the Baseball Diamond behind school grounds. Students will develop the skills of batting, running, pitching, catching and fielding. We are grateful to be given the opportunity to work with another group in the community.



HEALTHY LIFESTYLES NEWS

Year 8 Health and Physical Ed (HPE)

Mr Page's Year 8 all girls P.E class has been engaging in a 4 week intensive soccer program facilitated by Football Australia. The class have been focusing on ball mastery sessions incorporated into small sided games for maximum inclusion. A secondary focus has been target practice, as well as maintaining possession of the ball using various tactics. The main take away points of these sessions are transferable to any other Invasion Games including Basketball, Netball and many more. Working with professionals in our school community supports student engagement in Health and Physical Education and aims to improve student outcomes and achievement.

Elle Penekelis
Year 10 Learning and Engagement Leader /Healthy Lifestyles Leader



HEALTHY LIFESTYLES NEWS

Year 11 Outdoor Education

The Year 11 Outdoor Education has started with some exciting excursions and camps, introducing students to the natural environment and teaching new skills to enjoy the outdoor activities South Australia has on offer.

Coastal Observation Excursions at Semaphore Beach

Our students engaged in thought-provoking coastal observation excursions at Semaphore Beach, immersing themselves in hands-on exploration of local environmental issues. Guided by our dedicated team, students investigated the challenges facing our coastal ecosystems and brainstormed effective management strategies. These excursions instilled developed students' understanding of environmental stewardship and fostered a commitment to preserving our precious natural heritage.



3 Day Camp at Port Vincent

At Pt Vincent, Yorke Peninsula, our students embarked on a 3-day camp filled with a diverse range of aquatic activities and outdoor experiences. Throughout the camp, students were introduced to the basic camping skills of setting up their own tents and cooking their own meals on a Trangia. During the day, students also participated in aquatic activities of kayaking, fishing, and knee boarding.

The main activity and highlight for the class was learning to surf at Cory Point. Despite a wobbly start, students embraced this opportunity, developing their confidence, teamwork and leadership skills.

Christopher Peters
Assistant Principal / School Operations and Pedagogical Practice



HEALTHY LIFESTYLES NEWS

Year 12 Physical Education—STEM Footy Sports Science Workshop

During week 7 the year 12 Physical Education students had the opportunity to delve into the world of sports science through a workshop hosted by the Adelaide Football Club Crows Foundation. The aim of the workshop was to provide students with hands-on experience in utilising GPS technology, a crucial component of modern sports performance analysis.

The day kicked off with an informative session exploring the history and significance of GPS tracking in the context of Australian Rules Football and how devices are used. Students developed understanding of GPS trackers and their role in optimising player performance. This was then followed by a practical session where students were fitted with their personal GPS tracker, taking to the Adelaide Football Club (AFC) oval for a practical session to gather performance data firsthand. Following the practical session, while the data was downloaded from each of the devices, students were given a glimpse inside the inner sacrum for an exclusive tour of the Adelaide Football Club facilities. Led by AFC staff, the tour provided a firsthand look at the daily routines and facilities available to professional AFL and AFLW players, as well as exposing students to the range of jobs and careers that are available at an elite sports club. Students were then treated to a special presentation by a member of the high-performance team, who was able to shed light on their role within the club and the STEM principles that underpin their work and how they contribute to player development and success. Finally students were able to analyse and evaluate the data collected from the practical session where students learnt how to interpret GPS tracking reports, identify performance metrics, and draw meaningful conclusions to inform their assessment tasks back at school.

This was an incredible experience for all the students in attendance and LFHS would like to extend our gratitude to Katie and her team at the Adelaide Football Club for their collaboration in making this workshop possible.

Ben Jones
SACE, VET and Career Pathways



HEALTHY LIFESTYLES NEWS

Year 12 Outdoor Ed Camp/Program

This year marks the first time Le Fevre High School has run a Year 12 Outdoor Education Class. Students in the class have engaged in the program since year 10 and through year 11, developing their skills, self reliance and capabilities in the subject across a range of challenges and natural environments.

This term students have completed a local environmental investigation of the Semaphore- Largs Bay Sand Dunes and the issues impacting their sustainability. Students have had the opportunity to engage with members of the local community, including the Semaphore Dunes Group, who actively work to preserve the Dunes, and over a series of three excursions, have surveyed the area and identified various causes of erosion to the dunes, as well as management strategies to reserve them.

