Open Night

Open Night was held on Monday 24 March and the evening saw in excess of 700 visitors to the school. The tours of the displays which illustrated the breadth of learning opportunities at Blackwood High School were LED by our student tour guides. Over one hundred students were involved in demonstrating their work, performing, catering, and acting as technical assistants and as tour guides. It is always a pleasure to see the obvious pride our students have in each other and of their school. More details about Open Night are in this newsletter.

End of Term 1

I wish all students and their families a restful break as we celebrate Easter and Anzac Day. Some Year 12 teachers will be running sessions during the holidays for the Year 12 students. It is important that students take full advantage of these opportunities. We are looking forward to the safe return of all students on Tuesday 29 April.

Parent/Teacher interviews and report collection

Parent/teachers interviews and reports distribution will be held on Wednesday 9 April 2014 between 1.30pm to 8pm. We invite you to make an appointment to meet with your child’s Care Group Teacher. Parent/Caregivers, students and teachers are working closely together to improve young peoples’ chances of success. One way to do this is to meet, review progress and discuss ways to help each student improve. Use the schools on-line booking system (SOBS) at www.sobs.com.au/pt/parent.php to book a time to meet Care Group teachers, discuss your son/daughter’s development and pick up the mid-semester report. If any Parents/Caregivers are having difficulties in getting appointments, please contact the Student Service Office.

Student Free Day

Our second student free day will be on Monday 28 April the first day back of Term 2. Our staff will continue on developing programs to implement the Australian Curriculum and the International Baccalaureate Middle Year Program (IBMYP). This work includes unit plans in which teachers need to consider three question types that students will explore.

The inquiry questions are:

- Factual – students are required to remember facts.
- Conceptual – students are required to analyze big ideas.
- Debatable – students are required to evaluate perspectives and develop theories.

In addition to staff developing unit plans they are writing tasks for students to go with the unit plans. On the day, staff will be involved in a standardization process that will involve looking at examples of student work, looking for evidence of assessment criteria within the work and assigning IBMYP levels of achievement. This process is important to ensure that we are making consistent professional judgements about student achievements.

(cont. on page 2)
Contacting students at school

It is important that if parents/caregivers want to contact students whilst at school, it is done through Students Services. We know that at times, students are required to leave school or they need to be contacted. However, if students are contacted during lesson time it will disrupt their learning and potentially impact on the class.

Student Services will take a message and ensure students receive the message. Please be considerate of other students and staff whilst lessons are going on.

Staff Changes for Term 2

Craig Duguid – Assistant Principal Middle School and Student Wellbeing will be on leave for Term 2. He will be spending time with his family including travelling with his three girls and wife. We wish him a restful break and look forward to him returning in Term 3. We welcome back Josie Pritchard who will be returning from leave.

School Uniform

Blackwood High School has a uniform policy which is outlined in the student diary. The school uniform serves a number of purposes. This includes:

- Assisting in the safety and care of students so they are easily identifiable in the school grounds in and outside teaching spaces and on excursions.
- Contributing to the development of school pride, identity and a sense of belonging.
- Reducing competitive dressing between students.
- Promoting a positive image of Blackwood High School students in our community.

The Governing Council has approved the current school uniform that all students from Year 8 to Year 12 must wear. I would like to clarify some of these requirements:

- Girl’s shorts should be no shorter than mid-thigh. The shorts are sold to this length and should not be shortened to short shorts.
- Girl’s dresses and skirts need to be a length that adequately covers their thighs, preferably to the top of the knee.
- All students should be wearing black shoes that cover the toes and heels. There should be no colour or logos on the shoes.
- Pants and shorts should be plain grey with not stripes or company logos.

All pieces of the approved school uniform can be purchased from the uniform shop. The uniform shop Manager is Ms Steph Westphal and she can assist with the purchases of the uniform. Opening times are as follows:

- Monday 8.15am to 9.15am
- Wednesday 12.50 to 1.30pm
- Friday 8.15 to 9.15am and 3.15 to 4.15pm

Parental support in ensuring all students meet the school requirements would assist in a consistent approach and successful implementation of this policy. Uniform requirements are regularly checked and follow up for students not meeting the requirements occurs through phone calls and letters. If parents or caregivers have difficulties or issues with the school uniform requirements, please contact me at the school.

Learning Support

At Blackwood High School, student achievement is one focus of our strategic plan, and a significant focus for each and every teacher. We want all of our students to achieve to their personal best in their academic studies.

In 2014 we have established the Teaching and Learning Centre (TLC). This centre is designed to support students who are having difficulties in getting their work either started or completed. The TLC has a teacher assigned for each lesson from Tuesday to Friday in Lessons 1 to 4. Students can be referred to the centre by subject teachers or in the case of Year 11 and Year 12 students they can self-refer.

Parents/caregivers of students who have been to the TLC will receive a letter with an attachment. The attachment is the information provided by their TLC teacher and outlines what the student and teacher have done in the TLC. This includes strategies used and suggestions to continue with the assignment.

