

2015

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Government
of South Australia

Department for Education
and Child Development



Principal's Column

Paul Wilson | Principal

Supporting High Achievement and Success

Dear Parents and Caregivers

Our school strives hard so that all students can gain success. **Success for all** is the school's mantra. Our school's improvement plan aspires to provide opportunities that enables all students to excel and flourish in their learning. Our teachers work hard to ensure that the learning programs they provide are engaging and challenging for all students. Our teachers regularly talk with each other about student learning. Our teachers plan together and they differentiate the learning in their classrooms so that all students can experience success. Our staff regularly engage in professional learning to update their skills and knowledge. Our teachers employ relevant approaches to engage and motivate the students and they impart contemporary knowledge through their teaching.

A look at our achievement data from Term 1 provides a measure of the success and achievement of our students in the early part of the year. The table below shows that ...

- Nearly 25% of the grades achieved by students in Term 1 were A
- Nearly 60% of the grades achieved by students in Term 1 were A or B
- Nearly 85% of the grades achieved by students in Term 1 were A, B or C

Year Level	8	9	10	11	12	Average %
A	26	23	26	31	18	24.8
B	41	36	39	22	37	35
C	27	30	26	6	33	24.4
D	4	7	6	2	8	5.4
E	1	3	3	18	4	5.8
Unclassified						4.6

Our challenge is to reduce the near 16% of grades that were D, E or unclassified. Students are not experiencing success when they achieve D or E grades.

To support achievement and success in the Senior School we provide opportunities for students to practice structured assessment tasks and examinations.

For students in the Senior School, Week 8 of this term, Monday June 15 - Friday June 19 is an important time of the semester. The normal schedule of classes for Year 11 students will be varied and a program of exams and lessons will be in place. At Year 11 the exams will be summative tasks contributing to the semester grade. Class / lesson work during this week is an opportunity to complete other assessment tasks. At Year 10, normal classes will continue but within them there will be Structured Assessment Tasks in each subject. Further information and exam / lesson schedules will be sent home with students in the next week.

Regular homework including revision can contribute to student success.

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Structured Assessment Tasks

This form of assessment will be in place for all Year 10 classes. A Structured Assessment Task (or SAT) is a task developed as part of the learning and assessment program for a course of learning at Year 10 level. The format, content, length and importance of the task in relation to the overall Term / Semester grade are determined by the staff of each learning area. SATs are administered near or at the end of the semester assessment period in a designated week as part of a whole year level schedule of SATs. It will be reported on in the end of semester report as a discrete grade.

Stage 1 Examinations

Many SACE Stage 1 subjects have an examination as part of their Learning and Assessment Plan. These will be conducted during Week 8 as part of an amended schedule of classes and exams. Students of examinable subjects will be required to attend examinations as scheduled and attend all scheduled classes. Students without examinations must attend all scheduled lessons. Details and exam / lesson schedules will be sent home shortly with students.

Stage 2 Examinations

For Year 12 (SACE Stage 2), trial examinations are scheduled later in the year in Week 8 of Term 3, these exams will provide practice closer to the Stage 2 final examinations in November. Details about the trial examinations and the final examinations will be provided later in the year. For those who want to plan well ahead, the full timetable for the final Year 12 examinations can be accessed on the SACE website at www.sace.sa.edu.au

Guidelines for Students

Students will be made aware of the nature, length and importance of the SAT or Exam for each of their subjects. Much thinking and work will need to be done to prepare for success. At the end of the year most subjects will again have a SAT or Exam.

Preparation for these intensive weeks of assessment will be a key to a positive outcome.

Paul Wilson
Principal

NATIONAL SCHOOLS' DEBATING CHAMPIONSHIP

On Wednesday 20th May GGHS was honoured to be the host of two debates in the 2015 National Schools' Debating Championship.

Year 11 student, Alexander Lai de Oliveira, was selected as a member of the State Debating Team Squad.

Western Australia v. Tasmania debated the topic, "That we should use proxy forces to combat ISIS" and South Australia v. Victoria debated the topic, "That we should boycott Israel until it grants Palestine statehood." We were proud to see our Year 11 student, Alexander Lai de Oliveira, hosting this debate for the SA State Team.

The debaters were so impressive that it was hard to believe that they had only had one hour in which to prepare these challenging Secret Topic debates!

Many thanks also to our Year 9 and 10 students who acted as State Team Hosts on the day: Hayley Caldwell, Carly Carter, Amber Griffin, Philippa McMurtrie, Isabelle Phillis, Emma Seeliger.