In week 10, year 12 students travelled to Middleton to complete their first camp of the year, where over three days, they engaged in surf safety, body boarding and two full days of surfing. Students surfed in Horseshoe Bay, Middleton Point and Surfers Parade. It was a great pleasure to see students experience success and tackling a range of waves over the three days.

Students worked collaboratively to plan their meals together, assess the area for risks and plan their camp craft.

Next term students will be planning their own self-reliant camp, I look forward to seeing the development of their skills across the past 3 years come to fruition.

Elle Penekelis
Year 10 Learning and Engagement Leader /Healthy Lifestyles Leader



HEALTHY LIFESTYLES NEWS

Year 12 Outdoor Ed Camp/Program.....continued



HEALTHY LIFESTYLES NEWS

Sports Day 2024

In week 9 we celebrated our school Sports Day at Port Adelaide Athletics Club. It was a fantastic day for staff and students to spend time together outside of the classroom, and for students to show off their athletic abilities. In addition to this, students represented their house colours and school with absolute pride. Congratulations to our Sports Day Captains for leading their teams during pastoral care activities and building hype and morale around the day.

Congratulations to the Age Champions listed below, to SWAN for winning the Spirit Cup and of course, congratulations to HART for taking out another Sports Day, for the sixth year in a row.

Individual Champions

Under 13 Boys: Angus R

Under 13 Girls: Emily W

Under 14 Boys: Ethan P

Under 14 Girls: Kitanya V

Under 15 Boys: Tahj C

Under 15 Girls: Maddy R

Under 16 Boys: Ashton M

Under 16 Girls: Audrey D

Open Boys: Traeclem M

Open Girls: Tori C

Elle Penekelis
Year 10 Learning and Engagement Leader /Healthy Lifestyles Leader



HEALTHY LIFESTYLES NEWS

Sports Day 2024



INCLUSIVE EDUCATION NEWS

Aquatics Term 1

The Inclusive Ed class has been participating in Aquatics this term since it was such a hit last year. They have participated in sailing, kayaking, canoeing, and surfing - growing their confidence, skills, and abilities in and around the water. These activities have allowed them to work independently at times and with their peers at other times, emphasizing the importance of being an effective team member. Kayaking gave students the perfect environment to develop their teamwork skills and build relationships with their classmates. Surfing was a little cold, but that did not stop the students from getting in the water and having lots of fun!

Gina Tawfiles and Deb Wareing
Inclusive Education Teachers



INCLUSIVE EDUCATION NEWS

Transport Grant for Inclusive Education Classes

Le Fevre High School have been lucky to secure a grant from Variety SA - the Children's Charity for \$10,000 to fund transport for our two inclusive education classes for 12 months.

This funding will allow both classes to attend excursions, swimming, aquatics and work experience as a group. For the first time we will be able to hire a bus large enough to transport the students from both classes at the same time.

We really appreciate Variety SA's support and thank them for the grant.

Jackie Kelsh
Intervention and Support Leader



LANGUAGES NEWS

Indonesian News

We are thrilled to share some exciting updates from our Indonesian faculty here at Le Fevre High School. This month, we had the pleasure of hosting Michelle Kohler, an esteemed expert in Indonesian language learning, who provided invaluable advice on promoting our language curriculum. Her insights will surely enrich our students' learning experiences and strengthen their proficiency in Indonesian.

We are still communicating with the Department for Education about a student visit to Jakarta in September and are crossing our fingers that our application will be successful. This incredible opportunity will allow our students to immerse themselves in the vibrant culture and language of Indonesia, further deepening their understanding and appreciation of this diverse nation.

Additionally, we received heartfelt Ramadan greetings from our friends at Sekolah Pilar Indonesia. Their warm wishes serve as a reminder of the strong bonds of friendship and collaboration between our schools.

We are so thrilled to see the enthusiasm and engagement in our Indonesian language classrooms. Our students' passion for learning and exploring new cultures continues to inspire us, and we look forward to seeing their continued growth and success in the months ahead. Thanks so much to Pak Jonny, Bu Kylie, Bu Lina and Bu Amy for wonderful teaching.

In Indonesia, recent events highlight the nation's dynamic political landscape and diverse cultural heritage. From presidential elections to environmental conservation efforts, Indonesia remains a focal point of regional and global affairs. Learning Indonesian is crucial for fostering cross-cultural understanding, strengthening diplomatic ties, and unlocking opportunities in trade, tourism, and education. With Indonesia's growing influence in Southeast Asia and its rich tapestry of languages and traditions, proficiency in Indonesian opens doors to a world of possibilities, enriching personal experiences and contributing to global citizenship in an increasingly interconnected world.