As a school we want to build expectation from Year 8 to Year 12 that all students are expected to submit their work and failure in not an option. Students are expected to submit their work and non-submission is not an option.

Other ways we support students include:
- The Quicksmart Literacy Program for selected Year 8 students.
- Additional support staff working in classes to assist students.
- Year 9 and Year 10 students having additional Literacy and Numeracy lessons.
- Teachers providing assistance in their non-instructional time to Senior School students by prior arrangements.
- Some Year 12 teachers running school holiday sessions.
Great Start Website

The Department for Education and Child Development (DECD) has launched the GreatStart website located at www.greatstart.sa.edu.au. It has ideas and activities parents/caregivers can use with their children to develop early Numeracy and Literacy skills. If there are younger children in your family you might like to visit the website.

School attendance

International research has consistently demonstrated a direct link between attendance and student learning. Learning is a continuous process building new knowledge, developing skills and processes. School attendance is essential for engaging and building student learning capacity. Schooling is important for social development in developing friendships and the skills to interact with others.

Occasional absences do not seem all that important. However, over time, the impact of absences accumulates. This can have a detrimental impact on learning achievement reflecting the true potential of each learner. It is important that in order to grow the brain as much time as possible is spent on learning.

At Blackwood High School attendance is recorded for all classes through an electronic recording system, Daymap. This information about subject attendance is reported as part of the formal mid and end of semester reports. We have been developing reports to identify students who have patterns of day absences and lesson absences. Staff follows up on these absences with families.

When students fall behind in their work they are tempted to stay at home to catch up. Often, this result in students falling further and further behind and school demands becomes more and more difficult to manage for the student. If you are concerned about your child’s ability to manage their work, please contact the school. We will look at ways to support them so that all students are making progress along their learning journey.

Parents/caregivers are asked to notify the school if a student is absent so that our records accurately reflect your child’s attendance and all absences are explained. Absences can be reported and explained by putting a note in your child’s diary, by ringing Student Services on 8278 0900 or by emailing absences@bhs.sa.edu.au.

Cambridge Immerse 2014

Cambridge Immerse is a two week residential educational experience that allows participants to gain an unrivalled insight into up to two chosen disciplines, ranging from the Arts to the Sciences. Tutorials and seminars are taught by highly regarded tutors from Cambridge University and Oxford University in an optimal learning environment that stimulates academic enquiry. The planned schedule ensures that the program not only meets the academic needs of the participants, but also provides a unique insight into the England’s University City through an abundance of activities. Seminars provide participants with an in-depth understanding of a wide range of topics, which is complemented by tutorials where students share and develop more informed and engaging responses to key debates within each discipline.

Students emerge more confident and ready to articulate what they have learnt, with knowledge of their chosen fields that provides insights beyond the A level (or equivalent) syllabus – and, of course, many unforgettable memories along the way.

To find out more and to apply

Students aged 16 to 18 are welcome to reserve their place online, choosing up to two subjects from a total of sixteen subjects to explore during the programme. Further information on the programme is available to view at https://www.cambridgeimmerse.com. Students interested in applying can apply online through the website or seek further information by emailing enquiries@cambridgeimmerse.com.

VISITORS FROM JOSAI KAWAGOE HIGH SCHOOL

We welcomed visitors from Josai Kawagoe High School on 26 March to see our school. Josai Kawagoe is located in Kawagoe City Saitama and is one of the oldest high schools in Japan.

The group of visitors included their new Principal Mr Masatake. In 2015 we will be receiving five students from Josai Kawagoe who will be with us in Term 1 to study in our International Program including Intensive English.

Marion Coady - Principal
BLACKWOOD HIGH SCHOOL HIGH ACHIEVERS

♦ Congratulations to Asha Thurlow in Year 11 who has been selected to participate in the Australian Junior Women’s Development Squad (Volleyball) Thailand Tour from 28 April 2014 to 9 May 2014.

♦ Congratulations also to Alison Double in Year 11 who won a hard fought second place in the U19 SSSSA cycling time trial held at Adelaide International Raceway on Wednesday 12 March. There were only four seconds between first and second! Alison covered the 7.35 km distance in 13:21 with an average speed of 33kph. Well done Alison!

FORMER STUDENTS ACHIEVEMENTS

♦ One of the aspects about working in schools is hearing about the achievements of former students. Recently a program aired on the ABC which featured Jonathan Daw who left Blackwood High School in 1997. Jonathon is working as an animator. He has been collaborating, using Claymation, to recreate the series Bush Mechanics. The link to the news item is http://www.abc.net.au/news/2014-03-24/clay-mechanics-keep-the-dream-alive/5339944

♦ Congratulations to Sam Lowe (Mechanical Engineering Student) on winning the Craig Gilbert Leadership Award from Engineers Australia. Sam was a former student who left in 2009. Sam was presented with the award at the Sir Eric Neal Address, an event that recognises and celebrates leadership within the Engineering industry. The Craig Gilbert Leadership Award is presented to South Australian Engineering students who have been identified as young leaders prior to graduation.