Mrs Sue Lyons
Debating Coordinator





BUILDING RESILIENCE IN STUDENTS – PARENT TIPS

Resilience is the ability to bounce back from situations or events.

Life throws us many challenges, even as adults and it is important to have the self-knowledge and support networks around us to develop our resilience. People can improve their capacity for resilience at any time of life, there is no clear way of developing it, resilience comes from a cognitive, biological and social elements.

Andrew Fuller, a clinical Psychologist, talks about 40 developmental assets as a measure of resilience. The more assets a student has, the more resilient they are. I have listed 5 of the 40 Developmental Assets below however you can find all 40 using the following website: www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18

- Family Support | Family life provides high levels of love and support.
- Service to Others | Young person serves in the community one hour or more per week.
- Family Boundaries | Family has clear rules and consequences and monitors the young person's whereabouts.
- Time at Home | Young person is out with friends "with nothing special to do" two or fewer nights per week.
- Honesty | Young person "tells the truth even when it is not easy."

I encourage you to print off the 40 assets and stick to the fridge so you can refer to them constantly.

Other ways of building resilience in your child/ren are:

- Connect with other parents who are interested in Asset-building. Talk to your friends about it. Form relationships in your neighbourhood, at the school, at work, at church, or through a parent education organisation
- Eat at least one meal together as a family every day
- Discuss and set family rules and consequences for breaking those rules
- Talk about your values, and live in a way that is consistent with them

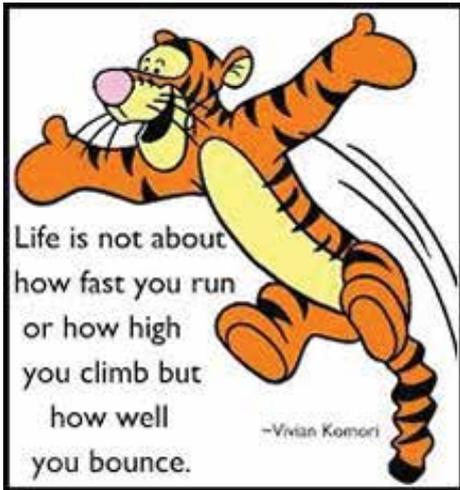
If you would like any further information or support, please contact either Belinda Noack or David Larritt, our school's student counsellors on 8282 6400

MEET THE BUSINESS LEADER 2015

On May 11th we had the opportunity to attend a "Meet The Leaders" presentation organised by the institute of chartered accountants held at Adelaide Oval. As we sat and listened to the presenters who gave us ideas about our future careers we were fortunate enough to enjoy a great spread of food and drinks throughout the night. We enjoyed the evening immensely- we had many opportunities to listen to young people in the field and be inspired by them. Also, we found it very interesting to be able to converse amongst other students our age from different schools across Adelaide.

We found that it made us think seriously about our future career choices and pathway, and this was good for us as we are nearing the end of our schooling and time to be making important life/career decisions. We were able to see different options, university selections and how diverse and rewarding this career field can be. Overall it was a great opportunity to be involved in and we really enjoyed the night, representing Golden Grove High School.

Nicole Khouzam
Year 12



Meet the Business Leader 2015

Your potential is unlimited.
So let's explore your options.
#MTBL



INFORMATION FOR PARENTS ON EXPECTATIONS OF STUDENTS AT GGHS

Making our iCARE School values a reality

Students at GGHS are expected to conduct themselves in a respectful and caring manner at all times whilst in uniform (at all times ideally). This will ensure their encounters with others in the school and general community are positive and reflect well upon themselves, their families and the school. It would be helpful if caregivers were aware of the following details and where necessary discuss them with your child to ensure they are fully aware of the responsibilities and expectations placed upon them as members of our school community.



1. Students are expected to be in class punctually before the second bell which rings at the start of the day, at the end of recess and the end of lunch. If they are late without good reason they may be given yard duties and an ASD (after school detention) after the 3rd lateness. Repeated lateness may result in more significant consequences.

2. Correct school uniform (as available from the uniform shop) needs to be worn at all times whilst at school. If students need to borrow uniform items to meet school dress requirements they are expected to go to C Block office to borrow items for the day. Being out of uniform is not an option for students. They need to come in uniform, change into the correct uniform or get the required items brought from home if necessary.

