FROM OUR PRINCIPAL

ANTI-BULLYING POLICY

Over the past term and a half we have been reviewing and re-working our anti-bullying policy as part of our commitment to having a safe, supportive and respectful teaching and learning environment that promotes learning success and wellbeing.

This policy:

- Affirms the rights of all members of the school community to feel safe and be safe at school.
- Acknowledges that being safe and supported at school is essential for wellbeing and effective learning.
- Encourages the active participation of all school community members in developing and maintaining a safe school community where diversity is valued.
- Actively supports young people to develop understanding and skills to keep themselves and others safe.

Defining what bullying is has been essential as the phrase is often used to
describe conflict between two equals. It is also often used to describe a 'one-off' mean or rude comment.

While someone behaving in a mean or aggressive way on one occasion isn't respectful or acceptable, it isn't bullying.

While two people 'trading' insults can be very distressing and unpleasant, it isn't bullying.

**Bullying is repeated and deliberate.**

*Repeated* means that it is of an ongoing nature while *deliberate* refers to the intent to cause distress, or embarrassment.

Bullying is usually about targeting one person - often on the grounds of difference. These differences can be related to culture, ethnic origin, gender, sexuality, gender identity, ability or disability, religion, body size and physical appearance, personality, age or economic status.

How we deal with mean comments, conflict and bullying differs.

A one-off mean comment is usually dealt with a warning.

Where there is conflict between two people or groups we will generally aim for a restorative agreement where commitments are made to improve future communication.

Bullying is dealt with as a behaviour management issue and depending on the severity may see a detention, time-out, internal or external suspension put in place.

The new policy will be presented to Governing Council at its next meeting for ratification.

Over the remainder of the term, we will be 'rolling out' the new policy and making sure that all students are aware of their responsibilities and also the processes for reporting incidents.

Kristen Masters
Principal
Everyone faces tough times, and life isn’t always smooth sailing. But it’s how we cope with tough times that show us how resilient and mentally fit we are. During the beginning of a school term, it is normal for students to feel slightly unsettled with friendship groups, classes, timetables and the transition from holiday to school mode. If a student is facing a troubling situation, whether it is at school or home, it is important they seek and have support from parents, caregivers, a teacher and the school counsellor or Year Level Manager. It is also equally important that we teach them everyday coping skills and strategies to enhance wellbeing and resilience. Below is a list of coping strategies, from Reachout Australia, that we can encourage young people to use. Some will work better than others, depending on the person, but it is important to find a strategy that works and isn’t going to be harmful or ineffective.

Turn to someone you trust - It can be a relief to share your thoughts with someone else, and it can be good to work through problems with the help of another person.

Write it all down - Keep a notebook handy for you to write your thoughts in can be a great way of expressing yourself openly and honestly. It doesn’t have to be shared with anyone but may be useful if you decide to seek help from someone else.

Set aside regular time for yourself - Even if it’s just ten minutes. Turn off the phone, spend time alone, listen to music, exercise or meditate. It can really prepare you to tackle the next phase of the day.

Walk away - Work out which situations you are likely to get most stressed out by. If you feel like you’re getting too angry, end the conversation, take some space and don’t resume talking until you are calm and ready.

Overcome negative patterns of thinking through self talk - Self talk can help you see things from a more positive perspective and give a boost to your confidence.

Reduce your load - Sometimes you have to accept that you can’t do everything. You should be busy, entertained and challenged, without feeling overwhelmed.

Consider the big picture - When you’re going through a stressful situation ask yourself these two questions: ‘How important is this?’ and ‘will it matter in the long run?’ If you realise it doesn’t, it’s probably not worth getting too stressed out by.

Breakfast Club
Kapunda High School will be commencing a breakfast club in week 6. At this stage it will be available on Mondays and Tuesdays and operate out of the Student Hub. Students will be able to come in from 8:30am and access a range of breakfast options such as toast, cereal, fruit and fruit juice. Staff will be on duty to oversee the program and assist where required. A review will be conducted at the end of term to assess the demand and success along with plans for the rest of the year.
Learn to forgive - Move on from hurt, regret and anger. It doesn't help to help onto negative feelings.

Hone your communication skills - If you know how to communicate a problem well, it will help prevent conflict from escalating and could help solve the cause of the stress in the first place.

Build your optimism - optimism involves learning to think positively about the future - even when things go wrong. It's not to pretend that everything is fine when it's not but rather look objectively at a situation and make a decision to focus on the good aspects. It can be hard to do but gets easier with practise.

Learn how to set goals.

Relax - it is a great way to stop and regather your thoughts and bring you back to the here and now.

