FROM OUR PRINCIPAL

Focussing on learning ahead of the end of semester

In three weeks’ time we will have reached the half-way mark of the year. For many of our students it has been a particularly busy term with a range of learning outside of the school as well as involvement in extra-curricular activities.

In that context, it is very important that in these final weeks of the semester, there is a concerted effort to complete all outstanding assessment tasks.

For our Year 12 students the immediate focus is on completing their compulsory Research Project. In less than three weeks the SACE Board courier will collect the Research Evaluation for external assessment and soon after the Folio and Research Outcome will be sent off for moderation.

Our Year 11 students also have a busy final three weeks of the semester with satisfactory completion of SACE Stage 1 subjects heavily emphasised. Of particular importance is the need to complete the compulsory Literacy and Numeracy subjects at ‘C’ or better. Exams will be conducted in a number of subjects and early preparation is strongly recommended.

Year 10 subjects are generally organised into semesters and as such, most grades issued at the end of this term will be FINAL. Year 10 is an important foundation for senior school success and as such, achieving ‘C’ or better in all areas is something that we want all students to be striving for. A sound work ethic, completion of all homework and meeting deadlines goes a long way to making good grades a reality.
Year 8 and Year 9 students will have a combination of PROGRESSIVE (English, Mathematics and Science) and FINAL GRADES (all other subjects) at the end of this semester. At these levels, one of the main reasons some students underachieve is incomplete assessment tasks. If you are concerned with your child’s progress in any subject and want to check that they are ‘on track’, please call or email the relevant teacher sooner rather than later.

Reports for all students will be issued on the final day of the term at the conclusion of the assembly.

**From our Principal**

**Music Evening coming up**

One of the highlights of the school year is the annual music evening, this year scheduled for Wednesday, June 10.

Commencing at 7:00pm, at the Kapunda Institute, the evening is a tremendous opportunity for students to showcase their talents and to gain confidence in performing in front of an audience. For Year 12 Music students it is particularly important as they work on refining their repertoire for end of year moderation. Additionally, there will be performances from the Concert Band, Vocal Group and some Year 10 Drama students.

While I know that the event will be well supported by families of students who are performing, I particularly invite all members of our school community to come along and enjoy what is a great celebration of the Arts. At $5.00 for adults, $3.00 for concessions and under 5s free, it is an affordable night’s entertainment.

**Attendance**

The Department of Education and Child Development (DECD) has a target of 95% attendance. In 2013, at Kapunda High School we achieved 90% which was an improvement on recent years but still not at the level we would like.

95% equates to approximately 9 or 10 days absence across the year. This is not dissimilar to the allocation of ‘sick days’ that a full-time worker in the ‘real world’ receives.

37.8% of Kapunda High School students met this target in 2013.

Of enormous concern though was the fact that 12.2% (56 students) were absent from school for in excess of 20% more than one day per week.

Such levels of absence make sense for the small number of students who we know have on-going chronic health issues. However, it concerns me that we have almost as many ‘family’ explanations as illness.

Staying home to look after younger siblings, going shopping with parents, having a day home to catch up on sleep because of excessive part-time work all ring alarm bells.

Being successful at school requires a full-time commitment - just like paid employment.

However, if you are struggling to get your child to school - please contact one of our wellbeing team (Shani Robinson or Peter Norde) as soon as possible. Acting sooner, rather than later is strongly recommended.

**Feedback from our pre-service teachers**

Our school has recently hosted a number of pre-service teachers. Placements with mentor teachers and established classes are an important component of their university degrees.

As they have finished their placements they have been keen to share their observations of our school. First and foremost they have enjoyed the culture of our school - friendly students and welcoming and helpful staff. They have spoken about the skills and knowledge they have developed by working alongside our teachers and students with several expressing interest in returning to undertake relief teaching or ‘pick up’ ongoing positions should the opportunity present itself.

Music students, Year 10 student, Ben Weichert and Year 12 student, Jake Townsend practising for their performances at the upcoming Music Evening which will showcase KHS talent.

Kristen Masters
Principal
Hello,

Hope you are well and are enjoying the unseasonably warm weather.

