Three weeks ago the Connecting Spirits tour group returned from their trip to Europe. It was a profoundly moving experience and one we will never forget. I hope you followed the students via the Connecting Spirits website and gained some insight to their experiences and feelings. As Courtney from Meningie Area School reflected, "Sad, but not sad".

Towards the end of the tour Mal Jurgs, Deputy Principal at Meningie Area School, gathered the students on the steps of the Menin Gate and explained to them that they would most likely feel very unsettled upon returning home and that there would be an empty space in their hearts. What did it all mean? He challenged them to return home and be the best they can be and become the people so many young men who lost their lives could not be - teachers, architects, farmers, builders......and make positive contributions to their families and communities.

Ms Julie Keast has arranged a Connecting Spirits 2015 display in our front foyer and when our new website is launched there will be photos and footage of our trip. In the next few weeks we will be holding information sessions for the 2017 trip. The initial meetings will be for students only and once they have completed an expression of interest form, which needs to be signed by a parent or guardian, we will call a parent meeting. At our Open Night on the 5th May we launched our Findon High School Master Plan produced by architects from Detail Studio. This is on show in our front foyer and you will also be able to inspect this on our new website when it is online.

Nationally Consistent Collection of Data 2015

This year, Findon High School, along with every public and private school in Australia, will be collecting data on our students with disability. A statement from the federal government below outlines their purpose:

"The national data collection on students with disability acknowledges the work already undertaken [at Findon HS] to support students with disability. The purpose of the collection is to assist schools and to support students with disability so they can access and participate in education on the same basis as their peers."


Over the next few months, discussions will be had between leaders, teachers and support workers to determine what is being done to support our students with disability. The federal government definition of disability is much more broad than what may be expected, as it can be anything that impacts on learning. Please be aware that inclusion in the data collection means that we are putting effort into thinking about how we can best accommodate your child.
Flanders Fields

In Flander’s Fields
The red poppies grow
Side by side
Row by row.

We remember these heroes,
On Remembrance Day,
The eleventh hour, the
eleventh month on the
11th day.

by Caitlin T year 9

Senior School Report

The Year 11 students are preparing for their SACE Camp which is fast approaching. The aim of the camp for those students attending will be to aid in the transition into the senior school years and SACE in particular. The study camp runs over three days and two nights during Week 5 of Term 2.

As well as providing an opportunity to develop important student-student and teacher-student relationships, the camp will endeavour to develop some very important skills required this year. In particular, work will be conducted on time-management, literacy, study habits, career orientation and goal setting during the three days.

The camp is to be held at the Encounter Conference Centre, Victor Harbor due to its excellent recreation and conference facilities. The camp is being funded by the school because of its relevance to student careers.

Mr Atsalas
Assistant Principal and Senior School Coordinator

The National Careers and Employment Expo

All Year 10 and 11 students will be attending the National Careers and Employment Expo at the Wayville Showgrounds on Friday, May 22. This will benefit all students, particularly those enrolled in the PLP and Workplace Practices as the experience will enhance their ability to set and work towards their career goals.

Students will have the opportunity to visit numerous stands at the pavilion that may help them with their future pathways, talking to the exhibitors and asking questions about areas which may interest them.

Ms Huffa
Year 10 Coordinator
Mr Atsalas
Assistant Principal
and Senior School Coordinator

Supporting Student Success

At Findon High School, we have a Cultures Professional Learning Community (a group of teachers and support staff) whose focus is to improve student outcomes. Specifically we aim to do this in 2015 by employing a theme based approach to promote optimal wellbeing and hence allow all students and staff the ability to be as successful as they can at school.

The different foci we have in 2015 are:

- Term 1 – Connections;
- Term 2 – Child Protection;
- Term 3 – Empathy and Safety; and
- Term 4 – Maintaining Good Mental Health

This term to promote Child Protection at Findon we have had a focus on all students accessing the Keeping Safe: Child Protection Curriculum (KS: CPC). The KS: CPC is developed and mandated by DECD and fits primarily with the Health and Physical Education learning area of the Australian Curriculum, delivered by the SHINE curriculum in Years 8-10. To reinforce key messages delivered, students will also be exposed via their Life Long Learning lessons (LLL).

In addition to support student diversity and safety our school has recently become a member of the Safe Schools Coalition Australia. By joining the coalition we have made a commitment to build a school that is free from homophobia and transphobia bullying.

