Best wishes to the Year 12 class of 2013

I remember the first day of the 2009 school year very clearly - walking into the gym to a sea of largely unfamiliar faces as the new principal. At the end of the assembly, all the older year levels filed out until we were just left with the Year 8s - a group of some 90 students who had come to us from over ten different primary schools, enthusiastic to commence their secondary journey and eager to be involved in everything Kapunda High offered.

Fast forward almost five years...

Friday, October 25 is the final day of formal Year 12 lessons for many of those same students. After that there will be final assignments to be completed, assessments to be sent for moderation, preparation for exams and of course the exams themselves.

Over seventy students have taken on the challenge of Year 12 this year. Some have been very much focussed from day 1, using their class and homework time effectively, seeking regular feedback from their teachers, attending holiday sessions here at school and the Adelaide Tuition Centre as they have continually strived to achieve their best. Others have warmed to the task, becoming increasingly focussed as they have matured across the year. For others, the heightened sense of urgency is just 'kicking in' at the business end of the year.
Within the class of 2013 there are a range of abilities, aptitudes and aspirations. Some students have talents in areas demanding advanced literacy and analytical skills, a number demonstrate high-level skills in practical subjects while others display aptitudes in mathematics/science. Some students have enjoyed the intellectual rigour of an intense academic programme while others have pursued learning that has been self-directed and geared more towards personal development and exploration.

With such diversity, students have taken the opportunity to pursue a variety of pathways during their final years at school.

Some have opted for a vocationally oriented course of study combining general education with a focus on workplace learning.

Conversely, others have opted for subjects that will make them eligible for an Australian Tertiary Admissions Rank (ATAR) and the possibility of acceptance into university.

This final assessment period can be very stressful for students and their families. For those looking to gain entry to a specific course, there are high stakes attached to everything they do. It’s a very competitive environment and unfortunately, not everyone can get ‘A’ grades, ATARs in the 90s or get into the course of their choice.

Unfortunately, it is not a level playing field. The results that appear on SACE certificates do not get there by accident. They are the culmination of twelve or thirteen years of education and reflect a myriad of factors including life and family experiences, and, of course, the individual student’s work ethic and application.

All students will have different measures of success. When results are released in late December, the spotlight is generally on the handful of students across the South Australia who gain ‘perfect’ marks. Even locally, the focus is on the students who gain ATARs of 90+. While students who achieve these outstanding results deserve the accolades that come their way, it can sometimes lead many students who have worked very hard but not achieved such outstanding results to feel disappointed.

The fact is that all students who achieve their SACE are worthy of our congratulations and support.

On behalf of the whole school community I would like to wish our Year 12 students the very best as they approach the forthcoming examinations and final assessments.

On a personal note, I will certainly miss this group of young people. I taught many of them English in Year 10 and Research Project in the first semester of this year - thus knowing them not only as a principal but as a subject teacher. I have seen them demonstrate leadership in a variety of activities and extra curricular activities, including SRC, school sport, pedal prix, music, Ag Club, etc.

To the families who end their association with our school, I also thank you for your support and contribution over the years. It has been greatly appreciated.

Connecting to your child’s learning through the Day Map parent portal

Over the past year or so we have commenced using an online learner management system, DayMap. In the first instance it was used exclusively for roll marking, but increasingly teachers have been using it also for internal communication, logging of lesson notes, attaching assessment tasks/resources and recording results, etc.

Staff who use it widely, encourage students to access DayMap not only at school but also at home to keep track of their learning - especially if they are away from school.

Over the past month we have ‘signed up’ to the DayMap Parent Portal which enables parents and caregivers to obtain their own ‘login’ to monitor a limited range of applications related to just to their child. These include access to their child’s timetable, attendance data, assessment tasks, homework requirements and assessment results.

To obtain your Parent Portal login you will need to ensure that you have a registered email address with

Chelsea Sherwood & Imogen Hook, both attended Riverview Kindergarten, Paralowie, then Salisbury Downs Primary School, followed by Kapunda Primary and Kapunda High School.
the school and know your child’s School Student ID number. Registration can then be completed via the link on the Parent Information page of the school website. If you are unsure of your registered email address or if you require more than one account per family (i.e. both parents require a separate email address login) please contact the school on 85 662203. Please allow two business days for new email registrations to be imported.

