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DIARY DATES

MONDAY 6TH AUGUST

- Boostrix Immunisations Y9

MONDAY 13TH AUGUST

- Science Week

WEDNESDAY 15TH AUGUST

- SATAC Parent Info Night
6.30pm DRMC
- Casual Day

MONDAY 20TH AUGUST - 24TH AUGUST

- Book Week
- SSO Week

WEDNESDAY 22ND AUGUST

- Y10-12 Subject Choice Day
12.00pm - 7.30pm DRMC

WEDNESDAY 29TH AUGUST

- Y9-10 Parent Info Night
6.30pm DRMC

**Friday 7th September
Show Day
School Closure Day**



Government
of South Australia

Department for Education
and Child Development



Principal's Column

Paul Wilson | Principal

The Research Project

Much has been discussed about the worth and value of the SACE Stage 2 subject, Research Project. The Research Project has come under scrutiny as part of the recently completed SACE First Year Evaluation. The Research Project is a subject, worth 10 credit points, that all students are required to complete satisfactorily in order to meet the requirements of the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative while developing the research and presentation skills they will need in further study or work.

In the last newsletter, I discussed how our teachers use the Habits of Mind as a framework of skills and attributes that will help develop thinking and learning skills in our students from Year 8. The Research Project enables students to put the Habits of Mind into action.

At Golden Grove High School students are introduced to the Research Project whilst in Year 11 and they are expected to complete their Project by early term 4 for assessment. Students attend classes for Research Project like they do for their other subjects. However for Research Project, they are expected to undertake significant work outside of lesson time. Final Assessment of each student's Research Project is undertaken at the end of the course with 30 % of the assessment being external (assessed by SACE Board).

For Research Project there are three things a student will produce;

1. A Folio, which includes a Proposal for research, all the collected information and data needed to complete the research, along with clear records of the researcher's thinking and learning about the subject and the direction of the Project. This includes a record of a formal

discussion the student must undertake with their teacher. Having conducted their research, the students prepare a response.

2. The response comes in the form of a Research Outcome based on what they have found out. This can take a range of forms.

3. Once the research is completed the students must then evaluate their research and the outcome and complete an Evaluation. This final part of the assessment is assessed by the SACE Board.

Opportunities

The Research Project is a great opportunity for students to learn about themselves and to develop their personal competencies. The SACE supports students to develop a set of personal capabilities – these are personal development, citizenship, work, communication and learning. As part of Research Project, the students identify one capability that they want to particularly develop through undertaking their chosen project.

Yes, but what do they do?

Firstly, students need to develop a clear picture of what is required and consider what will work for them. It is a long term project and setting the right direction is crucial. Genuine interest, ready access to resources, and scope for some intellectual rigour are key indicators of a good fit between student and topic. Resourcefulness: How can I find out what I need to find out? Organisation: Collecting and collating information in a useful way. Reading for understanding and reading critically. How does this information fit with what I know? Now that I know this, what should I do differently? Questioning: So what? Is this biased information? How has this changed my thinking about this topic?

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Analysis: Once the researching is done the outcome needs to be a synthesis of the research. Self-Discipline and a commitment to maintain consistent work habits to complete the task is important. Problem solving is vital in order to keep the research going by finding new directions or sources of information when frustrated. An open mind and a preparedness to learn are also important attributes for this subject.

What if?

We have seen some excellent A+ results achieved by some of our students but not all students take to Research Project readily. Selection of a workable topic can be an issue (I don't want to commit). Making contact with people who can provide information or direction (I don't talk to strangers).

Keeping paper and electronic files organised (I am not responsible for my things). Keeping up to speed (I don't have regular time set aside for this). Reading for understanding (I don't get it). What does it all mean? (I don't get it). Making an outcome (I don't know how and I don't do problem solving). In Research Project, our teachers work to support the students in the development of these important skills.

