FROM OUR PRINCIPAL

PRESENTATION EVENING

All members of our school community are cordially invited to attend the annual presentation evening on Monday, December 9 in the school gymnasium. Guests are asked to be seated by 7:15pm for a prompt 7:30pm start.

The main purpose of the evening is to acknowledge and celebrate the achievements of our Year 8 to 12 students.

A significant number of students will be the recipients of prizes recognizing effort and achievement. There are also a range of prestigious awards and scholarships presented on the evening.

Special guest for the evening is former student, Dr Alison Murphy.

As one of the most important events on the school calendar, it is expected that all students receiving awards are dressed in full school uniform, including footwear.

The night promises to be a great one with entertainment from musical ensembles and the vocal group.

As we move away from the traditional 'speech night' to one focussed predominantly on student achievement, the clear intention is to keep speeches reasonably brief and processes streamlined.
YEAR 12 FORMAL

On Wednesday evening it was my absolute pleasure to attend the Year 12 Formal at the Maggie Beer Function Centre in the Barossa.

The students and their guests looked sensational and it was fantastic to see so many parents take the opportunity this year to come and see the Year 12s ‘walk the red carpet’.

The evening itself was a fun-filled event and it was a compliment to the class of 2013, that twenty four staff also paid the $80 to attend – perhaps minus the hair, nails and spray tans!

MATERIALS AND SERVICES CHARGES FOR 2014

At this week’s meeting, the Governing Council, established the materials and services charges for 2014 - $400 and per the schedule published in the last newsletter.

The draft budget for 2014 was also ratified. Some of the items budgeted for include:

- New basketball and netball uniforms
- Youth Opportunities - two programmes for up to thirty six Year 10 students
- Computer Numeric Control (CNC) machine
- Home Economics refurbishment - new bench tops
- Upgrade to drama sound and lighting
- Performance shirts for Vocal Group
- New shades
- New text books for History and Geography
- Upgrade heating and cooling for the Art Room
- Support for Year 12 students to attend holiday seminars

Please note also that where materials and services charges have not been paid in 2013, they have been handed over to the DECD debt collection agency for follow-up.

END OF YEAR REPORTS

Year 8 and 9 students will be issued with written reports on Friday, December 13. Due to our timelines, these will not be available any earlier.

Due to their earlier finish to the school year, Year 10 and 11 students can either collect their reports following assembly at 2:15pm on the final day or wait to have their reports mailed home at the beginning of the following week.

For students undertaking South Australian Certificate of Education (SACE) studies, grades are assigned according to the performance standards that are stipulated for each individual subject. Copies of these performance standards can be found on the SACE Board website.

For Year 8-10 students, the Australia wide common definitions apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent achievement of what is expected at this year level</td>
</tr>
<tr>
<td>B</td>
<td>Good achievement of what is expected at this year level</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory achievement of what is expected at this year level</td>
</tr>
<tr>
<td>D</td>
<td>Partial achievement of what is expected at this year level</td>
</tr>
<tr>
<td>E</td>
<td>Minimal achievement of what is expected at this year level</td>
</tr>
</tbody>
</table>

These definitions are different from when ‘we’ went to school. ‘A’s are certainly rarer events. Students who are struggling with their learning may gain D’s or E’s because they are unable to provide evidence of learning at their year level.

END OF YEAR ARRANGEMENTS

- Year 10 programme for the year will conclude on Tuesday, December 10.
- Year 8 and 9 students will participate in an Activities programme on Wednesday, December 11 - Friday, December 13. Information will go home shortly.
- School dismisses for the 2013 year on Friday, December 13 at 2:15pm

Kristen Masters
Principal

YEAR 12 REMINDER

Presentation Evening practice:

MONDAY 9 DECEMBER
11:35 am - 12:35 pm in the gym

- Please sign in before heading to the gym.
- Please wear school shirt and appropriate footwear for school.
- Please let your Home Group teachers know if you are unable to attend due to work commitments

Mrs Warner
Year 11 Child Studies students created delightful celebration cakes for children in the theme of 'trains' recently.


Students enjoyed petting some young animals during lunchtime when Drew organised a visit from the local pet shop.

Below: Students performed for others on the top lawn during lunch time.
This semester the Year 11 Art class were asked to produce a non-physical self portrait. It was entirely up to the individual as to how many things they were willing to share and what media to use. Sounds easy?

Stuart Hoerisch  
Visual Arts teacher

My final piece was a dress made from the pages of one of the first books I ever read. I really enjoy reading. Another one of my hobbies is sewing. At first I wasn’t using flowers but once finished it looked like it was missing something.

Aleena Matthews

(Note: Aleena sewed this paper dress together. Fact: It proved easier than sewing tea bag tags as was her original intent.)

I chose a horizontal eye with hands holding the iris, the inside holds a patterned mandala surrounding a smaller eye. These symbols represent me including likes, dislikes, phobias, family and physical identification.

Hayley Higgins

While the cross is a positive aspect of my life the snake symbolises temptation. So many young people use substances to escape Life’s issues, which I see as a negative thing. I see this like a yin-yang symbol, representing both positive and negative energies.

Charlie Mace

When I had finished this sculpture I put some designs on the skull to represent what I like and dislike. Doing this sculpture boosted my confidence to work with different elements and media. This has improved my growth as an artist.

Sam van Gelder

I came up with the idea to cut the silhouette out to make a big negative space and to outline it with photos of flowers that I had taken. I then printed pictures that represent different aspects of me. Old sheet music and old newspaper show my love of old things.

Carly Otterspoor

I wanted to have a book, so that I could have the meaning of growth and me being an open book. The tapes represent my love for music and the symbols show the things that I believe in.