Bu Kylie teaching an enthusiastic group of Year 8's. Our recent past student visitors (aged 70 and 90) were amazed to see the variety of online learning

***** BREAKING NEWS*****

We can confirm that our visit to Sekolah Pilar Indonesia will be taking place at the end of term 3 this year. An information night for families will be held at school on Wednesday 1 May, 5:30-6:30pm. Enquiries can be made to pru.pole334@schools.sa.edu.au

LANGUAGES NEWS

Harmony Day



Harmony Week is a time to celebrate Australian diversity, and the successful integration of migrants into our community. Australia is one of the most successful multicultural countries in the world and we should celebrate this and work to maintain it.

Harmony Week is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values.

Harmony Day is held on the International Day for the Elimination of Racial Discrimination. On 21 March 1960, police in Sharpeville, South Africa, opened fire and killed 69 people at a peaceful demonstration against apartheid "pass laws".

This year we celebrated Harmony Day with an assembly on Thursday 21 March. During lunch, our ARA Youth Ambassadors ran a multicultural food stall to raise money for refugee support. All items sold out! Dishes included pho, basil stir-fry chicken, cupcakes, cinnamon scrolls, French toast, tanghulu, and vetkoek with mince.

Students presented the information below at our assembly, which I would like to share with you:

What is Hate Speech?

Hate speech refers to any form of communication – whether it's spoken, written, or expressed through behaviour – that targets and attacks individuals or groups based on certain aspects of their identity. These could include characteristics like race, ethnicity, religion, nationality, gender, sexuality, or other factors.

Hate speech can have a big impact on individuals and society. It can lead to discrimination, and even violence against those who are singled out. When hate speech becomes normalized or accepted, it can be incredibly damaging.

Hate speech is often fueled by xenophobia (a fear of people from other countries), racism, and intolerance. This can create fear and hostility towards some groups, ruining efforts to be welcoming and inclusive.

It's important to recognize that hate speech isn't just harmful words; it can also contribute to hate crimes and violent acts. Throughout history, hate speech has been linked to conflicts, extremism, and even genocide.

From a human rights perspective, hate speech is prohibited by international law because it violates the rights and dignity of individuals. We all have a responsibility to challenge and combat hate speech, creating environments where everyone feels valued and respected.

Raising awareness about the frequency and impacts of hate speech is crucial. By understanding its harmful effects and recognizing the forms it can take, we can work towards creating communities and societies that promote tolerance, diversity, and mutual respect.

It is important that all students of Le Fevre High School understand that racism is not and never will be tolerated.



LANGUAGES NEWS

Australian Refugee Association Youth Ambassador Program (ARAYA)

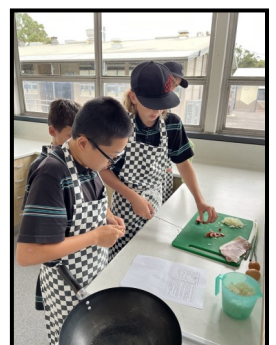
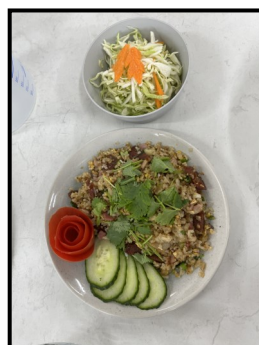
The Australian Refugee Association Youth Ambassador Program is a leadership development opportunity for high school students in years 10-11 who are passionate about the global refugee crisis and the struggles many people experience.

The program aims to provide young people with leadership training and experience to advocate for refugees and asylum seekers as well as guide them in engaging the broader community to promote harmony and understanding. This year, our ARA Youth Ambassadors are Anh, Fern, Ronan, Geoffrey, Ken, Olivia, Stoffel and Max.

So far this year ARA Youth Ambassadors have had a meeting with youth engagement officer Carly Squire to learn about the program, ran the Harmony Week assembly and food stall fundraiser. They are off to a fantastic start!

Lunar New Year Celebrations

We were very lucky to have two visits from Tommy's parents - Duc Tu and Thu Thuy, to present Vietnamese cooking demonstrations to mark Lunar New Year. The Vietnamese spring rolls and fried rice were delicious and we learnt lots of interesting information about how Tommy's family celebrate this special event. We love having people from our school community get involved in the students' learning.