Some of the topics our students have studied for Research Project include: How can I improve the capabilities of a Four Wheel Drive? Create a "how to" guide for holding a themed event. How has International cricket changed over time? To what extent do miracles have currency today? In what ways could nurses replace doctors in the future? How can I raise funds for, and awareness of, Breast Cancer?

Some of the issues researched include: Solar power; Sustainability; Feral camels; Radiation; Natural disasters.

- 95% of our students who submitted the Research Project this year have successfully completed the project.
- 54% achieved a B- or higher
- 11% achieved one of the three possible types of A
- 1 student achieved an A+

The Research Project benefits all students, whatever their pathway after school. To know how to study in-depth and how to think analytically are great skills to have. The Research Project enables senior students to develop these skills and provides our young people with tools for lifelong learning.

Paul Wilson
Principal

ICT Update Term 3: Using laptops at school

Golden Grove High School is committed to ensuring that all students have access to modern learning tools and challenging curriculum to support achievement of 21st century learning skills. At the heart of this challenge is access to technology so that students can be learning 'anywhere, anytime'. Learning anywhere, anytime is a fundamental part of our school's strategic plan. 2012 has seen all Year 10 to 12 students (recently Year 9 students) gain access to a laptop at school which is either a loaned laptop or one that they brought themselves.

We see many advantages to students having their own laptop / portable computing device so that they can be learning anywhere, anytime. The learning program at GGHS is moving towards greater applications of ICT and students will benefit greatly by engaging with ICT on a regular basis in classes.

All Year 9-12 students are required to have their school or personal laptop available for each lesson. There are many times that the laptop is required within the classroom.

Students have the following option for using a laptop at school

1. Bring your own laptop (must be 802.11n wireless compatible) with Windows 7 Home operating system.
As a guide for purchasing, GGHS is currently using these two models for staff and student use;
Acer Aspire 1830T - 11.6" Core i3
Acer Aspire 3830T - 13.3" Core i5
2. Apple laptops with OSx 5 or better are suitable; other devices are not suitable for use at GGHS at present.
Your personal computer (BYOD) must be taken to GGHS ICT Helpdesk for configuration which enables connection to the school wireless system, school internet and school virtual desktops. Your laptop will not work at school unless this configuration has taken place.
3. School loaned laptop (\$200 refundable deposit - ACER 1410 laptop, 11 inch screen, 2 GB RAM) This laptop will remain with the student for their time at GGHS and is fully maintained by the school
4. Borrow a laptop from the GGHS Library on a daily basis.

We would like all families with Year 8 (2012) students at school to consider the options that are listed above in preparation for 2013, when their child will be in Year 9. Of course, current Year 8 students can bring their own computer to school. However, not all Year 8 curriculum areas will be using computers.

As described above, students in Year 8, who bring their own personal laptop will need to have it configured by the school to access school drives and applications

Oryst Tkacz
Senior Leader ICT

David Poland
Network Manager

Failure to Prepare is Preparation for Failure

Choosing subjects for Year 11 and 12 or choosing courses at TAFE or University requires informed decision making and a sense of purpose.

We are currently involving our Senior students in the process of Course Counselling for 2013. During the next few weeks, all Year 10 and 11 students will be asked to consider their educational futures, investigate various career options and make subject choices for next year, based on their individual career pathway.

In order for our students to make realistic and informed choices, they need the help and support of both their teachers and parents/caregivers.

To assist our students with these important decisions, we have developed a program of career/subject counselling for each year level.

There are a number of events and activities that Year 10 and Year 11 students are involved in, to assist them in this preparation. They are subject expo's, career and subject information nights, counselling seminars and the Career and Subject Information Evening.

Students are reminded that all the preparation and selection of subjects is to be completed before they attend their scheduled appointment on Wednesday 22nd August. These interviews will be held in the Dame Roma Mitchell Centre. Parents/caregivers will be required to attend this interview time with their child. Appointments must be made with your child's home group teacher. There are no scheduled classes for any Year 10 or Year 11 students on this day.

In addition there is a SATAC (South Australian Tertiary Admissions Centre) parent information evening on 15th August at 6.30 pm in the DRMC. We encourage parents of Year 11 and 12 students to attend.

