

WHS NEWSLETTER



FROM THE PRINCIPAL | Anthony van Ruiten

Dear Willunga High School Community,

We are already in the last week of the first Semester of 2019. As we approach the end of term 2 we begin the period of the year where our year 12 students have the sudden realisation that their final year of schooling is rapidly coming to an end. Many students are beginning to prepare for their exams in November, and their preparation starts in earnest with the trial exams for Year 12s, who do examinable subjects, to be held in the first week of term 3. In recent times we have seen that our students' performance in external examinations needs to be improved and so we also provided our Year 10s and 11s with authentic exam experiences earlier in the term. The intention of these is to enable students to learn how to do exams, from revision to time management to just being able to sit in a room full of other students silently for 1 or 1 ½ hours.

For our Year 12 students it is this time of year that they feel they are under real pressure to complete all the required tasks, assignments and projects in preparation for moderation. It's also the time when students experience higher than usual levels of illness as they 'burn the candles at both ends' so that they can achieve at their best and whilst we provide all the support we can while they're at school it is important that they are encouraged to make positive choices about their wellbeing at other times also.

Semester 2 started at the beginning of week 9 and this brings a range of new challenges to students, particularly in years 10 and 11. Students begin a new timetable with different teachers, classmates and often doing different subjects. It is important at this time that students get off on their best foot starting the new semester with positive attendance and learning habits, as this sets them up for the remainder of the year.

Attendance is directly linked to success at school. It is critical that families support their students to be at school every day and as winter continues with its short and cold days getting to school can be more of a struggle than usual but developing poor attendance patterns will have significant impacts on the remainder of a child's schooling as they miss crucial learning each time they are not at school. To date we have had an average attendance rate of 88%. Whilst this is still an improvement over previous years we need to continue to strive to reduce the number of students who miss school for any reason other than illness. We would like to thank the support we have received from families, the students themselves and our staff for continuing to improve our culture of attendance.

Since the last newsletter, year 9 students have completed NAPLAN testing, we have had a number of outdoor education camps, an Arts Showcase, drama and music performances and reconciliation week.



NAPLAN is always an interesting week as the media creates an air of tension with its constant questioning of the value of the testing. This year was particularly noisy regarding the use of the online NAPLAN for the first time. It needs to be said that we experienced very few of the reported difficulties of other schools or states. I commend the work done by our fantastic IT Team for having a large part in making this as smooth as possible. NAPLAN is a single snapshot of the students' capabilities in literacy and numeracy that provides information which, when analysed alongside other data provides a rich picture of the students and the supports or challenges we need to provide for them. It was never intended to be a singular measure of a student's, school's or school system's success as it is often portrayed in the media. Our challenge continues to be the participation rate of students as this prevents us from being able to use this information to support better outcomes and individualised learning for our students.

Arts Showcases, Drama performances and Music nights consistently show our community how talented our students are and how the dedication of the students and their teachers reliably produces outstanding performances in all our performing arts areas. The visual art pieces on display in the foyer of the Hopgood Theatre also showed how talented our students are in this area. These events show the diverse range of talents our students have and enable the students themselves to display this to our very supportive community. With the School Musical - Wizard of Oz nearly upon us (August 7-9) I encourage all our community to get their seats to watch our fabulous students in action.

Our Student Free Day, this term, was dedicated to the examination of the learning design and assessment that our staff provide for students. Willunga HS hosted teachers from Reynella East College, Seaford Secondary School and Victor Harbour HS, with the intention of examining assessment and learning tasks, looking at areas for improvement and developing better outcomes for our students collectively. Teachers valued the opportunity to share their knowledge, learn from colleagues from other schools and develop professional networks that support ongoing improvement.

As the school holidays approach we hope that you all get a chance to enjoy some high quality family time and that our students return to school on Monday 22 July refreshed and ready to strive to achieve at their best.

