

2015

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Government
of South Australia

Department for Education
and Child Development



Principal's Column

Paul Wilson | Principal

The school year is coming to a conclusion. As we enter the last 4 weeks of the term our senior students are undertaking their exams and completing their final assessments. We had our Year 12 graduation this week.

At this time of the year my thoughts are reflective. I have turned my thoughts to our school improvement plan. I constantly think about how we can improve and achieve even better outcomes for our students. I think about the purpose of schooling and about the knowledge, personal qualities and capabilities our students need to take into the world when they leave school. I have been considering the following question ...

'are we adequately preparing our young people for life beyond school'

We know that our students complete 12 years of schooling with the aim of achieving the South Australian Certificate of Education (SACE). Achievement of the SACE 'opens the door' - it is the launching pad to the future. Achievement in the SACE usually determines the pathway and careers our young people pursue when they finish school.

We want our students to achieve their best at school. When they finish school we want them to continue to learn, we want them to think for themselves, we want them to care for and respect themselves, their community and their world. We want our students to take away from school the skills and competencies employers and society expects of them. In my interactions with employers and business, I regularly hear them talking about wanting to employ young people who have competency in skills such as creativity, communication, problem solving, analysis, collaboration and teamwork.

There are so many demands and expectations in our world today, it is not easy being a student at school trying to meet these expectations. At the Year 12 graduation, I asked our graduates to reflect on their time at school. I asked 12 questions and I said that if they answered 'yes' to these questions then they would be well prepared for life beyond school. These questions relate to the competencies and capabilities employers expect of workers in today's workforce.

In reading this column you might like to do the test, how do you measure up?

1. Do you have the essential skills in literacy and numeracy?
2. Do you have the skills to use information and communications technology productively?
3. Are you able to think logically?
4. Are you able to obtain and evaluate evidence in a disciplined way?
5. Are you able to successfully work towards solving problems by drawing on your learning?
6. Are you able to plan independently and in teams and collaborate with others?
7. Are you able to communicate with others effectively and form and maintain healthy relationships with others?
8. Are you optimistic and motivated to achieve your full potential and do your best?
9. Do you have a pathway towards continued life success in further education, training or employment?
10. Do you have a sense of self-worth and personal identity that enables you to manage your well-being?

Continued page 2...



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11. Do you have a set of personal values that will enable you to act with moral and ethical integrity?
12. Do you appreciate Australia's social, cultural and religious diversity?

As a school we are working with the students to define these Graduate Qualities. We want to articulate what we would see when our students display these qualities.

I am proud of the achievement of our students. Our staff confidently assert that our students have the qualities and capabilities to be successful citizens when they leave our school. Whether you are a student, a parent or a friend of our school, I would welcome your reflection on 2015. Our school is a learning community and we want to continue to improve and do better.

Paul Wilson
Principal

TERM 4 VOCATIONAL LEARNING UPDATE

This year, well over 250 students at Golden Grove High School have undertaken Vocational Learning as part of their SACE studies as internal subjects as well as at a wide range of venues, including TAFESA campuses, other schools in our NEVO partnership, Clip Joint Academy and many more. The programs varied from Animal Studies, Aged Care, Business, Dance, Fitness, Children's Services, Electronics, to Hospitality and Real Estate, IT, Resources & Infrastructure, Business, Electronics and Food Processing. This semester students undertaking Certificate II Conservation and Land Management have worked very intensively at planning and constructing garden beds in the school grounds. They have planted raised garden beds with vegetables and herbs which are now fully grown and used by Home Economics classes. The planting of native plants in garden beds has also been extremely successful with the plants thriving and providing a beautiful natural garden environment for our students and staff to enjoy.

Students in Certificate II in Food Processing – Café Barista have completed competencies and enabled participants to develop key skills to work within the food and hospitality industries. The semester program has culminated in the preparation and beautifully presented High Tea for invited guests.

The Certificate I Resources & Infrastructure students have been completing units including the use of high pressure cleaning technology to clean the paving in the campus shared internal courtyard, finalised pavement at front of the ANZAC Memorial and built props for the Year 12 Drama production.