Our goal is that all students have successful and positive learning experiences in the Senior School with their Year 12 study being the culmination of their Secondary Schooling. In discussing future options with your daughter or son it is important, however, to consider Year 11 and 12 study as a stage in a career pathway towards further education and training and not as an end in itself.



Toni Carellas
Deputy Principal

LearnLink services are coming to our school

Our school will be receiving new and improved online tools for communication and learning by the end of this school year. The new service is called LearnLink and students and staff will have;

- a new email address
- a place to share information and store documents
- a way to collaborate in groups
- greater flexibility in filtering access to internet content based on Year Level

The transition to LearnLink will occur before the end of the 2012 school year. So if your child comes home and talks about having a new email address, or having to think about a new password, or having access to new looking contacts and calendars, it is likely to be LearnLink.

Key Safety Advice

The whole school community has a part to play in ensuring cybersafety. Understanding children and young people's online lives and activities can help adults respond to situations appropriately and effectively. Asking children and young people to show adults how technologies and services work is a useful strategy that can provide an important learning opportunity and context for discussing online safety.

For children and young people

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send could be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
 - an adult you trust, or call a helpline like the Kids Helpline on 1800551800 in confidence;
 - the provider of the service; check the service provider's website to see where to report incidents;
 - your school – your teacher or the anti-bullying coordinator can help you.

Finally, if you see cyberbullying going, on stand up and speak out! Support the victim and report the bullying. How would you feel if no one stood up for you?

For parents and carers

1. Be aware, your child may as likely cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.
3. Use the tools on the service and turn on in-built internet safety features.

Year 8 Students – Authentic Learning at the ZOO

Year 8 Science is a great opportunity for students to learn about the world around them. One of the topics Year 8 students investigated is ecosystems looking at how living things get along together. To put this learning into a realistic setting 8A17 and 8G8 visited the Zoo on Wednesday 25th July 2012. Whilst at the zoo, students were given the opportunity to learn about the many wonderful animals that inhabit our world and some of the problems they face.

Students participated in the Planet Keepers Programme run by the Zoo's education centre as an action research project. Students are immersed in the Zoo environment and learn first-hand about endangered animals and what needs to be done to help them survive. As follow up, students conduct further research on their endangered animal and undertake to educate others in the community about the plight of their chosen animal. Finally, students are encouraged to do some fundraising to contribute in a realistic manner toward helping organisations working in-situ with endangered animals. Through this type of authentic learning students are exposed to real life issues and can take an active part in making the world a better place for all its occupants.

Mr Meredith & Ms Cooper

We were allowed a unique and special experience whilst we were at the Adelaide Zoo, which was going behind the scenes of the Orang-utan enclosure. We met a female Orang-utan that could paint. *Keegan Lee and Alex Watson*

When we went to the Zoo we learnt about all types of different animals and their habitats. We got to go behind the scenes with the Orang-utans. *Violet Payne and Chloe McAuley*

I learnt that goats jump up on you when you have food in your hand and that Sea Lions are amazing! *Tayla Hatcliffe*

While at the Zoo we enjoyed learning about the Orang-utans and what we can do to help them. *Alisha Coombs, Mady Dale and Joanne Vergara*



CHEMICAL MURDER MYSTERY EXCURSION



Late last term, ten students from various Year 10 science classes attended an excursion to Flinders University to participate in a forensic science interactive activity.

On our arrival, the Forensic Science university students had displays of various aspects of forensics for our students to involve themselves.

We started the day with a lecture about forensic science. While the lecturer was talking to us, a university student came in and told the students that a crime had been committed (this was of course a mock crime). The lecturer proceeded to tell us what evidence had been collected from the crime and the students then went to different stations to test or analyse the evidence so they could try to solve the crime. One student from each school had to report on the station that was allocated to them.

Lunch was provided and the students had pizzas and drinks. After lunch, we all gathered in the lecture theatre and each group reported their results from the analysis of the evidence. With all the evidence presented, the lecturer worked with the students to solve the crime.