THANKYOU FOR SUPPORTING OPEN NIGHT 2014

We would like to thank the community for its wonderful support for Blackwood High School Open Night 2014. We work in close partnership with our local primary schools and pre-schools, which helped to get the word out. Our highly skilled teachers, exciting programs, wonderful facilities and supportive community make Blackwood High School a great place for young people to be learning and developing into fine young adults.

Consider some Open Night facts:

- Over 700 people visited Blackwood High School on Open Night.
- 20 of our senior students proudly conducted 25 school tours, some with over 50 people!
- 90 of our students explained or demonstrated what and how they learn. They exhibited their skills, performed with confidence, pumped out 200 cups of commercial quality coffee, sizzled 450 sausages and cooked and served almost 800 pancakes, rice balls, rock buns and Greek shortbreads. We could not be prouder of their effort!
- All of our Learning Areas and programs were on display for visitors to see, with information about how we engage students in their learning support every individual to achieve their best.
- Governing Council members met visitors and promoted the school with as much enthusiasm as the staff and students.

People who visited could not have missed the enthusiasm of our staff, the quality of our students and the vibrancy of our school community.

David Garrett - Deputy Principal

SCHOOL PHOTO DAY

School photo day is Friday 2 May 2014 (Term 2 Week 1).

The MSP Photography packs were given out to all students this week.

Family envelopes are available at the Student Service Office upon request.

For any enquiries, please call MSP Photography on Phone 08 83913951 or email msp@nuimage.com.au
Open Night 2014
YEAR 8 LANGUAGES MATTER POSTER COMPETITION

“Learning another Language is like a door into another culture”. Year 8 Language students recently explored the reasons why it is important to learn another Language and then completed posters expressing the message that “Languages Matter”.

Some of the reasons students put forward as to the benefits of learning another language included:
- Helps us understand other cultures.
- Increases brain power and more brain power means you are smarter.
- Helps us understand our own language better.
- Improves job prospects.
- Helpful when watching foreign movies because you can relax and be distracted time reading the subtitles.
- A fun way to maintain or increase mental strength and health.
- Creates new pathways in the brain and increases mental flexibility.
- Helps us form partnerships and without partnerships we wouldn’t be able to trade with other countries and borrow money or help people from other cultures.

Very creative ideas were developed and the winning poster was created by, Gage Goulding. Other interesting posters were presented by Jackson Millington, Idigo Platt, Arielle Hipper, Thomas Hodgkison and Chelsea Roper. Students will be awarded a canteen voucher for their efforts. “Language brings us together”.

YEAR 9 AWARDS

At the Year 9 Assembly on Monday 24 March we were very happy to acknowledge the support of a number of our Year 9 students who helped orientate new students to Blackwood High School. Our Year 9 Care Group staff also nominated students in their Care Groups who have exhibited positive behaviour in line with the IB Learner Profile attributes: Caring, Communicator, Inquirer, Knowledgeable, Open minded, Principled, Reflective, Risk taker, Thinker and Balanced.

Both groups of students were presented with certificates by Mr Duguid.

Rachael Wegner from Southern Cross Cultural Exchange presented the benefits of experiencing an overseas student exchange and interviewed Georgie Waters. Georgie has just returned from a six month exchange to Austria. Further information can be collected from Student Services.

Mr Dan Smith launched the 2015 World Challenge. Applications and interviews close at the end of Term 1.

Karyn Jones - Coordinator, LOTE and International Student Programs

Janet Bradley - Year Level Manager
YEAR 9 NAPLAN 2014

The National Assessment Program Literacy and Numeracy (NAPLAN) for Year 3, 5, 7 and 9 takes place from Tuesday 13 to Thursday 15 May, which is Week 3 of Term 2. All schools in Australia participate in the assessment program at the same time. There are four components: Language Conventions, Writing, Reading and Numeracy.

All students in Year 9 will participate in the assessment program. If your child is absent during this period there is the possibility of completing the assessments upon their return to school on Friday 16 May. Student work is marked by a panel of external markers with results being returned to the school and parents later in the year, usually September. We communicate NAPLAN results to parents at the Term 3 report collection evening. The school uses the NAPLAN results as one of a range of student achievement measures to implement appropriate support and extension strategies.

Parents/caregivers may choose to withdraw their child from the NAPLAN for philosophical or personal reasons. If you would like to withdraw your child from any/all of the NAPLAN assessments, a withdrawal form will need to be completed and returned to the school by Tuesday 29 April 2014. Please contact Craig Duguid or Marion Coady if you would like to withdraw your child from any/all of the NAPLAN assessments.

In Mathematics students will have started familiarising themselves with the structure of the NAPLAN during their lessons. We have placed a number of practice questions in various categories on Studywiz that students can access from home at http://blackwood.studywiz.com/. Once logged in to Studywiz go to Year 9 Maths and to the shared folder. There you will see a NAPLAN folder with many past questions. We encourage all Year 9 students to do as many of these as possible to become thoroughly familiar with the structure of the NAPLAN. If you have any questions about the NAPLAN Numeracy please contact Glenn Smith – Mathematics Leader.