Natasha Williams
From undercover assassins to fighting sisters, private detectives, Justin Beiber haters and lead guitarists, the Year 10 Drama class created individual characters to perform.

Students had to create characters, script a monologue to perform, design costumes, sound scapes and sets over the last couple of weeks in Drama.

Throughout Week 3 students performed and filmed their individual pieces to show future Drama students at Kapunda High.

Whilst the majority of the class were nervous about the prospect of performing on stage by themselves, they had nothing to worry about as their pieces were entertaining, thought provoking and very well performed.

Congratulations to the Year 10 Drama class for creating such great theatre.

Madeleine Rugari
Year 10 Drama Teacher
Staff members need to make sure that:
• the right child
• has the right medication
• and the right dose
• by the right route (eg oral or inhaled)
• at the right time, and they must
• keep a written record of this.

*They need your help to do this.*

How can families help with safe medication management?

Medication should be:
• prescribed by a doctor. This includes analgesics and other medication that can be bought over the counter
• only sent if needed. Medication that has to be taken three times per day can be taken before and after school, and before bedtime, and not come to school at all
• provided as a daily dose (or, at most, a week’s supply)
• delivered in the original container, with the label from the pharmacy. You can ask your pharmacist for a second, labelled container to keep the extra medication at home
• within the use-by-date
• come with a medication authority.

Further information

**Schools, preschools and childcare services**

Your local school principal, centre director or home-based care provider can advise how your child’s health care needs can be supported while he or she is in their care.

The relevant ECD regional office staff can also assist:
- www.decd.sa.gov.au
- Telephone: 08-8226 1000 or 1800 008 158

General information about health support at school, preschool and childcare is available on the chess website:

www.chess.sa.edu.au

A booklet on planning support in education and childcare services can be downloaded from the ECD website or may be purchased from ECD (see website above for details, including the order form). It is called *Health support planning—in education and children’s services* (DECS, 2006).

**Children Youth and Women’s Health Service**

- Parent Helpline, telephone 1300 364 100
- Information Centre, telephone 8161 6875
  see the website at www.cyh.com

**Community health services**

- Refer to the Yellow Pages www.yellowpages.com.au for your nearest community health service.

The HealthSA website can be searched for health information at www.healthysa.sa.gov.au

*Ask your doctor or other health service providers about your child’s particular health issues.*
Can children with health care needs attend school, preschool and child care?

Yes

- Most children with health care needs can attend school, preschool and childcare.
- Children who need individual support from staff will need a health care plan from their doctor, nurse or therapist.
- Staff and families use the health care plan to develop a health support plan. This can take up to several weeks—and longer if facilities need changing.

What if my child needs health support?

- Parents and guardians are responsible for their children’s health and welfare.
- Health professionals are responsible for medical management are care.
- Most children, as they get older, can learn some responsibility for their health care.
- Education and childcare workers are trained in basic first aid—they are not trained to provide medical care.

Health support plans

- If you provide a health care plan from your doctor or other relevant health professional, staff can work with you to prepare a health support plan. The Department for Education and Child Development (ECD) has developed a health support planning form which covers additional help for:
  - first aid
  - supervision for safety
  - personal care
  - learning, behaviour and general well-being.

How can staff help? (cont)

- Personal care support
  Staff who can work with families to plan support for children who need help with hygiene, continence, eating and drinking, and transfers and positioning.
- Protection from infection and infestation
  Staff members follow health standards to provide as much protection as they can, for all children, from the spread of infections and infestation (eg head lice).

What can parents and guardians do? (cont)

- If your child needs individual health support, get a health care plan from the doctor. The Department for Education and Child Development has a range of forms to help you get this information.
- Work with the doctor and staff to make sure any health care plan supports your child’s participation and enjoyment in the service. For example, wherever possible schedule therapy to occur at home unless it is integrated with the program at the school or centre.
- Work with staff to develop your child’s health support plan (if one is needed) and keep in touch, as agreed, to make sure all is going well with the plan.
- Make sure your child has everything he or she needs each day to enable health care needs to be supported.
- Involve your child wherever possible in planning for his or her health care and taking responsibility appropriate to his or her age, skills and confidence.

Medication?

Can staff members help with medication?

Yes. They can help with medication prescribed by a doctor.

- They can help with oral and puffer medication. They can also help with nebulisers. Staff might discuss various ways of helping (eg children on nebulisers can often learn to use a puffer and spacer).
- Other medication (eg ointment, eye and ear drops, autoinjectors) requires special planning, and sometimes the help of a nurse. Please allow time for this to happen.
- Younger children should always be supervised taking medication. Older children (eg upper primary and secondary) can often learn to safely self-manage medication.
- Worksites will have rules about using medication safely, particularly relating to storage and how much medication is brought to the site.

Generally, education and childcare workers can assist with four kinds of health care support.

- First Aid
  If your child becomes unexpectedly ill or injured, staff will:
  - administer basic first aid
  - call an ambulance if needed
  - inform you (or your emergency contacts) if first aid might need follow-up at home or with a doctor (eg head injury, excessive nose bleed, or other agreed circumstances).

- Supervision for safety
  This can involve storage and supervision of prescribed medication and encouragement for children self-managing their health care (eg a child who can change his or her own catheter or monitor blood sugar levels).

- Make sure staff members always have reliable emergency contact information, preferably for you and at least two others.
- Make sure staff members know if your child has a health issue which could require first aid or special care, for example:
  - asthma
  - epilepsy or seizures
  - diabetes
  - severe allergy (anaphylaxis)
  - mental health issues
  - personal care support (eg assistance with continence care or eating and drinking)
  - special aids or equipment.