This national program was initiated with Commonwealth funding to deliver the aims of the National Safe Schools Framework – to build a safe school community where diversity is valued, risk of harm is minimised and all members of the community feel respected, included and supported. “Families Like Mine”, is an online resource that offers practical advice to families of gender diverse and same-sex attracted young people can be accessed from www.beyondblue.org.au.

Finally, this term in preparation for Maintaining Good Mental Health in Term 4, we are conducting student, staff and family online surveys, over the next two weeks, using the MindMatters framework. This will provide an invaluable baseline from which to reflect on what we are doing and look at what we can improve to better promote mental health and wellbeing, working towards that ‘optimal wellbeing’ that studies show allows individuals to achieve greater success.

The survey is completely anonymous and will be sent to those on our electronic mailing list and we would appreciate as much family feedback so that we can move forward.

The Culture PLC

Artifice written by Alice Gee, Matthew Spencer and Kiah Craig
Connecting Spirits Tour

It has been hard coming back to a normal school day after such an action packed three weeks of travelling overseas and visiting so many incredible places. I personally have found it hard to highlight any one thing as there were so many 'firsts' and so many amazing moments. Hearing the comments of some of our students about the trip it is evident that they were also in awe of the knowledge that our various guides imparted on us as we ventured through France, Belgium and the Salisbury Plains in the footsteps of so many of our WW1 diggers!

Some students comments - “life-changing trip”, "a privilege to be able to witness the re-interment of six British WW1 soldiers".

Some said the Anzac Day service in Hyde Park, London was a highlight, as was the service at Westminster Abbey where we sat 12 rows behind the Queen! One student reminded me of the comment by one of our youth leaders, Tamika, who was told by her grandmother to imagine soldiers standing where all the headstones were. When we looked around it made such an impression as we were in a cemetery with hundreds of white gravestones all around us! I am sure that more information and memories will follow as we continue to gather photographs and stories from all who went on tour.

Julie Keast

She Leads

On Friday May 8th a group of young women from Year 10 and Year 12 attended SHE LEADS, an inspirational leadership conference. SHE LEADS was all about empowerment, sending the message that young women can do absolutely anything they set their mind to, if they take the right steps, in the right directions. The girls were treated to some very personal insights into the lives of Greens Senator, Sarah Hansen-Young, Research Scientist, Kristin Carlsen, Author, Leticia Mooney and Councillor at the City of Onkaparinga, Marion Tsolentsos, amongst many others. These women, all under the age of thirty, have managed to work their way to the very top of their fields, and their presentations called the girls to action, spurring them on towards their own bright futures.

The SHE LEADS Guest Speakers

A highlight of the day was the presentation and performance given by The Voice contestant, Rachael Leachcar, who has achieved astronomical musical success. For aspiring Year 12 musician Taylah Williams, seeing Rachael perform, reinvigorated her love of performance; it was a dream come true!

After the conference the girls spoke positively about the experience saying, “SHE LEADS has inspired me to try new things and confront my fears; I want to grab opportunities with both hands now, “I know I need to seek advice and knowledge from some of today’s speakers as I move towards my future”.

Matilda Eime – Year 10 sharing her ideas in front of a large audience

The manner in which the Findon girls networked, reflected on their strengths, resolved to see ‘mistakes’ as learning opportunities and worked collaboratively to support and cheer on their ‘sisters’, was a privilege and seeing the strength of our young women at Findon grow over the course of the day filled me with pride.

Britney McGorm – Year 10 reflecting upon her experiences

Excitingly Findon High School has been hand picked to participate in an extension of the one day conference, as a result of their enthusiasm and positivity. The development of leadership qualities will be a focus for the girls between now and the end of the year.

Karla Huffa
Teaching and Learning Senior Leader

“Attendance = Success”

We ask families to please call the Front Office, or write a note in your child’s diary if there is a legitimate reason for their absence.

Report Update

We are pleased to announce there will be a new look to our school report in term 3. We are in the final phases of development with a focus on improving parent/caregiver understanding of student performance. This will complement and enhance an increase in home school communication.
Tournament reflection
On April 1st I participated in the first Ice Factor tournament of 2015. During this tournament our team was very successful as we finished third out of seven teams. The team achieved so much during this tournament and many team members, as well as I, achieved some personal goals that we set for ourselves. My goals for the tournament were to stay positive, play to the best of my ability and to shoot a goal. Throughout the whole tournament, and the whole term in fact, I have constantly stayed positive with everything I’ve needed to do. During the tournament I used positivity to encourage others. However I wasn’t always positive during the tournament, especially when I injured my shoulder during our third game. I let my injury get me down for a little while but I got back up and I fought harder the next game. I always make an effort to give 100% in almost everything I do so when I was on the ice I had all my focus on doing what I could to assist my team to win games. Shooting a goal this tournament was something I wanted to achieve really badly but I didn’t get the chance to. I thought assisting my team in defence and other areas would benefit the team more as some areas were left undefended and may have possibly left us in trouble. I didn’t mind not shooting a goal though as the fact I protected and defended some goals meant that my choice to stay in defence was obviously the right thing.