In the past I have often talked about the importance of maximising attendance for every student at KHS to maximise their chance of success in learning. The majority of students take this very seriously and make every effort to be at school each day, and when ill, inform the school through a text, note or phone call promptly. In fact we have seen a slight improvement in attendance recently.

However, in this article I would like to focus on non-approved absences from lessons. I think it is fair to say that we all want our students safe, healthy and learning during lessons time. Usually when we inform a parent that a student is not in class we have great cooperation in locating and returning that student and stakeholders are supportive of further conversations or consequences that result from ‘wagging’. But I thought it would be good to remind us all of the legal implications of students missing or leaving class without any formal reason or permission.

The information below is adapted from the DECD website: http://www.decd.sa.gov.au/docs/documents/1/DutyofCare.pdf

Every teacher has a ‘duty of care’ towards every student under his or her supervision, by virtue of the conditions of the teacher’s employment, and by virtue of the common law principles of negligence.

Generally speaking a teacher owes a student a duty to take reasonable care to protect him or her from foreseeable risk of injury. This duty may be manifested in many ways including:

- the duty to supervise the students so that they comply with rules and practices designed for their own safety and that of other students;
- the duty to design and implement appropriate programmes and procedures to ensure the safety of students;
- the duty to ensure that school buildings, equipment and facilities are safe;
- the duty to warn students about dangerous situations or practices.

The duty is to do what is reasonable in a given situation. The question of what is reasonable in a given instance will be decided by the individual teacher, the principal and the department to comply with objectively reasonable practice. Or the court in the event of litigation.

The standard of care owed to a student will vary according to the circumstance. If the standard of care required in a particular situation is not met and a student suffers loss or injury, a liability in the common law tort of ‘negligence’ will arise.

This is serious stuff indeed, and something that all teachers are very aware of. Therefore, when a student is missing from a class then every effort is made to establish the whereabouts of the student (this is where our Daymap is a great tool). Secondly, if the student’s location can’t be established then parents/caregivers are informed. We are certainly not here to nag, dob or annoy anyone about this, merely try to maintain the safety of students and the legal obligations of teachers.

Thankfully this does not happen all that often with the vast majority of students found going about their learning in the correct place and at the correct time, as I’m sure, we would all want.

If you have any questions about this, or any concerns for your student, please contact me through the school.

Peter Norde
School Counsellor

The brick retaining wall surrounding the basketball court has begun.

Steven Tannock and Liam Griffith learn bricklaying skills with project manager, Grantly Bell. Completion of the project is expected late September.
My name is Philip Arbery. I began playing Bass Guitar in Year 11 when I started my music subject. I play at home and at school, during music. I also jam with friends sometimes. Playing bass is fun and I enjoy doing it. Also, it’s something I am good at and bass sounds really funky. I am learning about the different styles of bass and bass playing in class and I research techniques through the internet at home.

During music lessons I play bass guitar. I play bass in an ensemble (with a group) and solo. This term, we split up into groups: guitars and drums in one group and piano and vocals in another. Our group chose two songs that we want to do for our ensemble task. The songs we chose were Money by Pink Floyd and Enter Sandman by Metallica. Learning the songs has been fun. They’re both really good songs and are pretty easy to learn.

I only decided to start playing bass this year when I walked into the music lesson and picked up the bass guitar. I really liked the sound it made and the way it played. At first, I thought it was pretty easy to play, but then I realised that some techniques are more difficult to learn than others. Some songs are harder to play than others. Since the start of the year, I have become more skilled and have improved a lot.

I reckon playing bass is really fun and enjoyable. I don’t want to make a career out of it, but I will still play with friends and learn new songs. I imagine that it is going to be a life-long hobby for me.

Year 8 students singing during the Unearthed Program workshops with EMU Tree (Education and Music in Unison) Director, Chris Teusner. The program, which involves all Year 8 students, will run during Term 2.

During recent sessions for home groups, students wrote lyrics and recorded songs about social issues such as bullying. Chris will go on to produce a CD of these songs.

