FROM OUR PRINCIPAL

AUSTRALIAN BUSINESS WEEK – everyone a winner!

This week approximately forty of our Year 11 students have been involved in Australian Business Week - along with teams from Nuriootpa High School and Eudunda Area School.

It has been fabulous to observe the high level of energy, engagement and enthusiasm as students have focussed on working together as a team to make good ‘business’ decisions, prepare for a trade display, make a ‘commercial’, write a company report and prepare for an oral presentation.

In fact, the whole week’s learning typified what education should be about:

• There was an intellectual rigour as the students came to terms with the concepts that are central to the world of business and enterprise.
• Students had to draw on their higher order thinking skills as they applied and evaluated their learning to create a new business.
• They were required to do be involved in substantial communication through company meetings, preparation of written company reports, the production of a commercial and the final oral presentation.
• There were high expectations of all students. They had made a commitment to being involved and success depended on everyone contributing.
• There was strong social support and students felt comfortable taking risks with their learning. ABW took many out of their comfort zone.
Please Note:

The second immunisation session previously planned for Tuesday, 10 June has been postponed until:

Tuesday 1 July (Week 10)
Year 8 girls & boys
& Year 9 boys

Any queries, please contact
Ann Richardson at the school.

• Students were self directed and self regulated. They didn’t need a teacher ‘controlling’ them.

• There was a strong sense of engagement. Students were far more than just ‘on task’. There was a real ‘buzz’ as students worked through break times to get the job done.

• There was a strong sense of significance and connectedness to the ‘real world’.

Kapunda High School has been involved in ABW for many years. It is a fabulous programme but also requires considerable organisation at the ground level. Thank you to our local co-ordinator, Penny Hanks, teachers Greg McLachlan, Madeleine Rugari and Lara McCarthy and community mentors Frank, Sondra, Ian and John.

JAPANESE STUDY TOUR

Our school will be hosting fifteen Japanese students at the beginning of next term. Part of a larger group of students coming to South Australia from Hachioji Junior High School, the students will be arriving on Saturday, July 19 and departing on Tuesday, July 29. Hosted by local families, our visiting students will participate in intensive English language lessons whilst at our school as well as a range of enrichment activities.

END OF TERM REPORTS:

Reports will be issued on the final day of term for all students. These reports are more streamlined than the first term reports and as such you may have questions that you wish to follow up with subject teachers. Please feel free to make appointments at the beginning of next term to discuss any concerns or queries.

Year 8 students will receive comments for term length or shorter units of work as this will be the only time the subjects will be reported on. Semester length or year length subjects will not have a comment at this time – grades and descriptive words to highlight effort, homework and deadlines only. All students will have a home class teachers’ comment this term.

Year 9-12 students will have grades and descriptive words only for each of their subjects this term with another comprehensive report at the end of next term. All students will have a home class comment this term.

Please note that grades are issued as either FINAL or PROGRESSIVE. This will depend on the length of the subject (from a term or less) to a year. I understand that this can be confusing for students and parents but encourage you to seek clarification from the subject teacher if unsure.

Put simply, FINAL means that the subject has concluded; PROGRESSIVE means that the subject is continuing and the result will not be finalised until the end of the year.

Once the Australian Curriculum is fully implemented next year, it will become a little more straightforward.

STAFFING NEWS:

At the end of last week we farewelled Mrs Megan Samain who is now on leave awaiting the birth of her first child.

We welcome Mr Ken Crockford who has joined us until the end of the year, teaching Physical Education and Geography.

Thank you to Mrs Rachael Norde who has been working with the Year 11/12 Community Studies and Workplace Practices classes this term in Mrs Kristin Hodge’s absence. Mrs Hodge returns from long service leave at the beginning of next term.

REMEMBER: PUPIL FREE DAY

There is a pupil free day on Monday, July 21 which means that school will not resume until Tuesday, July 22.

Staff will be involved in activities related to the implementation of the Australian Curriculum.

END OF TERM

School will ‘break up’ for the holidays on Friday, July 4. There will be normal lessons in the morning and then an assembly after lunch. At the conclusion of the assembly reports will be issued. Buses (with the exception of Gawler) will leave shortly after.

Kristen Masters
Principal
Hello,

I hope you are well and are looking forward to the break from learning. We have begun our second semester which means lots of new learning and teachers for many of our students. A special ‘keep going’ to our Year 12 students, who are rapidly moving towards the business end of the year.

With this in mind, I would like to talk about Resilience and what that means for people and in particular, students. The information below is adapted from reachout.gov. I hope you find this useful as resilience is a key factor in success generally, but especially with learning and also relationships.

Remember, if you have any concerns please contact me through the school.

Peter Norde  
School Counsellor

10 Tips to Build Resilience

1. Make connections.  
Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

2. Avoid seeing crises as insurmountable problems.  
You can’t change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

3. Accept that change is a part of living.  
Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

4. Move toward your goals.  
Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, “What’s one thing I know I can accomplish today that helps me move in the direction I want to go?”

5. Take decisive actions.  
Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.

7. Nurture a positive view of yourself.  
Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

8. Keep things in perspective.  
Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

9. Maintain a hopeful outlook.  
An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

10. Take care of yourself.  
Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

IRONS NEEDED

Our Design and Technology workshop is in need of irons, to be used to heat iron-on edge strips to students’ projects.

Irons do not need to have a steam function, but must be in reasonable order.

Any irons generously donated may be delivered to the school’s reception office and will be received with thanks.
On 29 May, two Year 8 Home Groups (current students in Visual Arts and Drama) went on the very first Kapunda High School combined Arts excursion.