LANGUAGES NEWS

Multicultural Power Cup

A group of students from year 11 and our Inclusive Education classes are participating in the Multicultural Power Cup this year, run by Port Adelaide Football Club. The Multicultural Power Cup is designed to celebrate vibrancy of cultural diversity and expression, promote inclusion and build social cohesion. So far, we have been working on designing a guernsey for the teams to wear at the carnival in July, discussing our cultural backgrounds and welcoming visitors from PAFC to teach us footy skills.

Prudence Pole

Coordinator: Innovation in Learning Design, Languages and Intercultural Relationships



MARITIME NEWS

Maritime Immersion Week

The Maritime Immersion Camp is a fun, maritime experience full of activities for South Australian high school students in years 10 - 12. The camp will take place at the Australian Maritime College in Tasmania and across several locations in South Australia.

The camp is jointly organised by the Australian Maritime College and our Maritime Program at Le Fevre High School.

Students will have the chance to travel across South Australia and Tasmania to experience fun maritime activities on the water, at university, and with industry partners.

At the camp, students will drive boats, learn how to save a sinking vessel, operate tug boats and 200m+ ships in immersive bridge simulators, design and test floating structure prototypes in an engineering challenge, plan a global shipping network in a logistics challenge, learn about autonomous vessels, meet experts and be inspired by current university students and researchers, and more.

As part of the camp, students will learn about the exciting developments and opportunities in the maritime industry and will get an introduction to university and the future of maritime. If you are a year 10, 11 or 12 student and are interested in a career in STEM or Maritime please ensure you apply.

Apply through the link below:

<https://www.amcsearch.com.au/sa-maritime-immersion-camp>



Apply for the 2024 South Australia Maritime Immersion Camp

Open to South Australian students in years 10-12 for an exhilarating maritime industry experience across SA and Tasmania, 24-28 June

Applications close Friday 10 May:
www.amcsearch.com.au/sa-maritime-immersion-camp

South Australian students in Years 10-12, get ready for the Maritime Immersion Camp!

Explore the thrilling world of maritime engineering, seafaring, and global logistics through hands-on activities like visiting a submarine workshop, driving training vessels, problem-solving global supply chains, piloting 200m+ ships in the ship simulator, designing and testing your own vessel, and much more.

This unforgettable 5-day experience is being held in South Australia on Monday 24 June, then in Tasmania from Tue 25-Fri 28 June.

Limited spots available. Don't miss out!

Applications close Friday 10 May.

Apply now at:

<http://www.amcsearch.com.au/sa-maritime-immersion-camp>

MARITIME NEWS

Royal Australian Navy Ship Tour

On Wednesday 28 February, students from our Stage 1 Advanced Naval Engineering class were fortunate enough to get an onboard ship tour of the HMAS Diamantina. Commissioned in 2002, HMAS *Diamantina (II)* is the fifth of six Huon Class Minehunter Coastal Vessels. The students were eager throughout the excursion and asked many questions relating to their topics in Naval Engineering. HMAS Diamantina features a unique hull design, shock resistance and an inherently low magnetic signature, allowing the ships to operate in hostile mine environments. Each hull was designed with no ribs, frames or stiffeners to avoid local stress points that could separate under shock conditions.

The vessel was located at Port Adelaide passenger Terminal, and as the Maritime School our students were fortunate enough to experience the vessel firsthand and hear from NAVY sailors posted to the vessel. A highlight for students was the Navigation room, engine room and the weapon systems on board.

Liam Narcys
Maritime/Technologies and Careers Leader



MARITIME NEWS

STEM @ Le Fevre

This year sees the inaugural group of year 9 STEM students begin their year 10 STEM journey. As a part of this path, students are exposed to all things STEM out in the community. This term, students were taken to the city and tackled the ABCN Future Thinkers workshop.

Future Thinkers aims to build creative and innovative problem-solving skills through design thinking.

Design thinking is a human-centred approach to innovation increasingly used by organisations to transform challenges into opportunities. Research on the future of work indicates that these problem-solving, critical thinking and judgement skills are key transferable enterprise skills for the Australian workforce to remain competitive and thrive in a rapidly changing global economy.

Future Thinkers involves small groups of students working with mentors in teams to create solutions to a problem using the design thinking methodology, and at the end of the session the students present their results.

Mentors sharing their own career journeys and challenges can make an enormous impact as students consider their options for the future. No prior knowledge of design thinking is required.

At the completion of the workshop, students were asked to give some feedback, this indicated the excursion was a resounding success.