If you have any other questions regarding your child sitting the NAPLAN, please contact Craig Duguid or the Principal, Marion Coady, by Tuesday 29 April to discuss.

Further information can also be found by visiting the NAPLAN website at www.naplan.edu.au.

Craig Duguid, Assistant Principal Middle School

THE AUSTRALIAN MATHEMATICS COMPETITION

This multiple choice competition is the most popular mathematics competition in the Asia Pacific region and has been running for over 30 years. It is held in August each year and your child has an opportunity to get involved. The competition is divided into three categories. The Junior section is Year 8, the Intermediate section is Year 9 to Year 10 and the senior section is Year 11 and Year 12. All students are invited to participate and each participant will receive a certificate.

The school will pay the entrance fee. The questions are graded, with the early questions being reasonably straightforward while the later questions become quite challenging. Below is a link to a small sample of questions taken from last year’s competition. We encourage your child to attempt these questions and submit any solutions to their mathematics teacher or to myself. This is a great competition and we would like as many students as possible to get involved. For further details please contact your friendly mathematics teacher.

Please visit our website link at http://www.bhs.sa.edu.au/?p=66412 and try some of The Australian Mathematics Competition questions

Glenn Smith – Year 12 Mathematics Teacher

NAB WORK INSPIRATIONS

Four Blackwood Year 12 students: Maddie Meldrum, Jess Hutton, Rachael Thompson and Dieter Rowland, had the chance to attend Work Inspiration at National Australia Bank in the city from the 24 March to 26 March. During the three day event we participated in a number of different activities, as well as moving out of our comfort zones and meeting new people from different schools who also attended. One of these activities included working in groups to build a tower out of marshmallows, pasta, string and masking tape. This was designed as a group bonding experience that made us think creatively and in different ways in order to build our tower the highest.

After spending the first day bonding with the other students, the next two days were filled with making a video, listening to guest speakers and pairing up with a mentor to learn about all the different jobs at NAB. This helped us to understand what life would be like working at NAB and in the banking industry. By the end of these three days we not only learnt about what life would be like out of high school, but also that we do not need to know our specific career path just yet as nothing is set in stone. This experience will be one we will never forget.

Jess Hutton and Maddie Meldrum – Year 12 Students
SACE 1 ENGLISH CLASS CONNECT WITH A SCHOOL IN DETROIT

David Cowen and Francine White have been fortunate to make connections with a school in Detroit for their Year 11 English program. Both their English Studies and English Communications classes have paired up with two like classes at Detroit’s Allen Park High and teacher Amy West.

In 2013 David and Francine developed a Stage 1 English program focussing on themes in American literature which they saw as relevant to today’s society. One text that provided impetus was Julien Temple’s award winning documentary Requiem for Detroit. This centred on the demise of the American automobile industry. They realized that there were obvious commonalities with the current decline in car production in Australia, for example the closure of the Mitsubishi plant in Adelaide.

Students from both schools have shared their multi-modal assessment task My Street. Blackwood High students are currently making contact with writing partners at Allen Park High. This work can still be seen in the Library Annex area.

David and Francine are amazed by the calibre of work that the students have produced. They see this collaboration as an excellent enrichment opportunity in terms of developing student literacy, creativity and global connections. David and Francine will share further tasks over 2014, and envisage that the program will continue into the future.

David Cowen and Francine White – English Teachers

VISUAL ARTS MURALS

During the last weeks of Term 4 2014 Lucinda Crawse, Sivi Sivana and Sarah Williamson took part in the development and painting of two large murals for the school.

The students painted these murals to showcase their talents and to learn more about early 20th Century painters and their styles.

Sivi and Sarah both worked together on the layout of their final painting taking their inspiration from early 20th Century artists. Sivi’s painting skills continually developed when completing the painting. A cool colour scheme was used to contrast that of Lucinda’s art piece which focussed on a warm palette.

Lucinda was commissioned to do a painting for the school and in doing so was able to mentor the other two Year 10 students involved in this project. Her inspiration came from the Surrealist artist, Salvador Dali who is one of her favourite painters.

She developed a composition using iconic images from Dali’s paintings and merged them into one painting.

All the students involved gave up their own holiday time to complete these beautiful art pieces which can be enjoyed by our Blackwood High School community.

Jeanette Beadnall – Art Teacher
MORIOKA STUDY TOUR

We hosted our fifth study tour group from Morioka Chuo High School from 10 March to 21 March. The group of nineteen students were hosted by families in the Blackwood community and enjoyed a range of activities every day at school and after hours with their hosts.

Students’ comments passed on by the local agent included, “The students left Adelaide airport looking very happy. Their smiling faces coincided with their feedback. This was an incredible result that 100% of students were happy with the school program and the homestay. Furthermore 93% students evaluated the program as excellent or very good, 98% for the homestays as excellent or very good.”