It was a bus trip to Adelaide where our first stop was the Tandanya National Aboriginal Cultural Institute. Here we visited the Visual Arts galleries and enjoyed a didgeridoo (yidaki) performance by a young indigenous man, as well as a cultural presentation from the venue co-ordinator. The highlight of the morning was the young man performing a contemporary didgeridoo piece about a hitchhiker on the Stuart Highway. His rendition of traffic, animal and human noises along the highway was amazing.

From Tandanya we walked through Adelaide to the lawns in front of the Museum of South Australia where we enjoyed lunch in the sunshine. Then we did a self-guided tour of the Museum, visiting the Ngintaka exhibition and the Australian Aboriginal Cultures Galleries. In the exhibition gallery students were captivated by an audiovisual work that featured dot paintings and lizards that scurried across the floor. No one managed to catch one!

Eventually we all returned to the bus and a tired group headed home.

Trish Sweet
Art Teacher
**What are they?**

‘Electronic cigarettes’ describes a variety of devices designed to deliver nicotine and/or other chemicals via an aerosol vapour.

**How are they used?**

They are used like a cigarette; the user inhales the vapour through the replaceable cartridge that contains synthetic nicotine or another flavour dissolved in propylene glycol or glycerol, often called e-liquid. This vapour delivers the chemicals into the lungs of the user.

**Concerns about their use**

They are made in independent factories all around the world. Consequently there is a lack of quality control in the manufacture of the device as well as the quality of the nicotine e-liquid. There could be variation in the dose delivery as well as the contents of the e-liquid. Research has demonstrated that a number of these products are unlikely to meet basic consumer product safety standards, including around design features, packaging, accuracy and clarity of labelling and quality of instructions on use.

There is also no full disclosure from the manufacturers as to the chemicals used or any evaluation of the short and long term effects of the chemical combinations. There is no long-term research into the health effects of using e-cigarettes, and this uncertainty suggests using caution. The chemicals involved are delivered to the lungs of the user and there is no clear understanding of the safety, quality and efficacy of the product.

Some research has also suggested there may be some passive risk to other people in indoor environments from the exhaled vapour containing volatile organic compounds and ultra/fine particles.

Major tobacco companies are investing heavily in e-cigarettes as a product line and are employing sophisticated marketing strategies mirroring those previously used to glamorise and promote smoking in young people. This marketing could ‘normalise’ the use of an unproven product and could lead to re-normalising and re-glamorising the act of smoking more broadly.

**Our School position:**

E-cigarettes are not permitted at Kapunda High School.

Students who bring them to school will face sanctions, including suspension.

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**ADENLADE TUITION CENTRE**

A representative from the Adelaide Tuition Centre gave a presentation to Year 12s this week. The information centred around study habits, maintaining enthusiasm and managing procrastination.

A number of KHS students have taken up the offer of holiday sessions at the Adelaide Tuition Centre to enhance and reinforce their knowledge in subjects such as Psychology, English Communications, Biology, Maths Studies and Chemistry. KHS covers the cost of these sessions to enable students to have the best opportunity for success in their learning.

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**DREW’S GIANT JENGA**

Drew’s Giant Jenga was the Friday lunch time challenge last week.
MID YEAR SOCIAL - Come Dressed As The First Letter Of Your Name
Sacred Stone visited Kapunda High School this week with their presentation *Friend Request*. Sacred Stone is a band that has been touring for almost 20 years, with an array of performers in their line up over the years. In the past few years, they have been working with School’s Ministry Group (SMG) and have been performing in schools, mixing their musical talents with story telling and street style interviews on video.

The performance they presented covered an array of topics about life on Facebook, including being unfriended and untagging yourself. The band drew focus on having your mates’ backs (being a supportive friend), respect and seeing the value of each others’ lives.

Miné van der Bank

CPSW

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Significant progress has been made on the Trade Training Centre on the Hawke Street site.

KHS welcomed old scholar, Kelly-Marie Jenner who visited recently to get the scoop on the centre’s construction and additions to the current Design and Technology workshop. Kelly is now a trainee journalist with The Leader and is soon to begin her tertiary studies to complement her training.

Doorways 2 Construction teacher, Rob Stansborough said he was impressed with the facility and excited about the new project opportunities that will follow its completion.

Nathan Brady, Technology Studies teacher also commented that Year 12s, in particular, were pleased with the new welding bays and the additional space to work in.

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Kelly photographing Year 12 student, Jay Meaney, using one of the new lathes in the workshop; also funded by the KENTTC project.

D2C teacher, Rob Stansborough and Principal, Kristen Masters with D2C students, Steven Tannock, Liam Griffith, Danny Robertson, Dillon Cook and Arvin Pelonio.

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CPSW

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Nathan Brady and Year 12 Jake Townsend working in one of the new welding bays.

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Kelly photographing Year 12 student, Jay Meaney, using one of the new lathes in the workshop; also funded by the KENTTC project.
School Dental Service

The School Dental Service is the major provider of dental services for babies, children and young people under 18 years in South Australia. Around 130,000 children attend every year.

The Commonwealth Child Dental Benefits Schedule for 2-17 year olds started in 2014.

ALL children are very welcome to continue to access dental care at the School Dental Service. Dental care is FREE for most children and the School Dental Service will bulk-bill Medicare.

Children who do not qualify for the Child Dental Benefits Schedule can also attend - a small fee will apply for each course of general dental care provided.

School Dental Clinics are located across Adelaide and regional SA. To locate your local School Dental Clinic, and for more information about the Child Dental Benefits Schedule, visit www.sadental.sa.gov.au