Build your gratitude - Take some of your focus away from the negative and take 5 minutes each day to identify 3 things which you are thankful about.

For more information or to find out more about some of the strategies: www.Reachout.com.au

Lee-Anne Cummins
Student Counsellor

IMMUNISATIONS
First Session: Year 8 students
Tuesday 15 March

Information Session:
Friday, 4 March
9:00am - 9:30am, school gymnasium.
Parents & caregivers are welcome.

Yr 11 & 12 Influenza vaccination session
Tuesday 15 March
- register your interest with
Mrs Richardson
(Rm 141, Drama Suite)

Tracy Warner & Mark Leslie’s Year 8 Health/Physical Education students using photo technology to time their running speeds and film running styles for analysis. This is in preparation for Athletics Day next Friday.
On 23 February, two presenters from Adelaide University visited our school to deliver a number of presentations:

**Year 12s**

Angelika and Elijah explained the difference between an Adelaide University course and an advanced course. Adelaide University has a huge focus on research, and the advanced courses allow students to enter the course with a particular focus on research. These courses do have a high ATAR entry, but can also be transferred into, through the first year of university study.

They also provided information about how to apply for scholarships and provided information about university life.

**Year 11s**

This presentation focused on inspiring students to consider a broad range of topics for their Research Project. The Stage 2 compulsory subject begins this year for our Year 11 students. Angelika and Elijah explained the importance of choosing a subject that is broad enough and which students are really passionate about. This means that they will be able to stay motivated and enjoy undertaking research about the topic they chose.

The presenters also ran an activity that showed students how to reference correctly using the Harvard referencing system.

**Year 10s**

The Year 10 students participated in a Career Planning Workshop. This is so timely, given they are soon to organise their compulsory work experience placements and will begin their first compulsory SACE subject – PLP (Personal Learning Plan) – in the second semester. They looked at the importance of hitting the ‘sweet spot’ when choosing a career pathway and participated in an activity where they explored their personality type. Students explored whether their chosen career pathway suits their personality and considered pathways to their ‘dream job’.

We really appreciated the professional and helpful presentations to each of the year levels delivered by Angelika and Elijah, and received positive feedback from students.

Penny Chancellor
Flexible Pathways Coordinator
This week, I addressed the Year 10 cohort to advise them about organising a work experience placement.

Students begin their first SACE subject, PLP (Personal Learning Plan), this year. They need to achieve a C grade or higher. One component of this subject is that they organise work experience, including submitting the legal documentation so that we can insure students for their placement, maintain a journal and have their employer provide feedback. The evidence of this work experience placement forms part of students PLP assessment.

As well as being compulsory assessment, work experience provides students with an opportunity to explore the world of work and make some informed decisions about their future pathways. It is important that the student chooses a placement carefully so that they gain the most benefit from it. Sometimes, this placement will confirm their pathway plans - at others, students will be able to rule out a pathway option. This learning can be equally valuable.

The Powerpoint, and a supporting Information Sheet, used to explain the purpose, considerations and 'how to organise' work experience is attached to students Home Group resources on Daymap so they can refer to it when planning. Students are advised to write a script for making phone calls so that they remember to introduce themselves, their school and the purpose of their call. For many students this is a very new experience so 'practising' making a phone call can be very valuable. Some role plays will occur in Home Groups, but can you find some time to make mock phone calls with your child?

We really appreciate parent and caregiver support to make this a valuable learning opportunity for your child. It is also important to remember that students are responsible for finding their own way to the workplace and this may need to be a consideration in choosing a placement.

The insurance forms are required to be returned by Friday, 8 July, Term 2, Week 10

Work Experience placements occur from 15 - 19 August, Term 3, Week 4

If students are considering gaining part-time employment or would like a traineeship or apprenticeship in the future, organising a placement where these are offered can be an advantage.

Job Guide.gov.au provides information about workplace roles and some research can be valuable.

Students are advised to begin considering their workplace attire now - if you need a certain style of clothing, keeping your eye out in Opportunity Shops, can be a more affordable option.

If parents, caregivers or students have any questions, ideas or concerns, please do not hesitate to contact me, via a phone call, email or Daymap message.

Penny Chancellor
Flexible Pathways Coordinator

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**SENIOR ART EXCURSION**

Year 11 and 12 art classes visited the Kapunda Gallery recently, to see an exhibition by Damien Shen.

Shen is an artist of Aboriginal and Chinese descent who works with charcoal to render realistic portraits of people who are important in his life and in local history.

The Year 11 class are focusing on portraiture for their work this semester, so it was timely to see an exhibition on this topic by such a high profile artist and displayed at the local gallery. It is good for both classes to see artwork in a gallery setting - up close and also view a video showing a time-lapse of the creative process.