Rating Area	Before Future Thinkers	After Future Thinkers
I understand the principles of Design Thinking	62%	100%
I am able to develop creative solutions to problems.	50%	94%
I feel confident in coming up with solutions to problems.	68%	88%
I can communicate my ideas to others.	75%	82%
I intend to complete Year 12.	68%	82%
I intend to undertake further education such as TAFE, university or other courses.	62%	75%
I am aware of a wide range of career options and pathways	75%	88%

Some of the student comments about the day:

- *I learnt how well I can converse and adapt ideas the interact with other ideas*
- *Thanks for being supportive and Thanks for helping out with the presentation*
- *It's a very good program for identifying every day problems and problem solving*
- *I quite enjoyed it (the program), it really made me think and use my brain.*
- *I learnt that "You can do anything if you put your mind to it (you) just have to break it down step by step"*
- *My mentor taught me "To always take a risk and think about other people and don't just think about yourself"*
- *Thanks guys, legends!*

MARITIME NEWS

STEM @ Le Fevre...continued

Each group of students was lead by a Mentor, this was their feedback:

- *Watching the students come out of their shell to the point of all contributing to a presentation at the end of the program*
- *They tend to not focus at times however engaging them by asking interesting questions they can come back to focus again.*
- *Differing attitudes - some eager to participate, others seemingly not keen to learn or grow*
- *Their confidence levels increased as the program went on. Was great to see them all have input into the discussion and activity.*

Nick Kyriazis
Numeracy leader

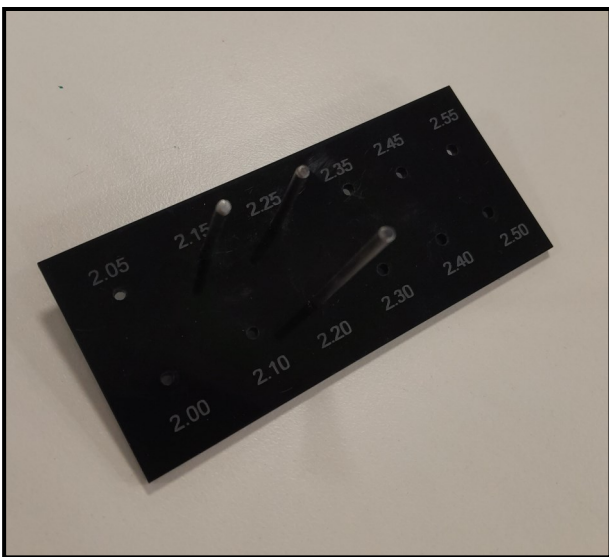


MARITIME NEWS

Year 10 STEM Class—Rocket Science Unit

The Year 10 STEM class have been busy designing rocket release mechanisms as part of a cross-curricular collaboration between Science and Design Technology. With only short notice, students were briefed with the design parameters and requirements for the rocket launcher.

After an initial introduction to mechanical engineering concepts, mostly around mechanical fits, students were shown examples of release mechanisms for other applications. From here, with some scaffolding, students were encouraged to use their creative and design skills to sketch their concepts. Currently, students are using CAD software to create vector graphics which will be used to laser-cut their release mechanism frame and component parts.



Through a process of mechanical testing using CAM and a hydraulic press, students found the required tolerances for their pivot point bearings, locating dowels and interference fits for parts locked to a shaft. These acquired dimensions will be used on their vector graphic prototypes in order to produce accurate working models of their rocket release mechanism.

The most successful mechanism will be used on the class rocket launcher. This launcher will be used in their Science class to launch rockets to a distance of approximately 40 to 50 metres on the oval.

In Engineering Science with Mr. Herman, students of the year 10 STEM group have been studying the Physics principles underpinning the study and design of successful rockets, such as special displacement, navigation principles and coordinates, velocity (in m/s, km/h and knots), and thrust and acceleration, as well as the definition of centre of gravity and centre of pressure (aerodynamic drag) and the influence of their relative positions on the stability and performance of rockets.

During this course, students will also be exposed to experiments involving water rockets, calculations of altitude achieved through the use of Physics formula and algebra, Chemistry principles (balancing total reactions and calculation of the amount of materials needed to power rockets), in particular the combustion of Hydrogen such as used in the Space Shuttle), and aerodynamic and velocity principles applied to rockets and aircraft, including by flying in our VR flight simulator an F/A 18 Super Hornet at the speed of sound, 300 feet off the ground, in mountains, like Maverick in Top Gun.