- Grey track pants are not part of the school uniform and students need to wear the correct tailored grey shorts, trousers or pants.
- Students may wear a white T-shirt under their uniform. Other colours are not permitted.
- Footwear should be sturdy and suitable for use in subjects such as Science, Design & Technical Studies and PE. Consequently lace up school shoes or lace up sandals/ runners are most suited for use at school.
- Green track pants as purchased from the uniform shop made of microfiber (parachute type) material may be worn for HPE and sport related excursions. They are not to be worn for excursions of a non-sporting nature.

3. Jewellery and make-up should be minimum and inconspicuous (one of each is a good guide for jewellery and not overly observable for make-up).

- Earrings that are pointed or have large hoops may cause safety issues and consequently should not be worn at school. Inappropriate items should be removed during the school day.
- Facial piercings may present a safety issue and as such should not be worn at school. Piercings on the face, lips or nose that are sharp, protruding or able to catch are dangerous and need to be removed or covered up whilst at school.

4. Students in Years 8 - 11 are NOT permitted to leave school during the day without caregiver and school consent. If students have appointments, etc. THEY MUST have parental and school permission to leave and sign out/in as appropriate. Students are not permitted to go behind the Rec & Arts Centre or over the road to the Village Shopping Centre during school time at all. Consequences, including ASD and suspensions may apply to those students who are out of bounds.

5. Students who are sick or need to leave the school in an emergency need to organise this through Student Services to ensure they are signed out correctly and everyone is informed. Caregivers are asked to contact the school to organise this if they have had direct contact with their sick child.

6. Laptops and mobile devices may be used at school in an appropriate manner. This means following the acceptable use policy. When used in class it should always be with teacher's approval and for specific learning outcomes related to study in that class. Where inappropriate use is detected items may be confiscated and future use restricted at school if necessary.

If you have any questions regarding these expectations please contact the Senior Leaders mentioned below.

Regards

Senior Leaders

Mr G. Walkom, Mr N. Sward & Mr M. Meredith



TOUCH FOOTBALL – STATE FINALS COMPETITION OPEN BOYS TEAM – STATE CHAMPIONS



On Friday May 29th the Golden Grove Open Boys Touch Football team were successful in winning the State Championship held at the City Touch Playing Fields.

The 12 boys involved with the team qualified for the state finals by successfully winning their zone final held at the same venue two weeks prior. Twenty six public and private schools entered the competition with 8 qualifying for and playing off in the finals.

The Golden Grove High School boy's team had good wins against Tyndale College, Tenison Woods College and Brighton Secondary School qualifying them for the semi-finals.

In the semi-final against Kings Baptist, the match was hard fought, but the Golden Grove boys proved too strong in the end running out winners 5 tries to 1.

In the Grand Final, the team once again met Tyndale College, who were victorious in their semi-final match. The game was played at a frenetic pace with Golden Grove edging ahead at half-time, 4 tries to 3. The second half saw a continuation of the high scoring tempo of the first half with some outstanding tries being scored by both teams.

Our team was superbly led by Captain Adam Whitehead and fellow Under 18 State Reps, Alex Lim and Matthew Weninger. The boys held on to win an epic game 7 tries to 5 to win the State title.

This has been a terrific result and a real boost for the group who have been part of the Year 10/11 PE: Touch Football focus class in semester one.

Congratulations to all of the boys involved who represented the school extremely well playing with terrific pride and determination.

Team Members: Adam Whitehead (Captain), Alex Lim (Vice-Captain), Matthew Weninger, Connor Dodd, Kyle Shotton, Brad Hearl, Ethan Dawson, Joel Pengilly, Kyle Barnett, Lachlan Robinson, Liam Skinner and Jack Sutton. (Luke Copini and Jacob Mail were absent on the day).

Year 9 Junior Touch Football – State Finals Competition

Our Year 9 boys and girls teams represented their school with great pride on Thursday May 28th at the City Touch playing fields as well.

Our Year 9 girls played a great brand of Touch Football narrowly missing out on making the top four and a semi-final berth. They were successful in finishing fifth on the day which was a terrific effort.

The Year 9 boys team had a very creditable final result finishing third in their state finals. An excellent and well deserved result. They were successful in defeating Sacred Heart 7 tries to 2 in the third/fourth place play-off.

Touch Football continues to grow its profile throughout SA and the Golden Grove HS students involved in the Specialist Programs at school have played a very big part in creating the success the school has achieved. Well done to all involved.