We offer a heartfelt thank you to the families who opened their homes and hearts to the young visitors and made their visit such a success. Thank you also to the school buddies who made real connections with the visiting students. Without our quality homestay families and friendly students, we wouldn’t have an international program. I am confident the students have memories that will stay with them forever.

The next opportunity to host a short term visitor will be from 19 August to 30 August, when we welcome our second group of visitors from Ushiku High School to Blackwood High School. Ushiku is in a rural setting in Ibaraki Prefecture, about three hours by car from Tokyo. A homestay payment of $400 will be made to families to help defray costs.

Please let me know if you are interested in hosting a student from this group.

HARMONY DAY - EVERYONE BELONGS

Harmony Day is celebrated in March every year with Blackwood High School organising a variety of events that celebrate the cohesive and inclusive nature of Australians. It provides a great opportunity for students to learn that not only do they share common ground with other cultures, but also that our differences make Australia a special place to live.

A particular highlight included hosting a ‘Harmony Day’ morning tea on Friday 21 March for all our new students, international and exchange students. The staff at BHS supplied refreshments showcasing a variety of Asian, Greek and ‘Aussie’ foods that satisfied our taste buds, while Year 12 student Sam Upton entertained us on guitar and piano.

Karyn Jones – LOTE and International Education Leader
Argie Buesnel - Student Counsellor
**HIMEJI CITY – BLACKWOOD HIGH SCHOOL STUDENT CULTURAL EXCHANGE 2014**

**WHAT** – This is an exciting opportunity to represent Blackwood High School on a two week cultural exchange visit to Himeji Adelaide’s sister city in Japan.

**WHEN** - In August this year a group of Japanese students will travel from Himeji to Adelaide and stay at Blackwood High School for twelve days. We will make a return visit to Himeji in the September/October school holidays.

**WHO**: Five students from Years 9 to 12 with a demonstrated commitment to promoting intercultural understanding and friendship between young people from other countries and cultures will then make a return visit to Himeji.

The exchange is reciprocal in nature

Participating Blackwood High School students will be expected to host the Japanese visitor in their home during their stay in Adelaide or make arrangements for another Blackwood High School family to host the student. The group travelling to Japan will be accompanied by two of our teachers and be hosted by Japanese families. In Himeji, students will join in club activities, enjoy an excursion to another city (Kyoto, Nara, Kobe or Hiroshima), experience a range of Japanese cultural traditions such as Shodo (calligraphy) and Tea Ceremony and attend school with their host/buddy.

**HOW TO APPLY**: Interested students will be invited to complete a selection process. This will include attending an information meeting at lunchtime in Room 7 on 8 **APRIL**, completing a written application, **DUE 2 MAY** and an interview in **Week 2 of Term 2**.

If you would like more information, please collect a flyer from Student Services, talk to a students who has participated in the past – Rachael Thompson, Sam Leadbeater or Madeleine Winter or see **Ms. Jones**.

**SOUTHERN CROSS CULTURAL EXCHANGE SCHOLARSHIPS 2014 TO THE NORTHERN HEMISPHERE**

**How to apply**: Download an application form from SCCE website or obtain from our brochure and submit with a 1500-2000 word essay by email or post to SCCE. [www.scce.com.au](http://www.scce.com.au)

**Essay Topic:**
Why I deserve/need a Scholarship and why I choose that particular country for my exchange.

**Application deadline:**
April 14 2014

**For all enquiries Phone: 1800 500 501**

**OPEN BOYS AND GIRLS KNOCKOUT TENNIS**

The Open Boys and Girls Knockout Tennis was played at Millswood tennis centre on 6 March 2014. The results are below.

**Boys**

- Adelaide High defeated Blackwood
- Seaview defeated Blackwood
- Unley defeated Blackwood

**Girls**

- Blackwood defeated Adelaide High School
- Unley defeated Blackwood

**Team**

**Boys**

- Ronan Naidu
- Alec Brothers
- Artin Tebyanyan
- Brandon Reynolds

**Girls**

- Paige Keenihan
- Madi Steer
- Valerie Sameli
- Sarah Wardle

Our students were exceptionally lucky to have the opportunity to make use of the Fifty Thousand Spin Effect technology located at Millswood Tennis Centre used to test the top South Australian tennis players. The machine measures the speed of ground hits and spin/power/loft over net with students own rackets versus other top class rackets. Speed of service was also recorded with Artin scoring the fastest at 171 kilometres per hour.

The Blackwood girls had the most success for the day defeating Adelaide High School four sets to two. The Blackwood boys had one first time tennis player, but played competitively throughout the day.

*Chris Olenich, Physical Education Teacher*
SACE DANCE STUDENTS

Our SACE Dance students participated in the Leaps and Bounds dance day at the Festival Centre. Dance students participated in contemporary and jazz technique classes and also had the opportunity to try a range of workshops in Musical theatre, Hip hop dance, Composition and Breakdancing skills.