Everyone enjoyed the day and came out with more knowledge about what forensics is all about.



Sylvie McLaren
Science Coordinator

THE SCIENCE AND ENGINEERING CHALLENGE



The Science and Engineering Challenge was held at the Adelaide Super-Drome once again this year. The aim of the Challenge is to generate student interest in studying Science and Engineering while at high school. GGHS competed against six other schools in a number of fun and hands-on activities, designed to provide a positive experience in the field of Science.

Our group of 28 students (all Yr 10's) escorted by Ms Yeend and Mr Cavallaro (experienced Senior Science Teachers), took the challenge in all of the activities run on the day, which were

- Gold fever: designing and building bridges
- Mission to Mars: building a suspension buggy to carry a load on Mars
- A New War Machine for Austium: Design and build a catapult
- Heli-rescue: using a helicopter to rescue and deliver victims to hospital
- Eco-Habitech: Hi-tech sustainable housing for the future
- ElectraCITY: optimising the delivery of power to a city's infrastructure
- Back to the Future: Building a fan-blown hover-craft.

The Challenge involved eight different schools each day over a six day period, involving over 2000 students in Adelaide alone. Last year over 18,000 students participated in regional Challenges across Australia and for our effort this year we came fifth. However, we did manage to win the first place in the "War Machine" challenge.

All in all, each student left the Adelaide Super-Drome charged with a sense of achievement. They felt the confidence and inspiration that perhaps one day in the near future, they could take on University courses which would prepare them for the challenges presented to them in the new and rapidly expanding technological age.



Dom Cavallaro
Science Teacher

Congratulations to Jordon Todd

Jordon Todd, Year 11 student, was one of only three students to complete the Work about Centre's Aboriginal Try a Trade program in the Northern District. In doing so, he has completed modules for a Certificate III in Electrotechnology-Electrician. This means that Jordon has already achieved Year 12 SACE points. He has also gained valuable experience and contacts within trade pathways. His trainers and mentor reported that Jordon represented his school extremely well and was an asset to the program. Congratulations to Jordon on his hard work and excellent achievement in this trade program.



Aboriginal Education Team

Maths Experience Program

UniSA - School of Mathematics and Statistics



Mali Naheswaran
Mathematics Coordinator

We sent one of our highest achieving students in Year 11, Darren Lee, to participate in the UniSA Maths Experience Scholarship. It was a program that rewarded Darren with a voucher and enrolment in a one-day "Maths Experience Program" for mathematically inclined students.



I was fortunate enough to attend an all-day program at the Mawson Lakes campus of UniSA on June 27th. The program was designed purely for students who are mathematically inclined, and was geared at introducing students to the opportunities that lie ahead in Mathematics.

There were a number of speakers, most of whom were lecturers and researchers at the University. We were first addressed by Dr Amie Albrecht, who introduced herself and the topics we would look at. The first session of the day looked at graphing, and in particular, the use of Euler's theory. We participated in a number of activities, including the famous Seven Bridges of Königsberg problem. We spent the majority of the morning session learning about the different properties of Euler's paths and Euler's cycles. It was an interesting introduction into this aspect of mathematics.

The next session involved a visit to the planetarium, which was located within the building we had been in. This was a very informative session, where students were exposed to information about the stars, Earth and its rotation throughout the year, other planets, and also the different types of conditions and weather within our galaxy. This was highly interesting and, in my opinion, the most enjoyable part of the day.

The afternoon session introduced students to the processes used by computers when sorting through information. This session was headed by Dr Kevin White, a lecturer in the IT department of the University. He introduced students to the concepts of algorithms in use in computer technology. This was done through the use of Uno cards, teaching students how best to randomly search and sort information in the least amount of time, a method known simply as 'binary search'.

We looked at sorting methods, including 'selective sort' and 'merge sort'. This was a highly informative look into the practical application of mathematics. We were also exposed to the application of mathematics in 3D design and its use in the development in movies and games as well.