MARITIME NEWS

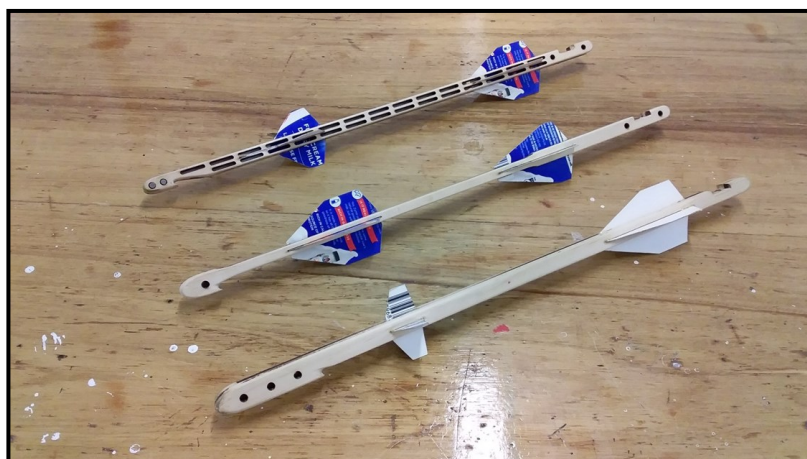
Year 10 STEM Class—Rocket Science Unit...continued

Applying this knowledge, students are currently studying M9 sidewinder infrared guided air to air missiles and designing in groups of two their own rockets, with a view of taking part in a class competition where the success criteria will be the most stable trajectory and the longest range achieved on the day (expected to be between 40 to 50 m). The parameters are as follows. Their rockets must have a maximum length of 500 mm, they must include a hook at the front for propulsion, and a recess at the back to accommodate the release mechanism safety catch. Their rockets must also include two sets of aerodynamic fins, just like the sidewinders, one at the front of the rocket and one at the back. This arrangement enables students to fine tune the flight characteristics of their finished rocket. Apart from this, students are entirely free in their design regarding the shape of the body of the rocket, the size and shape of the fins, and the construction technique. The driving idea is for students to experience the subtleties of aerodynamic design and get a deep insight into how engineers operate and think to optimize the performance of the systems they design.



Water rocket in action for later experiments in the semester.

Three prototypes for students to analyse and study to gain aerodynamic knowledge to design their own rocket. They look very similar, but behave in the sky completely differently. From close to far: 1) Stable but heavy – short range, 2) middle: lighter but completely unstable. As soon as launched, it just tumbles through the air as the center of pressure (aerodynamic drag) is ahead of the center of gravity, 3) at the back: light but strong construction, perfectly balanced with small steel weights at the front – best performance: straightest and longest gliding flight.



Xavier Gates and Thierry Herman
STEM Teachers

MATHS/SCIENCE NEWS

Numeracy @ Le Fevre: Bad at Maths
(rewritten from bad at maths@we are Teachers.com)

Hello all, my name is Nick Kyriazis and I am the Numeracy leader at the school this year. I stumbled across the following article and it articulates the struggles that students have socially around mathematics and what we can do about it. I personally have had conversations with parents about the stories and comments we tell our children and the effect it can have. Please read the following article so that you too can be informed about how we talk about mathematics to our children can effect their outlook.....

In fourth grade, I struggled with subtraction. But instead of branding me as “bad at math” or saying, “You must have more of a language arts brain,” my teacher’s patience and belief in me changed everything.

By fifth grade, thanks to dedicated teachers, I was acing every math assignment. I would later major in mathematics and teach eighth grade math, and I now use econometrics in research. My journey was shaped by mentors who believed in me and were careful in the way they spoke about my abilities.

But is everyone this lucky? Not by a long shot.

What it sounds like

Part of why this situation is so tricky is because adults make comments about how hard math is with good intentions. They don’t sound mean. Sometimes they’re delivered with a humorous, self-deprecating tone. Other times it’s an effort to make a child feel better or validate their feelings. And sometimes, they might not even be talking to kids—just making a comment within earshot to another adult.

Here are some examples.

“Oh, I only gave you a 20? Sorry! I’m so bad at math.”

“I’m just not a math person.”

“Sorry, kids—looks like I numbered your tests wrong. Just another reason why I’m not a math teacher!”

“[Child] has so many gifts. Math just isn’t one of them.”

“I stopped being able to help her with her math homework in, like, second grade.”

“The left brain is more logic while right brain is more creativity. You’re more right-brained, which is why math is harder for you.” (Not true, by the way.)

“My husband is great at math, and I’m not. [Child] must take after me.”