Anthony van Ruiten, Principal

KEY DATES 2019

JULY:

Tues 2 - Thurs 4

Mobile Dental Visit

Wed 3

Middle School Recognition Event

Fri 5

Last Day Term 2, 2pm Dismissal

Mon 22

First day Term 3

Mon 22 - Fri 26

Yr 12 Mid-Year Exams

Tues 30

Yr 10 Immunisations (visit 1)

AUGUST:

Thurs 1 - Fri 30

WHS SALA Exhibition

Mon 5

Governing Council Meeting, 7pm

Wed 7 - Fri 9

School Musical - The Wizard of Oz

Mon 19 - Fri 23

Book Week

Mon 19

Yr 11 Course Counselling

Tues 20

Yr 10 Course Counselling

Wed 21

Yr 9 Course Counselling

Principal's Tour, 9:30 - 10:30am

Fri 23

Sister School visitors arrive

Yr 9 History Excursion

SEPTEMBER:

Thurs 5

STUDENT FREE DAY

Sister School visitors depart

Fri 6

SCHOOL CLOSURE DAY

Mon 9

Governing Council Meeting, 7pm

Our New Identity

Willunga High School is embracing the future with a new logo that represents both our school's history and innovative future.

Students, Governing Council members, families and staff have been consulted over the past year in the development of our new logo, creating a modern yet timeless identity for our school.



In developing our new school logo, it was important not to lose sight of the heritage of Willunga High School. The WHS shield, a significant element from our previous logos, has been refreshed and incorporated to create a modern new brand that reflects the innovative and vibrant vision of our school within the community.

Our new brand identity will be rolled out across Term 3 and carried through to our print and digital materials, including a new WHS website. Over time it will also be incorporated in our school uniform, with both logos acceptable and running parallel until phased out.

Why change the logo?

A brand says a lot about an organisation – it sets a tone and feel and gives a first impression. One look and you form opinions as to whether an organisation is modern or traditional, innovative or dated, conventional or quirky etc. The current Willunga High School logo was introduced in the late 90s, based on the original logo launched when our school first opened in 1960. The hand drawn elements of the current logo however do not reflect the professionalism or innovation of our school. In addition, the royal blue colour of the logo does not reflect our core school colour, as featured in the navy of our school uniform. The current logo is not easily adaptable over a range of formats and difficult to reproduce consistently.

We believe that the consultation process with staff, students, Governing Council and families has resulted in a new brand identity that best represents our school and values, honouring the history of our school as well as looking forward to the future.

Past Logos



WILLUNGA HIGH SCHOOL



On The Wave Of Success



Host Families & Buddies Needed!

By Liz Selby, Japanese Teacher

Every second year we have the pleasure of hosting a group of 10 students from our very special sister school in Japan. This year, we are anticipating that students will be arriving on Wednesday 21 August and staying for 9-10 days. Families and students have an opportunity to be involved in this program by providing a Homestay for a Japanese student. There will also be some teachers coming this year to study our school life and curriculum.

Families involved in the exchange in the past have found this a most rewarding experience. It is a wonderful opportunity to make a new friend from Japan and learn about each other's culture. Students coming are aged between 15 to 18 years, from Okayama Shoka University Preparation High School. If you are interested in hosting a student or teacher, please let us know by phone: 8557 0100 or email: info@whs.sa.edu.au

On alternate years we take a group of students from Willunga to Okayama for a similar exchange program. Our trip last September was once again a tremendous experience and we are certainly looking forward to our next trip in 2020. Information about this trip will be available early next year but please do not hesitate to contact us with any questions about the trip.



Power to End Violence

by Rebecca Cousins, Year 10 Coordinator

On Wednesday 22 May, Brodie, one of our Year 11 student leaders, attended the Power to End Violence Against Women Leadership Day at Port Adelaide Football Club. It was a fabulous opportunity to meet with boys from schools across the state to learn about leadership capacity from some of Port Power's elite players including Ollie Wines, Tom Jonas and Hamish Hartlett. Ollie spoke to the group about transferable leadership skills including effective communication skills and a desire for individual and team growth and improvement. The group also heard from Dr. Tess Opie to explore the impact of language and sexist comments in normalising disrespectful behaviour and how bystanders can have an impact on inappropriate behaviour. After some confronting conversations and meaningful reflections on the topic of violence against women, the boys had the opportunity to get out on the field and kick the footy. With his return from the Power to End Violence Against Women Leadership Day, Brodie plans on working with students to share his experiences and ideas on leadership.