’House’ bands will soon be formed, creating a band to musically support the performances at a final music showcase concert to present the songs at a celebration assembly on the last day of term.
Visitors followed the Learning Area Trail to visit the many displays. Amongst the most popular were Maths, Science and Psychology (pictured right). 2009 old scholar and Flinders University student, Miranda Richardson had a friendly ‘appointment’ with the resident ‘psychologist’. ‘It’s great coming back to see what’s happening here now - with the new subjects; I’m so jealous. I want to repeat high school again!’ Miranda said.

SRC Prefects, Rory Howe and Gemma Bradtke-Black welcoming visitors at Open Day

SRC Prefect, Keegan Bell, Deputy Head Prefects, Charles Mace and Jessica Read with Prefect, Lauren Schmidt welcoming visitors to KHS Open Day.

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“Come on Jack! Get a move on. School starts in ten minutes and you’re not even dressed yet!”

If this scenario sounds familiar then you are not alone. Anecdotal evidence suggests that getting children to school or pre school on time can be one of the most difficult tasks for parents. Missing a few minutes each day may not seem like a big deal but your child may be missing more than you realise if he or she is continually late.

Current research shows that mornings for most children are the most productive time of the day with 10.00am the peak period for productivity. When children arrive late and take time to settle as they inevitably do precious minutes are lost. A child who is fifteen minutes late to school each day misses one week of school every year.

How can you get your dawdling kids out the door without yelling yourself hoarse? Here are a few techniques and ideas for you to try to get your punctually-challenged children to school on time:

✔ Establish a morning routine.

Make sure your children know what is expected of them in the morning, and also what you will do. Resist nagging but be willing to take them to school even if they haven’t fully prepared for the day.

✔ Identify and remove distractions such as television.

If the children are regular watchers before school change the routine and keep the TV off. It should only be turned on when children are completely ready for school.

✔ Teach some of the basics of time management.

The average adult underestimates by about 25 per cent the time it takes to do various jobs. Make sure you have realistic time estimates and stop packing so much into the time you allocate. Encourage older children to estimate how long it takes to do activities such as getting ready in the morning. Then they can measure the time taken to do these tasks and compare their estimates with real time.

✔ Arrive at school ten minutes early.

Plan to arrive at school early rather than be there on time. This idea works well for perpetual latecomers, whether young or old.

✔ Model a good routine.

Its pointless expecting children to be organised in the morning if you are in a muddle yourself. Set a good example by being as methodical as possible and avoid sleeping in unless your children are so organised that they get you breakfast in bed. And pigs might fly as well!
Southern Cross Cultural Exchange

All over Australia, volunteer families rise to the call to play a significant role in international relations, nowhere further than under their own roof and community as they develop a deeper understanding of a different culture.

They help promote the skills of sharing and compromise, and gain the satisfaction of seeing an international ‘son’ or ‘daughter’ - and their own children - develop maturity and perspectives, while becoming more confident and tolerant of differences and diversity.

Expose your family to different customs and ideas. Develop your international network for your whole family. Learn more about your favourite foreign culture. Share your daily life with sportive and talented international exchange students from countries such as France, Germany, Italy, Spain, Denmark, Norway, Finland, Sweden, Japan and the USA.

Students are aged 15-17 and arrive in mid July. Volunteer host families can choose a student according to age, gender and program duration (3, 5 or 10 months). Southern Cross Cultural Exchange makes all the school, insurance and travel arrangements. Phone SCCE at 1800500501 as soon as possible to request a selection of student profiles.

CHRISTIAN PASTORAL SUPPORT WORKER

Position Vacant

Eudunda Area School

Schools Ministry Group and Kapunda & Eudunda Chaplaincy Support Group are seeking applications for this 14 to 15 hour per week position commencing Term 3, 2014.

The position exists to offer wellbeing support to students, staff and the school community.

A Job and Person Specification and details on “How to apply” is available from SMG on 8378 6800 or mail@smg.asn.au.

Closing date: Monday June 16th @ 5pm

To find out about the upcoming CPS Worker INFORMATION SESSION please go to www.smg.asn.au

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