Congratulations to students who have completed their VET certificates and have successfully achieved all competencies gaining them their qualification, which ultimately contributes to their SACE. Final resulting of all VET certificates occurs late this month, therefore students and trainers are working hard to ensure that the units are finalised.

Many thanks to the Golden Grove High School teachers and trainers of Vocation Learning who have worked tirelessly with students to ensure they have the best possible opportunities to gain the full certificate.

At the same time we are finalising applications and arrangements for 2016 VET Programs. Students will be provided with confirmation letters by the end of November and whilst some of these details are not available from training providers they will be forwarded as soon as we receive them. Please contact the school if you require any further information.

Angela Koehler
Vocational Learning & Career Development Leader





GIRL'S LEADERSHIP CAMP 2015

A group of 30 girls from Years 8 and 9 attended Woodhouse Activity Centre at Piccadilly for a 3 day activity based Camp during Week 4. Students, who were nominated by Home Group teachers, have demonstrated leadership potential in a positive way at Golden Grove High School.

The girls participated in a variety of challenges with a team work focus including:

- Challenge Hill
- Laser Skirmish
- Orienteering
- Communication and Trust Activities
- Team Challenges/Initiative Tasks
- Body Image / Sleep / Stress Strategies

More importantly, the students gained new friendships to carry through the rest of their high school days!

A few quotes from the girls were:

“What an adventure I had and I learnt so many new things”

“Leadership Camp is a camp where you learn to make your own decisions”

“Meeting new friends and people is better than being on your phone”

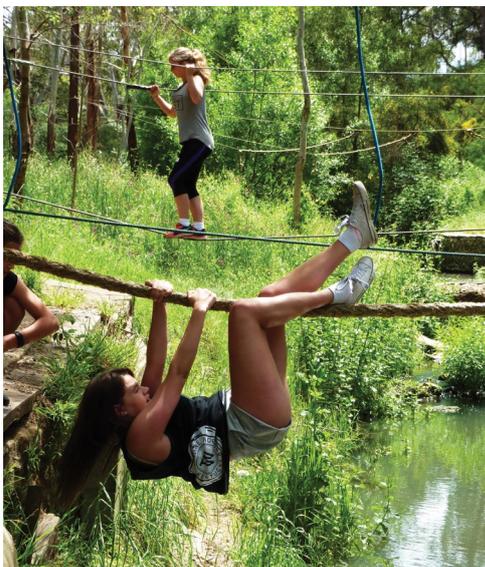
“This camp didn't just make us leaders, it gave us the mindset to become a good one”

“Laser Skirmish was fun and felt realistic”

The following girls should be commended for their achievements throughout the 3 days. We hope that they continue with their leadership skills throughout the rest of their schooling at GGHS: Caitlin, Emily, Alicia, Sarah, Chloe, Rielle, Georgia, Emily, Charlie, Renee, Jessica, Tayla, Tahlia, Kimberley, Hannah, Jasmine, Maddison, Maddison, Hayley, Lauren, Jess, Holly, Claudia, Felicity, Hayley, Montana, Tegan, Eryn, Shanay and Amy.

A big thank you also to Xavia Zubrinich and Kathy Hodgson for their support over the 3 days.

Belinda Noack
Student Counsellor





ONE + CAMPUS REVIEW DAY

Leaders representing each of our Campus Schools met on Tuesday 3 November 2015. This was a day of review to discuss Strategic Directions and a variety of Campus Challenges. Working collaboratively, the three schools on Campus, were able to reaffirm strategic directions for One+ and the Campus as a whole. Discussions were focussed and produced valuable insights as leaders set directions for future endeavours in shared learning for students and staff, shared resources and infrastructure, shared leadership, and campus communities.

Continued collaboration with UniSA was also highlighted with valued input from Graham Hardy of UniSA

The Campus Shared Learning VET class – Kitchen Operations – provided refreshments, morning tea, and lunch for those in attendance. It was a pleasure to be served so professionally by our One+ Campus students in the Recreation & Arts Dining Room.