Anthony Grandison
Touch Football Coach



YEAR 8/9 KNOCKOUT SOCCER FIXTURE – WEEK 3

On Monday of Week 3 our Year 8/9 boys soccer team played a three way fixture against Pedare College and Parafield Gardens High School. The team consisted of mainly Year 9 students with a few Year 8 boys who had impressed at the trials in Week 1.

In the first game of the day our boys played Parafield Gardens who had beaten our Vista team 10-2 only last week. We got off to a brilliant start with an early goal from Tate Wilkinson who was looking dangerous every time he got the ball. Ryan Baker was also getting forward well and so too Jed Dale, who put in some great crosses throughout the first half.

At the break it was 1-0, but early on in the second half a goal from Nathan Riley, a brilliant looping header, gave us a comfortable lead and despite a couple of late opportunities and good saves from our goal keeper we ran out comfortable winners.

In the second game of the day Pedare could only manage a 2-2 draw with Parafield Gardens, despite dominating possession and showing some great movement in attack. This meant that a draw or win in our final game would be enough to move into round 2.

Once again we got off to a great start with a quick goal from Tate Wilkinson, who converted an Aaron Stein cross from close range. Our defence, consisting of McPherson, Grigorev, Miller and Brown, looked strong and Pedare rarely threatened our goalkeeper Luke Dean. At the break we had maintained our 1-0 lead and in the second half the game got a bit scrappy. Despite this our boys maintained their composure and were unlucky to not add to the total with some good link up play coming from midfield and a couple of shots narrowly missing the target.

The result was enough to see us get through to the second round where the opposition will certainly be stronger. A great result for the boys and some impressive performances from a number of players, especially the Year 8 boys who stood up to the challenge when asked to. Well done to the team.

Player of the round: Tate Wilkinson – pace and flair down the left wing, very dangerous and always gave us an attacking option. Well done Tate.

Goals: Nathan Riley - pictured top left (1), Tate Wilkinson - pictured bottom left (2)

Team: Cameron Brown, Michael Grigorev, Josh Campbell, Andrew Miller (c), Jace McPherson, Jed Dale, Blake Gursansky, Tate Wilkinson, James Burgon, Aaron Stein, Luke Dean (GK) Nathan Riley, Ryan Baker, Alex Cole, Craig Gillies.

Tim Potter
PE Sports Leader

ROUND 1 INTERSCHOOL DEBATING REPORT 2015

Our Year 11 team debated on Wednesday 13th May. Congratulations to Kyle Thorogood, Sam Gray and Alexander Lai de Oliveira (top speaker), on persuading the adjudicator “that Australia should NOT abolish the jury system” for a win against Wilderness! Well done to coach, Mrs Slater!

Our Year 8-10 teams debated on Tuesday 12th May. Our Intermediate A Grade teams debated the topic: “That physician-assisted suicide should be legalised.” Congratulations to our Year 10 team (GGI) - Tahlia Forster, Hayley Caldwell (top speaker), and Emma Seeliger - on persuading the adjudicator that this is NOT the case. Well done to coach, Mr Dawson! Congratulations also to our top Year 9 speaker, Philippa McMurtrie (GGII).

Our Intermediate B Grade teams debated the topic: “That Australia needs tougher food labelling laws.” These Year 8 teams are full of promising new recruits, who are understandably still learning the complexities of debating.

Ms Lyons
Debating Coordinator





VOCATIONAL LEARNING & CAREER DEVELOPMENT YEAR 10 WORK EXPERIENCE 2015 - MONDAY 11 – FRIDAY 15 MAY

Congratulations to all Year 10 students who completed work experience during Week 3 this Term. The majority of students positively engaged with the program and demonstrated appropriate graduate qualities and capabilities in the workplace. When visiting the students, Year 10 teachers were impressed with how well the students represented themselves, their community and school and we have had much positive feedback from employers. Whilst it was challenging for some students to obtain placements in work places that related to occupations of interest there were a pleasing percentage of students who were offered casual and part-time work as a result of the performance during work experience. Thank you to parents and staff for supporting this highly valuable program and thank you to the members of community who support our students by providing work experience places in their organisations.