Jennifer Ahrens
Art Teacher
On Friday, 26 February, Kapunda High School’s equestrian team combined with three Kapunda Primary School Year 7 students to compete in the Trinity Interschool Horse Riding Gymkhana. Around 30 South Australian schools, such as Trinity, Xavier, Waikerie High School, Clare High School and Mt Barker High School attended.

Our competitors made the best of the fine weather conditions; participating in a range of events, including show jumping and hacking.

Having riders participating in all age groups, our team competed in show jumping events commencing at 45cm rounds up to 80cm rounds. Some of our riders were competing for the first time in show jumping, and were very impressive.

KHS riders were also very successful competing in hacking classes. The competition was great; with up to 30 riders in many of the classes. Again, our team had many wins and places in various classes.

The Grand Parade presented 140 riders and horses wearing with pride, their school uniforms and colours, - a wonderful sight to see!

Congratulations to the entire KHS equestrian team who represented Kapunda High School & Kapunda Primary School. Our school community can be proud to have a wonderful team of riders and horses, parents and helpers.

Stephanie Bishop
KHS Equestrian Team coordinator

KHS riders:
Megan Brown, Yr 8
Sian Smylie, Yr 10
Jayde Edey, Yr 11
Zoe Sinclair, Yr 11
Sindy Brown, Yr 11
Tanisha Towner, Yr 11

Assistant:
Molly Ellis, Yr 11

KPS riders:
Tess, Rhiannon & Monica
As a follow up to the Year 12 Interim reports which went home earlier in the week, the Year 12 Parent/Teacher/Student Interview Evening will be held next Tuesday, 8 March in the Kapunda High School Resource Centre.

5:15pm BBQ to meet and mingle with year 12 teachers
6:00pm A Parent’s Guide to the Research Project
6:20pm A Parent panel: Parents chatting with Parents about their experiences living with a student in year 12.
6:45pm Interviews begin
8:00pm Evening concludes

Bookings can be made through the school reception office.

We are looking forward to meeting with all parents/caregivers and Year 12 students.
Tea and coffee will be available.

Tracy Warner
Senior Leader: Senior School

On Thursday, 18 February, Year 12 students experienced two workshops from the Elevate Education Program. The research based program promotes the message of study smarter: use techniques, tactics and strategies to improve performance. Simple steps such as plan ahead, organise subject content, revisit notes, create trigger words, and commit to memory by continually completing practice questions.

All Year 12 students attended the workshops and gave overwhelming support for the tips they had discussed during the afternoon.

**Study Sensei** included working consistently, note taking, breaking down information into smaller parts and standing out on assessment.

**Time Management** included how to develop a study routine, working smarter, study groups and dealing with procrastination.

A **staff workshop** followed after school to ensure teachers and students are speaking the same language of study skills. Staff will continue to use some Elevate teacher resources. Teachers found reassurance in the message they give to students as they lead them towards achieving grades they are capable of to reach their potential.

A **Parent Workshop** held that evening equipped parents with a number of practical tips to provide effective support for the program at home. Examples being:

- What is an ideal study environment?
- What role technology plays in aiding study and how to avoid it becoming a major distraction.
- Best practices, where parents are exposed to a number of core skills presented to the students, and signs to look for at home when students are straying from their use.

Parents enjoyed the evening all picking up valuable ideas for putting to use in their home environment.

Mr Drew Mickan reflected:

*Encouraging students to plan their week and, in particular, the point about filling into that plan ‘the things they want to do’ first, was really beneficial. I feel that this point alleviates the guilt of doing what they want to do and that they are more willing to work in their chosen time, rather than being prodded (or nagged!) by a parent. Perhaps it’s a bit of reverse psychology, but it seems to work.*

Tracy Warner
Senior Leader: Senior School

Applying navigation skills to design an orienteering course in Year 12 Maths Applications will help students to examine the effects of errors in measurement.

Left: Jordan Bracegirdle & Curtis Wall

Below: Letitia Smith & Gemma Goff
ABORIGINAL EDUCATION LUNCHEON

Aboriginal students at Kapunda High, along with family and friends, attended a lunch on Thursday 25th Feb. The lunch was hosted by George Laughton, who is the Aboriginal Community Education Officer for Kapunda High School.

George attends our school on Thursday mornings and all day Fridays. His role is to assist Aboriginal students with their learning and well-being. George also sees himself as someone all students at KHS can talk to as an extra friendly face in the school community.