Oryst Tkacz
Campus Director

STUDENT ACHIEVEMENT IN THE ARTS

Children’s Week is an annual celebration of student achievement, held this year from 23 October to 1 November. As part of this week, awards are given to students from South Australian schools who have shown outstanding achievement in their category. Golden Grove High School had 2 students nominated, Jordyn and Carter. Congratulations go to Carter for winning the Minister for Education and Child Development Award for The Arts.

Carter has been part of the Special Interest Dance Program since 2013 and has been a crowd favorite at many dance evenings. As well as his achievements in dance he had the lead role in School Production and also studied Drama. Carter was a member of our Arts Around the World tour to USA this year. Most recently he has been accepted into Patrick Studios Australia in Melbourne and will be leaving GGHS in 2016 to begin his full time training. We wish Carter all the best and can’t wait to see his name in lights.

Lynette Haines



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Phone (08) 8534 4100 Monarto Zoo





YR. 12 SELF-RELIANT EXPEDITIONS 2015 **Bushwalk – Mt Remarkable National Park** **Kayaking – Chowilla Conservation Park**

For some it was the culmination of two years of Outdoor Education at GGHS. The Self-Reliant Expedition is a test of students' resilience, independence and group cohesion over 3 nights in remote areas of the state.

This year saw expeditions head to Mt Remarkable National Park, Southern Flinders Rangers and Chowilla Conservation Park, Murray River. Students completed all areas of the planning and preparation for their expedition including risk assessment, school approval and the notification of authorities. They also planned their route, menu, organised equipment and took care of emergency evacuation plans and procedures. The expeditions were testing to all involved, demanding high levels of leadership, group skills as well as skills such as navigation, camp craft and first aid. The walkers at Mt Remarkable were rewarded for their efforts with stunning gorges and views, native bushland and an array of native fauna and flora encountered. The paddlers at Chowilla took opportunities to step back into the past and experience some of the European and Indigenous history of the region while bird watching along the banks of the mighty Murray River.

Upon completion all involved felt a sense of achievement and self-satisfaction in knowing that now they are truly self-reliant in the outdoors.

Year 11 Outdoor Education **Canoe Expedition, Ral Ral Creek**

A canoe expedition is always a highlight of the Semester. Who wouldn't enjoy paddling a canoe 40km over two days? The preparation began long before the expedition; students planned a route card, menu plan, checked equipment lists and prepared the boats. They also completed 2 days of skills and rescue training at the West Lakes Aquatic Centre.

Over the two expeditions the full range of what nature has to offer was on display. Warm weather and light winds were experienced by the first expedition whilst strong winds and rain were experienced by the second. The loading up of the canoes and checking the equipment immediately highlighted the natural leaders in the group. This year was no exception. Just over four hours from departing GGHS we were launching canoes onto the great Murray River at Murtho Landing (North of Renmark). We only had a short paddle on day one to our camp, which included a portage over a shallow point in the river.

Day two was our longest paddle, 20km in total. We set off early with each canoe taking it in turns navigating and managing the group. We set a lightning pace and stopped for several swims along the way. There were many laughs and even a few tears (mainly due to the many spiders positioned along the route). Everyone managed to independently cook and organise themselves effectively.

Overall, the excellent weather, skill level of the group and high morale added to the experience. There's no substitute for the outdoors with much flora and fauna observed in a picturesque part of the State. The constant sound of the kookaburras bellowing along the route, emus drinking from the riverbank and kangaroos bounding across the landscape made the whole experience even more relevant and real.

Yours in the outdoors
The Outdoor Education Faculty





FLEXIBLE LEARNING OPTIONS EVENING

On Wednesday 11 November, Golden Grove High School had its inaugural Flexible Learning Information Night for invited students, families, carers, support agencies and staff.