**Staffing News**

At the end of last term we farewelled Rachael Norde - a highly skilled and valuable member of our support staff for the past three years. Rachael worked part-time in our Resource Centre and most recently has been a mentor to a number of our senior students. Rachael is now in the final stage of completing her education degree and we wish her well as she makes the transition to teaching.

Welcome to Kerry Brown who has commenced working two days per week in the Resource Centre this term.

Welcome back to Science and Year 9 Co-ordinator, Rob Van following a term’s long service leave. Thank you to Ben Dibb who took on the leadership role in Rob’s absence and Angus Massie who stepped in to take a range of class for the duration.

Kristen Masters  
Principal

Angas Massie delighted staff and students at the final assembly for Term 3 by playing his bagpipes, ending with a rendition of *Auld Lang Syne*.
SATAC university applications can still be made until Monday Dec 2nd. Cost $25 + late fee $102 = $127

Can I still apply?
No: If you are applying for Medicine/Surgery, Dental surgery and Oral Health at the University of Adelaide.
Yes: Students can apply up until Monday December 2nd. Applications to both University and TAFE are made through SATAC. Alternatively students can apply directly to TAFE as explained in the last newsletter.

What happens when I get my results?
You can go into your SATAC application and ADD or DELETE preferences or REARRANGE your preferences to suit your results.

http://www.satac.edu.au
http://www.flinders.edu.au
http://www.unisa.edu.au
http://www.adelaide.edu.au/study/high-school/
http://ask.cdu.edu.au
http://www.tafesa.edu.au

Where do I get course and enrolment information?
Go directly to the website (see above) of the place you wish to study. Look at their course navigator and follow the prompts. It will tell you all you need to know as a new undergraduate student. There are sections for parents giving links to fees, charges, accommodation and scholarships.

Examination Guidelines
Students who attend examinations must be in full school uniform including footwear. They may bring snacks that are not aromatic and non-carbonated drinks. Water will be provided.

9:00am exams require students to enter the room at 8:40am.
1:30pm exams require students to enter the room at 1:10pm.

Presentation Evening - December 9
All Year 12 students are expected to attend. There is a practice on Monday December 9 at 11:40am to run through the program. Students will need to be in full, correct school uniform, ensuring no denim or thongs, shorts to be plain navy. - otherwise they will not be able to cross the stage to collect their certificates.

Tracy Warner
Year 12 Manager
Maths teachers, Ben Dibb, Tony Gabb, Rob Stansborough and Christie Ewens, together with the Barossa Numeracy coach, Jeanette Venhoek, at one of their weekly meetings to discuss learning and teaching in the four Year 8 Maths classes.

Teachers have been designing challenging and engaging tasks for Year 8 students to improve their Maths learning and problem-solving strategies. Students work in small groups and choose how they solve the problem in more than one way and then present their solutions to the rest of the class.

To finalise a successful mixed netball Homegroup competition held at lunchtimes in Term 3, there were two matches where the staff took on the Year 12s.

On the Wednesday of the last week, the 'second' teams played which saw the students victorious by 4 goals. On the Thursday, the staff were too good (winning by 7 goals) for the Year 12 team which won the HG netball competition (121MS).

The students had youth, but didn’t have answers to the height and the experience of the older team. On aggregate, the staff retain the mixed netball trophy which it has won nine out of the last 10 years.
On Thursday, 5 September, the Year 11 Tourism and Year 12 SOSE classes went to Adelaide to experience different tourist destinations.

We visited Tandanya Cultural Centre, The National Wine Centre, The Central Markets, The Art Gallery and The Museum. We also had a tour of The Adelaide Convention Centre. This was particularly good, as none of the students had been here before, and we had an opportunity to see all the possible jobs available there; even in the kitchen.

With knowledge gained from the excursion, the tourism class will become a tour guide for Eringa during Term 4.

Megan Samain

The excursion gave us an insight to the tourism industry. It was very interesting and we got to experience a variety of different things.

Caitlin Rowe

Our excursion allowed us to experience lots of different tourist destinations around Adelaide.

Jessica Read

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On Wednesday, 25 September, two Year 11 English classes went on an excursion to the Adelaide Central Markets.

Students travelled on the school bus down to Adelaide and whilst at the Central Markets, they completed several small tasks which had them observing particular visual and aural aspects of the markets. They also had to find out some specific information by either reading particular information points or talking with stall workers and owners.