The final session of the day allowed students to talk to honours students at the University. This session allowed us to interact with the University students as they answered questions about what university life is like and what pathways lie ahead after tertiary education for students of mathematics.

The day was an excellent experience. I would recommend it to others with any future pathways involving mathematics, and even those with other career objectives. It is a good way to see what else is out there.

Darren Lee
Year 11 student

NATIONAL DISABILITY INSURANCE SCHEME (NDIS)

I had the good fortune to attend a forum convened by Tony Zappia, the Federal member for Makin and Senator the Hon. Jan McLucas, Parliamentary Secretary for Disability and Carers, on Wednesday 18th July.

Back in 2008, I attended a similar forum with the Hon. Bill Shorten who was then Parliamentary Secretary for Disabilities. Bill Shorten was at that time meeting groups across the state to hear the voice of people living with a disability, their carers, their educators and their health agencies about their needs.

Now, six years later, the NDIS is a reality with funding already allocated to launch the scheme and test the work.

The central principle of the scheme is; personalised control for the individuals over their life. Within this will be;

- The design of assistance packages based on aspirational principle.
- Fair and reasonable care and support
- An assessment system that is fair, nationally, regionally and locally.

For further information about the scheme go to;

<http://www.ndis.gov.au/>

To register your support for the scheme and to get updates go to;

<http://everyaustraliancounts.com.au/>

To read the blueprint, "Enhance Life and Claim the Rights of People with Disability in South Australia (2012-2020)" go to;

<http://www.disabilitydirectory.net.au/strong-voices-report-and-disability-in-south-australia/>



Vikki Walkom
Senior Leader Learner support

Young Women in Technology Challenge

Last term I had the privilege of accompanying a group of Year 10 girls to attend the 'Young Women in Technology Challenge'.

Conducted by the University of Adelaide's Faculty of Engineering, Computer and Mathematical Sciences, the challenge aims to introduce female high school students to technology-based career paths.

During the day the students participated in an exciting and interactive program of activities and talks from the diverse disciplines of Engineering, Mathematics and IT. It offered a unique opportunity for our students to engage with female university student ambassadors, academics and like-minded peers.



Mali Naheswaran
Mathematics Coordinator



On June 13th, a group of Year 10 girls, including myself, participated in the annual Young Women in Technology Challenge offered by the University of Adelaide.

The day began with a presentation where we learnt about different opportunities available in Engineering, Computer Science and Mathematics. Even though there are more females in these faculties today, we are still outnumbered by males. Throughout the day we were mentored by female university students and all the programs we attended were conducted by female lecturers.

We participated in many interesting and challenging activities through the day. In one of the activities, a lecturer in Civil Engineering spoke to us about what civil engineers do and we then got into groups and our challenge was to build a bridge (using straws and tape only) to span a certain distance but then we had to add weights to see whose bridge could carry the most weight.

In another activity in Sports Engineering, we had an opportunity to witness how sportsmen and women could have their movement during a game monitored using a special sensor device. This could

then be projected onto a screen and their game could be improved by watching where they needed correcting. They even showed how special technology has been used in designing sports shoes. It was fascinating.

We attended sessions in Electrical, Chemical and Mechanical Engineering as well. The day was fun and educational. I enjoyed the opportunity to speak to the University students and find out more about the courses offered.

Madison Marcelis
Year 10 student

EXCEL Excursion to "Pinocchio"

On July 25th fifteen EXCEL students went with Mrs Lyons to see a performance of "Pinocchio" put on by the Windmill and State Theatre Companies of South Australia, performed at the Adelaide Festival Centre's Dunstan Playhouse.

The play had a number of interesting features, including its set design, its costume design, its story and its use of animation. The stage was particularly unusual, as it consisted of four circles, two of which revolved, one inside the other, to create a complex theatre-in-the-round.

The set consisted of one huge construction in the centre of the stage that was used for the entire play. Sharp, colourful animations were projected onto this most of the time to help create the illusion of a wide variety of different backdrops, such as the toy workshop of Pinocchio's creator, Gepetto, the sandy beach of an island or a wavy sea.