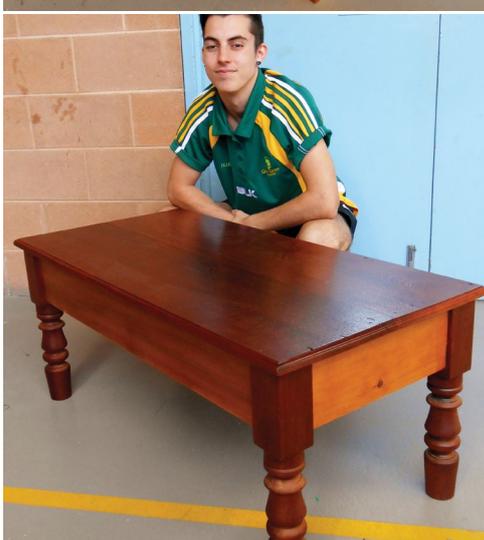
Approximately eighty people attended. The range of Flexible Learning Options (FLO) and the rationale behind them were shared to the audience.

Students nominated for FLO placement are guaranteed an individual Case Manager who works alongside the student and family to prioritise learning and well-being goals. These aims can include full time school placement with Case Management, school placement and Certified Training on placement at our new Community Learning Centre that is shared with a number of other schools in our area. At the CLC, students can undertake their SACE compulsory subjects with an emphasis on support and flexible delivery of the content.

Our support agencies are Baptist Care, Mission Australia and Workskill. These organisations have a long and proven record in making real differences for students who may be having some challenges understanding and prioritising their learning and well-being goals.

The evening was well received by students and families and we will be using this successful event to plan our next forum in 2016.

Paul Gibbs
Leader/Specialist Needs/Students at Risk



YEAR 12 DESIGN & TECHNOLOGY FURNITURE CONSTRUCTION

The photos on the left are of the Major Products produced by the students in the Furniture Construction class.

The entertainment tables and entertainment units were designed and modelled using Autodesk Inventor. The projects were built from the ground up to suit the students individual needs.

After much hard work all these students were extremely satisfied with the excellence of their efforts.

I congratulate them on their quality of the outcomes and the level of tenacity they demonstrated while they were producing their quality outcomes.

I am sure you will agree their new furniture looks good.

Mr Hocking
Design & Techonology Teacher



YEAR 10 GO WILD CAMP

Outdoor education and adventure was on the agenda with two Year 10 Outdoor Education classes enjoying their two day camp in the Adelaide Hills, which included a visit to West Lakes Aquatic Centre.

Each class cycled through a day at the West Lakes Aquatic Centre, undertaking one session of kayaking and the other sailing. The second day was used as an introduction to Outdoor Education and an opportunity for the groups to utilise important camp craft skills learnt in lessons. The students stayed at Woodhouse in tented accommodation and took on and conquered the famous “Challenge Hill” course. This session was fantastic for building resilience, fitness, teamwork and communication skills.

The remainder of the next day included a visit to Jupiter Creek Goldfields where the group learnt about the ecology of the area, experienced a walk through a real mine shaft tunnel and then went to the Kuitpo Forest to hone their navigation and map reading skills. The highlight for some was the many koala sightings aka “Drop Bears”, for others the tunnel provided some excitement as students took it in turns to tell ghost stories and scare each other.

Both groups had a fantastic time and we were proud to see our iCARE values on show at all times!

Mr Sward and Mr Graeber

YEAR 9, 10, 11 JAPANESE EXCURSION JAPANESE FILM FESTIVAL

On Thursday 5 November, the Year 9, 10 and 11 Japanese classes enjoyed their annual Japanese excursion to Adelaide. This year, for the first time, the annual Japanese Film Festival came to town! The students enjoyed a school screening of ‘Wood Job’, a ‘coming-of-age story that focuses on the myriad emotions teenagers experience during periods of change and personal growth—ultimately leading to empowerment’ (JFF 2015). The film features a boy called Hirano flunking his university entrance exams and moving to the ‘inaka’ (countryside) to begin a year long traineeship for a logging company. The excursion encouraged the students to compare city and country life in Japan, practise their Japanese and share this experience with over 200 students studying Japanese from around Adelaide.

Laura Carrington
Japanese, Spanish and EALD teacher





REMEMBRANCE DAY

On November 11 2015, Golden Grove High School acknowledged Remembrance Day by holding an assembly for the Year 8 and 9 students, while the Year 10 and 11 students had a time of reflection in their classroom in the form of a discussion and a minute silence.