Student Voice Leadership Camp

by Rebecca Cousins, Year 10 Coordinator

On 20 & 21 May, the Student Voice Leadership team embarked on a camp that involved a range of leadership opportunities. On Monday students visited the University of South Australia for a leadership seminar led by members of the staff leadership team. Students then engaged in an Amazing Race through Adelaide, helping students from across all year levels get to know one another. In an air of excitement and enthusiasm students worked together to find solutions and complete the race. After making it back to 'base camp' at Adelaide Shores, students then elected the Student Executive Leadership Team. On Tuesday, some students elected to be involved in 'boot camp' with a 6am start to the day. Students then visited Parliament House escorted by the Hon Leon Bignell MP who was a fabulous guide and mentor to our students. Following their return to school the Student Voice Leadership team are working in their Year Levels to seek feedback of the school from the student body.



Year 10 Art Students Inspired by Legendary Artists

by Nick Belchamber, Art Teacher

Our Year 10 Art students have been inspired by the work of legendary artists:

- Modigliani, and his distinctive signature style of elongated faces — the long necks and faces, the almond-shaped eyes, the button mouths.
- Picasso, and his creative Cubist technique of fragmented subject matter deconstructed in such a way that it can be viewed from multiple angles simultaneously.

Students have created acrylic portraits on A3 paper demonstrating their creative ability while being inspired by Modigliani and Picasso style, compositional design, colour schemes and paint application.



Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the [Australian Government's Privacy Policy \(https://www.education.gov.au/privacy-policy\)](https://www.education.gov.au/privacy-policy).

Further information about the NCCD can be found on the [NCCD Portal \(https://www.nccd.edu.au\)](https://www.nccd.edu.au).

If you have any questions about the NCCD, please contact Kat Hosking - Senior Leader: Special Needs and Inclusion at the school on 8557 0100 or katrina.hosking@whs.sa.edu.au

Kind regards



Anthony van Ruiten
Principal

Young People & Stress

by Gemma Viselli, Wellbeing Leader

Let's talk about stress and school. Stress is a normal part of life for teenagers and can be caused by many different things. In some instances stress can be beneficial as it can motivate action and improve performance. On the flip side, if stress is ongoing and effecting everyday life, it can become harmful to an individuals' health and wellbeing.

Mission Australia conducted a research study in 2015 that found almost 40% of 15 - 19 year olds are very concerned about their ability to cope with stress. Learning about why we get stressed and how to manage stress more effectively is a great skill for life. As parents, the more we learn about stress, the better equipped we are to model the behaviours that can help our children cope, or to assist them in seeking and accessing support.

Causes of teenage stress:

- homework and school (especially exams)
- expectations and pressure to do well at school
- their social relationships
- life challenges, such as leaving school or getting into tertiary studies or employment
- lack of time - feeling unprepared or overwhelmed
- lack of sleep

Signs of teenage stress:

- panic attacks, dizziness, fast breathing, pins & needles
- heart rate rises, pulse rate increases
- blood pressure goes up
- nervous or anxious
- head pounding
- flushed and sweaty
- feeling like vision is not quite right
- feeling sick, nauseas and stomach pains, headaches
- sleep too little or too much, tiredness
- changes in mood and or behaviour
- difficulty relaxing and switching off from social media
- loss of appetite or eating more 'comfort food'
- difficulty concentrating, remembering & making decisions
- isolation, spending excessive time in their room, school refusal.