Victoria Newbold works with George at KHS in the role of Aboriginal Education Teacher, and liaises with Aboriginal students and their teachers and parents.

Year 9 student, Caius Bilney with George Laughton, AECO, Year 10 students, Zach Baird & Eric Fawcett, Year 9 student, Lauren Fawcett, Aboriginal Education teacher, Victoria Newbold, Charmayne Stenhouse, and Marlene Fleming.

KNOCKOUT CRICKET

Kapunda Open Boys played Glossop at Waikerie on Monday, 29 February.

Glossop batted first and made a good start, but then lost wickets at regular intervals. Kapunda contributed to their total with 23 wides and Kallum Brown bowled well, taking four wickets.

Kapunda started their chase well with Kallum Brown and Conor White both making 19 and 23 runs respectively. After this, we lost wickets regularly and were bowled out for 97. Thanks go to Rosie Wendt and Kerry Brown for supplying transport and scoring on the day.

Tony Gabb
Knockout Cricket Coach

REMINDERS

Year 11 Interim Reports will be prepared this week and that results will be distributed to families during Week 6.

Next week, on Tuesday, 8 March, all Year 9 students are going on a History excursion to the ‘Spirit of Anzac Centenary Exhibition’ at the Wayville Showgrounds. Students are reminded that they will need to return their forms before the day.


Available from the school Reception office. Limited Edition $20

2015 KAPUNDA HIGH SCHOOL MAGAZINE

NEWSLETTER TW5 Friday 4 March 2016 Page 9
Swimming for another year is finished for Kapunda High School.

On Friday, 12 February, we had a successful Swimming carnival where students were involved in novelties and competition events. Kidman were the winners on the day and Cara Couthard broke the 30m Breastroke record.

From our swimming carnival a small team was selected to participate in the Interschool Carnival at Riverton on Monday, 22 February, where we competed against, Burra/Eudunda, Clare, Riverton, Balaklava and Horizon schools. We had some fantastic results, including Cara Couthard winning the U16 girls medallion and Nicole Kruse, runner up for U15 Girls. Overall as a team we improved from our 2015 event by 134%, which is amazing.

After this, the team and some extras went on to the SSSSA competition at Marion Swim Centre. Liam Sherwood was our most successful student with a first and a third place. There were many students with second and third places.

The traditional stop on the way home is always a great way to celebrate the end of swimming for Kapunda High.

Congratulations, to all team members. It’s a privilege to be selected in these teams and you should all be very proud of your achievements; I know I am proud of you. Thank you to those students who stepped up and swam in different events when selected.

A big thank you to parents/guardians for supporting our Swimming Program and encouraging your child/ren to be involved and also for helping with timing during our events.

Megan Samain
Swimming Coordinator
Kapunda High School is committed to working with families to ensure the best possible learning outcomes for each student attending our school. As such, we acknowledge the right of parents to raise concerns and complaints and our responsibility to deal with them confidentially, professionally and in a timely manner.

**CONCERNS AND COMPLAINTS:**

**CONCERNS** are issues which are raised informally to change or improve a situation.

**COMPLAINTS** are expressions of grievance where the parent is seeking redress or justice.

Parents can raise a concern or complaint about any aspect of the school’s operation. This includes:

- Quality of service
- Behaviour of staff
- Decisions of staff
- School policy
- School procedures
- School practices

This policy does not apply to matters where there are legislated requirements or existing policies and processes of appeal such as:

- Complaints or appeals about student suspension and exclusion
- Staff disputes and grievances
- Mandatory reporting responsibilities
- Some health and safety issues

While all reasonable efforts will be made to address concerns and complaints, some issues may never be resolved to a parent’s satisfaction.

**HOW TO RAISE A CONCERN OR COMPLAINT:**

Parents may raise concerns or complaints verbally or in writing. Issues should initially be raised with the person who knows most about the situation or has responsibility for managing that area of the school or issue. This may be:

- The class teacher
- The subject teacher
- The year level manager
- The subject co-ordinator
- A student counsellor
- The Learning Support Co-ordinator
- The Deputy Principal
- The Principal

Parents need to make an appropriate time to meet and discuss their concern or complaint. This can be arranged through a phone call, face-to-face through the Administration Office or in writing.

If the matter is not resolved to your satisfaction, arrange a time to meet with the Principal or Deputy Principal.

**KAPUNDA HIGH SCHOOL STAFF ARE COMMITTED TO:**

- Responding to any parent phone calls or written messages within two (2) working days
- Meeting as soon as practicable – normally within five (5) working days of the concern or complaint being raised
- Treating parents who raise concerns with respect and courtesy
- Maintaining confidentiality
- Considering complaints impartially and in accordance with due process and principles of natural justice
- Identifying and discussing with the parent possible courses of action that could be taken and the timeframe within this will occur
- Following up with the parent after a reasonable period of time has elapsed to ensure parent is satisfied

We will aim to resolve the concern or complaint within 15 working days.