The student audience at the assembly were enraptured throughout the program, and showed great respect for why we meet to 'remember' each year. We had Squadron Leader Shane Carter address us with a moving speech, giving some background and as well as current context to Remembrance Day and why we acknowledge a war of so many years ago. The Catafalque Party Commander, Flight Sergeant Greg Strudwick, led the Catafalque Party Sentries to their post on stage, joined by student Cadets from AAC 44 and 413 Units with WO2 Wyld in attendance, as well as a Cadet from AAFC 613 SQDN. We had two Year 12 students, Cassie and Lauren, sing 'Imagine' by John Lennon, the famous song about peace; their voices sounded beautifully clear and poignant. The 2016 School Captains Ben and Sibrina assisted Ms Carellas, Acting Principal, in laying the wreath as a floral tribute to the fallen; followed by Denzel, a Year 8 student and an Air force Cadet, who recited the ODE of Remembrance. Thanks go too, to Mr Meredith who is a constant support and very willing to be a part of the proceedings. We had some video clips and music to start and complete the assembly. The final piece – The Spirit of the ANZACS – produced for the 100th year ANZAC Day Centenary, held everyone's attention; you could have heard a pin drop.

Each year I am impressed with the willingness and calibre of the students who volunteer (or respond willingly to a tap on the shoulder!) to be a part of the assembly, and the way they conduct themselves. I am also impressed with the way the student audience embrace the assembly.

We are very fortunate to have military representation to support our Remembrance Day assemblies and their feedback and appreciation of the respect the students show them is a credit to the students.

In keeping with the original reason that Remembrance or Armistice Day was initiated, we remember those who fought for the values that we all enjoy today – freedom, peace and acceptance. This day is significant to all Australians, in that our Defence Force continues to be deployed overseas to maintain peace and harmony on a global basis. Remembrance Day is particularly special at Golden Grove High School, as we have a high percentage of students who are from a Defence family.

I would like to finish with a couple of paragraphs from SQNLDR Carter's speech that I feel encapsulated the essence of his talk to the students. SQNLDR Carter tells me that his speech comprised of parts from a famous piece given by PM Paul Keating in 1993 in a eulogy for the Unknown Soldier and from a talk that Lieutenant Commander Desmond Woods, RAN, gave to a school in 2011, as well as his own words. SQNLDR Carter wished for these people to be acknowledged.

"...It may be difficult for you to understand why we set aside time to reflect on such terrible events from so long ago. I'd like to offer you some thoughts on this. Remember that every soldier who ever fought for this country is one of us. Most of them fought because they believed they were fighting to make this country safer and to preserve our freedom. Because wars are such a sad waste of life, and victory sometimes seems not much better than defeat, we may wonder if they died in vain. But, in honouring our war dead, as we always have and as we do again here today, we declare that this is not true. For out of war came a lesson which rose above the horror and the tragedy and the folly. It was a lesson about ordinary people – and the lesson was that they were not ordinary. On all sides they were the heroes of war; not the generals and the politicians but ordinary Australians like all of us. And they taught us to endure hardship, to show courage, to be bold as well as resilient, to believe in ourselves, to stick together.

That is surely at the heart of the ANZAC story, the Australian legend which emerged from WW1. It is a legend not of sweeping military victories so much as triumph against the odds, of courage and ingenuity in adversity. It is a legend of free and independent spirits whose discipline derived from the bonds of mateship and the demands of necessity. It is a democratic tradition, the tradition in which Australians have gone to war ever since. ..."

SQNLDR Shane Carter (and references)

Linda DeBoer
Defence Transition Mentor





PREMIER'S READING CHALLENGE 2015

The Premier's Reading Challenge is a literacy engagement program that was introduced by the Premier in 2004 to:

- Encourage students to read more books and enjoy reading
- Improve literacy levels.

The Challenge requires students to read 12 books between the beginning of the school year and early September.

Reading Success

This year a total of 104 students from Years 8 – 11 were successful in completing the challenge. Courtney read a total of 48 books and received a special certificate to mark this achievement. Two students achieved the Reader for Life 11 award and six students achieved the Reader for Life 10 award. Year 8 English teachers and Unit staff encouraged students to read books and many classes spent at least one lesson a week in the Reading Room in the Golden Grove Library. This new area has been ideal as a quiet and comfortable reading nook for students.