Once back at school, students collated their observations and findings and wrote a script for a Podcast which they then recorded and submitted for marking.

All the students had a great day, represented Kapunda High well and are in the final stages of completing their assessment tasks.

Madeleine Rugari
English teacher

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The excursion gave us an insight to the tourism industry. It was very interesting and we got to experience a variety of different things.

Caitlin Rowe

Our excursion allowed us to experience lots of different tourist destinations around Adelaide.

Jessica Read
In Week 10 of Term 3, from Tuesday to Thursday, ten Year 10 students went into the city to visit all four of the UNI SA campuses. The two nights were spent at a caravan park in the city, sleeping in dorms.

On the first day, we visited the Mawson Lakes campus which involved going into the planetarium and looking at stars and constellations. Next, we completed a survey to identify what our strengths and weaknesses were. From the results, we received a list of jobs that suited us and what we would need to be accepted into the job. Lastly, we went to the IT laboratory, where we fused circuits onto a motherboard so we could make a basic game called penguin pong.

Day 2, we visited UNI SA City East campus. We looked at different food flavours and were given small amounts of water with a flavour in it and then had to identify what the flavour was. Next, we were given strawberries to grind up and extract the DNA. We looked at the structure of how it was made. After, we were given a tour so we could look at the rest of the campus.

After lunch we visited City West campus. In a lecture room, they spoke to us about law and in groups we had to make decisions that would be best for the group and not just oneself. In another lecture room, they spoke to us about what we would be able to do with visual arts and where UNI SA studies could lead us in the future. Later, we looked at all the visual art images that students had done at the university and it was amazing to see all the art work.

Day 3, we visited the Magill campus where we were going to be looking at performing (drama). First up, we went to the university radio station where we spoke on the radio, telling them a little bit about what we were doing on our Rural Reconnect camp. Afterward, we went to a studio where students could film a variety things. Three film sets were set up when we were there. We had an opportunity to look to a camera and speak as if we were doing an actual news report.

In a lecture room we were spoken to about how people learn differently. An activity was arranged for us where we were given a few items and we had to say what we thought they were used for. How we responded showed us what kind of learner we were.

The trip was a great experience, looking at all of the campuses and meeting lots of people from other schools. There is minimum cost involved and we all had a great time, so I would recommend this to everyone who is given the opportunity.

Daniel Wilsdon

Once again, Year 12 SOSE students created visual displays reflecting various myths of childhood. Students were able to view their efforts in Eringa’s conference room on the last day of Term 3.
Final Score
Staff 8 goals 5 points
Students 6 goals 6 points
Below: Student, Hayden Moss reluctantly gives up ‘The Throne’ to staff member, Nathan Brady.
PHOTOGRAPHIC & MEDIA CONSENT FORM

(Permission to use likeness, image, voice, performance and/or creative work of students and children)

All students have received this new consent form. It differs from the previous Photo Permissions form in that it is more specific and relates to the new technologies that our school is using.

Parents should advise their children if they do not have photographic & media consent, so that they may avoid being photographed inadvertently in groups/crowds.

If you have not returned this consent form, please do so at your earliest convenience. Spare forms are available from the school front office.

While most people would have seen the above notice, we still have about 100 consent forms outstanding - about a quarter of the school.

The previous photo permissions that were completed at the time of enrolment are outdated and, as stated above, are not specific around new technologies such as Facebook or the types of web applications that our school is now or about to utilize.

Our school community would know that our newsletter has been uploaded to the school’s website for a number of years, so this year I have made some assumptions around parents/caregivers being ‘OK’ with their child’s image appearing in the newsletter if they had previously given photo permission. We have, however restricted the photos uploaded to Facebook, to those who have given the current Photographic & Media consent with consideration that it is a new form of media use by the school.

Often students will request to be in photographs and subsequent checking reveals they do not have consent. At times, I have phoned parents to obtain verbal consent to use a photograph in the newsletter, particularly for important events, ‘winners’ etc. However, this is not practical in the long term, time consuming and an interruption to parents/caregivers.

The group photo of the student footy team in this newsletter is an example of the dilemma. There are five students in the photograph who do not have the current consent. Unfortunately, a lack of consent will mean that next year, newsworthy/historic photographs such as that one, will not be able to be used. If those five were removed, it would not represent the group entirely and cause disappointment for many, including the proud parents. Digital alteration of photographs to conceal identities is also time consuming and often impractical. On the basis of not having student’s consent forms I have, unfortunately, precluded a number of photographs from this newsletter.