**IN RETURN WE REQUEST THAT PARENTS RAISING CONCERNS AND COMPLAINTS:**

- Raise concerns and complaints at an appropriate time and place
- Treat other parties with respect, courtesy and maintain confidentiality
- Raise the concern or complaint as soon as possible after the issue has arisen
- Provide complete and factual information about the concern or complaint
- Ask for assistance or further information as needed
- Act in good faith to achieve an outcome acceptable to all parties
- Have realistic and reasonable expectations about what course of action is required to resolve the concern or complaint
This year we hold our annual Athletics Day on Friday, 11 March. The day will involve many athletic events and some fun novelty events. Many parents enjoyed the activities last year and again, we would welcome any parents or friends to be present on this day and join in the fun. To enable this day to run efficiently, I would welcome any parents who are able to act as officials for some time during the day. If you are able to assist in this way, please complete the reply slip below.

ATHLETICS DAY HELP

I, .................................................................................... can assist as an official at the KHS Athletics Day on Friday 11 March, 2016.

I can help in the following area/s (please tick): At the following times:

- Judging □ 9-12 or □ 12-3
- Time Keeping □ 9-12 or □ 12-3
- Field Event □ All day

Student at school: ........................................................................................................................................

Contact phone: ................................................................ Signed: ..........................................................................................

Please return to Mr Mark Leslie at your earliest convenience, via your child’s Home Group teacher.
Options for payments can be made per the information package (To be finalised by 30 August 2016).

Instalment options - suggested payment dates:

- 11 March
- 15 April
- 20 May
- 19 August
- 21 August

KHS Bank Details:
Bank SA
BSB 105-006
Acc No. 057125140

Family ID : eg SMIT10 (left hand side of invoice)

Have you considered scheduling payments using online banking to meet this financial obligation? Some families have found that being able to set the amount and regularity suits their needs well.

Note: School card applications must be returned as soon as possible.

Material Services & Charges 2016

DRUM TUITION
Samuel Read has over thirteen years drumming experience - playing in a number of styles with a number of groups - and will be offering drum lessons to any interested students at Kapunda High School this year.

If you are interested, please contact Samuel on 0467022244, email: samuelread4@gmail.com or ask at the school Reception office for more information.

VOLUNTEER OVERSEAS
Projects Abroad organise worthwhile and practical volunteer work experience placement for this year 10

Open Evening Online Information
Adelaide Session
29 March April 5
5:00pm 6:00pm

& 11 students and school leavers in 29 countries.

Reserve places
www.projects-abroad.com.au

Further information is also available from school reception

High School Volunteer Programmes
Cambodia / Fiji / Nepal / Philippines / Sri Lanka / Thailand

Overseas Volunteer Trips for High School Students Projects Abroad offers a range of exciting volunteering programmes for high school students. In years 10 and 11. The overseas projects we offer are based in Cambodia, Fiji, Nepal, Philippines, Sri Lanka and Thailand. These projects for high school students allow you to be involved in social work, helping to build houses, teaching English, building sports facilities, teaching English, helping children in hospitals and orphanages, helping children in hospitals and orphanages, and helping to raise awareness of issues such as child protection and rights.

Projects Abroad
Founded in 1997, Projects Abroad offers over 30,000 volunteer and work experience opportunities annually to 18,000 international volunteers in over 30 countries. Projects Abroad provides a range of volunteering opportunities in more than 40 countries worldwide. Projects Abroad volunteers and staff work with local people and organisations to help build schools, clinics, homes, and other community projects.

Practicities
- Volunteers can be individually or with groups. Typically the groups are made up of 8-10 students. Volunteers will have the opportunity to work with children and young people.
- Volunteers will work with local people and organisations to help build schools, clinics, homes, and other community projects.
- Volunteers will work with local people and organisations to help build schools, clinics, homes, and other community projects.

Projects Abroad staff are on hand.
- The projects are coordinated by our local Projects Abroad staff, who provide support and assistance.
- Projects Abroad staff are on hand.
- The projects are coordinated by our local Projects Abroad staff, who provide support and assistance.

For all of our High School Projects, we ask students to be open, honest, practical and understanding. There are no challenges, but there are some challenges. We believe that students have the opportunity to work with us.

Volunteer Overseas Projects Abroad

NEWSLETTER T1W5 Friday 4 March 2016 Page 16