Presentation and Celebration

Students were presented with medals and certificates at a special lunchtime event. Mike Meredith was on hand to assist with this part of the proceedings. This was held in the Golden Grove Library and students also enjoyed eating mini pies and pasties, mini baguettes and fruit pieces.

Awards for completing the Challenge are:

- Certificate – first year
- Bronze Medal – second year
- Silver Medal – third year
- Gold Medal – fourth year
- Champion Medal – fifth year
- Legend Medal – sixth year
- Hall of Fame Medal – seventh year
- Reader for Life – eighth year
- Reader for Life Bronze – ninth year
- Reader for Life Silver – tenth year
- Reader for Life Gold – eleventh year
- Reader for Life Champion – twelfth year
- Reader for Life Legend – thirteenth year
- Reader for Life Hall of Fame – fourteenth year

Vivien Muscardin
Golden Grove Library





TARNANTHI FESTIVAL OF CONTEMPORARY ABORIGINAL AND TORRENS STRAIT ISLANDER (ATSI) ART

On Tuesday 27 October a group of 24 ATSI and EXCEL Art Club students, together with ATSI and EXCEL staff, attended Tarnanthi, the biggest exhibition of works by ATSI artists ever staged in SA, at the Art Gallery of South Australia. The exhibition was incredibly varied.

The first exhibit our Aboriginal guide showed us looked like a beautiful huge drooping chandelier made of over 2000 blown-glass bush yams. However, this installation by Yhonnie Scarce was called Thunder Raining Poison, and as one student said, “the story behind this beautiful artwork was sad,” as it represented a mushroom cloud, like the ones that rose over Maralinga in South Australia’s northern desert between 1953 and 1963 during the testing of nuclear bombs. Each teardrop-shaped bush yam represented an Aboriginal person, who was killed or genetically damaged as a result of this nuclear testing on SA soil, which occurred without any warnings being issued to the Aboriginal people who lived in the area.

The next artwork was also making a political statement, as it depicted three Aboriginal teenage boys – fit, handsome and topless – with targets painted over their hearts. Our guide explained the artist’s message: since three young men have died as a result of mistreatment by police in our country, if you are a young Aboriginal teenage boy in Australia, it can seem at times as if ‘you have a target on your chest’.

Other artworks included “landscapes on skirts, hung like lamps” with skirts painted in the style of Albert Namatjira’s European-style watercolour landscapes. These landscapes contrasted with more traditional dot-painted landscapes produced by groups of up to 11 artists sitting around a huge canvas, painting their stories in their own style simultaneously, as part of the Pitjantjatjara people’s Spinifex Arts Project. Students commented: “We liked all the dot paintings and their stories” and “We liked the detail on the orange polka-dot painting”. All of the artworks, whether contemporary or traditional, had a theme of connection to land and community. All pieces gave a sense of belonging to the land and how the land has given back by providing the essential tools and colours we call ochre.

Then we saw Bush Footy, which is produced by an Aboriginal family: Kemarre’s painted wooden sculptures of AFL players (like Andrew MacLeod in his Crows top) and Petyarre’s colourful paintings, celebrating the role that footy plays in drawing the community together in Australian outback towns, by depicting tiny detailed footballers playing footy on outback ovals, and tiny detailed crowd-members. (These were reminiscent of the Flemish Renaissance artist, Brueghel’s 1560 oil painting, Children’s Games.)

Next it was our turn to be creative, as we had an Art Workshop in the Art Gallery Studio, in which we made people, animals or vehicles that we could see in the Bush Footy paintings, out of recycled materials.

Then we saw all the weavings made of hand-harvested river sedge by the Riverland’s Ngarrindjeri artist, Yvonne Koolmatrie’s 30+ year career – from traditional shrimp scoops to contemporary artworks. As one student commented, “This was such a wonderful display of a lifetime’s work.”

Continuing our art theme, we ate our lunch in the Hindmarsh Square Sculpture Playground, near the discarded fish-bones sculpture, before strolling to the Botanical Gardens to see the fabulous Arnhem Land mat weavings in the exhibition ‘Nganmarra – the Container of Life’ at the Museum of Economic Botany.