CAREER DEVELOPMENT STRATEGY AT GOLDEN GROVE HIGH SCHOOL

Constantly changing patterns of work and education worldwide make it essential that every young person has access to structured career programs that are future focused and personalised. These programs assist students to make decisions at key transition points and support their successful transition from school to further education or work. They also aim to develop the career management competencies in young people that will equip them to plan and manage their career pathways and opportunities throughout their lives. The policy imperative for career learning in schooling is indicated in the Melbourne Declaration which states "Schools need to provide information, advice and options to students so that they can make informed choices about their future. All governments and school sectors need to support young people's transition from schooling into further study, training or employment and enable them to acquire the skills that support this, including an appetite for lifelong learning. (Melbourne Declaration)

This is further supported by the National Career Development strategy overarching goal that:

"All Australians have the skills, knowledge and capabilities to manage their careers throughout their life to support their individual wellbeing and participation in the workforce and contribute to Australia's productivity." (National Career Development Strategy 2013)

The Career Strategy at Golden Grove High School supports iCARE values. Young people at Golden Grove High School will be supported to gain career development competencies including:

- Knowledge and understanding of self: achievements, strengths, interests, values, learning styles
- Positive attitudes to change and lifelong learning
- Skills to access resources and apply information about occupations, education and employment pathways
- Resiliency in the capacity to manage change throughout life
- Confidence in decision making, planning and self-managing career and transitions

During 2015 Golden Grove High School's Career Development Strategy is focussing primarily on the development and implementation of three goals including:

1. To develop student management skills across curriculum areas incorporating reporting and developing a document that articulates Graduate Qualities and Capabilities in Year 12 students.
2. Investigate the feasibility of integrating Year 9 Work Studies into middle school curriculum and linking this to PLP.
3. Expand the complimentary connections between the school, businesses and the community as an integral component of student career planning and development.

Angela Koehler
Leader Vocational Learning



DATES TO REMEMBER: JUNE 8 - JULY 3

For more information about GGHS events, please visit the schools calendar on our website at:

www.goldengrovehs.sa.edu.au

To have notifications sent to your iPhone or Android phone please check the app store or the google play store for the skoolbag app to be downloaded to your handset.



Urgently need volunteer host family for Italian and Swiss girls in Year 11 from August until December. Cultural exchange develops relationships and creates opportunities.

Contact the school or Margaret Riches STS student exchange on 0412639049 or margaret@richesfamily.com.au

Term 2, Week 7

Monday 8th June

Tuesday 9th June

9th - 10th June

Wednesday 10th June

Thursday 11th June

Term 2, Week 8

15th - 19th June

Tuesday 16th June

Wednesday 17th June

Thursday 18th June

Friday 19th June

Term 2, Week 9

Monday 22nd June

Tuesday 23rd June

24th - 26th June

Wednesday 24th June

Thursday 25th June

Friday 26th June

Term 2, Week 10

Tuesday 30th June

1st - 3rd July

Thursday 2nd July

Friday 3rd July

Queen's Birthday Public Holiday

VISTA Sport

Finance Meeting 6.30pm

Semester 1 Dance - Rec & Arts

Y8/9 Girls AFL

Y11 Bake Sale

Y10 Structured Assessment Task Week

Y11 Exams

VISTA Sport

Y8/9 Boys Soccer

GG ICT Ref Ctee 6.00pm

Y10 Science & Engineering Challenge

Semester 1 Ends

Y8/9 Boys Hockey

SACE Expo

Semester 2 Starts

Y12 Choreography filming Rec & Arts

VISTA Sport

Y12 OED Bushwalk

Governing Council Meeting 7.00pm

Unit Excursion

Y8/9 Girls Hockey

Y8/9 Girls Hockey

VISTA Finals

Y12 OED Bushwalk

VET Child Studies Senior First Aid

Y8-12 Ten Pin Bowling

Last Day Term 2

Students Dismissed 2.10pm

Reports Posted Home

Your health services – Let's yarn

Hear about dedicated Aboriginal services that can help you and your family live strong.

Did you know the Northern Adelaide Local Health Network (including the Lyell McEwin and Modbury hospitals) have Aboriginal liaison and cultural advisor roles in areas like maternity, aged care, mental health and end-of-life care?

Transport Assistance is available to Aboriginal community Elders and people with a disability. To arrange transport, please call 8182 9206.

To RSVP and for more information, contact Tanya Malins on 8133 2244 or at tanya.malins@health.sa.gov.au

Community Forum

Monday 15 June 2015 at
the Playford Civic Centre,
10 Playford Boulevard,
Elizabeth from
10.30am until 12noon.

Morning tea
provided.



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Government
of South Australia

SA Health