Students listened to presentations on how to research and structure written work in contemporary and historical perspectives and handy hints when choreographing your own work.

The 2nd year AC Arts students performed their choreography and gave the SACE students a glimpse of the expectations of a tertiary dance student.

MELA INDIAN CULTURAL FESTIVAL

Year 10 dance students were invited to perform at the Mela Indian Cultural Festival at Elder Park. As part of their dance in Asian Cultures Studies they have been learning in a traditional sari and perform their Bollywood choreography on stage in front of an enthusiastic audience.

Student comments:

This dance style was different and exciting to learn. It was rewarding to perform at the festival.

Adiba – Year 10 Student

It was wonderful to have the opportunity to interact amongst the Indian culture and showcase our Bollywood dance.

Victoria and Jess – Year 10 Students

YEAR 11 ASSEMBLY SONYA RYAN FROM CARLY RYAN FOUNDATION

Sonya Ryan from the Carly Ryan foundation presented to the Year 11 students about the dangers associated with online activities and how to maintain a positive experience online and as a social media users. The Carly Ryan Foundation is a non-profit charity created to promote internet safety and supporting families and the community through education, counselling, engagement, promotion and political advocacy. Sonya’s message was powerful. Carly’s story is real life and her memory and story is shared for the benefit of others. The Carly Ryan Foundation provides detailed online safety seminars and workshops for schools giving students valuable information on how to navigate the worldwide web safely.

Covered in the seminar was:

- Protecting private information
- Sharing information and Federal Law
- Social Networking
- Smart phone apps
- Online gaming
- Cyber bullying
- GPS enabled devices

The presentation to the Year 11 students also included the following the rules of smart online surfing

- Remain as anonymous as possible
- Make wise choices when navigating the web
- Digital print-think twice about what you post and the type of information you share online
- Do not share too much personal information online
- You choose your actual online audience to share information with
- Limit time spent online each day

For more information go to http://carlyryanfoundation.com/

Katrina Constantopoulos- Year 11 Year Level Leader
WORLD AUTISM DAY

Communities around the world will be celebrating World Autism Awareness Day on Wednesday 2 April – acknowledging the achievements of people with Autism, recognising their experiences and that of their families and caregivers, and helping the general community understand what it means to live with autism.

All Australians are encouraged to wear a touch of blue in solidarity with the 1 in 100 Australians living with autism every day, and the millions of parents, grandparents, brothers, sisters, friends, carers and teachers who help them navigate their often overwhelming world.

World Autism Awareness Day is an important opportunity to highlight this prevalent and often misunderstood disorder. No two people with autism are alike, as the condition manifests in many different ways including affecting a person’s social communication skills, behaviour and sensory experiences of their environment.

An Autism Intervention Program (AIP) is conducted at Blackwood High School which provides a short-term program of up to eight terms for Year 7 to Year 10 students with autism.

The program provides an intensive and individualised program that focuses on key areas of challenge for students living with autism or Asperger’s including the development of:

- Communication skills and understanding instructions.
- Social skills including the maintenance of friendships and understanding other’s non-verbal communications.
- Management of restricted patterns of behaviour, including repetitive behaviours.
- Academic skills to equip the students with the knowledge and abilities they need to engage with the curriculum on their return to their mainstream schools.

The program has two classes of up to eight students, with each class staffed by a teacher and a support staff member. Many of the students who have attended the program so far had difficulties with their attendance at their regular school and engaging in their school work. We are managing to change this and have been successful in engaging them with their school work and attending regularly. Some of the students have also successfully participated in mainstream classes within Blackwood High School. Work will commence shortly to develop transition plans for students who were in an AIP last year to their local mainstream school. This will involve input from the students, parents, Autism Intervention Program staff, neighbourhood staff and the disability coordinators.

The program has allowed the students to develop friendships with their peers that have continued outside the school community. They have also participated successfully in activities both in school and the broader community that they had avoided in the past.

Thank you to all the parents, students and staff involved in the program and to the many others who have supported us in various ways.

Graham Hook - Coordinator, Autism Intervention Program

Do you want to play Home & Away NDJSA soccer for the BHS Forest Soccer Club

In Terms 2 & 3, 2014.

Games are played every Saturday morning and we welcome any student (girls and boys) from all ages and abilities. Emphasis is on participation and fair play. This is a parent involvement and organized sporting opportunity. If you require more information and would like to register, please download the registration form on the Blackwood High School website at http://www.bhs.sa.edu.au/students/student-opportunities/bhs-forest-soccer-club/ or call into Student Services to collect a registration form. Please complete the form have it signed by a Parent/Caregiver and return to Student Services as soon as possible.