Overall, this was a wonderful once-in-a-lifetime opportunity to celebrate Indigenous culture.

Sue Lyons

EXCEL Coordinator

Maryanne

Aboriginal Education Worker

Richard Thomas

Aboriginal Education Teacher





Golden Grove High School

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ADVANCED TECHNOLOGY PROJECT

ENGINEERS IN THE CLASSROOM

Lockheed Martin is a global security and aerospace company that employs about 112,000 people worldwide and is engaged in the research, design, development, manufacture, integration and sustainment of advanced technology systems, products and services.

The company is passionate about STEM outreach and provides an Engineers in the Classroom program to selected schools. Lockheed Martin has been working with Golden Grove High School for the past two years with Jarrod Hart and other engineers conducting sessions on engineering for Year 9 science classes. The principle of this school-based initiative is a one-on-one connection between Lockheed Martin engineers and students and teachers.

The sessions involve information about engineering as a career and how Jarrod and the other engineers actually became engineers. Students also learn about famous engineers and different household items that have been engineered by Australians, including the Hills Hoist and the Sydney Harbour Bridge.

Students get to experience what it means to be an engineer by working in small teams on an aerospace engineering task. One task is to construct a 20cm high support out of newspaper to hold a cork board. To meet the requirements, students have to develop a model that can hold the cork board for the cheapest cost.

To test their models, weights are added to the students' design to see how much weight it holds.

any design changes before completing a report analysing their designs.

"It was fun and challenging to think of a structure that would be cost effective to hold a particular weight," said one student, Tyler.

This initiative is designed to identify, develop, inspire and channel students into careers that draw their foundation from science, technology, engineering and mathematics courses.

"This program provides an opportunity for Lockheed Martin engineers to engage with students in the local community and demonstrate the importance of science, engineering and mathematics within industry," said Jarrod Hart, from Lockheed Martin.

"Our engineers get to see first-hand how young minds can work together as a group to solve problems. Being an ambassador of their profession, passing on their knowledge and experience obtained throughout their career is a rewarding exercise that continues to join different generations together through STEM."

Lockheed Martin engineers have also worked with Salisbury East and Valley View High Schools.

A big thank you from the Advanced Technology Project to Lockheed Martin and all the engineers involved for supporting our schools with this fantastic program: Jarrod Hart, Steve Roehrs, Victoria Smith, Thomas Schneider, Thomas Davis, Simon Inverarity, James Hogarth and Michael Niedbala.



DATES TO REMEMBER: NOVEMBER 23 - DECEMBER 11

For more information about GGHS events, please visit the school's 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. Search the App Store for 'Golden Grove High School'.

**World Vision
Fundraising Raffle Donor
Acknowledgement**

We were lucky to have excellent support from local businesses, with some great prizes donated from very generous people. GGHS would like to acknowledge those people publicly. Thanks to the following businesses for their support.

Haigh's Chocolates (Golden Grove)
Charlesworth Nuts
Snap Fitness Modbury
Modbury Plaza Hotel
Robern Menz

Term 4, Week 7

Monday 23 November	Y8 HPV Immunisation
	Y9 HPV Immunisation (boys only)
Tuesday 24 November	Finance Committee meeting 6.30pm
Wednesday 25 November	Y7 Parent Info Night DRMC 6.00 - 7.30pm
	Student Voice movie fundraiser
	Y11 Exams finish

Term 4, Week 8

Monday 30 November	Y7 Orientation Days
- Wednesday 2 December	Unit Transition Days
Tuesday 1 December	Y10 Structured Assessment Tasks
- Friday 4 December	
Tuesday 1 December	Unit Excursion
Wednesday 2 December	Governing Council 7.00pm
Thursday 3 December	Pre-Y12 Workshops
- Friday 4 December	
Friday 4 December	Y8/9 Final Assembly 9.00am