Ice Factor
The whole tournament was a great success, new players got to experience a real game the ice, older team members got to play once again. Our teachers Mr Vallance and Mrs Dutschke got to see us play and improve at the same time. We look forward to the next tournament where we aim to take it one step further.

Nick Ali

Ice Hockey with Allenby Gardens Primary School
On May 14th, Kelsey, Nick and I ran a small Ice Hockey session at the Ice Arena with 20 students from Allenby Gardens Primary School. When the students arrived we were dressed in our gear and eager to show them all the skills we had learnt this year. They looked extremely excited and couldn’t wait to learn some skating skills with us on the ice. Before we hopped onto the ice we spoke about the program, ice hockey skills and life skills we had learnt from our coaches Sami and Joey.

When we finally said ‘let’s go’ to say they were excited is an understatement... there was lots of cheering and excited faces all around us. The first activity we started with was a skating drill. We demonstrated to them how to skate properly and broke down the steps and techniques needed to skate without falling down. The rest of the session involved skating drills, speed races and a follow the leader course. During this time we acted as mentors, coaches and friends and are eager to run more Ice Hockey sessions in the coming weeks.

Kent, Kelsey and Nick

Brad Vallance & Jess Dutschke
Ice Factor Coordinators
Online Learning Communities

The use of social media to establish online learning communities at Findon High School is having a positive impact on our school’s culture. Students are engaging with their teachers, course content, and each other through membership in closed Facebook groups in a range of senior classes. Staff establish closed groups to upload resources and provide 24/7 learning support to their students, who are able to pose questions they have about their learning and have them answered quickly. This ensures they are managing their time effectively and maximising levels of success. The use of online learning communities has encouraged students to be pro-active, show initiative and take responsibility for their own learning and the direct line between them, their peers and their teacher ensures that this is possible. Success is often celebrated through the communities, with examples of outstanding work shared amongst members. Teachers at Findon have found the use of online learning communities has enhanced student learning. "It makes sharing resources and online links easy," said SACE Stage 2 Society and Culture teacher Brenton Kovaleff, words echoed by Scott Newman, SACE Stage 1 English and Maths teacher who noted that, “the groups are a great way to get important messages to students in a timely manner”, thus enhancing outcomes and maximising student success.

SACE Stage 2 Society and Culture teacher Brenton Kovaleff, delivers lesson material to students using an online learning community

SACE Stage 2 ESL teacher, Shannyn Cunningham said, “students support one another more with their own learning through the use of the groups. Often I don’t even need to answer their questions; another student does it first! It’s a great tool for fostering independent learning skills.”

A Year 12 student shares photos taken during a field trip immediately, with other class members

Students too note the benefit with Year 12 student Taylah Williams saying, “the groups are a good way to share ideas and get the help we need when we need it, rather than having to wait until the next lesson”. Similarly, Year 12 Brittany-May Thomson stated that she, “finds it useful to ask questions and have them answered by multiple voices.” Recent survey data indicated that the third most important contributing factor in students achieving their goals was through their ability to access resources and support online. The use of online learning communities promotes safe online behaviour, as students are supervised in their use of social media and strict protocols are established in regards to their membership. Students see their involvement as a privilege which is benefiting their learning and are making positive choices when leaving their digital footprints. Teachers too have established a closed group where they share ideas, ask questions, network and promote activities within the school.

A post celebrating the intercultural connections made through the Legal Studies excursion and mock trial experience, planned by SACE Stage 1 Legal Studies teacher Mel Campbell

Should you have any queries about the usefulness of online learning communities at Findon, please do not hesitate to contact the school.

Karla Huffa
Teaching and Learning Coordinator
FINDON HIGH SCHOOL

Uniform Washing Instructions

Washing instructions for school garments for maroon and white
Colours should be washed separately eg. Do not wash white garments with maroon garments and visa versa, also wash in cold water
Warm water makes dyes move more quickly
To remove any excess dye you put a handful of salt in with the wash and it will remove any excess dye

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