When we say we’re bad at math, it might feel true—like we’re simply acknowledging the reality that we can’t be equally skilled at everything. But there’s a difference between saying, “We all find certain skills easier to learn than others,” and “I am inherently lacking skills related to an entire field of study.”

Interestingly, when I ask adults who say they’re bad at math if they’ve always felt this way, the answer is almost always no. They felt capable in math until it got harder in junior high and they were too embarrassed to ask for help. Or they liked math until a teacher or parent made them feel like it wasn’t their “thing.” Yikes!

Why this hurts

All humans have beliefs about themselves that can change the way we handle difficult tasks, and psychologists refer to these as “entity theories.” This study in particular had girls and boys playing a matching game. After an initial round, some children were told that the other gender was really good at that game (so girls heard that boys were more competent, and boys heard that girls were more competent). Then, each child went on to play another, more difficult round.

MATHS/SCIENCE NEWS

Numeracy @ Le Fevre: Bad at Maths.....continued
(rewritten from bad at maths@we are Teachers.com)

Here's the thing. The kids who were told that the other gender was better? Their scores dropped by an average of 12.8%. The scores of the kids who weren't told anything dropped by only 2.8%.

Another study finds evidence of this impact on students, too; here is another study that finds adult statements impact student performance, and another study with similar findings.

These findings go beyond relationships or correlations—these findings are causal. In other words, these experiments are set up to point directly back to the effect of adults' words on children. Even if the adults making the statements had good intentions, those good intentions don't matter when the impact is negative.

Who this hurts

From the study above, we know that entity theories aren't good for kids. But when it comes to math in particular, negative comments hurt girls more than boys.

Educators and parents have to be careful with what they say about math in front of girls. In the studies cited above, the effects were exacerbated more for females compared to males. Girls tend to have lower self-beliefs about their mathematics abilities compared to boys. A girl who hears women mindlessly touting they are bad at math—no matter how casually or jokingly—could internalize the message as, "Wow, the women I look up to keep saying they are bad at math. This must be true for me, too."

What to say instead

So maybe you've read this and you thought, "Rats, I've said that before, but I didn't mean it to be so detrimental. What can I do now?"

When a student is struggling with math, here are some ways to respond:

Validate their feelings (without creating an entity theory). "I hear you. Learning any new skill can feel hard at first. But that's not a permanent feeling."

Teach students about growth mindset. "None of our abilities are set in stone. When we lean in to struggle, we're expanding those skills."

Normalize failure. "We have to mess up in order to learn. The biggest minds in math—or any field—had to get very comfortable with getting the answers wrong first."

Encourage perseverance. "I know you can do this. And I'm here to help every step of the way."

Offer perspective and connection. "Math is about numbers—but it's also about pushing through discomfort until you figure something out. What other skills are like that?"

Demystify "hard." "I believe you that solving systems of equations feels hard right now. You know what feels super challenging to me? [Insert relevant skill you know they excel at]. What advice would you give me?"

Emphasize hard work and learning over performance. "Grades and test scores are just one measurement for learning. Let's talk about some of the other ways I measure success."

Our beliefs about ourselves are shaped by the voices we hear, especially during our formative years. As educators, parents, and role models, we hold a responsibility in modeling these beliefs. Let's champion a narrative where challenges are embraced as opportunities for growth, where the process of learning is celebrated more than the outcome, and where every child believes in their math potential. As I would tell my students: Learning math is not just about numbers but the stories we tell ourselves about our capabilities, perseverance, and power to overcome.

Nick Kyriazis

MATHS/SCIENCE NEWS

Unveiling the Mysteries of Life: Year 12 Biology Explores Anaerobic Respiration

In a dedicated pursuit of comprehending life's intricate mechanisms, our year 12 Biology cohort embarked on their inaugural experiment, delving into the intricate dynamics of anaerobic respiration. Clad in their lab attire, students immersed themselves in the processes sustaining life's essence and investigated the effect of temperature on anaerobic respiration in yeast.

Amidst setting up lab equipment and keenly watching reactions, a profound truth emerged: all life hinges on cells, unseen but essential. Our students grasped this firsthand, realising that science goes beyond books—it's our quest to understand life's mysteries. Year 12 students will increase their scientific skills as the year progresses and research the fundamentals of all living things and the science of biology.

Christopher Peters
Assistant Principal
School Operations & Pedagogical Practice



WELLBEING NEWS

Year7 Students Shine as Charter Ambassadors



In a recent excursion, our year 7 students demonstrated exceptional behavior and a keen interest in learning as they participated in the Charter Ambassador Program. This program provides children and young people with a platform to advocate for the rights and well-being of youth in South Australia.