Term 4, Week 9

Monday 7 December	Student Free Day
Tuesday 8 December	Student Free Day
Wednesday 9 December	Y8/9 Activity Day (Pool Day)
	Peer Support Training Day
Thursday 10 December	Y8/9 Activity Day
	Unit Assembly
Friday 11 December	Y8/9 Activity Day
	1.00pm Dismissal
Monday 7 December	Y9 Canberra Trip
- Friday 11 December	
Wednesday 25 November	Spanish Tour
- Tuesday 29 December	
Thursday 26 November	Laos Expedition
- Saturday 19 December	

**STUDENT FREE DAYS
MONDAY 7 & TUESDAY 8 DECEMBER**

iCARE

Identity | Care
Achievement
Respect | Excellence



1 Adey Place, Golden Grove
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November 2015

Dear parents/caregivers

We are shocked and deeply saddened by the recent terrorist attacks in Paris. I am mindful that the reporting of this in the media could impact on your child's sense of safety and security particularly if they are attending upcoming large events.

We have attached a document to help you support your child with any worries they may be having and it includes the contact details for services that may be helpful.

Furthermore, to encourage and promote inclusion and respect for all cultures and faiths our school will support students to interact with each other in respectful ways at all times.

If I can be of any assistance with concerns you may have about this, please let me know. You can contact me at 8282 6400.

Sincerely,

A handwritten signature in black ink, appearing to read 'Toni Carellas'.

Toni Carellas
Acting Principal



Government of South Australia
Department for Education and
Child Development

Responding to adolescents after a crisis

Information for parents and caregivers

After a crisis event parent and caregivers often ask:

- What can be regarded as 'normal' reactions for children and young people?
- How should we respond to our children in the period after the crisis event?
- How should we answer the questions that arise?

Each adolescent's response will be unique and a wide range of reactions are possible.

Their reaction will depend upon their personality, how mature they are, their past experience, what is happening in their life now and their ability to adjust to change. Your child, whatever age, needs to find safe ways to express their feelings. They may feel anger, anxiety, aggression, withdrawal, fear, and sadness.

Children and young people may have many questions.

They may want to know exactly what happened. Often rumours or what they imagined happened, can be much worse than the facts. It is best to give accurate details and correct any wrong information. Adults sometimes think that keeping information from children about what is happening will make them feel better. Not having correct information may make them feel anxious and confused.

Often young people feel very anxious about crisis situations. They may go back to acting in ways they did when they were much younger e.g. not wanting to sleep alone and wanting go or be taken places when they previously felt safe to go alone. Unusual behaviour often shows the adolescent feels anxious. They need support and reassurance to feel safe again.

Children and young people need plenty of understanding, reassurance and attention from adults, at a time of crisis. **They need to be allowed to express** their reaction (e.g. grief, anger and frustration) in safe ways. Adolescents need time to discuss how they feel or may find expressing through writing or poetry useful.

Maintain a 'normal' routine as much as possible. Young people may test out the boundaries of good behaviour, to see if rules still apply. Providing limits, with some flexibility due to the circumstances, can increase their feeling of safety.

Children and young people who have experienced other concerns or losses in their lives may find it harder to cope with a crisis (e.g. separation/divorce of parents, death of a relative or pet, moving house/school). They may become upset and need to express their feelings about these other concerns, even though they may have appeared to be coping before the crisis event.

If you are concerned about your adolescent's reactions it is important to speak to their teacher, principal or student counsellor at school. Sometimes it is important to get counselling or support from community agencies. (See contacts below).

Be aware that you or your child may be affected by media responses to the event. You may decide to limit television viewing, or watch TV/news coverage together so that you can discuss any reactions or concerns and ensure adolescents feel supported.

Remember to listen to your child and reassure them

Re-establish normal living

Allow expression of feelings

Be aware that school staff will also be affected and may require understanding and support. Some may appear tired and may be experiencing unusual feelings and reactions. You may also find you have a reaction to a crisis. This is normal. It is useful to talk to someone you trust about what is happening to you, or to get counselling for yourself.

Where to go for help or more information

Kids helpline: 1800 55 1800 www.kidshelp.com.au

Parent Helpline: 1300 364 100

Beyondblue: 1300 22 4636

www.beyondblue.org.au

eHeadspace: 1800 650 890

www.eheadspace.org.au

Reach Out: www.reachout.com