7 TIPS FOR MANAGING EXAM STRESS

FOR YOUNG PEOPLE	FOR PARENTS/CARERS
1. Stay organised with to-do lists and study timetables	Give them time off chores and non-urgent family stuff
2. Take regular study breaks	Encourage them to keep doing the activities they did before exams
3. Have a dedicated study space	Help them set up a study space and make sure the rest of the family understands
4. Have a long term goal	Chat with them about what they want to do after exams finish
5. Get as much sleep as possible	Remind them to go to bed at a regular time each night
6. Remember your health - eat well and stay active	Go on study break walks with them and try to cook wholesome meals
7. Talk to the people around you	Make a time to chat to them and let them vent

REACH OUT.COM

Young People & Stress *Contd.*

If you suspect your child is stressed, talk to them to try and determine if these or other things are going on. If you can identify why they're feeling stressed, it will be easier to help them address the cause and manage their stress appropriately. If your child has been stressed for a long period of time, or if nothing seems to be helping, it's a good idea to seek some outside help. Have a chat to your family doctor, or consider giving your child an opportunity to talk things over with a counsellor.

Stress reduction for young people really begins with physical activity, good food and good sleep. If you would like more information about young people and stress, and tips for supporting your child please check out the following links:

<https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-stress>

<https://raisingchildren.net.au/pre-teens/mental-health-physical-health/stress-anxiety-depression>

<https://www.parentline.com.au/older-kids/issues/helping-kids-cope-exam-stress>

<https://kidshelpline.com.au/parents/issues/helping-kids-cope-exam-stress-0>

<https://beyou.edu.au/>

Flipping the Status Quo

by Tricia Brennan, Art Teacher

Art student, Meg-Teagan asked me (Ms. Brennan) if she could do a different kind of Art for her project in Yr 11, 3D Resin Art. I thought for a minute, realising I had not done that form of Art myself, and then said, "Sure, but only if you teach me how to do it". Looking a little terrified, she agreed. This is her experience of teaching the teacher:

" When teaching Ms Brennan how to make 3D resin art, I was both the teacher and the student. I was teaching something I had never taught anyone before, let alone my art teacher. I learnt how to better explain things, I learnt to be patient and I learnt more about Ms Brennan and she learnt more about me. Ms Brennan as my student was very enthusiastic and eager to learn something new, she got frustrated at times, as all students do but overall she was a good student. I am so happy and proud to have been able to teach one of my teachers something new". Meg-Teagan.



EDEN PRIZE

ThinkwriteWIN

DOES KNOWING THE PAST MAKE THE PRESENT
A HAPPIER AND BETTER PLACE?



Write a 600-800 word response
to this thought provoking question for your chance to win!

The JJ and Lydia Eden School Prize is open to all year 10 students in public schools. The prizes for the competition are provided from the 1956 bequest of John Joseph Eden who requested in his will that the Minister for Education conduct an essay competition for young people in South Australian public schools. In 2019 the focus of the essay is: *does knowing the past make the present a happier and better place?*

Entries close Friday 6 September 2019

\$2500 IN PRIZES!

1st \$1,250 | 2nd \$750 | 3rd \$500

eden prize

Further information contact malcolm.mcinerney@sa.gov.au



Government of South Australia
Department for Education

125 years of women's suffrage in SA

1
2
5

Their triumph
our
motivation
#SASuffrage125



Mary Lee,
Social Activist

SA Suffrage 125 Schools Competition!

Entries close 30 August 2019

Students!

Help mark a great democratic stride towards equality for women in South Australia.

Get creative!

Tell the historic suffrage story through their eyes or show what life was like for women at that time.

Enter!

Make a short film, podcast, slide presentation or create a written piece.

WIN!

Winners will be invited to an event at Parliament House hosted by the Minister for Education.

Women's Suffrage in South Australia

This year marks the 125th anniversary of women in South Australia winning the right to vote for the first time across Australia.

This allowed women to have their say about what was important to them and what their lives should be like.

What you need to know!

The competition is open to all South Australian school students in years 6 to 9. Students can submit entries as individuals, in groups or as a class. Competition requirements vary for different year groups, including questions that students are asked to respond to.

www.education.sa.gov.au/sa-suffrage-125-schools-competition



What does your spare room mean to you?



It could mean the world to
an international student!

Join the South Australian Government Schools Homestay Program and bring the world home!

Choose to host an international high school student for one term, up to one year or longer.

Contact Willunga High School for more information:
8557 0100 or email leeanne.storr@whs.sa.edu.au



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