The costumes were bright and flashy, almost to the point of being ridiculous. The costumes suited the characters; for example, at the start of the play Pinocchio wore very high-waisted blue shorts to show that he was very young.

The storyline has been modernized for a 21st century audience, making the play far more interesting. The play was brought to life by live music being woven into the plot. The acting was convincing and pleasing to watch.

While debriefing their experience of the play after it, students identified some of their favourite elements. Some enjoyed the use of puppets. There were a number of puppets that helped to bring the story to life, including a puppet of the cricket that acted as Pinocchio's conscience. Some liked the scene where a really dynamic animation for the ocean was used. Some liked the use of music and songs in the play. Some liked the updated story. Others liked the lighting, props and acting.

There were some clear messages in the play. The play explored the theme of children growing up and thinking that they don't need their parents any more, and then discovering that they really do need them after all. The play also explored the theme of children wanting more and more material possessions, such as the latest designer sandshoes, and then discovering that money, and what money can buy, isn't everything. One message was addressed particularly to the boys in the audience. The message was that you don't have to be a 'wooden' statue, such as Pinocchio was during most of the play; you, too, can become a 'real boy' who shows his true feelings.

Overall, the EXCEL students really enjoyed this wonderful play and they were glad that they were given the opportunity to see it.

Kayli Richards (Year 8) and Mrs Lyons



YEAR 8/9 HOCKEY CARNIVAL

In Week 8, Golden Grove High School hosted the annual Yr.8/9 Hockey carnival and over 20 of our students took part in the event. The weather held up for the whole day and a positive experience was had by all students who took part. Both teams that GGHS entered had some success in the competition and after the minor rounds, our 'A' team qualified for the grand final against local rivals Banksia Park and it was a highly contested match. Fortunately, GGHS came out winners and were crowned premiers of the carnival. A great result and a great day!!! A special thank you to the four Yr. 10 students who helped coach our teams at the carnival.



Tim Potter
Sports Coordinator



OPERATION FLINDERS...THE OPPORTUNITY OF A LIFETIME

Operation Flinders Foundation is a South Australian based charitable organisation that runs a world leading wilderness adventure program for young people aged between 14 and 18 years. The program takes participants on an eight day exercise in the far northern Flinders Ranges, providing an opportunity for its participants to break away from their past and grow as valued members of the community. The Foundation offers a unique program that presents its participants with a new direction in life and teaches values of team work and respect.

Our team, 'Delta 9', consisted of five boys from GGHS and five boys from the Southern Learning Centre. They were guided by an adult team, a counsellor from each school (Kirsty Jeffree), an assistant team leader, and a team leader from the Australian Army skilled in navigation and bushcraft. We trekked about 100 kilometres through the spectacular Flinders Ranges with the aim to develop personal attitudes of self-esteem, leadership, trust, motivation, team-work and responsibility. We learnt bush survival skills, minimal impact camping, were taught to abseil, completed team challenges, scaled mountains, and learnt of the rich history of the Flinders Ranges.

The team spent each night at a designated camp with sufficient rations for our dinner that night, breakfast the following morning, and lunch that we carried away with us. A supply of water, implements for cooking and digging toilet pits (yes there were no toilets or showers!) were also provided at camp. There were no tents. Each participant carried an individual ground mat and 'hootchie' which was strung between two trees for shelter. Nights and mornings were freezing and at times it was difficult to leave the warmth of the campfire and our sleeping bags.



A positive, outgoing attitude was a must, as opting out was not an option! Participants were physically and mentally challenged during the exercise and were sometimes sore, tired, frustrated, lonely and homesick, being forced to make choices that ultimately affected all team members. There were tough times, but the boys did not give up and soon learnt that if you put your mind to it, you can achieve anything!