Information Publishing classes are currently looking to incorporate YouTube videos into their curriculum, hoping to upload them as a link from the KHS website. Their topics include D2C, Pedal Prix and other school activities and they will need to use photographs of students participating in these activities. The students have experienced some difficulty, as a large number of those photographed have not returned their consent forms.

DECD has reiterated their photographic/media requirements this year, with the advent of schools using a variety of media to share information and events with the school and wider communities. When using photographs of staff and students, we abide by this directive. KHS respects parent/caregivers’ right to refuse or restrict consent. Some people may have further questions about the use of images etc. and we are happy to provide clarification to assist in making the decision. It would appear, though, that some students have not returned their signed consent forms because they simply haven’t delivered it to the front office.

Last term, consent forms were posted to families of students who hadn’t responded. If you have an issue with the consent, please contact the school as soon as possible. Otherwise, it would be appreciated if the consent form could be returned as soon as possible.

Ann Richardson
Administration

Doorways 2 Construction students continue to grounds work (deconstruction of the old front fence and front garden areas).
Hello, hope you are well and refreshed ready for the last term for the year with all the final assessments and challenges in learning.

Something we start to think about around this time of year is summer, swimming and fun in the sun. This is a great pleasure to many people and something to look forward to during the cold mid north winters here in SA. For others the thought of summer brings with it worry about body image and self-concept. This can be confronting for young people and difficult for parents, too. The following information is adapted from reachout.org.au. I hope it’s useful. Go onto the Reachout website for more information, stories and further support.

Body Image
Body image, everyone has it. But what does it actually mean? There’s a big difference between healthy body image and unhealthy body image. Healthy body image makes you feel good, and there are a couple of things you can do to improve your body image over time. If body image is getting you down, and these tips don’t work, you might be struggling with something more intense.

What is it?
Body image is your attitude towards your body - how you see yourself, how you think and feel about the way you look and how you think others perceive you. Your body image can be influenced by your own beliefs and attitudes as well as those of society, the media and peer groups.

What’s the difference between healthy and unhealthy body image?
An unhealthy body image is thinking your body is disgusting, unattractive or not good enough. For example, thinking that you look too fat even though others tell you this is not true, thinking that you’re not pretty enough or muscular enough. It can also mean believing what you look like determines your value as a person. Someone with negative body image can become fixated on trying to change their actual body shape. A healthy body image is being comfortable in your own skin, being happy most of the time with the way you look, and feeling good with yourself. It’s about valuing who you are not what you look like.

How do people get unhealthy body image?
The media has a lot to do with unhealthy body image. We are bombarded daily with pictures of photoshopped bodies that are unrealistic and unattainable and basically fake - and these can make you feel bad about your body in comparison. Other things that can influence body image include: friends or family, celebrities, advertising, cultural background.

How to improve your body image
Having negative body image is not just unhealthy, it’s also incredibly time consuming and a waste of time. Spending all your time obsessing over how good you look means you’re spending less time enjoying life and being yourself. It is important to remember that you cannot change some aspects of your appearance. Your height, muscle and bone structure are determined by your genes; this is the way you are born. There is no right or wrong when it comes to body shape or appearance. Everybody is different in body size and shape and appearance and we can celebrate this diversity and individuality. Some things you can do to improve your body image.

Question messages/images in the media
So many pictures these days are photoshopped to the point where those body shapes are impossible to achieve (check out the Dove ‘real beauty’ YouTube clips for examples of this). Don’t compare yourself to the images in the media. If you have to compare yourself, try to recognise the similarities of body shape you have with your parents, grandparents or aunts and uncles.

Give your body some love
Focus on your positive qualities, skills and talents and what your body can do rather than on how you look. The body is amazing; appreciating and respecting all the things it can do will help you to feel more positive about it.

Choose your media
Subtle media messaging about ‘perfection’ have a sneaky way of working into your subconscious, whether you notice it or not. Try to stick to media that doesn’t make you feel crap about yourself. Avoid magazines or television shows that say you need to change what you look like in order to be attractive.

Find your own style
Wear what’s comfortable and what looks good on you. When you feel like your clothing suits you, your body image will improve and you’ll feel a lot better about what you look like. In reality, people find interesting and unique people more attractive than people who look too artificial/ unnatural or who are trying too hard.