Mark Bridger (President BHS Forest Soccer Club) Mobile: 0404 022292 or Email: mark.bridger@sawater.com.au
UN YOUTH CONFERENCE

From the 14 to 16 March Phoebe and I went to the South Australian UN Youth Conference. While we were there we met some wonderful people who are all very enthusiastic about democracy and understanding the world’s governments. Throughout the three day camp there were workshops, get to know you games, guest speakers, interactive crisis simulations and model UN debates. The workshops we completed during the weekend were on democracy. We learnt about what it is, what rights people gain when they live under a democratic government and why more countries are becoming democracies. This was great. I learnt so much about democracy and world politics that I did not know before the conference. It was a great learning experience.

The get to know you games were quite simple but a great way to get to know the facilitators and fellow delegates (that is what we were called). We had a quiz night which was loads of fun; we worked in teams with people we knew nothing about and we all bonded well. Another get to know you activity we did throughout the entire conference was that at every meal you had to sit at a table with at least three people you didn’t know. I met some fantastic people through this, with a couple I am still talking to now. The last get to know you activity we did was a social night with everyone having to dress up in their countries’ National dress. Mine was Sao Tome and Principe.

The guest speakers that came and spoke to us over the weekend were really interesting. One of my favourites spoke to us on the first day. Her name was Kim, she is a US diplomat and is currently at the US embassy in Melbourne. Kim talked to us about her job and her experiences as a diplomat. We also had a question and answers panel where three guest speakers talked to us about their work and what they have done. Once they had finished we discussed democracy and what their views on it were and whether it is the best government system for everyone.

One of my favourite things we did during the UN Youth conference was the interactive crisis simulation. In the crisis simulation we were all split into three different groups military, secular and Islam. These three groups represented the citizens of Egypt and how each group was torn between the types of government we should have. We had to work our way through the disagreements and come to decision as a whole. This didn’t quite work. The activity was fun and humorous and people thought up ridiculous ideas. This was a great bonding situation as well as a problem solving skill building activity.

The last thing we did at the UN Youth conference was a model UN debate. We were set up the same way as at the UN and had to follow the rule of procedure just like at the UN. Each delegate was assigned a country and had to debate from the country’s point of view. There were three resolutions that we debated over the course of the day. Nearly every delegate got up and spoke. I did not because I was too shy and knew little of what we were talking about. I feel if I ever attend the UN Youth conference again I would be more confident in speaking because I would know what is going on and I would also know some people there, however it was great to watch and participate in the model UN debate.

I learnt many things over that weekend: Leadership skills, problem solving skills, debating and I gained knowledge on democracy and the world’s governments. It I had the chance I would definitely go to the UN Youth conference again.

Rebecca Candy – Year 11 Student

Over the weekend of the 15 March and 16 March, I attended the UN Youth Conference of South Australia 2014. It was an enlightening and positive experience and I did not expect to enjoy the conference nearly as much as I did. It was very interesting and had a relaxed atmosphere. The happenings were as diverse as a ‘Crisis’ activity which involved acting as an Islamic Salafist/extremist part of a transition government uprising against the military after the resignation of the Egyptian President in 2011, to a dance party night which included individuals dressing up as the nations they would represent during a mock debate about three resolutions before the UN General Assembly. The costume social included every individual singing Queen’s ‘Bohemian Rhapsody’. The country I was chosen to represent during the debate sessions on Sunday was South Africa, which being the “powerhouse” of the African continent meant strategic discussions were necessary with surrounding country representatives those from Zimbabwe, Namibia, Lethoso and Mozambique. Many a note was exchanged in the debate to work out whether or not we would agree to be for or against an amendment or for the resolution as a whole. Overall I had an amazingly positive experience, as both the delegates and facilitators running the conference were incredibly nice, friendly and extremely professional with interesting perspectives on topics being interpreted throughout the duration of the conference. The food was also amazing and I found myself sitting and talking with different people each time we sat down to have a meal. The activities were organised and highly engaging. I enjoyed every session in which I either contributed my perspective or just learned many great things by listening to others. It was a great experience and I would highly recommend it to anyone keen to participate in the conference next year.

Phoebe Bourne – Year 11 Student
In this newsletter, we have included a Parenting Ideas article about teenager daredevils. The article includes tips about how to manage impulsive behaviour in teenagers. We hope you find it interesting and useful.

As a member school we also have access to the Parenting Ideas Magazine. A link to this month’s newsletter can be found below at [http://www.parentingideas.com.au/Parent_Magazine.html](http://www.parentingideas.com.au/Parent_Magazine.html)

Craig Duguid, Assistant Principal Middle School

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**Parenting Ideas Resources and Newsletter**

**Parenting teenage daredevils**

Managing teenagers who have a little too much zest for life, diving head first into situations without thinking them through requires an understanding of both their inner and outer worlds, writes Lakshmi Singh.

If you were constantly holding your breath or administering first aid as your child was growing up, you probably were raising one of those thrill-seeking, adrenalin-charged, daredevils who loved to experiment and take risks in order to entertain themselves.

As they approached their teenage years, these risks might have evolved to being more sophisticated than just jumping off the top of a tree or the "look mum, no hands" type of stunts. From binge drinking to irresponsible driving to train surfing, your teenager may be indulging in risky behaviours that may ultimately change the entire family's life.