An independent evaluation in 2001 reported that the program at that time was leading the world in its outcomes, and found that the young people underwent a significant positive change as a result. Positive outcomes were experienced by all participants and they were shown a different side of themselves that they didn't know existed. They were met with many challenges and the valuable lessons they learnt out bush could be implemented into day to day life. Hopefully, the program has helped the boys to realise some of their dreams and goals for the future.

Congratulations to Max Payne, Tom Williams, Tom Hossack, Brodie Casas and Timothy Hann for completing this challenge and coming out the other side as stronger and more positive individuals.

For more information about the Operation Flinders program please see the website <http://www.operationflinders.org.au/> or David Larritt/ Kirsty Jeffree.



Kirsty Jeffree



SPANISH DAY

In week 9 of last term, the Spanish students and staff from Glossop High School and Golden Grove High joined together for a day of cultural and language activities. Both the Spanish programs at Glossop and Golden Grove have been growing in recent years. This day was an opportunity for students from Years 9 to 11 to share their enthusiasm for learning both the language and culture of the Spanish speaking world.

The visit was organised by Spanish teachers Laura Carrington (Glossop) and Robyn Huzzell (Golden Grove), who established a connection when they studied language and culture in Spain in January of this year. The Endeavour Language Teacher's Fellowship is a federally funded program which allows teachers to study the language in the country in order to improve the teacher's language proficiency. It also encourages teachers to make connections between schools, such as this, so that language students learning experience can be enriched with new opportunities.

The day began with students being put into teams that included students from both schools. The teams competed against each other in a quiz that included both language and culturally based topics. We also were lucky enough to enjoy some yummy Spanish food including empanadas, a Chilean savoury pastry, and churros con chocolate, Spanish doughnuts with chocolate sauce. Catering company, Paella Fiesta, not only cooked the wonderful food for us but they also spoke to the students in Spanish about where the food comes from, how it is made, and what the ingredients are. We were also treated to a fantastic performance by the Year 10 Special Entry Dance class, who performed a medley of all their best dances. The day finished with the Mexican party tradition of breaking a piñata full of lollies.

It was a fantastic day where language students and staff were able to share their knowledge and love of the Spanish world. Many of the students have developed friendships from the day and we hope to continue the partnership by visiting Glossop later this year. Congratulations to the languages faculties from both schools for making the day such a success.

LOTE Faculty



TOYO HIGH SCHOOL VISIT

Golden Grove High School is very excited to host, for the first time, a group of 12 students and two teachers from Toyo High School from Tokyo, Japan.

The students arrived on Sunday July 22 and will leave Adelaide on Wednesday August 1. On Monday, they were formally welcomed at the Middle and Senior School Assemblies. The level of interest that the Japanese students have attracted among our students has been very positive and exciting. Our visitors are very happy and grateful for the experience so far.

On behalf of the school, I'd like to thank all the families and teachers who are hosting the students. I would also like to thank their buddies who are doing a fantastic job, as well as the teachers who have organised special lessons for our visitors.

I hope the Japanese guests have a great time in Adelaide, and indeed at Golden Grove High School.



Carlos Gallardo
Study Tour Manager



SCHOLARSHIPS FOR THE CHILDREN AND GRANDCHILDREN OF EX-SERVICE MEN AND WOMEN

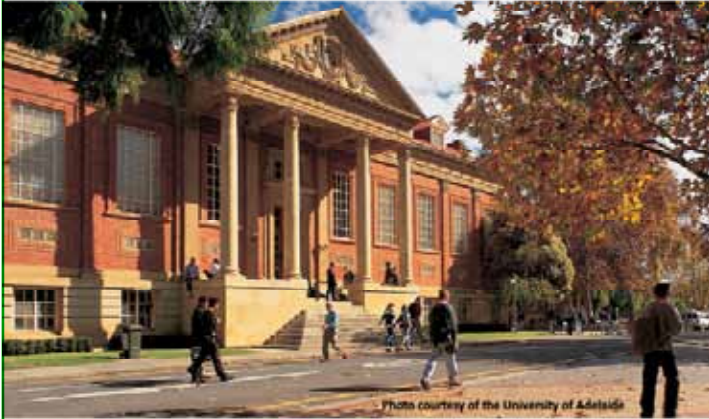


Photo courtesy of the University of Adelaide

The Australian Veterans' Children Assistance Trust is a not-for-profit organisation. AVCAT administer scholarships to help children and grandchildren of the Australian ex-service community with the costs of full-time tertiary education. The most deserving candidates are selected on merit and who, without our help, would be unable to start or complete studies without financial difficulty.