Throughout the excursion, students engaged in workshops and discussions centered around their roles in society and the importance of youth empowerment. They explored the principles of the SA Charter and shared their insights on issues relevant to children and young people.

A highlight of the excursion was a workshop held at the Adelaide Festival Centre's Banquet Room, where students

learned about the Charter and were inspired by a presentation on leadership by Matt Cowdrey MP OAM, a Charter Champion.

After the workshop, the students visited Government House for a group photo with fellow Charter Ambassadors, symbolizing their commitment to youth advocacy. They enjoyed lunch on the lawns of Government House, reflecting on the valuable lessons learned during the excursion.

As they returned to school, our students were inspired to continue their journey as passionate advocates for youth leadership and empowerment. The ambassadors are excited to be involved in several more workshops across the course of the year.

Ty Duerden
Teacher



WELLBEING NEWS

The Smith Family



The Smith Family supports long term participation in education through the provision of timely opportunities and support, enabling students to optimise their education outcomes. For this reason, The Smith Family offers Learning for Life Scholarships, Programs and Support throughout the primary, secondary and tertiary education years; an eligible student and family can continue to be part of Learning for Life throughout their schooling and post school vocational education.

Scholarships are awarded to students in financially disadvantaged families that have demonstrated their commitment to education and who would benefit from additional resources and support and who meet the referral criteria. To be eligible for the program, families are required to have a current Pension Concession or Health Care Card and demonstrate a strong commitment and engagement to education.

For further information on the Learning for Life Scholarship, please contact:

Ellie Simmons (Student Wellbeing) or Yolanda Martinez – Family Partnership Coordinator on 0407 519 472 or yolanda.martinez@thesmithfamily.com.au

Social Work Students

Hi, my name is Cathrene! I am a third-year UniSA Magill student studying Bachelor of Social Work and I am here on placement working under the Wellbeing team. I am working in the Wellbeing Hub, as I will be running sessions individually, helping students who come into the hub and running wellbeing programs. I am here Monday, Tuesday, Wednesday and Fridays and will be here until the end of June! I will also be helping out at the Chill Out Club on Monday's, Wednesday's and Friday's.

I am very keen to meet all staff members and students and work with students and using my knowledge from Uni into real life practice.



I wanted to take some time to introduce myself as one of the new social work placement students. My name is Annie, and I am currently in my third year of a Bachelor of Social Work at Unisa Magill. I am very excited to undertake my placement here and to get to know the staff and students of Le Fevre High School. During my placement will be working under the wellbeing team, helping with the Chill Out program, assisting with wellbeing groups and running individual sessions with students. My days on campus are Monday to Thursdays, and I will be set up in The Wellbeing Hub.

My placement runs for 500 hours, meaning I will be working at Le Fevre till late June. I am very eager to learn from this placement and to put the theory I have learned into practice.

WELLBEING NEWS

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.

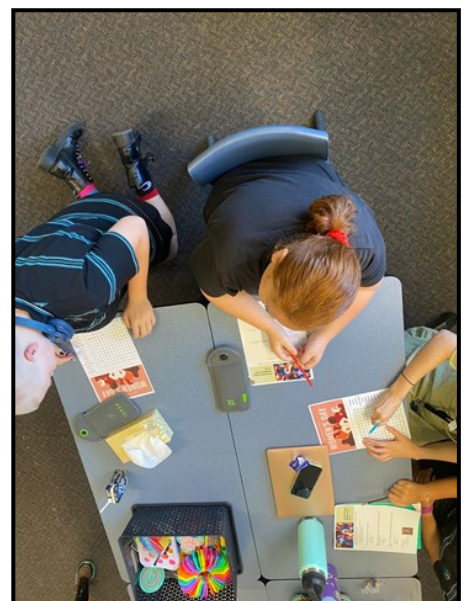


International Women's Day

International Women's Day (Friday 8 March). This day is celebrated annually to shed light on issues such as gender equality, reproductive rights, and violence and abuse against women. This year's theme is #InspireInclusion which is a great opportunity to share appreciation and gratitude to the important women in our lives.

Here at Le Fevre High School, we celebrated International Women's Day across all of Week 6. Activities and discussions were ran during Care Group Lessons and the Wellbeing Team hosted an International Women's Day event with gratitude activities and games.

Ellie Simmons, Ryan Langcake and Claudia Lamberto
Wellbeing Team



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