The teenage years are some of the most valuable years of a person's life and can also be the most vulnerable, therefore it is highly important that parents and carers understand what is driving this behaviour and know how to manage these tendencies of their daredevil child.

**HORMONES**

Andrew Fuller, author of the book Tricky Kids (Finch Publishing, $26.95) highlights four hormones that influence a teenager’s ‘mood’. Adrenaline – responsible for generating the feelings of being ‘revved up’ and on a ‘red cordial high’, cortisol – the stress hormone contributing to defensive, exaggerated actions, dopamine – which can create the ‘switched-on, pumped-up state’ and serotonin – the "most powerful antidepressant known to humankind."

The former two chemicals are what you want the least of when raising teenagers, says Fuller. "Once a tricky kid gets an adrenaline rush, trying to change her behaviour is a complete waste of time," he says. Stress from family life, school or peers can also increase cortisol, so it is important for families to provide low levels of stimulation and develop routines to lessen the strain and make their children feel safe from violence, ridicule or humiliation, he adds.

In contrast, dopamine and serotonin are what you want to see more of, says Fuller. Children low in dopamine display tired and lethargic behaviour, which is why they seek out excitement through risky stunts to lift their mood and achieve that ‘pumped-up high,’ explains Fuller.

**BOYS vs. GIRLS**

The different goals of each gender within their social groups also influence teenagers’ actions, says Parenting Ideas' own Michael Grose. The focus for girls at this age is often on achieving social success and they may engage in risky behaviour such as alcohol consumption and unprotected sex. He refers to the book Queen Bees & Wannabees (Random House, $26.99), where the author Rosalind Wiseman describes girls and their social hierarchies to include a ‘Queen Bee’ and her group of ‘Wannabees’. Most girls are ‘Wannabees’ says Wiseman and are trying to be accepted by the ‘Queen Bee’. This may involve doing all the dirty work just to “please the person who’s standing above her on the social totem pole.”

In comparison, Grose says that boys don’t want to be seen amongst their peers as being foolish. "Boys will look at each other and do what the group does," he says. This may mean taking risks and pushing boundaries to prove that they are a worthy member of the group.
Furthermore, Grose explains that the Amygdala, commonly known as the reptilian brain - responsible for fostering curiosity and entertaining aggression, is 15% bigger in boys than in girls.

**BRAIN NOT MATURE UNTIL MID-TWENTIES**

Regardless of the gender, however. Dr. Fiona Martin, principal psychologist at Sydney Child Psychology Centre, points out that, the part of the brain that is responsible for impulse control isn't fully mature until about age 25.

"Risk-taking behaviour is quite normal for teenagers. It is one way they learn about themselves. But there is a whole spectrum of risks - from learning new tricks on the skateboard to stealing a car and being involved in a high-speed car chase with police following you."

It is therefore important for parents to help them understand the impact of their actions by setting appropriate ground rules, keeping lines of communication open and discussing the behaviour of good role models, she says.

**LINK TO PSYCHOLOGICAL CONDITIONS**

The extent and severity of risk-taking behaviour could also reveal something about a teenager's mental health, says Fuller. "The longer tricky kids stay in one emotional state, the more familiar it becomes to them," he says. "Middle adolescence (15-17 years) is a peak time for developing depression, and young women are at least twice as likely as young men to develop it."

If teenagers start displaying strange behaviour like sleeping in odd places, being more generous than usual, in giving away personal items or not washing regularly, it is important to step in and seek professional help, says Fuller.

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**Experts' tips for managing your daredevil teenager:**

- Involve teenagers in repetitive movements like table tennis or swimming to naturally increase the level of dopamine and serotonin.
- To avoid heated arguments and theatrical displays of teenagers storming out of the room, give kids some space and talk to them when sitting down or shoulder-to-shoulder in a car, rather than face-to-face to remove some of the pressure.
- Redefine your teenagers' built up desires for experimentation by involving them in adrenaline-charged sports like rock climbing, martial arts or mountain biking to release pent up energy.
- Develop the art of forward planning - an important skill that daredevils and teenagers in general lack, by participating in games that require the formation of plans and strategies - like card or board games.
- Encouraging real-life social situations and promoting them as being more valuable could help reduce the risks teenagers take through social media. For example, volunteering at community events, taking classes or enrolling in competitions where they can display their talent are all good alternatives to excessive social media usage.

Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael's NEW Parenting Ideas Club today at parentingideasclub.com.au. You'll be so glad you did!
Caring for Kids and Babysitting First Aid Course

Mitcham Library
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9.30am—4.00pm
(Bring own lunch)
$5 per person. 14+ years only.
Bookings with payment essential.
More information: 8372 8244

This St John First Aid course is aimed at those who care for kids and covers the most common injuries and illnesses suffered by children under 12 years of age. Certificate of Attendance issued.

Youth Week Skate Park Competition

Avenue Road, Skate Park
Cumberland Park
Sat 12th April
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Skate Park Competition Registrations available from:
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