For more information or to apply, contact
AVCAT
T 02 9213 7999 or 1800 620 361 (voicemail)
E avcat@dva.gov.au www.avcat.org.au

"THE LONG TAN SCHOLARSHIP WAS INVALUABLE HELP; IT ALLOWED ME TO CONCENTRATE FULLY ON BECOMING THE BEST DOCTOR I COULD BE"

APPLICATIONS OPEN AUGUST 18



AUSTRALIAN VETERANS' CHILDREN ASSISTANCE TRUST

The National Child Oral Health Survey is Here!



The purpose of the National Child Oral Health Survey (South Australia component) is to investigate the impact of dental disease in child populations in South Australia.

Your school has kindly agreed to participate.

Over the next few weeks, an invitation will be sent home to parents via randomly selected students. Parents/guardians will be asked to fill out a Survey questionnaire. Then, on designated days, our trained, professional clinicians will visit the school to record the oral health status of the participating students including the presence of decay, any existing fillings, trauma to front teeth (fractures/chips), gingivitis, plaque, enamel defect and any ulcers or other tissue trauma in the mouth. This examination can take up to 20 minutes. No treatment will be given, as this is a research Survey to take a snap shot of the current oral health status of our 5 – 14 year olds in South Australia. However, should our clinicians detect an area of concern, parents will be notified in order that treatment can be sought through the school dental service or the family dentist. The collective results will provide policy and planning direction for services in your community and eventually to be absorbed into a National study.

Should your child be selected, South Australian Health would be very grateful for parental consent for your child's inclusion in the study. We can't do this without you!

Does your teenager have a sleep problem?

The Child and Adolescent Sleep Clinic in the School of Psychology at Flinders University is currently providing treatment for adolescents (aged 11 to 18 years) who are experiencing at least one of the following:

Having trouble falling asleep

Not feeling tired until late at night

Having trouble waking up or getting out of bed in the morning

Places are limited.

For more information, please call 8201 7587.



Novita's third annual Walk With Me and family fun day will be held this Father's Day, Sunday 2 September. It's a positive community event that celebrates ability and encourages social inclusion, held in association with Ability First Australia, a national network of disability organisations.

Novita Children's Services is the not-for-profit service provider that has cared for children with disabilities and special needs for more than 70 years. Novita provides essential therapy, equipment and family support for more than 2000 children living with disabilities, acquired brain injuries and other special needs in South Australia.

When

Sunday 2 September from 9.30am. Walk begins at 10.30am, family fun day concludes at 2.30pm.

Where

Botanic Park, Adelaide. Enter via Plane Tree Drive. Starting line is opposite Botanic Gardens' Friends Gate.

What

A family fun day, beginning with a fully accessible walk from Botanic Park along a scenic route through the Botanic Gardens (2.5km). The walk is followed by free entertainment in the park including live music, clowns, face painting and crazy hair artists, balloon twisters and a bouncy castle.

Who

Everyone! Families, friends, clubs and workmates, of all abilities.

What to bring: Your fellow walkers. You're welcome to bring a picnic lunch and rug for the afternoon too.

What to wear

Comfortable outdoor clothes – or fancy dress if you like!

How to register

Go to www.novita.org.au/walkwithme and enter your details and pay your registration fee. (\$10 per adult, \$5 per child, \$25 per family of two adults and two children.) Then you are welcome to ask family and friends to sponsor your walk, with funds raised going to Novita.

Registration allows Novita to provide the family fun day's free entertainment and event infrastructure.