Avoid critiquing other people’s bodies
When we make fun of other people for their looks (or other aspects of them), we end up feeling crap about
It’s this weird situation where criticising others gets us focusing on what we don’t like about ourselves. Making someone else feel bad or sad about what they look like is also not something you’d like them to do to you.

**Riots not diets**
Instead of spending heaps of time thinking about food, weighing food, fantasising about food, just eat what makes you feel healthy and gives you plenty of energy to achieve what you want with your life. Try to eat healthy and in moderation. Focus on how different foods make you feel - you’ll start noticing which one makes you feel tired, bloated, lethargic, and which ones make you feel energetic and awake.

Remember if body image is a concern, you might need to talk to someone more in depth about it.

Thank you for your time and remember to contact me through the school if you have concerns or questions about well-being and learning for young people at the school.

Peter Norde  
School Counsellor

**Mock Accident**
Once again, the Barossa Region Road Safety Committee will host the Annual Mock Accident for 2013.

All Year 11 students from our school will attend and students from Nuriootpa, Faith, Eudunda and Swan Reach have also been invited to attend.

When: **Tuesday, 5 November 2013**
Where: Coulthard Reserve at Nuriootpa
Timings: Depart KHS 10:45am, arrive back about 1:10pm.
Cost towards transport: $1.00

Further information and consent forms will be forwarded shortly.

Kristin Hodge  
Flexible Pathways Coordinator

**24 HOUR PEDAL PRIX RESULTS**

<table>
<thead>
<tr>
<th>Round 3</th>
<th>Total Entries: 222</th>
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- **Richochet**
  - Position: 84, Cat 3 Position: 30
  - Fastest Lap: 2:58.5 min

- **Kometz**
  - Position 125, Cat 2 Position: 29
  - Fastest Lap: 3:34.2 min

- **Copper$ Cha$e**
  - Position: 83, Cat 4 Position: 39
  - Fastest Lap: 3:00.4 min
COMMUNITY NOTICES

KAPUNDA SWIMMING POOL
2013/14
SWIMMING SEASON
OPENING
Saturday 2 November
Weather Permitting
HOURS OF OPERATION:
Mon-Fri 3:45pm - 5:45pm
School Holidays and
Weekends 3:00pm - 8:00pm
Pool will open when temperatures are
25°C or above
Pool 85662430
Josie 0457 658 766
Melissa 0437819136
Visit our face book page.
Membership forms can be collected from the
Pool, Council, Primary School or High School

The Neil MacKay Student Day
Pitched at grades 6, 7, 8 and 9
to help with the transition to high school
has now just become even better with the
inclusion of Sandy Russo from SPELD who is
going to present after lunch, a tech update
including:
• Latest ipad apps
• WordQ,
• Dragon voice recognition
• Digital pens
at only $10/family its going to be a great
day.
This is for any student with learning
difficulties, not just dyslexia, to help them
be the best version of themselves
(Bring a laptop or tablet)
registrations can be done through our
webpage:
www.dagbags.org.au

MID NORTH JUNIOR GOLF MONTHLY
COMPETITION
Sunday 27 October 2013
at the Gawler Golf Club
For more information contact Al Hayter – Mid
North Junior Golf Coordinator
Mobile 0439 361 086

YEAR 12 EXAMS

DATE                | 9:00 AM          | 1:30 PM         |
-------------------|------------------|-----------------|
MONDAY NOV 4       | ARRIVE 8:40 AM   | ARRIVE 1:10 PM  |
WEDNESDAY NOV 6    | PHYSICAL         | TOURISM         |
                    | EDUCATION        |                 |
THURSDAY NOV 7     | MATHS APPLICATIONS | MATHS STUDIES |
FRIDAY NOV 8       | PSYCHOLOGY       |                 |
MONDAY NOV 11      | BIOLOGY          |                 |
TUESDAY NOV 12     | PHYSICS          |                 |
WEDNESDAY NOV 13   | MODERN HISTORY   |                 |
THURSDAY NOV 14    | CHEMISTRY        |                 |
FRIDAY NOV 15      | SPECIALIST MATHS |
TUESDAY NOV 19     | LEGAL STUDIES    |                 |
WEDNESDAY NOV 20   | MUSICIANSHP      |                 |